



# ACCREDITATION Regular Interim Report 2009

*Transforming lives through learning*



Lane Community College  
Regular Interim Report

October 2009



This concrete and metal sculpture sequence, created by students,  
represents Lane's vision statement:

*Transforming Lives Through Learning*

# **Regular Interim Report**

*submitted October 2009*

*to the*

Northwest Commission on Colleges and Universities

Lane Community College

4000 East 30th Avenue

Eugene, Oregon 97405

(541) 463-5301

## **President**

Dr. Mary Spilde

(541)463-5301

spildem@lanecc.edu

## **Accreditation Liaison Officer**

Dr. Sonya Christian

Vice President, Academic and Student Affairs

(541) 463-5306

christians@lanecc.edu

## **Coordinating Team:**

Kate Barry, Mary Brau, Dennis Carr, Dr. Sonya Christian,  
Todd Lutz, Anna Kate Malliris, Don McNair, Gregory Morgan  
Dr. Craig Taylor, Mark Williams, Nadine Williams, David Willis

## **Editors:**

Mary Brau, Dr. Craig Taylor

## **Technical Editor:**

Laura Martin

## ***Table of Contents***

Introduction .....	ii
Recommendation One: Evaluation of part-time faculty .....	1
Recommendation Two: Assessment and Program Improvement.....	2
Standard One – Institutional Mission and Goals, Planning and Effectiveness .....	7
Standard Two – Educational Program and Its Effectiveness.....	13
Standard Three – Students .....	21
Standard Four – Faculty .....	29
Standard Five – Library Information Resources .....	33
Standard Five-T – Information Technology .....	37
Standard Six – Governance and Administration.....	43
Standard Seven – Finance .....	47
Standard Eight – Physical Facilities .....	53
Standard Nine – Institutional Integrity .....	55

## ***Appendices***

Section A - Recommendation One .....	A-1
Section A - Recommendation Two.....	A-3
Section B - Standard One.....	A-19
Section B - Standard Three .....	A-25
Section B - Standard Four.....	A-30
Section B - Standard Six .....	A-37
Section B - Standard Nine.....	A-44

## **Acronyms**

AAOT – Associate of Arts: Oregon Transfer degree  
AAS – Associate of Applied Science degree  
ACE – American Council on Education  
AGS – Associate of General Studies degree  
AMTF – Aviation Maintenance Technology Facility  
AS – Associate of Science degree  
ASA – Office of Academic and Student Affairs  
ASLCC – Associated Students of Lane Community College  
ASOT-Bus – Associate of Science: Oregon Transfer degree in Business  
AT – Academic Technology unit  
A-Team – Assessment Team  
CCSSE – Community College Survey of Student Engagement  
CFO – Chief Financial Officer  
CIO – Chief Information Officer  
CML – Center for Meeting and Learning  
CT – Career Technical programs  
CTECC – Career Technical Education Coordinating Committee  
DOLETA – Department of Labor Education and Training Administration  
FMP – Facilities Management Planning department  
FTE – Full-time Equivalent  
FYE – First Year Experience  
GFOA – Government Financial Officers Association  
IT – Information Technology department  
JBAC – Oregon’s Joint Boards Articulation Commission  
KLCC – Call letters of Lane’s National Public Radio affiliate  
LMS – Learning Management System for online courses  
MSW –Management Structure Workgroup  
NSIS – New Student Information Sessions  
NWCCU – Northwest Commission on Colleges and Universities  
PCI – Payment Card Industry  
SAGA – Success and Goal Attainment committee

### **Introduction**

From the Cascade Mountains to the Pacific Ocean, the 4,722 square mile service area of Lane Community College is larger than the combined states of Delaware and Rhode Island, with a county population of approximately 325,000. In the coming decades, the county's economic growth is projected to shift from timber and the agriculture sector to the high technology sector, manufacturing, services, tourism, and printing/publishing.



Lane Community College continues the proud tradition of vocational education begun in 1938 by its precursor, the Eugene Vocational School. In 1964 county citizens voted overwhelmingly to establish Lane as a comprehensive community college. Today the College continues to enjoy broad support of county residents, who approved an \$83 million bond last November supporting infrastructure renewal projects. Recently, over 36,000 people have taken one or more classes at Lane annually, attesting to a local perception that everyone in the county goes to Lane Community College at some point in life. In 2008-09, the College offered classes with a total student FTE of 12,160, and the total annual general operating budget was \$174,126,492.

Today Lane serves its constituents with relevant educational programs in challenging economic times, *transforming lives through learning*. The College fulfills its comprehensive mission with strong curricular offerings and co-curricular activities: transfer and applied degrees and certificates; employee skill upgrading, business development and career enhancement courses; foundational language and academic skills development; continuing education; and cultural and community services. Lane's educational program embodies core values of the College: Learning, Diversity, Innovation, Accessibility, Collaboration and Partnership, Integrity, and Sustainability.

The Northwest Association of Schools and Colleges first accredited Lane in 1968, and Lane has maintained its accredited status since that time. The Commission last conducted a comprehensive evaluation of Lane Community College based on Lane's 2004 Self-Study Report. That evaluation resulted in two recommendations, printed in full in Section A of this report. The Commission requested a 2007 Focused Interim Report addressing the second recommendation on assessment and program improvement, and Lane hosted evaluator Dr. Gary Wixom in April 2007. That evaluation commended the College for aggressively responding to ensure that outcomes assessment *"was consistently applied across campus,"* and for *"successfully implementing a 'cultural shift' across campus regarding the assessment process."* Even with these commendations, the College has continued its focus on assessment of learning in curricular and co-curricular activities.

Section A of this Regular Interim Report offers the response of the College to the 2004 NWCCU recommendations on part-time faculty evaluation and evaluation of the effectiveness of the educational program, including innovation and improvements in its programs based on assessment of learning. Section B of this report responds to questions specified in the NWCCU Regular Interim Report Outline, focusing on changes since the 2004 Lane Self-Study.

## Section A

### Recommendation One

#### **Recommendation One: Evaluation of part-time faculty**

*While the committee found evidence that full time faculty are evaluated in a manner that meets Policy 4.1, this practice does not consistently extend to the part time faculty. The Committee recommends that the College implement evaluation of part-time faculty throughout the college at least once within each five year period of service and that the evaluation consistently employ multiple indices. (Policy 4.1)*

*—NWCCU Comprehensive Evaluation, Lane Community College, October 6-8, 2004*

Lane is compliant with Policy 4.1. When Lane conducted its self-study in 2004, individual departments performed and tracked part-time faculty evaluations independently, using multiple indices and a standardized protocol for evaluating part-time faculty. However, there was no centralized mechanism to track and monitor evaluations. In response to the NWCCU recommendation, Lane's Office of Academic and Student Affairs developed centralized systems for tracking and monitoring formal, consistent evaluations of part-time faculty.<sup>1</sup>

All faculty complete a "substantive performance evaluation" using multiple indices<sup>2</sup> under institutional procedures appropriate to their status at the College. The primary evaluation type is a developmental evaluation for contracted faculty, initiated by time of service. Part-time faculty members are evaluated using multiple indices. Corrective evaluations for contracted faculty members and a "corrective opportunity" for part-time faculty members are initiated in response to indications of inadequate performance requiring significant intervention.<sup>3</sup>

#### **Process**

Lane's system defines a schedule of part-time faculty evaluation during: 1) the first term of employment, 2) a term before earning seniority, usually during the seventh term of employment if within a three-year period, and 3) every fifth year thereafter.

Division offices maintain completed full- and part-time faculty evaluation schedules and tracking reports, and a grid showing the schedule for all full- and part-time evaluations is available in Appendix A.1.1: Example – Math Part-Time Evaluation Scheduling.<sup>4</sup>

Lane's administrative software, Banner, maintains the tracking and monitoring system, which also serves as a planning tool for projecting due dates. The Executive Deans review the reports annually. Lane fully implemented the system during 2006-07 and provides on-going training on an as-needed basis.<sup>5</sup>

---

<sup>1</sup> See Example--Math Part Time Evaluation Scheduling, Appendix A.1.1.

<sup>2</sup> Indices may include student course evaluations, peer observation, manager observation, self-evaluation or portfolio.

<sup>3</sup> See LCCEA Contract: <http://www.lanec.edu/hr/documents/LCCEA11142006.pdf>.

<sup>4</sup> See Example--Math Faculty Evaluation Schedules, Appendix A.1.1.

<sup>5</sup> See PT Evaluation Training Packet.

Recommendation Two

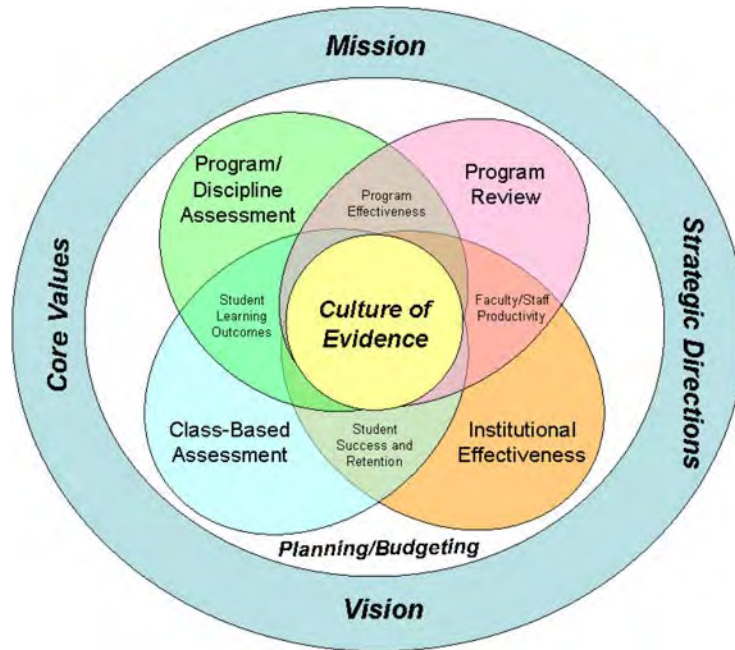


Figure A.2.1: Framework for Assessment within Lane Strategic Plan

**Recommendation Two: Assessment and Program Improvement**

*The assessment of program and course outcomes is inconsistent across the college. The committee recommends that Lane Community College evaluate the effectiveness of the educational program in terms of the change it brings about in students and make improvements in the programs as dictated by the assessment process. (Policy 2.2)*

*—NWCCU Comprehensive Evaluation, Lane Community College, October 6-8, 2004*

Lane faculty members have a strong history using class-based assessments to improve curriculum in individual courses, and the College has long researched institutional effectiveness benchmarks and used that evidence, to gauge mission achievement, and to decide upon strategic directions. The 2004 NWCCU Comprehensive Evaluation noted inconsistencies, however, in Lane’s approach to assessing program outcomes, as well as inconsistent use of the assessment process to improve programs. Following Lane’s 2007 Focused Interim Report, the Commission made no recommendations and in fact commended Lane’s assessment progress:

1. *The institution is commended for aggressively responding to the recommendation of the 2004 accreditation report to ensure that the outcomes assessment process was consistently applied across campus. Faculty and staff have been fully engaged in the process.*
2. *The institution is commended for successfully implementing a “cultural shift” across campus regarding the assessment process. This approach has not only engaged the instructional programs but the student services area as well.*



## Section A

### Recommendation Two

3. *The institution is commended for establishing an effective approach to map the identified general education core abilities with the various disciplines and instructional programs across campus.*<sup>6</sup>

Lane's current framework for assessing learning continues to include these four key types of assessment data to evaluate the educational program: class-based assessment, program/discipline assessment, program review, and institutional effectiveness.

Each type of assessment is conducted within the context of the college mission, vision, core values, strategic directions, and budget process, represented as layers of a Venn diagram in Figure A.2.1. With relative strengths in class-based assessment and institutional effectiveness, Lane has continued to focus on consistent college processes, both in reporting assessment of learning outcomes within applied programs and transfer disciplines, and also in improving programs and courses at the departmental level as a result of assessment.

*Since 2004, Lane has developed procedures to regularly and continuously assess its educational programs and use the results of assessment to improve teaching and learning*

This section of the interim report describes Lane's progress developing continuous improvement cycles, including:

1. assessments focused on student learning outcomes of transfer programs and disciplines, career technical programs, and course sequences key to student success
2. improvements in programs dictated by the assessment of student learning to "close the loop"
3. program review that integrates resource allocations for program improvement

#### **1. Student Learning Outcomes Assessment of Programs/Disciplines**

Lane's mission to provide "affordable, quality, lifelong educational opportunities" includes career technical programs, lower division college transfer programs, and foundational academic, language and life skills development. Consistent with its mission as a comprehensive community college, Lane awards four transfer degrees: Associate of Arts: Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science (AS), a new Associate of Science: Oregon Transfer-Business (ASOT-Bus) degree; the statewide Oregon Transfer Module; 40 applied degrees (AAS), and 24 one- and two-year applied certificates of completion. The College uses an annual unit planning process to review evidence and data to plan for program improvements.

---

<sup>6</sup> Dr. Gary Wixom, "A Focused Interim Evaluation, Lane Community College, April 30, 2007," Northwest Commission on Colleges and Universities.

## Section A

---

### *Recommendation Two*

Since 2005, Lane's Student Learning Outcomes Assessment Plan has defined an assessment cycle for planning and reporting student learning outcomes in career technical degrees and certificates, general education in transfer degrees, developmental studies, and course sequences key to student success, such as the required writing sequence and prerequisite requirements for health career programs. Lane publishes learning outcomes for college-wide general education core abilities and all career technical programs in the catalog.

Lane's Assessment Planning Guide for programs and disciplines (developed in 2005 and substantially revised in 2008) recommends both direct and indirect measures for each outcome. The Assessment Plan Rubric lists these examples of direct and indirect assessments of program outcomes:

- *Direct assessments of learning include licensure exams, common finals or embedded questions (for multiple-section courses), capstone courses, third party exams, juried performances, or other cumulative records of performance.*
- *Indirect assessments include employer evaluations of cooperative education students, student self-evaluations, or proxy measures such as retention and success in subsequent courses.*

Lane's Assessment Team (A-Team) provides continuity and leadership on assessment processes and issues, including assessment planning, implementation, and reporting, and faculty have a central role in planning and evaluating the educational programs through unit planning and standing committees of the College.

Lane has clear expectations regarding achievements of its students, and reliable procedures are used to assess student achievement of those expectations, as illustrated by published program outcomes, as well as discipline and program assessment highlights summarized in Appendix A.2.4.

#### **General Education Pilot Assessment**

While Lane has traditionally had strong career technical program assessments, outcomes assessments in transfer disciplines serving general education requirements have been more problematic.<sup>7</sup> Transfer associates' degrees in Oregon include general education and electives, but not majors, so the difficulty has been defining outcomes of transfer degrees. A key breakthrough came in 2007 when the A-Team conceptualized general education core abilities as the program to be assessed in transfer degrees, rather than individual disciplines. Lane publishes the following college-wide learning outcomes of general education core abilities.

---

<sup>7</sup> See posted reports, <http://www.lanec.edu/assessment/plansreports.html>

## Section A


### Recommendation Two

---

#### **Students completing general education will:**

1. *Communicate effectively*
2. *Think critically and solve problems effectively*
3. *Increase understanding of the relationship between self and community, including self-awareness and personal responsibility*
4. *Explore academic disciplines of liberal arts, social sciences, and physical sciences*

The College thus began an innovative assessment of general education outcomes in spring 2008, with an initial report on the core ability, “think critically and solve problems” due during fall 2009, and the second core ability, “communicate effectively” in spring 2010. Briefly summarized, this effort uses assignments from coursework of entering and exiting students, giving a “value added” institutional snapshot of students’ achievement of core abilities. Participating faculty have engaged enthusiastically, developing common rubrics to evaluate core abilities across disciplines. Rubrics,<sup>8</sup> assignment criteria,<sup>9</sup> and preliminary reports from these pilot projects will be disseminated and discussed with discipline area faculty during academic year 2009-10 to identify targets for improvement to “close the loop.”



*Participating faculty have engaged enthusiastically, developing common rubrics to evaluate each of the core abilities across disciplines.*

In the past five years, individual transfer disciplines and divisions have also begun the extraordinary work of conducting assessments of the general education requirements in transfer degrees and key course sequences. This important faculty work illustrates a truism that the best assessment projects require time, dedication and resources. Divisional assessment work is briefly described in Appendix A.2.4.

---

<sup>8</sup> See appendices A.2.1: *Critical Thinking /Problem Solving Assessment Rubric, June 2009* and A.2.2: *“Communicate Effectively” Assessment Rubric, May 2009.*

<sup>9</sup> See Appendix A.2.3: *Institutional Assessment of General Education Outcomes.*

## 2. Implementing Improvements to “Close the Loop”

Program and discipline reports of improvements related to this assessment and planning cycle (2007 Summaries and 2009 Summaries) show that Lane’s assessment activities lead to specific improvements in teaching and learning. The division level assessment summarized in Appendix A.2.4 illustrates the deliberate and intentional nature of how Lane has made “improvements in the programs as dictated by the assessment process.”

### *Closing the Loop*

*Lane’s Assessment Planning Guide also provides a reporting mechanism for curriculum revisions that “close the loop”*

## 3. Program Planning and Resource Integration

Since 2004 Lane has increased effective use of unit plans to make decisions about resources for program improvements, to integrate educational program assessment recommendations into overall planning and evaluation planning, with a focus on student success and sustainability. Initiatives proposed by departments through unit planning are reviewed for funding by three committees (Curriculum Development Funding Committee, Carl Perkins Committee, and Tech Fee Committee) and forwarded to the Office of Academic and Student Affairs for allocation. Funding decisions are posted online after departments are informed of funding awards. Unit planning thus presents the primary mechanism for reporting program data to inform funding decisions.

On a three-year cycle the Career Technical Education Coordinating Committee (CTECC) also conducts reviews of each Lane program leading to an applied degree or certificate.<sup>10</sup> These reviews focus on the relationship of the advisory committees to the program being reviewed, and have resulted in helpful feedback to program coordinators and advisory committee chairs, as noted in multiple program summaries.

<sup>10</sup> CTECC minutes are available in the Section A Evidence Binder.

Standard One

**Standard One –  
Institutional Mission and  
Goals, Planning and  
Effectiveness**

**Mission and Goals**

*What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?*

Despite significant budget challenges, Lane has stayed true to its mission because of deliberate and intentional decisions made by the administration and the Board of Education. Since the last full-scale evaluation in 2004, there have been no changes in the Mission and Strategic Directions of the College. Lane’s Board of Education made an important change in January 2007 when it adopted a new college Core Value – Sustainability.<sup>11</sup> As a result, the Sustainability Core Value is now intrinsically

woven throughout Lane’s operations and educational programs. Sustainability has been infused across the operations of the College, as evidenced by a campus-wide emphasis on recycling, along with energy and water conservation measures, most recently with the installation of photovoltaic and demonstration rainwater catch systems.<sup>12</sup> Curricular innovations also reflect this new core value—besides the Energy Management program, the Board approved a Water Conservation AAS degree, a Sustainability Coordinator AAS degree and a Resource Conservation Management AAS option.

2005	Lane’s Sustainability Office formed.
	Lane’s VP of Instruction and Student Services, a group of Lane faculty, and Lane’s Sustainability Coordinator formed the new Sustainability and Learning Committee.
	The Student Affairs Council Strategic Plan was approved.
2006	The Learning Council Learning Plan was approved.
	The Diversity Council Work Plan was finalized.
	Lane’s Board of Education adopted a new college Core Value – Sustainability.
	Lane’s Management Structure Workgroup (MSW) chartered in fall of 2007; Lane’s Board of Education adopts President’s recommendations for management structure change in March 2008.
2008	Lane’s Board of Education hosted ten community conversations across the college service district.
	Lane Community College Foundation’s “Opening Doors” campaign launched in February 2008; the goal is to raise nearly \$23 million for critical community needs that are being addressed by Lane Community College.
	The Facilities Council Long-Range Strategic Campus Plan finalized.
	A planning and community information campaign culminated in November 2008, with Lane County voters approving a 15-year, \$83 million bond request. Funds will be used to repair, renovate and upgrade college facilities.
	The Facilities Council Design Guidelines approved.
	During its June ‘09 retreat, College Council began review of Lane’s Strategic Directions.
2009	During its July retreat, Lane’s Board of Education began review of Lane’s Strategic Directions.
	June 2, groundbreaking for new Health and Wellness Center, a key component of the Lane Community College Foundation’s “Opening Doors” campaign.
	Started construction projects funded through the Lane’s \$83 million Bond.

Figure B.1.1: Key Activities by Academic Year

<sup>11</sup> Appendix B.1.1: Lane’s Vision, Mission, Core Values and Strategic Directions.

<sup>12</sup> See Appendix B.1.2: History of Lane’s Sustainability Office and Early Projects of the Sustainability and Learning Committee.

*Section B*  
*Standard One*

---

**Planning at Lane**

Lane’s ongoing planning process includes college-level strategic planning every three to five years with more detailed departmental planning occurring annually. Lane’s Strategic Directions offer a framework for planning that governance councils use in developing their strategic plans.<sup>13</sup> Unit Plans are detailed plans developed annually during the unit planning process and progress toward achieving unit planning goals is ongoing. Unit Plans and unit accomplishments for 2008-09 are linked to Strategic Directions and governance council goals.<sup>14</sup>

*Strategic Direction:  
Transforming the  
College Operation*

*Build organizational capacity  
and systems to support student  
success and effective  
operations*

***What existing plans for the future have been achieved?***

In addition to the ongoing work of units across the College that is reviewed annually through unit planning, and the planning that occurs in governance councils, Lane also has recently achieved some notable special college-wide plans that are aligned with the Lane’s Mission and Strategic Directions. A special college-wide plan that was developed and adopted during the 2007-08 academic year, which is aligned with the Strategic Direction of “Transforming the College Operation,” relates to the management structure of the College. The Management Structure Workgroup (MSW), chartered by the President in fall of 2007, evaluated Lane’s management structure, reviewed options, and made recommendations for the College administrative/management structure at the executive and division chair/director level. The workgroup, chaired by the Vice President for Academic and Student Affairs, completed its charge and submitted a report to the President, who recommended management changes that the Board approved in March 2008.<sup>15</sup>

Lane’s successful bond campaign represents another special college-wide plan, based on facilities planning that started in 2004, that was aligned with the Strategic Direction of “Transforming the Learning Environment.” Lane conducted community research and then designed and implemented a community-wide grass-roots bond information campaign about the College’s facilities needs. The bond campaign required college-wide effort spanning more than two years. It involved assessment of the potential for renewing Lane’s 1995 bond and it also identified capital improvement needs across the College that could be accomplished through a

---

<sup>13</sup> See the Standard One Evidence Binder for the following Governance Council Plans: Lane’s Learning Plan, Long-Range Strategic Campus Plan, Diversity Council Work Plan, Student Affairs Council Strategic Plan.

<sup>14</sup> Unit Plan goals and accomplishments are reported by unit at the Office of Academic and Student Affairs website, <http://lanec.edu/oasa/unitplans/unitplans2008-2009.html>.

<sup>15</sup> This work is described in more detail in Standard 6.

## Section B

### Standard One

special bond. Board members, students, staff from across the College and the newly formed Lane League, comprised of community leaders who have volunteered to serve as advocates in the community for the College, energetically carried out that campaign. The campaign culminated in November 2008 when voters from Lane’s district approved a 15-year, \$83 million bond request. The College is using those bond funds to repair, renovate and upgrade college facilities.<sup>16</sup>

Another example of a special college-wide plan that is aligned with the Strategic Direction of “Transforming the Learning Environment” is the Lane Community College Foundation’s “Opening Doors” campaign, launched in November 2008 with a goal of raising nearly \$23 million for critical community needs being addressed by Lane Community College.<sup>17</sup> The “Opening Doors” campaign will help Lane respond to the growing local and national shortage of nurses and other health professionals that will affect the quality of patient care in the future. The four initiatives that will be funded by the “Opening Doors” campaign are a new Health and Wellness Center on Lane’s main campus, an endowment to hire additional faculty, a scholarship endowment, and the President’s Fund for Innovation.

With an estimated cost of \$15 million, the new Health and Wellness Center will provide space needed to expand nursing and other health care career programs. The Oregon legislature approved \$6.75 million in matching funds for the Center. The College succeeded in raising its share of the needed funds, and groundbreaking for the new Center occurred June 2, 2009.

A fourth example of a special college-wide plan that was developed over several years is the recent Strengthening Institutions Title III grant, “Engaging Students.” The design of the grant was informed by the Community College Survey on Student Engagement (CCSSE) administered in 2005. This US Department of Education grant provides \$2 million over a five year period enabling Lane to focus on student retention and success, which are key elements of Lane’s Strategic Direction of “Transforming Students’ Lives.”

***Strategic Direction:  
Transforming the  
Learning Environment***

***Create, enhance and maintain  
inviting and welcoming  
facilities that are safe,  
accessible, functional, well-  
equipped, aesthetically  
appealing, and  
environmentally sound.***

***Strategic Direction:  
Transforming  
Students’ Lives***

***Foster the personal,  
professional and intellectual  
growth of learners by  
providing exemplary and  
innovative teaching and  
learning experiences and  
student support services***

<sup>16</sup> For a summary of construction projects, see <http://www.lanecc.edu/facilities/building.html>.

<sup>17</sup> See <http://www.lanecc.edu/foundation/openingdoors/>.

## Section B

---

### Standard One

#### ***What new plans have been formulated?***

Lane is currently in the process of reviewing and revising the institution's Strategic Directions. Starting in 2004-2005, Lane reviewed employment demographic trends which resulted in the Health Care study and Senior Programming initiative. In 2008-2009, the Board conducted community conversations. Additionally, campus-wide discussions during spring conference 2008 using a world café technique enabled staff to discuss three questions:<sup>18</sup>

- 1. What major forces/issues in the external world (global, national, and community) have an effect on Lane?*
- 2. What is the profile of Lane's future students?*
- 3. What should Lane Community College do to respond to the changing environment?*

College Council will make recommendations to the president by December 2009 on the Strategic Directions.

#### **Planning and Effectiveness**

##### ***Succinctly describe the institution's current status in meeting the requirements of Standard 1.B - Planning and Effectiveness.***

Lane's Mission, Core Values, and Strategic Directions guide planning and ongoing work that occurs across the College, both in governance councils and also in departments through the annual unit planning process.<sup>19</sup> Budget development strategies and priorities that College Council approves each year also are closely aligned with the college Mission and Strategic Directions.<sup>20</sup>

Lane's Strategic Plan achieves more form and direction through Lane's governance system, which is charged with planning and policy development for the College and is made up of seven councils. Six councils<sup>21</sup> have responsibility for specific functions of the College, and the College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities.

---

<sup>18</sup> Summaries of those conversations can be reviewed at <http://www.lanec.edu/research/planning/SpringConferenceWorldCafeConversations.htm>.

<sup>19</sup> The diagram in Appendix B.1.4 depicts the components of on-going planning at Lane and linkage between those components.

<sup>20</sup> See Budget Development Strategies, Priorities, and Principles and Criteria for FY 10 in the Standard One Evidence Binder

<sup>21</sup> The duties of the Finance Council have been assumed by the Budget Development Subcommittee of College Council.



## Section B

### Standard One

For example, Facilities Council, the governance council with responsibilities for planning related to the Strategic Direction of “Transforming the Learning Environment,” has developed a Long Range Strategic Campus Plan and also a comprehensive set of Design Guidelines for all major facility remodels, renovations, and new construction projects. Recently approved by College Council, the Guidelines are an example of work completed by an area council being used directly in planning and designing projects to achieve a college strategic direction funded through Lane’s 2008 bond.

*Lane’s annual Unit Planning process, undertaken for the first time in 2003-04, continues to provide a key link between the college Strategic Plan and the direction and work at the unit level.*

Like plans developed by governance councils, unit plans are aligned with the College Strategic Plan. Unit plans can redirect the use of existing funds for the unit and may also include new initiatives and requests for special funding. The college priority of improving connections with area high schools recently resulted in redirecting existing resources to create the High School Connections program, expansion of College Now, and development of the Regional Technology Education Consortium. Requests for special funding are prioritized and forwarded to the Curriculum Development Committee, the Carl Perkins Grant Committee, and the Technology Fee Committee for evaluation and funding allocation recommendations, which are finally approved by the Executive Team.

To guide the annual budget development process each year, College Council approves budget development principles, strategies and priorities. College Council has approved a consistent set of institutional priorities and strategies over the past several years. Two of those strategies have been related directly to fiscal sustainability – to increase revenue, and to decrease expenses.

#### **Achievement of Institutional Expectations**

*What are the institution’s expectations of itself and how does it assess itself regarding the achievement of those expectations?*

Lane’s expectations are set in the college Mission and Strategic Directions. One means by which Lane evaluates achievement of expectations is through regular reports prepared for Board discussion each month. Annual monitoring reports required by the Board and tied to Board policy focus on areas such as finance, treatment of learners, treatment of staff, and college assets. Lane Benchmarks are prepared and presented to the Board each month to assist in identifying areas that may need more specific analysis or action.

*Section B*

---

*Standard One*

**Summary**

Lane is committed to principles that guide effective planning and performance measurement and it applies those principles each year as it works through its annual college-level and unit planning processes and budget development. The addition of a new college Core Value of Sustainability recognized the importance of this concept across all of Lane's operations and programs. The process of reviewing and updating Lane's Strategic Directions begun during 2007-08 will be completed during the 2009-10 academic year.

## Section B

### Standard Two

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

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

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

Changes to graduation requirements have been a result of two statewide efforts to improve articulation and transfer among community colleges and Oregon universities: changes mandated by the legislature, and changes following a shift from 3 to 4 credits in many transfer courses.

Changes to Lane’s Associate of Arts Oregon Transfer (AAOT) degree as a result of the new statewide agreement are summarized in Figure B.2.2. An information literacy requirement mandated for implementation by 2012 will be “embedded” in other required courses. Changes to Lane’s remaining associate degrees are summarized in Figure B.2.3.

#### **Legislative Mandate for AAOT**

In 2005 the Oregon legislature passed Senate Bill 342<sup>22</sup> mandating statewide changes in the AAOT, to articulate general education requirements of the degree more seamlessly across state institutions of higher education, and to create an outcomes-based degree. In statewide faculty

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

Figure B.2.1: Key Activities by Academic Year

<sup>22</sup> For complete text see <http://www.leg.state.or.us/05reg/measpdf/sb0300.dir/sb0342.en.pdf>, Accessed 08.18.09

## Section B

### Standard Two

work on an outcomes-based degree, the Joint Boards Articulation Commission noted transfer “swirl” phenomena in student data, meaning students simultaneously attend multiple institutions, transfer among community colleges, and/or reverse transfer from four- to two-year institutions.<sup>23</sup>

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

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

But there were also systemic challenges that needed to be resolved statewide. Previously, Oregon’s seventeen community colleges had perceived the statewide agreement as a set of minimums, and colleges added to basic requirements to reflect their unique missions and pedagogical priorities. In addition, some colleges offer 3-credit courses, and others offer 4-credit courses. As a result, students attempting transfer between community colleges sometimes had to complete additional courses, even after having met general education and other degree requirements at a previous institution.

Instead of a minimum number of credits, the new AAOT requires a minimum number of courses in Foundational Skills and Introduction to Disciplines. An outcomes-based AAOT fully implemented by 2012 will require intensive faculty work, both to review courses fulfilling

<sup>23</sup>James C. Arnold, Ph.D., *Do We Need to Fix the Associate of Arts/Oregon Transfer Degree?*, [http://www.ous.edu/state\\_board/jbac/files/TransferPolicy.htm](http://www.ous.edu/state_board/jbac/files/TransferPolicy.htm).

## Section B

### Standard Two

degree requirements stated as learning outcomes, and also to achieve new information literacy outcomes.

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

Figure B.2.3: Changes in Associate of General Studies, Associate of Science, and Associate of Applied Science

## Section B

### Standard Two

#### Changes to Other Degrees

To improve transferability, most Lane general education courses now parallel credit course values at Oregon University System<sup>24</sup> institutions. This shift also precipitated some adjustments in general education requirements of Lane's other transfer degrees and applied degree requirements. For example, the Associate of Applied Science (AAS) Introduction to Disciplines requirement shifted from four courses to twelve credits. Although student choices may be slightly more limited, as potentially three 4-credit courses instead of four 3-credit courses, the trade-off has been in slightly increased depth of content in related instruction courses. The shift from 3 to 4 credits in general education and related instruction courses has precipitated some credit adjustments to core curricula, to stay within credit maxima set by state administrative rules. However, the faculty has assessed and monitored effects on achievement of student outcomes and made adjustments to technical core curricula where necessary.

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

Lane has deliberately sought development funding from external sources to support strategic initiatives, and Lane's planning process now includes institutional provisions for maintenance of programs once grant funding is completed. It also includes resources both for program development and physical facilities, such as the new Health and Wellness building<sup>25</sup> for expanded programs in the health professions.

A second example of this coordinated planning process supports Lane's commitment to diversity and serving Native American students. In 2005 Lane added American Indian language study in Chinuk Wawa, a new two-year course sequence fulfilling Arts and Letters requirements for associate degrees as well as language requirements at Oregon University System institutions. This new transfer curriculum has been planned and supported in parallel with fundraising and Lane's Longhouse construction, which will also enhance co-curricular activities related to the American Indian Experience and the Native American Student Association.

*All degree and certificate curriculum initiatives at Lane have been a result of planning processes to address identified student and community needs, as well as statewide initiatives to improve student access and course transferability.*

<sup>24</sup>For a complete listing of member institutions, see <http://www.ous.edu/about/campcent/>.

<sup>25</sup>See home page at <http://www.lanec.edu/healthwellness/>.

## Section B

### Standard Two

#### Degrees/Certificates Added Since 2004

1. *Oregon Transfer Module* – While not technically a degree or certificate, this one-year, statewide, transcribed module of coursework transfers intact to any state institution and fulfills 45 lower division general education credits This 2006 statewide agreement was a precursor to revisions in the AAOT.
2. *Associate of Science Oregon Transfer-Business* – A transfer business degree accepted statewide beginning in 2004, fulfilling lower-division general education requirements for business baccalaureate programs at Oregon University System institutions.
3. *Career Technical — Associate of Applied Science Degrees and Certificates* <sup>26</sup>  
In the career technical curriculum, identified workforce needs, statewide efforts to align key career programs, and initiatives emphasizing careers related to sustainability have prompted development of these new degrees:  
Computer Simulation and Game Development AAS  
Construction Trades Apprenticeship Statewide AAS, Certificates  
Electrician Apprenticeship Statewide AAS, Certificates  
Industrial Mechanics and Maintenance Apprenticeship Statewide AAS, Certificate  
Physical Therapist Assistant AAS  
Resource Conservation Management AAS Option  
Retail Management Statewide AAS, Certificate  
Sustainability Coordinator AAS  
Water Conservation Technician AAS

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

Degrees and certificates have been discontinued primarily for three reasons: declining or unsustainable enrollment; misalignment with a new program or replacement with a program designed by statewide consortia; or replacement by cooperative agreements with another community college providing online coursework for part of the curriculum. Thus, in addition to considering workforce needs in program development, Lane has reviewed existing majors, degrees, and certificates with a planning emphasis on sustainability of the educational program, student success, and retention.

1. Apprenticeship: Sheet Metal AAS—replaced by Construction Trades Apprenticeship AAS
2. Avionics Technician AAS, 2-yr, 1-yr—Program had insufficient enrollment and was fiscally unsustainable

---

<sup>26</sup>For a complete listing see <http://www.lanecollege.edu/collegecatalog/careertech.html>.

## Section B

### Standard Two

3. Computer User Support AAS— Program had insufficient enrollment and was fiscally unsustainable
4. E-Business AAS— Program had insufficient enrollment and was fiscally unsustainable
5. Legal Assistant AAS—Program lost its only qualified faculty; program replaced by distance learning agreement for Legal Assistant and Paralegal Studies AAS delivered by Umpqua Community College
6. Practical Nursing, 1-yr—This certificate did not ladder into the new statewide Associate of Applied Science Degree in Nursing, and resources were not available to support this second curricular track. This suspended certificate will be reconsidered in Fall 2009.

*Changes in career technical programs have also been a result of purposeful planning processes emphasizing sustainability of programs, increased access and success for students, and workforce needs.*

#### Career Technical Program Changes

Changes in technical programs as a result of the planning process for sustainable enrollment to address low-density enrollment patterns have produced complete program redesign in at least three programs. Given enrollment data, faculty redesigned AAS degrees in Business Technologies, Computer Information Technologies, and Drafting, mapping courses to common outcomes to reorganize programs. The core curriculum in Business and Computer Technologies now leads to one-year certificates (Business Assistant, Computer Specialist), so students choose among applied degrees at the end of the first year. The Drafting curriculum reconfigured separate emphasis tracks to an integrated single track combining skill areas to offer students greater employment flexibility. Reconfiguration of these programs led to scheduling efficiencies, preserved and improved career choices for students, and improved enrollment, student success and retention.



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



## Section B

### Standard Two

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

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

To address identified workforce needs for short-term trainings, Lane has developed twenty Career Pathway Certificates of Completion, certificates wholly contained within existing applied degrees or certificates. These certificates require only 12 to 44 credits, and are attractive options for students seeking quick retraining or part-time training leading to a specific career opportunity. Lane has also actively participated in revising statewide applied degrees in some career technical majors, designed to "assure the complete transferability of coursework for students who transfer between participating community colleges."<sup>27</sup>

Faculty members participate in statewide consortia to articulate and align curricula for the following degree programs:

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

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

### **Distance Learning: Online, Hybrid courses and Quality Matters**

While not technically a change in degrees or certificates, instruction suitable for the online environment certainly requires careful re-thinking and changes to course activities and materials.

---

<sup>27</sup> Oregon Department of Community Colleges and Workforce Development, *Goals and Requirements of Statewide Applied Programs*.

## Section B

### Standard Two

Lane's online initiatives have been planned as key supporting efforts for sustainability and student access, with cooperative agreements in several health careers to provide students from remote and rural areas opportunities to complete didactic instruction online, and clinical portions of the curriculum in their home communities. Lane has adopted the Quality Matters Rubric to help faculty develop online courses using best instructional practices.

Lane has also aggressively and deliberately sought external funding to support these new initiatives to improve the instructional format of online curricular offerings. Oregon's Strategic Investment Fund (SIF) provided a one-time grant for \$632,000 to develop online delivery options, which will help Lane provide statewide educational opportunities for students in the areas of health care and sustainability. The purposes of the Lane SIF grant are to have statewide impact and increase the College's enrollment in these high demand areas. Participating in this grant are Respiratory Care, Physical Therapist Assistant, Energy Management, and Water Conservation programs, as well as courses in Nursing, Advanced Technology and Science.

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

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

1. *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes? (page 4)*
2. *Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations? (pages 4-5, Appendix pages A-3 to A-18)*
3. *In light of the requirements of Commission Policy 2.2 - Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning? (page 3)*

### Summary

Informed by assessment evidence of student learning outcomes, changes in Lane's educational programs have been strategically planned for effectiveness, with a focus on fiscal and enrollment sustainability, student success, and retention. Career technical changes are also guided by strong advisory committees and respond to identified workforce needs. Lane's faculty has participated actively in statewide efforts to develop an outcomes-based transfer associate's degree and in statewide consortia for selected applied degrees, and is engaged in an innovative local pilot to assess general education core ability outcomes. This important work will shape Lane's curriculum in the coming decade.

## Section B

### Standard Three

#### Standard Three – Students

*What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why?*

Changes to admissions, grading, student non-academic programs, and student support services have occurred within an intentional framework of a visible directed emphasis on increasing student success. Student Affairs has also focused on sustainability to maintain and improve services despite resource reductions. Integration of Academic and Student Affairs has been a continued emphasis.

#### Strategies to Improve Student Retention and Increase Student Success

##### SAGA and Title III

The Success and Goal Attainment committee (SAGA) is a college-wide committee established in 2002 responsible to research and implement student success initiatives.<sup>28</sup> SAGA has been instrumental in student success and persistence initiatives. SAGA was instrumental in implementation of the Community College Survey of Student Engagement (CCSSE). SAGA has analyzed this data with the intent of raising faculty awareness of the results.

2005	Document imaging implemented for enrollment documents
	Piloted Fast Lane to Success, FYE learning community
	Developed Career Pathways networks
2006	Administered Community College Survey of Student Engagement
	Implemented Software (Lane Job Connection) for student job search
	Improved federal work study processing
	Effectuated Counseling's SARS-GRID scheduling software for student tracking
2007	Back On Course college success class intervention begun
	Improved under-18 admissions process
	New Process: Students filing FAFSA able to charge in Bookstore
	Created electronic billing process with proxy access for family members
	Document imaging implemented for financial aid documents
2008	Implemented online admissions process for Health Careers students, International Students
	Developed Online appointment system for testing, orientations and advising
	Streamlined student employment system
	Implemented New Student Information Sessions and improved Student orientation and advanced registration (SOAR).
2009	Received state certification of Associated Students of Lane Community College
	Financial services, student accounts integrated with Enrollment Services
	Title III grant awarded to improve student success and persistence
	Title III Funding for development of student web portal approved
	Back on Course received League for Innovation award
	Improved homepage to assist student access to information
	Awarded \$100,000 ACE/Wal-Mart grant for improved programs for veterans
	Planning begun for increasing the International Program
	Piloted mandatory student orientation, group advising for new students
	Implemented Financial Aid TV available from the web
Installed interactive student FAQ's on homepage	

Figure B.3.1: Key Activities by Academic Year

<sup>28</sup> For the breadth of SAGA activities see <http://www.lanec.edu/saga/whatis.html>.

## Section B

### Standard Three

---

SAGA has also fostered development of First Year Experience (FYE) learning communities—efforts to intervene with students who are not making satisfactory academic progress, and has established the groundwork for *Engaging Students*, Lane’s new Title III grant, awarded in May 2008.<sup>29</sup> CCSSE data and questions have informed the assessment and design of the FYE program.

*Engaging Students* is a comprehensive, integrated program for new students enrolled in credit classes, either to earn a degree at Lane or transfer to a four-year university. The overall goal is to improve student success (persistence, graduation and transfer), as well the College’s fiscal sustainability, by providing:

1. a comprehensive, integrated first-year experience for new credit students
2. strengthened coordination and collaboration between Academic Affairs and Student Affairs
3. a holistic approach to student learning; and
4. a college climate that continuously improves practices that support success.<sup>30</sup>

*Engaging Students* focuses on improving student outcomes with a series of activities: integrated FYE learning communities, required orientation and advising, and a student web portal to improve student engagement and access to information. Lane has made substantial progress in the first six months toward meeting grant objectives with effective structures and processes. The campus community is becoming informed and there is already wide participation. Appropriate college governance councils are reviewing policies and practices that may impede student success.<sup>31</sup>

The web portal is well underway to full implementation. The product was identified: SunGard Luminis (hardware and software) has been purchased and installed. Lane’s Information Technology department has hired a technician responsible for portal implementation. Implementing the portal will improve communication to students with the goal of also increasing their engagement with the College. The awareness and effectiveness of all *Engaging Students* activities will be assessed via staff and student evaluative surveys as well as achievement of project goals.

---

<sup>29</sup> See Appendix B.3.1: Summary of Lane’s College-wide Planning, 2002 – 08 (for *Engaging Students* captures major success and retention planning activities)

<sup>30</sup> See *Engaging Students: A Comprehensive First Year Engagement Program*, in the Standard Three evidence binder

<sup>31</sup> See minutes of Student Affairs Council 2008 -2009 in the Standard Three evidence binder

Standard Three

**Student Affairs Redesign**

*Student Affairs* began a redesign process to continually promote quality of services in a fiscally sustainable manner in 2007, to ensure students receive excellent service despite fiscal constraints.

An all-staff meeting generated ideas about how *Students Affairs* as a whole can support the goals of Engaging Students. Enrollment, financial aid, orientation and advising services are all being reviewed and undergoing improvement. On-line and in-person learning modules are being created so students have multiple modalities in which to participate. Counseling and Advising staff have experimented with various group models during the spring of 2009 to determine what works for future development. Mandatory group advising for new students was piloted fall 2009.

*Throughout Student Affairs, services are being redesigned in a proactive model so timely, front-end information and processes build a successful foundation for Lane students.*

The redesign has also resulted in the consolidation or combining of some *Student Affairs* departments. For example, Student Life, the Multicultural Center and the Women’s Program were consolidated under one Associate Dean, and Student Financial Services and Student Accounts were integrated with Enrollment Services. These changes have improved collaboration and coordination between staff to better serve students.

The redesign has also resulted in the consolidation or combining of some *Student Affairs* departments. For example, Student Life, the Multicultural Center and the Women’s Program were consolidated under one Associate Dean, and Student Financial Services and Student Accounts were integrated with Enrollment Services. These changes have improved collaboration and coordination between staff to better serve students.

**Counseling**

Counseling redesign resulted in designing New Student Information Sessions (NSIS) and improved annual Student Orientation and Registration. The goal was to provide new students with “student success” information throughout the year, keeping students engaged with Lane on an on-going basis. The NSIS are providing the basis for establishing a required student orientation, a retention and success best practice. Lane will have implemented mandatory orientation for all credit students by fall 2010.

**Back On Course**

At Lane, over 700 students are suspended from financial aid each term for not meeting standards for satisfactory academic progress. One example of *Student Affairs* redesign is *Back On Course*,<sup>32</sup> which provides an intervention for students who are not making satisfactory academic progress, an initiative recognized nationally by the League for Innovation in Community Colleges in 2008 as an exemplary practice. In *Back On Course* evaluations, 97% of students

<sup>32</sup> For more information, see *Back On Course* home page at <http://www.lanec.edu/stuser/backoncourse.htm>

## Section B

### Standard Three

---

reported they had improved self-management by learning strategies to establish goals, monitor progress, and use a calendar system.<sup>33</sup>

#### Additional Improvements

Many additional improvements have been implemented for specific student populations. For example, Disability Resources has moved away from a medical model of service delivery towards a social/cultural model, including department name change, new mission statement, revised department goals, and a new website with a range of format and language changes. Disability Resources has also received funding for a 3-year demonstration research grant through the Department of Education, which will focus on infusing social/cultural model concepts (including universal design) into 20-25 colleges across the nation.<sup>34</sup>

There is improved support for students of color. *Rites of Passage*, a bridge program for minority youth has stabilized and expanded, and the Women's Program has developed *Transiciones*, a bridge program specifically for Latina students. New connections between the Women's Program and the Multicultural Center have expanded entry opportunities for high school students and their families. There has also been improved access to scholarships, particularly an expansion of scholarships available to women.<sup>35</sup>

The student employment system has been streamlined through software (*Lane Job Connection*) for student job search, replacing paper driven processes. Barriers to student access to jobs were removed by reviewing existing procedures and making them more student-friendly.

A student veterans' resource office has been established to provide additional services and community resources for veterans. As a result of this work in 2009 the College was awarded a \$100,000 ACE/Wal-Mart grant to develop a first year experience program for veterans.<sup>36</sup>

Planning for growth in the international student program has resulted in creating the position of International Program Manager, which includes marketing, management and recruiting. Lane is developing a structure with revenue from international tuition and fees to pay for program costs, and profits available for reinvestment for further growth.

The College has continued to address and improve any disproportionate opportunities in men's and women's sports. An Athletics Leadership Committee was established in 2009 to fund-raise for student athlete scholarships. Lane also offers *Beyond the Field*, a specific college Success class for athletes.

---

<sup>33</sup> *Getting Students Back On Course To Success*, presentation Student Success Conference Portland OR Feb 2009

<sup>34</sup> To view the grant, see the Standard Three evidence binder

<sup>35</sup> To view available scholarships, see <http://www.lanecollege.edu/foundation/scholarshipopp.htm> - Women,

<sup>36</sup> See Lane's *Integration of Vets in Education (LIVE)* in the Standard Three evidence binder

## Section B

### Standard Three

#### Co-Curricular Activities

Improvements in co-curricular activities support student leadership and engagement. Lane was a leader in developing the Oregon Community College Associated Student Government Certification, a process designed to:

- provide some consistency related to best practices among student government groups at Oregon Community Colleges.
- provide a reference for incoming student government members and advisors.
- reward student government groups for reaching a standard certification level of excellence.
- provide some institutional policy development and support for student government leaders and advisors.

A Council of Clubs consisting of one representative from each of the current clubs and organizations at Lane has been established to promote and co-sponsor activities. The Council is led by the ASLCC Multicultural Events Coordinator.

#### Improved Support for Financial Aid

Enrollment and Student Financial Services has become virtually a paperless operation through document imaging for all enrollment documents and financial aid documents. Students who file a financial aid application can charge for books and supplies in the Bookstore prior to aid disbursement, resulting in reduced lines and improved service and support for students. Students now also benefit from increased processing speed for financial aid. State data shows Lane disburses more financial aid than other colleges in Oregon. In 2007/2008, Lane disbursed \$42,191,539 in financial aid funds; Portland Community College was second, disbursing \$ 25,945,045.<sup>37</sup>

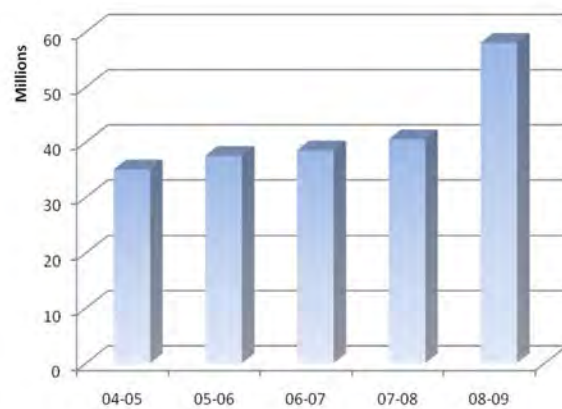


Figure B.3.2: Financial Aid  
Source: Lane Community College Enrollment Services

***Lane has faster financial aid processing than other community colleges in the state despite rapidly increasing applications.***

<sup>37</sup> See Appendix B.3.2: Financial Aid Expenditures

## Section B

### Standard Three

#### Leveraging Technology to Improve Services to Students

Lane is a leader in online processes and resources. For example, the Lane homepage has been improved to assist students in accessing accurate information. Counseling has implemented an online appointment system, providing efficiencies for students and staff. Students can also make placement testing appointments online, and the College now has electronic billing with proxy access for family members

Guidelines for the under-18 admissions process have been clarified and communicated clearly to students via the web,<sup>38</sup> and the admissions processes for particular programs/groups of students have moved online (e.g., selective admissions in Health Careers, international students).

Finally, in 2009 Lane is in the process of implementing both Financial Aid TV, an electronic resource for financial aid information that students can access through the web, and software that allows an interactive set of frequently asked student questions and answers to be posted on the homepage.

#### Increased Integration of Academic and Student Affairs

The College has continued the process of integrating Academic and Student affairs. Since the 2004 evaluation, Adult Basic Skills, English as a Second Language, Academic Learning Skills (credit developmental education) and Tutoring Services moved to Student Affairs from Academic Affairs to improve retention and transition services, and increase departmental awareness of basic skills and students' developmental education issues.

Academic and Student Affairs deans and directors meet together on a regular basis for training and for working together on student success and retention, program planning, data collection and review. Lane has further developed learning communities that integrate student services and use student success principles in the classroom, such as Fast Lane, a first year learning community that integrates College Success, Effective Learning with Writing and Math classes, and Women in Transition, a first year 7 to 16 credit First Year Experience focused for women.

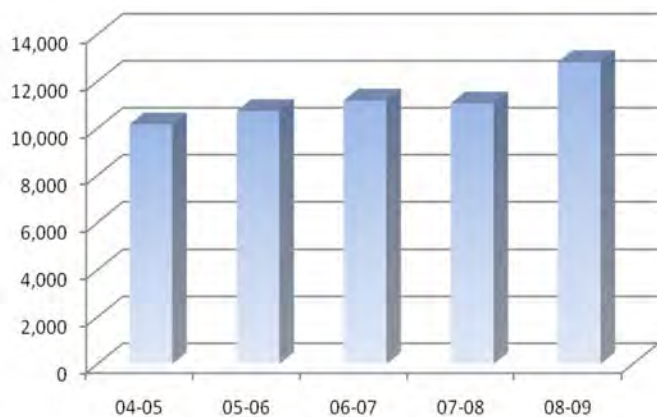


Figure B.3.3: Total Reported Annual FTE by Academic Year  
Source: Lane Community College

<sup>38</sup> See <http://www.lanec.edu/es/underage.html>.



## Section B

### Standard Three

---

*Compare the current enrollment figures with those reported in the last institutional self-study report.*

#### **Enrollment Changes**

Lane's student enrollment grew 9.7% between 2004/2005 and 2006/2007. It declined slightly, 1.1%, in 2007/2008. Student enrollment grew rapidly again in 2008-09. In a recessionary economy with high local unemployment and business failure, students have been accessing Lane in record numbers for retraining.<sup>39</sup> However, declining state appropriation levels have had the result of devaluing reimbursement per FTE (see Standard 7).

#### **Summary**

Student Affairs is implementing initiatives to improve services and students' success despite rapid enrollment growth without corresponding resources. Continuous planning and evaluation inform these efforts as part of the College's commitment to closing the loop. For example receiving the *Engaging Students* Title III grant was the result of several years of planning and assessment. Lane continues to provide innovative quality services, student support that is embedded in instructional programs and co-curricular programming that enhances student engagement and promotes student leadership.

---

<sup>39</sup> For details of enrollment see <http://www.lanec.edu/research/ir/documents/FTEEnrollmentpg12-21.pdf>.

## Section B

### Standard Four

#### Standard Four – Faculty

Lane Community College’s faculty strives to translate into practice the College vision to *Transform Students’ Lives Through Learning*. The faculty is dedicated to each student’s persistence and success in achieving goals and dreams.

The most significant challenges for faculty over the last five years have been economic realities of dwindling resources, technological changes, and high demand for services from growing enrollments. Lane has responded through creative and innovative program and curriculum with the added focus of fiscal sustainability, while continuing to promote student success. As a result of an important Lane Board of Education action in 2007 to approve the Sustainability Core Value,<sup>40</sup> sustainability is now intrinsically woven throughout Lane’s operations and educational programs.<sup>41</sup>

#### **What significant changes have been made in policies affecting the faculty?**

There have been no significant changes in policies affecting Lane Community College faculty in the last five years, and the faculty has a major role in the College’s governance system.<sup>42</sup> The Faculty has representation on each council to create, review, and assess their domain’s policies; to create their domain’s integrated plans; and to assess the overall effectiveness of their policies and plans.<sup>43</sup>

2005	Instituted electronic process to record and track part- and full-time faculty evaluations.
	Received League of Innovation Award: Innovation of the Year for “The Community College Moment”
	Salary increased 1.93% and additional steps of 3.75% for all faculty eligible
	Faculty Professional Development Fund Allocation was \$292,120
2006	FT & PT Faculty FTE was 397 (248 + 149)
	Salary increased 3% and additional steps of 3.75% for all faculty eligible
	Faculty Professional Development Fund Allocation was \$300,000
2007	FT & PT Faculty FTE was 391 (257 + 134)
	Achieved full compliance with systematic evaluation of part- and full-time faculty using multiple indices, see Appendix B.4.1
	Salary increased 3.6% and additional steps of 3.75% for all faculty eligible
2008	Faculty Professional Development Fund Allocation was \$328,600
	FT & PT Faculty FTE was 380 (242 + 138)
	Salary increased 0.86% and additional steps of 3.75% for all faculty eligible
2009	Faculty Professional Development Fund Allocation was \$337,652
	FT & PT Faculty FTE was 377 (234 + 143)
	Salary increased 1% plus an additional 2% (one-time) and additional half-step of 1.875% for all faculty
	Faculty Professional Development Fund Allocation was \$340,663
	FT & PT Faculty FTE was 396 (224 + 172)

Figure B.4.1: Key Activities by Academic Year

<sup>40</sup> See Standard 1 and Appendix B.1.1 Lane’s Vision, Mission, Core Values and Strategic Directions

<sup>41</sup> See Standard 1: Mission and Goals and Standard 2: Educational Programs

<sup>42</sup> See Standard 6: Governance and Institutional Governance

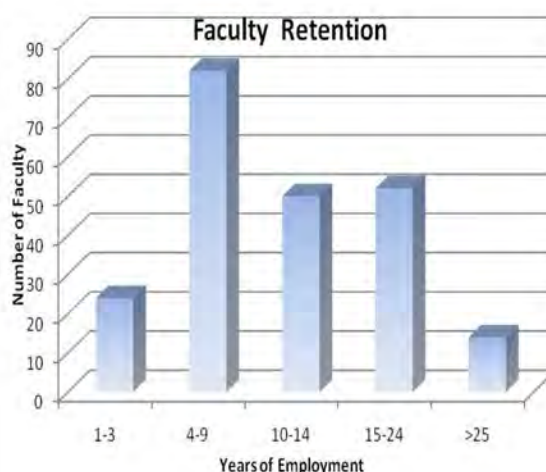
<sup>43</sup> See <http://www.lanecc.edu/governance/>

## Section B

### Standard Four

#### *Have the characteristics of the faculty changed?*

Lane has very strong faculty retention, with most turn-over due to retirements (Figure B.4.2). The mean length of experience is 11.4 years, the median is 10 years; 118 of 231 (51%) of the contracted faculty have been at Lane 10 or more years, and 159 (69%) faculty members have more than 8 years of Lane employment.



*Figure B.4.2: Lane Faculty Retention  
Source: Lane Community College Human Resources Department*

Every transfer discipline, degree or certificate program is staffed by a core group of contracted faculty carefully screened for qualifications. As represented in Figure B.4.3,

currently 18.2 percent of Lane’s contracted faculty hold doctoral degrees and 70.1 percent hold master’s degrees, slight increases over 2004-05, when 16.6 percent of Lane contracted faculty members had doctoral degrees and 64.4 percent of contracted faculty members had master’s degrees.

As shown in Figure B.4.4, the ratio of contracted to part-time faculty FTE has changed from 62:38 percent in academic year 2004-05 to 57:43 percent in 2008-09. Even though this ratio is decreasing, Lane is still substantially above the national average, and comparable to or higher than larger state community college averages. In 2003-04 Lane’s ratio was 63:37 percent while the national average was 55:45 percent.

Further, according to the state’s Faculty and Program Quality Committee, in 2006-07 the ratio of student FTE taught by Lane full-time and part-time faculty was 56:44 percent while the ratio at Portland Community College was 46:54 percent.<sup>44</sup> Due to budgetary constraints over the past five years, vacancies have been filled only in fiscally sustainable ways. There have been no faculty layoffs in this current recession, and fiscal sustainability has been a primary consideration in filling contracted faculty vacancies with part time faculty.

Year	Contracted Faculty	Doctorate	Masters’	Bachelors’	< Bachelors’
<b>2008-09</b>	231	42	162	18	9

*Figure B.4.3: Lane Faculty Credentials  
Source: Lane Community College Human Resources*

<sup>44</sup> See Appendix B.4.2.

Section B

Standard Four

Academic Year	Contracted Faculty			Part-Time Faculty			Ratio Contracted to Part-time
	Headcount	FTE	Percent	Headcount	FTE	Percent	
2004-05	260	247.51	62%	325	148.63	38%	1.67
2005-06	269	256.89	66%	332	133.93	34%	1.92
2006-07	251	242.02	64%	302	138.23	36%	1.75
2007-08	244	234.24	62%	271	143.40	38%	1.63
2008-09	231	224.03	57%	324	171.69	43%	1.30

Figure B.4.4: Lane Faculty Headcount and FTE History  
Source: Lane Community College Human Resources

Year	Salary Increase to Base	Additional Step Increase to Base (all eligible)	College Increase Contribution to Insurance
2004-05	1.93%	3.75%	1.4%
2005-06	3.00%	3.75%	14.7%
2006-07	3.60%	3.75%	9.8%
2007-08	0.86%	3.75%	-1.2%
2008-09	3.0%*	1.875%	4.5%
2009-10	0.56%	1.875%	11.3%

\*1% to base and 2% one-time only payment

Figure B.4.5: Salary and Benefits – History of Improvements  
Source: Lane Community College Human Resources Department

Contracted Faculty	Min	Med	Max
2009 Salary, 9 Months	\$45,699	\$61,454	\$71,084
Years of Experience at Institution	0	11	34

Figure B.4.6: Lane Faculty Salaries and Experience  
Source: Lane Community College Human Resources Department

## Section B

### Standard Four

#### ***How have faculty salaries and other benefits been improved?***

As shown in Figure B.4.5, faculty salaries (cost of living and step advancement) and benefits have increased annually. The College has maintained an excellent benefits package. All part-time faculty members are eligible for benefits and are the highest compensated among Oregon Community Colleges.<sup>45</sup> In addition, the College supports a comprehensive health and wellness program for all employees, as well as access to an on-site health clinic.

Faculty benefits (Figure B.4.6) are competitive with other community colleges in the region and enable Lane to attract and retain well-qualified, competent faculty. The mean faculty salary at Lane in 2008-09 was \$61,609, halfway between the 60<sup>th</sup> and 80<sup>th</sup> percentiles nationally.<sup>46</sup> Policies on salaries and benefits are clearly stated, widely available, and equitably administered (4.A.4). Current salary information is included in Figure B.4.6, and full salary schedules are included as Appendices B.4.4 and B.4.5.

#### ***How does the institution conduct a substantive performance evaluation of all faculty?***

As explained in Section A in answer to the 2004 recommendation, all faculty members complete a Substantive Performance Evaluation using institutional procedures that are appropriate to their status at the College.

### **Summary**

Changes in the profile of Lane's faculty, their salaries and the number of faculty are a result of responses to formal and informal needs assessments, through planning for sustainable excellence in the faculty workforce. Lane has intensified its focus on student access and success and the professional development of its faculty and staff in an environment of limited resources. Faculty compensation (salaries and benefits) remains competitive and part-time faculty compensation (both salary and insurance coverage) is the highest of Oregon community colleges.<sup>47</sup>

---

<sup>45</sup> See Appendices B.4.2 and B.4.3 for statewide comparisons of faculty compensation.

<sup>46</sup> Source: Chronicle of Higher Education Full-Time Instructional Staff Salary Comparisons: See <http://chronicle.com/stats/aaup/ratingscale/2009aaupratingscale.htm> (\$60,838 for 2008-09, AAUP rating scale for category IV institutions)

<sup>47</sup> See Appendices B.4.3: OEA Part-Time Statewide College Insurance Contribution Comparison 2007-08 and B.4.4: OEA Part-Time Statewide Salaries Comparison 2007-08

Standard Five

**Standard Five – Library Information Resources**

*How have library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?*

The Library continues to keep pace with the growth of instruction and significant program changes at Lane, consistent with the mission and goals of the College. Since 2004, library staff and faculty have continued to evince dedication, professional commitment, student focus and high enthusiasm for their work. Their focus has been on student success, fiscal sustainability, and assessment and continuous improvement.

Major developments since the 2004 self-study and site visit follow.

**Expansion of Resources**

Librarians and library staff have greatly expanded the variety of web-based tools available to help students understand and apply the philosophy and practice of research, with services to support students’ ability to use resources independently and effectively.

Among these are screencasts, research guides (pathfinders), chat widgets on library web and Moodle pages, online tutorials for basic research strategy (the number of students who have taken this tutorial more than doubled from 2007 to 2008), federated search (metasearch) software, and a library online “toolkit” which provides a variety of library-related assignments and handouts for downloading and use by students. Other online resources include LearningExpress Library, a comprehensive, interactive online learning platform of practice tests,

2005	Implemented cross-training for library staff
	Orbis Cascade Alliance membership fees budgeted
	Significantly expanded online resources
2006	Established Learning Express database for students to review basic subjects
	Created Librarian Liaison with outreach campuses at Cottage Grove, Florence, and the Downtown Center
	Developed basic online library literacy tutorial
2007	Orbis Cascade Alliance membership expanded resources from 65,000 items to 27,000,000 items
	Expanded online resources for wider access for Lane students
	Developed screencasts to provide on-the-spot help in use of specific online resources such as ArtStor
	Participated in Lane Preview Night, Success and Goal Attainment Committee, Student Orientation and Registration (SOAR) programs
	Developed standardized online pathfinders, resource/research guides for specific classes and topics
	Converted two small offices into group study rooms
	Developed comprehensive library instruction assessment plan to guide improvements
2008	Expanded customization of 50-minute library instruction sessions to focus on specific learning needs
	Added Information Literacy Forum to WR123 class taught on Moodle
	Developed Library toolkit - online, downloadable, handouts, assignments; connection to instruction requests
2009	Incorporated laptop checkout service, equipped with Microsoft Office
	Developed full online one-credit library research class, either modularized or for use as a whole
	Added federal search software (metasearch) allowing simultaneous searching of all library online resources
	Migrated to web-based interlibrary loan platform, with increase in loan requests and access to libraries worldwide
	Embedded new state guidelines for information literacy in AAOT-qualified courses, collaboration with teaching faculty, development of tutorials, etc.
Renovated library into a learning commons consisting of library, computer lab, tutoring services, and social and group learning spaces	
Conducted web usability survey; re-engineer library home page and web site	

Figure B.5.1: Key Activities By Academic Year

## Section B

### Standard Five

and tutorial courses designed to help students and adult learners succeed on the academic or licensing tests they must pass.

The Library's home page is second only to the college's home page for number of visits.<sup>48</sup> In fiscal year 2008, students performed 409,988 searches of the library catalog – which equates to nearly 28 searches for each credit student that year.

They completed 121,793 searches of library subscription databases, and downloaded the full text of 56,100 articles.<sup>49</sup> Between January and June 2009, the 41 web guides developed by librarians to aid research on specific topics, and for specific courses, received 8,821 hits.<sup>50</sup>

The Library has responded to research identifying its important role in student persistence by increasing its participation in campus-wide retention efforts through active involvement with the Student Success and Goal Attainment committee, participation in Lane Preview Night, and in the annual Student Orientation and Registration program, and by ensuring students know what resources are available to them. In November 2008, the entire web site was subjected to a usability study and revised in response to feedback received.

*In questions asked of students during a recent portal focus group, more students said they were "very satisfied" with the information received about the library.*

Budget reductions since 2006 have affected library services. In July 2006, the Library lost 14% of its budgeted classified staff, which included a dedicated technical support position, and 75% of its budget for hourly classified staff or circulation assistance. The library is now open 18% fewer hours than in 2004.

Losses in staffing levels, while difficult to absorb, have resulted in some positive outcomes. Cross-training among remaining staff members, particularly in supporting activities of the Circulation department, is now standard practice and many staff members have voiced appreciation for the opportunity to learn new skills and have more personal interaction with students.

#### **Expansion of Formal Instructional Efforts**

Library faculty developed a comprehensive instructional assessment plan in 2007 that included identifying, collecting and analyzing baseline data, utilizing best practices in library instruction, and comparing Lane's information literacy program to national standards developed by the Association of College Research Libraries and the American Library Association.

---

<sup>48</sup> Source: Library Automated System

<sup>49</sup> GoogleAnalytics, mar23\_aug19TopContent: March 23, 2009 - August 19, 2009 Google Analytics Top Content pages for www.lanec.edu - includes www.lanec.edu/library; Sept\_mar23LCCTopContent: September 1, 2008 - March 23,2009 Google Analytics Top Content pages for www.lanec.edu; Sept\_mar23LibraryTopContent: September 1, 2008 - March 23,2009 Google Analytics Top Content pages for www.lanec.edu/library

<sup>50</sup> Source: Library Automated System

## *Section B*

---

### *Standard Five*

New assessment tools have been added to library instruction resources. Among these are

- development and revision of online tutorials
- addition of feedback loops for Library Information and Research (*Library 127*) module
- refinement of information literacy outcomes
- development of learning outcomes for all aspects of the formal and informal instruction program
- development of new evaluation forms for faculty and student evaluation of library classroom instruction

Many Library faculty have responded to the data by making important improvements to formal instruction. “Clinics” were added to improve success and retention rates for students in the *Library 127* class. Highly customized presentations were created for nursing program students and faculty to introduce specialized medical databases, resources and search techniques, and to focus on sources for evidence-based practice. Library surveys indicate a much higher rate of student and instructor satisfaction with this more customized instruction.

#### **Membership in the Orbis Cascade Alliance**

Access to resources, particularly print resources, improved substantially in November 2005 when Lane joined the Orbis Cascade Alliance, a consortium of 37 academic libraries in Washington and Oregon. The Alliance’s holdings of 27 million items, while not a substitute for a solid local collection, have provided students and staff access to a vastly expanded collection of supplemental resources. In January 2009, Alliance libraries migrated to a new platform for its consortial borrowing activities. Students, faculty and staff can now search the Alliance holdings on *WorldCat*, which has more than tripled inter-library loan requests from staff and students.

As of 2006, membership fees in this consortium have been routinely included in the library budget, allowing continued access to a large collection without requiring additional reductions in materials acquisition. The cost-effectiveness of membership is also demonstrated in the wealth of expertise available when making decisions about products, services, system configurations, etc. Participation in Alliance Council and committees provides many opportunities for staff development and innovation.



*Section B*  
*Standard Five*

---

	2008	2009	% of prior year
<b>Checkout of Laptops</b>	2,663	6,066	228%
<b>Total Checkouts (excluding laptops)</b>	17,174	20,427	119%

*Figure B.5.2: Items Checked Out, January through April 2009 vs. 2008*

### **Facilities Improvements**

In response to student demand, a Laptop Computer Lab was established in the library in fall 2007. This lab is the result of collaboration between the library and the Information Technology Department making 30 laptop computers available for students to use while in the library. This collaboration reinstates some technical support that had been lost in prior budget reductions. The laptop service has proven very popular and has contributed to an overall increase in circulation of all types of library resources.

In response to student demand and in recognition of the importance of peer-to-peer learning, the library also created two group-study rooms in 2006. Since that time, reservations for those rooms have more than doubled.

In November 2008, the College successfully passed a capital bond. One of the key projects of that bond will be the expansion and renovation of the current library facility into a Learning Commons. This renovation will more formally incorporate computer lab services (5.C.1, 5.D.4), provide on-site technical help and instructional support, and convert non-library spaces into group study areas.

### **Summary**

Since the 2004 site visit, the Library has pursued fiscally sustainable strategic directions that promote student success. Membership in the Orbis Cascade Alliance and migration away from print to online resources have improved access to valuable resources. Librarians have increased their role in the provision of direct instruction, in response to state mandates and with a clear understanding of best practices that promote student success. They also have created many new tools for use by teaching faculty in other disciplines and at other campus centers. Service improvements and the physical facility reflect an intentional response to student need and fiscal sustainability. Providing a computer lab in the library has been both a popular and an efficient means of supporting student success. The recently-passed facilities bond will enable development of a library commons and offer students a one-stop center for instructional support of all kinds.

Standard Five T

**Standard Five-T – Information Technology**

Since 2004, the technology support landscape at Lane has undergone dramatic changes. Staff reductions and organizational changes have tested the ability of technology support staff to adapt. Notably, the technology support staff has retained its focus on services to students and to the College by maintaining core infrastructure and services, and has implemented new technologies and additional instructional labs and systems.

Within the IT department, core programmers, network administrators, technicians and support staff have been with the

College for many years. Key technological systems including Banner, ExpressLane, the Moodle online Learning Management System (LMS), and network and telephone services have been stable despite shrinking budgetary resources. Efficiency and fiscal sustainability measures have enabled the department to continue to maintain these vital services.

One example of fiscal sustainability is the adoption of the Moodle LMS. The College engaged in a process to select one LMS under the leadership of the faculty webmasters. As an open source software application, Moodle has no licensing fees, unlike competing commercial tools. As a result, faculty members are able to cost-effectively teach entire courses online or to supplement their courses with online tools in a hybrid fashion, as there are no per-seat licensing restrictions or costs.

Other examples of fiscal sustainability measures include a greater reliance on new network technologies, such as server virtualization and centralized desktop management. Using these tools, a reduced number of IT network administrators have been able to support an increasing number of

2005	Internal reorganization of technology support staff created the Information Technology department , separating it from Computer Services and Instructional Technology Support Services groups.
	Manager of Technology Support Services position filled
2006	Student wireless network to Internet put into effect
	Implemented electronic document imaging solution for Enrollment Services and Financial Aid
	Student Helpdesk set up for online and wireless support
2007	The IT department lost 8.23 FTE (full-time equivalency) positions due to budget reductions, a loss of nearly 19% of the classified FTE in the department.
	Implemented Moodle Learning Management System (as college-wide standard)
	Implemented IT Direct Helpdesk ticketing system
2008	Student laptop checkout lab opened in the Library
	Implemented electronic document imaging solution for Human Resources
	Organizational restructuring shifted alignment of IT to Academic and Student Affairs
2009	Developed the student web portal through Title III grant funding
	Expansion of Student Technology Fee

Figure B.5T.1: Key Activities by Fiscal Year

***The new system not only allows for day-to-day tracking of routine work, but also provides valuable trend information that has assisted managers in making adjustments to staffing requirements to better project future needs.***

## Section B

### Standard Five T

computer labs and smart classrooms. In addition, implementation of a new web-based service-requesting tracking system has set up an improved method of tracking all Helpdesk technician work. Feedback from Helpdesk clients is generally favorable as they are able to setup their service requests via a simple web form and track the status of their tickets as well.

Another focus has been finding new resources to accommodate upcoming technology needs. The Title III Engaging Students grant funds the development of an advanced web portal that expands current online support services (e.g., registration, bill payment and financial aid) by adding personalized tools for faculty and staff to communicate both one-on-one and with groups of students.

Lane provides suitable computing and laboratory equipment to all instructional programs and sites to meet educational and administrative requirements. These resources are systematically managed using a computerized maintenance management system. Despite funding constraints, the College has been able to maintain an acceptable level of equipment upgrades using a combination of general funds and student technology fees. Since fiscal year 2004-05, the College has spent over \$900,000 from the general fund Capital Outlay budget to replace desktop computers in faculty and staff offices (Figure B.5T.2). Additionally, grant funding has been used to create state-of-the-art facilities in the Dental Hygiene and Automotive programs.

Career Technical programs have access to Carl Perkins Grant funds through Unit Planning. This process supports instructional and administrative equipment needs beyond departmental and division budgets. Funding requests submitted to Lane's Carl Perkins Advisory Committee are prioritized based on institutional priorities and resources are allocated accordingly through a collaborative, representative process.

Fiscal Year	Expenditures
<b>FY05</b>	251,177
<b>FY06</b>	153,393
<b>FY07</b>	199,257
<b>FY08</b>	25,000
<b>FY09</b>	276,572
<b>Total</b>	<b>905,399</b>

Figure B.5T.2: Actual Desktop Computer Expenditures

*The Student Technology Fee continues to be a stable funding source for computer and other instructional technology equipment that are key components of the learning environment*

## Section B

### Standard Five T

Fiscal Year	Instruction	Instructional Support	Student Services	College Support Services	Total Expenditures
<b>FY05</b>	510,765	494,594	9,816	99,548	1,114,723
<b>FY06</b>	598,501	408,088	27,500	63,944	1,098,033
<b>FY07</b>	233,835	353,983	25,310	43,826	656,954
<b>FY08</b>	703,230	561,106	18,592	91,243	1,374,171
<b>FY09</b>	851,955	513,931	9,252	179,674	1,554,812
<b>Total</b>	<b>2,898,286</b>	<b>2,331,702</b>	<b>90,470</b>	<b>478,235</b>	<b>5,798,693</b>

Figure B.5T.3: Technology Fee Actual Expenditures by Program and Fiscal Year

The Technology Fund, which has totaled close to \$1 million annually (Figure B.5T.3), directly addresses instructional technology needs and is also allocated through the Unit Planning process, in alignment with college strategic goals and instructional objectives.

In 2009, it was determined that the growing need for instructional technology throughout the College had expanded the need for budgetary resources in this area. As a result, the Board approved an increase to the fee, providing approximately \$1.7 million dollars annually for this purpose.

Other areas of enhanced technology services and collaboration include:

- Wireless Internet services for all students, faculty and staff to provide access to instructional and research sites on the web
- A student laptop computer checkout program with the library to provide enhanced access to web resources
- Enhanced reporting capabilities from the classroom scheduling tools to provide information on room utilization and critical data for enrollment management purposes
- A digital document management application enabled Financial Aid, Enrollment Services and other offices to capture source documents in an electronic format
- Collaboration with the Enrollment Services office to migrate student fee payments to a secure, PCI (Payment Card Industry) compliant system<sup>51</sup> which results in significant cost savings and lower exposure to security breaches.
- State Support for Career Pathways web tools

In 2008, Management Structure Workgroup recommendations resulted in a shift in the organizational alignment of the IT Department to Academic and Student Affairs (ASA).<sup>52</sup> In

<sup>51</sup> The PCI DSS is a multifaceted security standard that includes requirements for security management, policies, procedures, network architecture, software design and other critical protective measures. This comprehensive standard is intended to help organizations proactively protect customer account data. Source: PCI Security Council, About the PCI Data Security Standard, [https://www.pcisecuritystandards.org/security\\_standards/pci\\_dss.shtml](https://www.pcisecuritystandards.org/security_standards/pci_dss.shtml)

<sup>52</sup> Management Structure Workgroup Report, <http://www.lanec.edu/oasa/MSW/documents/MSWstudy-final.pdf>

## Section B

### Standard Five T

---

2009 the Chief Information Officer (CIO) developed a new set of Strategic Areas of Focus to better align with the college's mission and enrollment growth objectives:

- 1. Growth in Online Course Delivery Systems and Support:**  
*In alignment with the college's emphasis on enrollment growth, technology efforts will focus on the ability to provide infrastructure and support services for online learning.*
- 2. Enhanced Web Development Resources:**  
*College web services will be enhanced through a focused initiative to expand web development resources through multiple avenues, dynamic systems for delivery of web content, expanded training for content providers and additional IT staff resources.*
- 3. Professional Development for Faculty, Staff and Managers:**  
*Professional development opportunities on the use of new technologies such as Web 2.0 and social networking applications will be developed for faculty, staff and managers.*
- 4. Research and Development Initiatives:**  
*IT will continue to develop capacity to use new technologies that support instructional initiatives, efficiency measures and sustainability efforts.*
- 5. Process Improvements in all areas of technology services and support:**  
*IT will continue to revise existing support services, systems and processes as needed to improve the ability to cost effectively deliver the necessary technology support services to the college.*

Organizational realignment of technology support now has the CIO reporting to the vice president of ASA, leading to several notable initiatives that will enhance the delivery of technology support services, especially in the area of instructional technologies. Within IT, an Academic Technology (AT) unit has been assembled from the Distance Learning, Instructional Technology Center, Web Development, Faculty Technology Specialists and Technology Training areas. The AT unit will serve as a focal point for online learning support and other technologies such as smart classroom and media support services.

Additional steps to be undertaken include leveraging the Building 2 remodeling initiative to include high tech computer labs and smart classrooms, the Academic Technology Center, web development and consolidation of other technology support functions and personnel; collaborating with Institutional Research, Assessment and Planning staff to build additional capacity for reporting and business intelligence tools to support enrollment management efforts around the College; providing expanded access to College and web resources to students, faculty and staff by implementing the web portal and enlarging the wireless access network coverage areas; expanding the Helpdesk ticketing system to include additional groups of support staff and to provide for project management functionality not currently available to IT coordinators and management.

## Summary

Future technology initiatives at Lane will be identified and coordinated through deliberate planning efforts like the Unit Planning process. Funding for initiatives will be available through the Student Technology Fee (see Figure B.8.4). Outcomes of initiatives will be reviewed for effectiveness and revised or updated as needed. This focused effort on planning, implementation and review will lead to an improved ability to deliver innovative instructional and administrative applications and services required to fulfill the College's mission and goals.

*Looking forward, this refocusing of technology support resources should provide better alignment with the college's mission and instructional goals.*

## Section B

### Standard Six

#### **Standard Six – Governance and Administration**

**Explain significant changes in the governing Board, leadership, and management of the institution.**

#### **Governing Board**

The Board continues to be responsible to the public for monitoring the effectiveness of the College. It governs by policy, formally entrusting the operational responsibilities of running the College to the administration.

2005	Board conducted annual evaluation of its performance and the President's performance every year from 2005-2009
	Student Affairs Council completed Student Affairs Plan
	Learning Council completed the Learning Plan
through	Diversity Council Work Plan completed
	Lane's Management Structure Workgroup (MSW) chartered fall of 2007; Lane's Board of Education adopted President's recommendations for management structure during its March 2008 meeting
	Board hosted strategic conversations at ten sites across the service district to better understand community needs and how Lane might serve them
2009	College Council and Board began review of Lane's Strategic Directions
	Facilities Council completed Long-range Strategic Plan

Figure B.6.1: Key Activities by Academic Year

The Board is legally vested with final decision-making in all matters of college policies, programs, facilities, budget and personnel.<sup>53</sup> Among its duties, the Board regularly reviews its policies during monthly Board meetings, making revisions as necessary. The policy review schedule enables the Board to examine and discuss every policy on an established three-year schedule, unless it is determined that a particular policy needs to be reviewed sooner. Annually, the Board evaluates its performance with a self-assessment completed by each member and assessments by others who work with or closely observe the work of the Board.<sup>54</sup> Finally, the Board conducts evaluations of the president at the end of each academic year which, like the board evaluation, elicits input from each board member and from others who work with the president.<sup>55</sup>

During the 2007-08 academic year, Board members traveled to ten sites across Lane's service district to host strategic conversations with citizens of Lane County. Those conversations were guided by three broad questions:

1. *What is Lane doing well?*
2. *What should Lane be doing more of in the future to meet community need?*
3. *What does each community need Lane to be doing to support development of the community?*

Input provided by citizens during those strategic conversations was reviewed by the Board during its July 2009 Planning Retreat.<sup>56</sup>

<sup>53</sup> See Appendix B.6.1: Board Policy B.120 – Board Job Description.

<sup>54</sup> See Appendix B.6.2: Board Policy B.110 - Governing Style. See also the Standard 6 Evidence binder for a report of the most recent Board Performance Evaluation.

<sup>55</sup> See Appendix B.6.3: Board Policy B.060 Board Duties and Responsibilities: Budget Making.

<sup>56</sup> See Standard 6 Evidence Binder: Summaries of Community Conversations Host by Lane's Board of Education. Also posted at <http://www.lanec.edu/research/planning/2007-08CommunityConversations.htm>,

## Section B

### Standard Six

---

#### Management Structure

Several key changes have been made in Lane's management structure since the 2004 Self-Study. An important contribution to those changes was a special study that was conducted by the Management Structure Workgroup (MSW). The final report of the MSW was submitted to the President in February 2008.<sup>57</sup> Upon chartering the MSW there were a number of management vacancies, retirements, and interim appointments that provided an opportunity for review for changes that may more effectively align the structure with the current and future needs of the College.<sup>58</sup>

From the MSW report, the President developed recommendations for changes in the management structure and the Board approved those recommendations during its March 2008 meeting. One change was to shift the structure of associate vice presidents and division chairs to a structure of executive deans, chief officers, and deans. A new management position also was created in IT to guide and support Academic Technology.<sup>59</sup> This change links more closely the many IT functions with direct support for student learning and success. This change in IT is aligned with a college focus of strategic development of online courses and programs. (See Standard 5T).

Several other new management positions were developed as a result of the work of the MSW. A new position of Governmental and Community Relations, was also added to the President's area beginning 2008-09. This position was created as a response to the increasing importance of establishing and maintaining connections with the community and government, in terms of revenue capability and the need to develop strategic collaborations with community partners.

The position of Vice President for College Operations has remained vacant since December 2006 when the former incumbent retired. Since 2006, the President, the Vice President for Academic and Student Affairs (ASA), the Chief Human Resources Officer and the Chief Financial Officer (CFO) have shared duties of that position. This has, in fact, led to further integration of College Operations with Academic and Student Affairs and Executive Business Services.

A restructuring of three of the executive-level management positions in ASA occurred in 2007-08. Lane now has an executive dean for each of the following areas: Academic Affairs – Career Technical; Academic Affairs – Transfer; and Student Affairs – Student Services and Student Development.

---

<sup>57</sup> *Management Structure Workgroup, Management Structure Report:*  
<http://www.lanec.edu/oasa/MSW/documents/MSWstudy-final.pdf>

<sup>58</sup> See Appendix B.6.4 – Lane's Summary Organizations Chart (Sept 2007).

<sup>59</sup> See Appendix B.6.5 – Lane's Summary Organizational Chart (Sept 2009).



## Section B

---

### Standard Six

#### Governance

By adopting a policy governance model, the Board clarified a variety of issues including authority, responsibilities and relationships. In March 2004, the Board approved Board Policy B.025, College Governance System.<sup>60</sup> This policy replaced Board Policy B.070, Shared Governance. The new Board policy states:

*The college is to be governed by a learning-centered system that strives to achieve the mission of the college and abide by its core values. The president is the steward of the governance system...*

Lane's college governance system, which was approved by the Board in April 2004, is designed to ensure that the authority, responsibilities, and relationships among and between the Board, administrators, faculty, staff, and students are described in documents posted on the governance website.<sup>61</sup>

The College Council is charged with overall responsibility for the operation and effectiveness of the governance system, The Council's membership consists of representatives from the faculty, classified and management employee groups, student government, the two vice presidents, the Director of Institutional Research, Assessment, and Planning and the President. In addition to College Council, there are six other councils and each has responsibility for a specific college function: Learning Council, Student Affairs Council, Diversity Council, Facilities Council, Finance Council<sup>62</sup>, and Technology Council. Each council is responsible for creating policies in its domain, and for assessing the overall effectiveness of its policies. Each council is also responsible for creating integrated plans for its domain.<sup>63</sup>

#### Summary

Lane's governing board has provided effective, broad-based oversight to ensure compliance with college policies. Lane remains committed to the system of college governance designed and approved by the Board in 2004. On-going review of effectiveness is important to all three systems and will be continued in the future.

---

<sup>60</sup> See Appendix B.6.6, Board Policy B.025 College Governance System.

<sup>61</sup> See the Governance homepage at <http://www.lanec.edu/governance/index.html>

<sup>62</sup> The duties of the Finance Council have moved to the Budget Development subcommittee of College Council.

<sup>63</sup> See the Standard 6 Evidence Binder for strategic plans developed by governance councils.

## Section B

### Standard Seven

#### Standard Seven – Finance

*What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?*

#### Financial Environment

Lane Community College is succeeding in achieving fiscal sustainability despite a general decline in public resources available for operating costs. Fiscal challenges have become more pronounced at Lane over the past ten years as they have at many public institutions across the country.

While relatively static levels of public resources have fallen behind the rising cost of living, tuition has necessarily increased to bridge the gap as indicated in Figure B.7.2. To ensure adequate resources amid dynamic economic change, Lane has assured that scarce resources are purposefully aligned with strategic priorities and has employed ongoing planning and modeling of decision consequences.

#### Planning

Lane continues to improve its budget development abilities with a future-year budget model that forecasts revenues and expenses using current information. This approach expands the ability to perform “what if” analyses of various scenarios, and to provide information that informs decisions based on changes in key variables, such as the level of state appropriations. For

2005	Implemented Finance Council in Governance system
	Established full time Internal Control Accountant position
	Received GFOA Budget Award for Financial Reporting
2006	Received GFOA Finance Award for Budget Presentation
	Enhanced student success by ensuring available funding for class materials; students filing a FAFSA may charge purchases in the Bookstore
2007	Initiated electronic billing with proxy access for family members - expands student payment options and source of financial help.
	Created and employed MS Access database-driven 5 year budget model - enables real-time “what if” modeling of college finances
2008	Received GFOA Awards for Finance Reporting and Budget Presentation
	Implemented “Finance Dashboard” – user friendly metrics display of financial results
	Implemented Operational Data Store for more powerful financial reporting tools
	Implemented Public Forums in budget development
	Received GFOA awards for both financial reporting and budget presentation
	Replenished required amount of Ending Fund Balance
	Received GFOA awards for both financial reporting and budget presentation
2009	LCC Foundation raised “match” for state grant - completes funding for new Health Professions building
	Passed bond election in November 2008 authorizing \$83 million in facility improvement bonds
	Increased Ending Fund Balance above requirement
	Awarded \$8 million in deferred maintenance funds from state
	Appropriated \$8 million dollar matching funds to replace downtown center

Figure B.7.1: Key Activities by Fiscal Year

## Section B

### Standard Seven

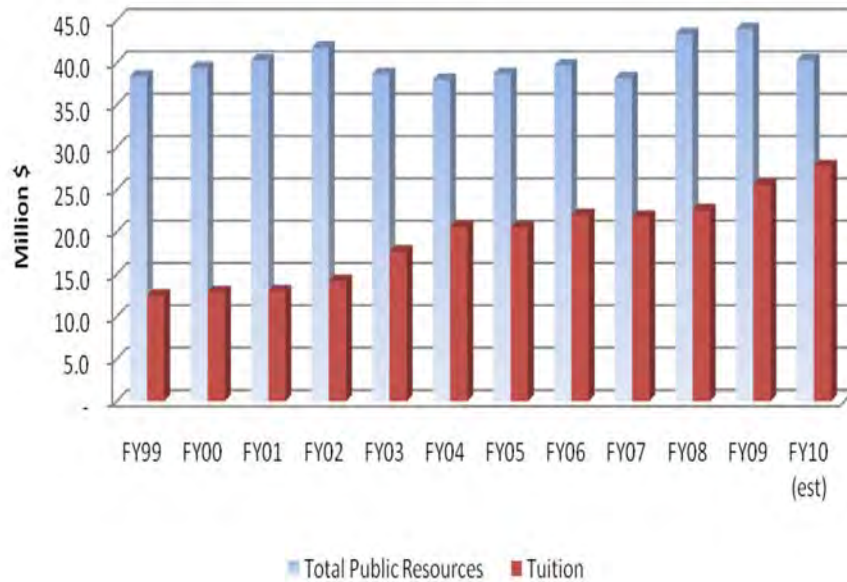


Figure B.7.2: Total Public Resources and Tuition Revenues FY99 – FY10  
Source: Lane Community College Banner ERP

example, the College was quickly able to model the impact of the reduction in property tax collections on the College budget.

To further enhance accuracy of financial reporting and planning, the College created a full-time internal control accountant position for regular reviews and tests of financial records and processes. In addition Lane provides opportunities for individual suggestions and detailed planning at the unit level to address changing needs from year to year. For example, the internal controls accountant was able to help the bookstore resolve problems in textbook inventory management and sales planning, saving tens of thousands in losses from idle and obsolete inventory.

Lane's budget document has won awards from the Government Financial Officers Association for four years in a row. Lane has also won GFOA annual awards in the same period for financial reporting. The budget process is outlined in detail on the College budget development website,<sup>64</sup> and involves the College governance system which establishes strategies and frameworks to address shortfalls and strategic shifts of resources.

<sup>64</sup>See <http://www.lanec.edu/budget/budgetdd.htm>

## Section B

### Standard Seven



Figure B.7.3: Finance Dashboard

Lane also has invested substantial work in recent years to make financial results more accessible and understandable for the college community. A tool recently implemented to help achieve this is the creation of a financial “dashboard” (Figure B.7.3) that provides a quick summary of college financial metrics. The source information for the dashboard is updated with the posting of each payroll. This allows the average employee to have a simple and transparent view of college finances without the need for mastering a complex accounting system or relying only on the explanations of others.

Lane also has increased the depth and breadth of its training programs, providing expanded access to financial data. This contributes to financial transparency and empowers more users of financial information to utilize the budget more effectively as a planning and guiding tool. Underlying efforts to improve access to and understanding of financial information has been the expectation that having more financially knowledgeable stakeholders across the College will contribute to on-going long-term financial analysis and planning, which also will benefit the work occurring in other arenas such as labor negotiations. This improved dynamic will contribute to fiscal sustainability and overall college financial performance.

### Financial Environment

Sparked by grave concerns that state revenue will continue to decline, causing further erosion in funding for community colleges, Lane has been focusing efforts to restore the college ending

Section B

Standard Seven

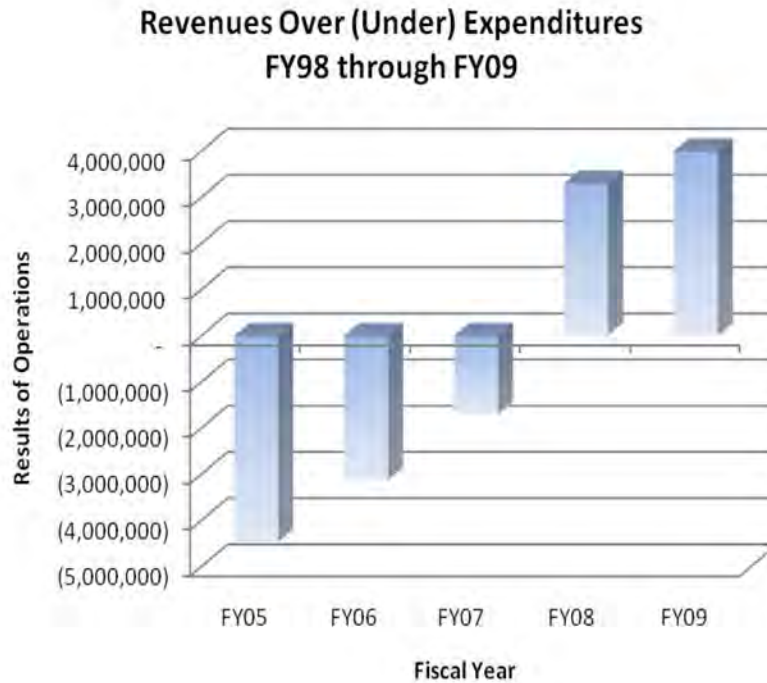


Figure B.7.4: Revenues Over (Under) Expenditures FY98 – FY09

Source: Lane Community College Banner ERP

fund balance. This effort has resulted in full compliance with Board Policy<sup>65</sup> and contributes to efforts to ensure fiscal stability. While restoration of the ending fund balance to meet minimum Board requirements is very good news, Lane still has no true reserves for the fiscal flexibility it needs.

Maintaining an adequate ending fund balance has become essential for meeting possible mid-year reductions in state support caused by declining tax revenues. Additionally, the College has been challenged in managing its operating requirements during the last quarter of the biennium using cash flow alone because the legislature defers the last quarterly payment for community colleges into the next fiscal year. Restoring the ending fund balance has been essential for maintaining the College’s credit rating, which is a critical requirement for keeping interest costs to county taxpayers as low as possible (bonding authority was approved by voters in the November 2008 election).

<sup>65</sup> See Board Policy Number: E.030, Ending Fund Balance (<http://www.lanecc.edu/presoffc/board/policies/E030.htm>)

## Section B

### Standard Seven

---

#### **Additional Revenues**

Lane has been successful in fundraising and development in recent years. Although Lane's endowment has suffered from market declines, annual revenue from that endowment has placed Lane in the top twenty community colleges nationwide.<sup>66</sup> The Lane Foundation's focus for the past four years has been fund raising for the Opening Doors campaign, a major gifts campaign, while simultaneously continuing to conduct an annual campaign. Lane retains close connection with its Foundation. All employees of the Foundation are college employees and the major portion of their salaries and benefits is paid from the general fund.

Having enterprise ventures augment the general fund has been a strategy to support fiscal sustainability. For example, the revenue from the Center for Meeting and Learning augments the general fund. Despite a challenging economic environment (Figure B.7.4) Lane has been able to significantly increase funding for physical facilities. In November 2008, the district voters authorized \$83 million in bond authority for physical facility improvements. Additionally, in February 2009 the legislature appropriated \$8 million in economic stimulus funds for more physical facility improvements and repairs, and \$8 million was appropriated for a matching grant to replace Lane's downtown center. These funds are in addition to those available for operations. The College has also been successful in obtaining increased grant funding, which contributes further to fiscal sustainability.

#### **Summary**

The most significant change in the financial structure and condition of the institution has been a steady decline in public support. Lane has responded to that shift in economic reality with new revenues and cost containment. These two efforts are designed to ensure balanced budgets and sustainable commitments and as outlined above have resulted in steady improvement of financial results. Combined with a substantial infusion of capital improvement funding, the overall financial future of the College is bright with the ability to fund growth and continue a path of financial sustainability.

---

<sup>66</sup> Council for Aid to Education, *Voluntary Support of Education Report for FY2008*  
[http://www.cae.org/content/pdf/Top\\_Twenty\\_and\\_Results\\_by\\_State.pdf](http://www.cae.org/content/pdf/Top_Twenty_and_Results_by_State.pdf)

Section B

Standard Eight

**Standard Eight – Physical Facilities**

*What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?*

Lane Community College facilities include the Main Campus, Downtown Center, and Business Development Center in Eugene along with an outreach centers in Cottage Grove and Florence. Many changes have been implemented since 2004, including construction of new buildings, demolition of old ones, major maintenance and infrastructure improvements.

**Instructional and Support Facilities**

The Facilities Management and Planning (FMP) department maintains all buildings, utilities, properties, and associated facilities-related systems in functional and operational capacity and performance in support of all instructional areas and needs. This broad mandate includes specialized Career Technical (CT) instructional labs, “smart” computer classrooms, performance areas, as well as hosting community events at the Center for Meeting and Learning (CML).

Lane’s core values are deeply embedded in FMP practice and the college Core Value of Sustainability in influencing work that occurs across the College – from the housekeeping products used to clean facilities, to Lane’s expanding recycling program and ongoing efforts to increase energy efficiencies in new and

2005	Center Bldg 4th Floor Remodel-\$407,000.
	Direct Digital Controls for Utility Stms-\$212,000
	Concrete sidewalk Replacements-\$ 210,600
	Mold remediation and repairs in bldg 1-\$133,763
	Recycling Grants improve LCC program-\$ 96,000
	ADA Improvements-\$15,000
	Bldg 5 Gymnasium Lighting improvements-\$12,500
2006	West Entrance Garden improvements -\$12,700
	South Parking Lots-\$390,000
	Various ceiling systems replacements--\$70,000
	Bldg 3 Skylight replacements--\$48,500
	Physical Education Storage bldg-\$43,000
2007	Waste Water Treatment Facility-\$2,270,000
	Southwest Parking Lots-\$387,000
	Bldg18 Health Clinic Remodel-\$322,500
	Center Bldg mansard roof-\$230,000
	AMTF Hanger Relocation-\$196,000
2008	Business Bldg 2 Remodel-\$156,000
	KLCC Radio Station – budget of \$2,400,000
	Native American Longhouse Bldg – budget of \$1,200,000
	Renewal Bond Measure – budget of \$83,000,000, approved by voters Nov '08
	Health/Wellness Center – construction budget of \$12,300,000
2009	“Go Oregon” – budget of \$8,000,000
	Bldg 5 Remodel and Addition - approximately \$3,900,000
	Building 4 Remodel - approximately \$1,800,000
	Track and Soccer Bowl Improvements - approximately \$1,670,000
	Bldg 10, Test Cells - approximately \$910,000
	Building 2, Business and IT Data Center Remodel - approximately \$1,900,000
	Florence Center Lab Addition/Smart Class Room Remodel – approximately \$470,000
	Workforce and Foundation Offices - approximately \$220,000

Figure B.8.1: Key Activities by Fiscal Year

## Section B

---

### Standard Eight

existing buildings. The College has endorsed the design standards for new and remodeled buildings that comprise the Leadership in Energy and Environmental Design (LEED) system.<sup>67</sup>

Commitment to the College's Diversity Core Value is reflected in the new 6,300 square foot Longhouse structure (Figure B.8.2) with an early 2010 expected completion date, at a cost of \$1.6 million. This is a special building for Lane Community College, providing heightened recognition for mutual respect, reverence, and awareness between various cultures within Lane County and communities of the greater state of Oregon.

The Core Values of Innovation and Collaboration and Partnership are reflected in the relocation of KLCC Radio in early 2008. The station relocated to downtown Eugene in a remodeled 8,000 square foot building made possible by a radio station fund-raising campaign. The space in building 17 that was vacated by the KLCC radio station team has been remodeled for instructional use for the Media Arts department. Investment each year since 2004 of at least \$30,000 in classroom furnishings to accommodate the special needs of students also reflects the institutional commitment to Diversity and Learning Core Values.

#### Facilities and Equipment Planning

The \$83 million "renewal" bond was approved in November, 2008, the result of a Board decision to request Bond funding from the voters, based on widespread campus and broader community conversations, plans created in governance councils, student and staff surveys, and detailed planning and assessment by Facilities Management and Planning teams. The entire prioritized list of maintenance and capital project requests is continuously updated. This on-going planning also enabled the College to quickly take advantage of a special state funding opportunity, which resulted in an \$8 million "Go Oregon" state stimulus package to Lane to make deferred maintenance improvements.

*A variety of recent major facilities initiatives reflect Lane's practice of "closing the loop" in planning and commitment to both curricular and co-*

Facilities Council conducted a student survey to obtain students' perceptions and opinions about Lane's facilities. Findings influenced plans for indoor and outdoor gathering places for students, improved accessibility to facilities, increased motorcycle parking, more bike racks, \$900,000 in improved lighting and 30 security cameras.

#### Summary

Facilities planning at Lane is a deliberate and comprehensive process that aligns with institutional priorities in a systematic way.

---

<sup>67</sup> For more information, See US Green Building Council home page at <http://www.usgbc.org/DisplayPage.aspx?CategoryID=19>.



## Section B

### Standard Nine

#### **Standard Nine – Institutional Integrity**

##### ***How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?***

Lane continues to ensure the ethical treatment of students, faculty and staff. Lane is a value-driven institution with learning at the center of its work.

Lane's Core Values are key elements of its Strategic Plan, influencing planning, decision-making and day-to-day activities of the College. They provide a framework of collectively held ideals of practice and conduct that guide work and interactions at Lane. By applying and following its Core Values Lane strives to ensure that high ethical standards are met in its treatment of students, faculty, and staff.

Board Policy B.040 assigns to the Board responsibility for the quality and integrity of the institution.<sup>68</sup> Lane's board policies for Treatment of Learners and Treatment of Staff provide overarching guidelines for behavior by the Board, administrators, faculty and staff in their daily interactions with students and each other.<sup>69</sup> Also, Policy A.100 describes the ethical conduct for all employees. The Board evaluates the extent to which the College fulfills its mission and is responsible for stewardship of resources. Monitoring Reports inform the Board of important progress and challenges in this area. The Board reviews and discusses different Monitoring Reports during its monthly meetings.

Special trainings also contribute to the knowledge of and adherence to ethical standards. For example, when new members join the Board, college

Board follows schedule of reviewing – and revising when necessary – Board policies.
Board follows schedule of annually monitoring treatment of learners and staff.
Annual evaluation of Board performance is conducted.
Ethics Law training with 2006 Board by Lane's legal counsel.
Ethics Law training with 2008 Board by Lane's legal counsel.
Ethics Law training with managers by Lane's legal counsel.

Figure B.9.1: Key Activities by Fiscal Year

***Maintaining privacy of information is an important element of operational procedures that ensure high ethical standards in the treatment of students, faculty and staff.***

#### ***Core Value: Integrity***

***Foster an environment of respect, fairness, honesty and openness.***

***Promote responsible stewardship of resources and public trust.***

<sup>68</sup> See Appendix B.9.1: Board Policy A.040 Board Duties and Responsibilities: Appraisal and Evaluation of Operation.

<sup>69</sup> See Appendix B.9.2: Board Policy A.020 Treatment of Learners and Board Policy A.030 Treatment of Staff.

## Section B

### Standard Nine

legal counsel conducts a training related to Oregon ethics laws as they relate to the Board. Legal counsel also makes periodic presentations about Oregon Ethics Guidelines to managers.

#### Summary

Lane's Board continues to monitor policies and make appropriate adjustments to ensure institutional integrity. Lane continues to place high value on institutional integrity and the ethical treatment of learners and all employees. In addition to the policies and procedures that are in place to guide this, there also are procedures for redress of wrongs. The College continues to be committed to open and transparent operations with clear accountability for decision-making in its service to the community.



*Figure B.9.2: Lane's Board of Education, September 15, 2009*

Section A – Recommendation One

Appendices

<b>Appendix A.1.1: Example Math Part-Time Evaluation Scheduling</b>																
1st term evaluation completed	Eval completed the term prior to achieving seniority	Eval done in last five yrs	HireDate	EVALUATION HISTORY:					SCHEDULED FOR:							
				1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
200840	201140											M	C	C	C	
200940	201240												M	C	C	
200020	200220	200440	9/1/1999	O,C	C	O,C	C	C	C	C	M	C	C	C	C	
199020	200130	200530	9/1/1989	C	O,C	C	C	C	M	C	C	C	C	M	C	
200820	201120											M	C	C	C	
199820	200140	200140	9/1/1997	C,S	O,C	C	C	C	C	M	C	C	C	C	M	
200840	201140											M	C	C	C	
199920	200120	200120	8/11/1998	C	O,C	C	C	C	C	M	C	C	C	C	M	
199420	200130	200130	9/1/1993	C	O,C	C	C	C	C	M	C	C	C	C	M	
199130	200140	200140	1/1/1991	C	O,C	C	C	C	C	M	C	C	C	C	M	
200520	200720	200520	9/17/2004						M	C	M	C	C	C	C	
200730	201030	200730	8/14/2006								M	C	C	C	C	
199420	200130	200130	9/1/1993	C	O,C	C	C	C	C	M	C	C	C	C	M	
200130	200330	200140	1/1/2001		O,C	C	O,C	C	C	C	C	M	C	C	C	
200620	200830	200620	9/12/2005							M	C	C	C	C	M	
200840	201140											M	C	C	C	
200420	200620	200420	9/29/2003					O,C	C	M	C	C	C	C	M	
199940	200130	200130	3/1/1999	C	O,C	C	C	C	C	M	C	C	C	C	M	
199120	199420	200540	10/1/1990						M	C	C	C	C	M	C	
200920	201220												M	C	C	
200940	201240												M	C	C	
198920	200120	200120	9/1/1988	O,C	O,C	C	C	C	C	M	C	C	C	C	M	
199120	200120	200120	9/1/1990		O,C	C	C	C	C	M	C	C	C	C	M	
200330	200620	200330	1/6/2003				O,C	C	C	M	C	C	C	C	M	
199520	200140	200140	9/1/1994	C	O,C	C	C	C	C	M	C	C	C	C	M	
200520	200720	200520	9/17/2004						M	C	M	C	C	C	C	
199220	200130	200530	9/1/1991	C	O,C	C	C,S	C	M	C	C	C	C	M	C	

Section A – Recommendation One

Appendices

<b>Appendix A.1.1: Example Math Part-Time Evaluation Scheduling (cont)</b>															
1st term evaluation completed	Eval completed the term prior to achieving seniority	Eval done in last five yrs	HireDate	EVALUATION HISTORY:					SCHEDULED FOR:						
				1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
199320	200140	200140	9/1/1992		O,C	C	C	C	C	M	C	C	C	C	M
200320	200520	200320	9/23/2002				O,C	C	M	C	C	C	C	C	M
198820	200140	200540	10/19/1987						M	C	C	C	C	M	C
199230	199530	200640	1/6/1992	O,C	C	C	O,C	C	C	M	C	C	C	C	M
200520	200720	200520	9/17/2004						M	C	M	C	C	C	C
200020	200220	200130	9/1/1999	O,C	C	O,C	C	C	C	C	M	C	C	C	C
200140	200340	200140	4/2/2001		O,C	C			C	C	C	C	C	M	C
199220	200140	200140	9/1/1991		O,C	C	O,C	C	C	C	C	M	C	C	C
200430	200630	200430	1/5/2004					O,C	C	M	C	C	C	C	M
199920	200130	200130	7/15/1998	C	O,C	C	C	C	C	M	C	M	C	C	C
199120	200440	200440	9/1/1990	O,C	O,C	O,C	O,C	O,C	C	C	C	C	C	M	C
200620	200830	200620	9/12/2005							M	C	C	C	C	M
200840	201140											M	C	C	C
200630	200840	200630	1/9/2006							M	C	C	C		
200520	200720	200520	9/1/2004						M	C	M	C	C		
200140	200340	200140	4/2/2001		O,C	C	C	O,C	C	C	C	C	FT		
199920	200140	200140	8/18/1998	C	O,C	C	C	C	C		M	C	C		
200020	200220	200120	9/1/1999	O,C	C	O,C	C	C	C	C	M	C	Retired		
200140	200320	200320	4/2/2001		O,C	C	O,C	C	C	C	C	M	FT		
200530	200730	200530	1/1/2005						O,C (CG)	C	M	C	C		
197920	200130	200130	9/1/1979		O,C	C	C	C	C	Retired					
200140	200340	200140	4/2/2001		O,C	C	O,C	C	C	C	C	M	C		
200020	200220	200120	9/1/1999	O,C	O,C	C	C	C	C	M	C	C	C		
199020	200130	200130	9/1/1989	C	O,C	C	C	C	C		M	Retired			
200020	200220	200130	9/1/1999	O,C	C	O,C	C	C	C	Retired					
200520	200740	200520	9/17/2004						M	C	M	C	C		
200840*															
200510	200810	200510	6/21/2004						O,C	C	C	C	C		
200020	200240	200140	9/1/1999	O,C	C	O,C	C	C	C	Retired					
200320	200520	200320	9/23/2002				O,C	C	Retired						

\*Not Completed

Section A – Recommendation Two

Appendices

**Appendix A.2.1: Critical Thinking/Problem Solving Assessment Rubric, June 2009**

Dimension Assessed	Exemplary	Proficient		Marginal		Unacceptable
	6	5	4	3	2	1
<b>1. Identify the Challenge</b> <ul style="list-style-type: none"> <li>Can the student identify and define critical challenges and/or key issues?</li> </ul>	<ul style="list-style-type: none"> <li>Critical challenges and key issues clearly identified</li> <li>Precise language used to clearly articulate issues</li> <li>Definition extended with clarifying examples or comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Issues identified.</li> <li>Definition of challenge presented.</li> <li>Definition may be descriptive without stipulating precise conditions or criteria</li> </ul>		<ul style="list-style-type: none"> <li>Some description of issues may be included but rudimentary, not articulated clearly</li> </ul>		<ul style="list-style-type: none"> <li>Challenges/key issues either not named or defined</li> </ul>
<b>2. Multi-dimensional Approach</b> <ul style="list-style-type: none"> <li>Does the student integrate knowledge or other relevant points of view of the issue or problem?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates and implements multiple analytical approaches to a given challenge and describes how various perspectives were used in addressing the problem or challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and identifies more than one approach and/or perspective to a given challenge</li> </ul>		<ul style="list-style-type: none"> <li>May fail to adequately implement additional approaches or describe how they were useful</li> </ul>		<ul style="list-style-type: none"> <li>Position or hypothesis is grounded in a singular, often personal, perspective</li> </ul>
<b>3. Context</b> <ul style="list-style-type: none"> <li>Does the student reflect knowledge of the context (e.g., historical, social, political, cultural, theoretical, applied)?</li> </ul>	<ul style="list-style-type: none"> <li>Identifies personal bias and context for personal perspectives.</li> <li>Describes and utilizes historical, social, cultural, political, theoretical, applied contexts and assumptions as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some recognition of context and complexity of issues.</li> </ul>		<ul style="list-style-type: none"> <li>Recognizes the context of one's own personal perspectives</li> </ul>		<ul style="list-style-type: none"> <li>Analysis is grounded in absolutes with limited consideration of the context or complexity of issues.</li> <li>May be narrowly personalized.</li> </ul>

Section A – Recommendation Two

Appendices

Dimension Assessed	Exemplary	Proficient		Marginal		Unacceptable
	6	5	4	3	2	1
<p><b>4. Data/Evidence</b></p> <ul style="list-style-type: none"> <li>Does the student use supporting evidence, data, and specific details in appropriate ways?</li> </ul>	<ul style="list-style-type: none"> <li>Presents and analyzes appropriate supporting data/evidence for validity, reliability, accuracy, relevance and completeness (in the broad sense).</li> <li>Distinguishes patterns or relationships in the data/evidence</li> <li>Or, critically analyzes, synthesizes and evaluates various forms and genres of information.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and acknowledges specific data/evidence</li> <li>Demonstrates some ability to interpret data critically</li> </ul>		<ul style="list-style-type: none"> <li>Recognizes various forms of information, but has difficulty synthesizing and establishing meaning from data.</li> </ul>		<ul style="list-style-type: none"> <li>Data/Evidence or sources are simplistic and/or inappropriate.</li> <li>Inconsistent and/or inaccurate testing and/or use of data/evidence.</li> </ul>
<p><b>5. Reasoning</b></p> <ul style="list-style-type: none"> <li>Did the student use appropriate and defensible reasoning in drawing conclusions and/or solving the problem or challenge?</li> </ul>	<ul style="list-style-type: none"> <li>Clear line of reasoning from definition of issues, explication of assumptions, and drawing conclusions from appropriate evidence.</li> <li>Counter-arguments answered</li> <li>Challenge or problem solved with sophisticated reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Conclusions supported by adequate evidence or examples.</li> <li>Use of "If...then...because" or other appropriate reasoning structures</li> <li>Counter-arguments presented but may not be answered.</li> <li>Challenge or problems solved with systematic process.</li> </ul>		<ul style="list-style-type: none"> <li>Conclusion is simplistic and presented as absolute.</li> <li>Challenge or problem may be described without a solution or systematic procedures to resolve it.</li> </ul>		<ul style="list-style-type: none"> <li>Conclusions absent or too broad.</li> <li>May be derived from minimal specifics or supported by little evidence or few examples.</li> <li>Challenge or problem may be described without solution or systematic procedures to resolve it</li> </ul>
<p><b>6. Inferences, Implications, and Consequences</b></p> <ul style="list-style-type: none"> <li>Can the student reflect, relate, and extend conclusions?</li> <li>Can the student create something new or original?</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and extends implications, consequences, and inferences in a reflective manner</li> <li>May generate new solutions, creative products or new questions which demonstrate reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally identifies implications or consequences or makes a few inferences.</li> <li>Inconsistently integrates and interprets information in new ways.</li> </ul>		<ul style="list-style-type: none"> <li>Only minimal implications, consequences or inferences are drawn.</li> </ul>		<ul style="list-style-type: none"> <li>Incorrect implications, consequences or inferences are drawn.</li> </ul>

Section A – Recommendation Two

Appendices

Appendix A.2.2: “Communicate Effectively” Assessment Rubric, May 2009

Criteria	4 Exemplary	3 Proficient	2 Marginal	1 Unacceptable
<b>1 Organization, Structure</b>	<p>The message</p> <ul style="list-style-type: none"> <li>Is logically and fully developed consistent with the constraints of the audience and the intent of the message;</li> <li>Is purposeful and coherent.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>contains elements of logical development</li> <li>contains clear transitions</li> <li>has a recognizable flow of ideas.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>lacks a logical organization</li> <li>is sometimes disjointed and/or awkward.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>has no discernible organizational structure</li> <li>contains random, unconnected elements.</li> </ul>
<b>2 Support, Evidence</b>	<p>The message</p> <ul style="list-style-type: none"> <li>is well-developed with varied and appropriate supports:</li> <li>such as examples, illustrations, details,</li> <li>such as documentation, citations, empirical evidence, outside sources, etc., attributing sources as appropriate. (see note below)</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>is developed with appropriate though limited support,</li> <li>generally attributes sources as appropriate.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>includes weak and/or inappropriate support.</li> <li>Sources are inconsistently attributed.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>lacks evidence</li> <li>and/or fails to attribute sources.</li> </ul>
<b>3 Content</b>	<p>The message</p> <ul style="list-style-type: none"> <li>is engaging.</li> <li>provides significant insight, or new information, or a useful perspective from the work. (see notes below)</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>is clear, accurate, and appropriate.</li> <li>provides insight, or enough information to make an informed decision.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>is somewhat inaccurate or unclear.</li> <li>provides little insight or information.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>is distorted or contains misinformation.</li> <li>confuses or misleads.</li> </ul>
<b>4 Technique</b>	<p>The message</p> <ul style="list-style-type: none"> <li>is free of technical errors and/or errors of convention relevant to the specific medium or genre.</li> <li>Technique is used in a sophisticated, or creative, or nuanced manner.</li> </ul>	<p>The message</p> <ul style="list-style-type: none"> <li>is generally free of technical errors or errors of convention relevant to the specific medium or genre.</li> <li>errors do not interfere with meaning.</li> </ul>	<p>Repeated technical errors or errors of convention interfere with the audience’s ability to understand the intended meaning.</p>	<p>Technical errors or errors of convention make it impossible for the audience to understand the intended meaning.</p>

*Section A – Recommendation Two*

*Appendices*

Criteria	4 Exemplary	3 Proficient	2 Marginal	1 Unacceptable
<b>5 Presentation</b>	The style and tone of the message enhances its effectiveness; the message has discernible style and elegance.	The style and tone of the message supports its effectiveness.	The style and tone of the message supports effectiveness in some aspects and undermines it in others.	The style and tone of the message undermines its effectiveness.
<b>6 Purpose or Effect</b>	The overall purpose or effect of the message is easily understood and clearly conveyed (may require subtlety and nuance in some disciplines).	The overall purpose or effect of the message can be discerned with some effort.	The purpose or effect of the message is vague or unclear.	The purpose or effect of the message is not at all apparent or is missing.
<p>NOTES:</p> <p style="margin-left: 20px;">If a score falls between categories, give the lower score.</p> <p style="margin-left: 20px;">Not all artifacts may include citation/attribution of source material</p> <p style="margin-left: 20px;">“Audience” generally refers to the scorers using the rubric, but may also include original audience members in the case of a presentation, performance or speech.</p>				



*Appendices*

***Appendix A.2.3: Institutional Assessment of General Education Outcomes***

**Critical Thinking/Problem Solving**

Lane's assessment team needs the help of faculty who teach general education classes. Specifically, we need copies of student work on assignments that foster critical thinking / problem solving skill development. Criteria defining elements of critical thinking assignments and related cognitive skills are on the reverse side of this description. We are continuing a pilot project begun last spring to assess critical thinking and problem solving skills across disciplines. We are using artifacts of student learning that are routine assignments in existing courses in six divisions: LLC, Social Science, Science, Math, Arts, and Cooperative Education. This general education assessment effort assumes that critical thinking skills are developed over the course of a student's curriculum at Lane. By examining entry level and exit level artifacts of student learning, we expect to learn to what extent student skills in critical thinking and problem solving are developed at Lane.

- Faculty are invited (not required) to submit artifacts.
- Results of the assessment will not be used for faculty evaluation.
- Results will not be reported by CRN or by L#, but at the institutional level.
- Reports of results will occur in Fall term following the assessment year.
- Faculty will have opportunities to discuss overall (institutional) results of the assessment, but discipline level results will not be a product of this assessment.

**Artifacts submitted should meet the following criteria:**

- Artifact size: one page minimum, no more than three pages if a written artifact; If a video, three to five minutes; if a physical artifact (sculpture, painting, etc.) the artifact must be easily accessible to the evaluation team.
- Assignment as given to students must accompany artifact.
- Assignment should meet all four content criteria sections listed on reverse side.

**Assurances to Students:**

- Students participate anonymously.
- Submitted artifacts will be recorded by L number only for purposes of sorting entry level and exit level students (IRAP will conduct the sort).
- Submitted artifacts will be reviewed by faculty and deans outside the area of study.
- This assessment is independent of the student's grade, which will be awarded by the class instructor.
- Paper copies of student artifacts will be destroyed at the end of the assessment cycle to protect anonymity of students; other artifacts will be returned to the class instructor during finals week of the term they are submitted.

**Process for faculty submitting artifacts:**

- Provide copies of artifacts with L#s, but without grades or comments. (Division deans may have resources to help provide copies and return originals to faculty.)
- Submit class sets to IRAP.
- Participating faculty are welcome to join in scoring sessions during spring term.

## Section A – Recommendation Two

---

### Appendices

Appendix A.2.3: (cont.) Institutional assessment of general education outcomes:

#### **Critical Thinking/Problem Solving Draft Assignment Criteria - Fall 2008**

**The assignment requires the student to demonstrate at least one cognitive skill for each of the four sections below:**

**Section 1. Identify the challenge presented or the problem to be solved.**

The student's response to the assignment should do at least *one* of the following:

- demonstrate a clear understanding of the assignment's purpose
- clearly identify the challenge or problem
- accurately identify core issues
- appreciate the depth and breadth of the challenge or problem

**Section 2. Analyze, review, organize, contextualize, and/or collect information about the challenge or problem.**

The student's response to the assignment should do at least *one* of the following:

- understand/explore/consider multiple perspectives
- identify and evaluate relevant significant points of view
- examine relevant points of view fairly, empathetically
- gather sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc.
- include information that opposes as well as supports the argued position
- identify and accurately explain/use relevant key concepts
- accurately identify assumptions (things taken for granted)
- make assumptions that are consistent, reasonable, and valid

**Section 3. Develop possible solutions to the challenge or problem.**

The student's response to the assignment should do at least *one* of the following:

- distinguish between information and inferences drawn from that information
- Propose solutions, develop hypotheses, or develop a thesis
- follow where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions
- make deep rather than superficial inferences
- make inferences that are consistent with each other

**Section 4. Analyze, evaluate, and/or apply selected solutions to the challenge or problem.**

The student's response to the assignment should do at least *one* of the following:

- identify the most significant implications and consequences of the reasoning (whether positive and/or negative)
- distinguish probable from improbable implications
- evaluate own performance and present solutions using effective organization, format, and/or structure

## Section A – Recommendation Two

### Appendices

#### Appendix A.2.3: (cont.) Institutional assessment of general education outcomes:

##### **Institutional assessment of general education outcomes: Communicating Effectively**

Lane's assessment team needs the help of faculty who teach general education classes. Specifically, we need copies of student work on assignments that have an objective of *communicating effectively*. Criteria for this specific objective are listed on the reverse side of this form.

We are continuing a pilot project of evaluating LCC core learning outcomes begun last spring. We are using artifacts of student learning that are routine assignments in existing courses in six divisions: LLC, Social Science, Science, Math, Arts, and Cooperative Education. This general education assessment effort assumes that *communicating effectively* is an objective in a majority of these areas. By examining entry level and exit level artifacts of student learning, we expect to learn to what extent student skills in communicating effectively are developed at Lane.

##### **Assurances to faculty:**

- Faculty are invited (not required) to submit artifacts.
- Results of the assessment will not be used for faculty evaluation.
- Results will not be reported by CRN or by L#, but at the institutional level.
- Reports of results will occur in fall term following the assessment year.
- Faculty will have opportunities to discuss overall (institutional) results of the assessment, but discipline level results will not be a product of this assessment.

##### **Artifacts submitted should meet the following criteria:**

- Artifact size: one page minimum, no more than three pages if a written artifact; If a video, three to five minutes; if a physical artifact (sculpture, painting, etc.) the artifact must be easily accessible to the evaluation team.
- Assignment as given to students must accompany artifact.
- Assignment should at least one aspect of the four content criteria sections listed on reverse side.
- Main objectives and relevant vocabulary should be listed on assignment sheet, or be included with artifacts.

##### **Assurances to students:**

- Students participate anonymously.
- Submitted artifacts will be recorded by L number only for purposes of sorting entry level and exit level students (IRAP will conduct the sort).
- Submitted artifacts will be reviewed by faculty and deans outside the area of study.
- This assessment is independent of the student's grade, which will be awarded by the class instructor.
- Paper copies of student artifacts will be destroyed at the end of the assessment cycle to protect anonymity of students; other artifacts will be returned to the class instructor during finals week of the term they are submitted.

##### **Process for faculty submitting artifacts:**

- Provide copies of artifacts with L#s, but without grades or comments. (Division deans may have resources to help provide copies and return originals to faculty.)
- Submit class sets to IRAP.
- Participating faculty are welcome to join in scoring sessions during spring term.

*Appendices*

Appendix A.2.3: (cont.) Institutional assessment of general education outcomes:

**General Education Assessment**

**Communicating Effectively**  
**Draft Assignment Criteria - spring 2009**

**The assignment requires the student to demonstrate at least one cognitive skill for each of the four sections below. Specific objectives and relevant vocabulary should be listed on assignment sheet, or included with artifacts.**

**Section 5. Organization and support.**

The assignment should include as an objective or learning outcome at least *one* of the following:

- Develop a clear organizational structure
- Include the use of appropriate support material, such as illustrations, documentation, attributing sources, citations, etc.

**Section 6. Content and technique.**

The assignment should include as an objective or learning outcome at least *one* of the following:

- The message or content considers the role of audience
- The message or content uses appropriate technical development relative to the format, genre or discipline.
- The message or content creates a hypothesis, narrative, or other meaning through the use of technique relative to the format, genre or discipline.

**Section 7. Presentation and style.**

The assignment should include as an objective or learning outcome at least *one* of the following:

- Propose solutions, develop hypotheses, or develop a thesis relevant to the format, genre or discipline.
- The presentation is appropriate and relevant to the format, genre or discipline.
- The style and/or tone of the message or content supports its effectiveness.

**Section 8. Purpose.**

The assignment should include as an objective or learning outcome at least *one* of the following:

- The purpose of the message or content is clear.

*Appendices*

***Appendix A.2.4: Division Assessment Work***

**Language, Literature and Communication**

This division provides general education courses in written composition, literature, speech, and languages. The composition program conducted All-Faculty Writing surveys and student surveys in 2006 and 2007 to better understand expectations for student writing. The composition coordinator has also led efforts to query writing students on their satisfaction with their courses, alignment of courses with outcomes, and scheduling of writing courses. This information has been used in ongoing curriculum discussions among faculty.

For 2008-09, faculty reviewed a blind collection of student essays for an assessment project on scoring and norming the values assigned to writing samples based on criteria representing the student learning outcomes for Writing 121: English Composition-Exposition and Introduction to Argument (WR 121). Because the composition faculty uses a diverse set of textbooks—and a few rely exclusively on handouts and other materials—the student learning outcomes are achieved through multiple support materials as well as through different modalities. The composition faculty rated two of thirty-five essays similarly across all eight criteria; most were rated similarly across some, and dissimilarly across other criteria. In discussions some faculty saw the task as rating the essay against outcomes, others saw the task as akin to grading a student paper; the assignments turned in represented a range of different writing purposes/types and so were difficult to norm. Also, the lack of hierarchy in the rubric was problematic to some of the faculty evaluators.

The written composition program has also adopted consistent [course outcomes](#), and a common outcome has been incorporated on all approved outlines for 100-level literature courses: “Students will be able to distinguish between connotation and denotation and demonstrate how the connotative language helps shape major points of the piece (poem, story, play).” In addition to ongoing work by English faculty, other work across the campus provides information to the writing program. One example is the data collected by Success and Goal Attainment (SAGA) on the high level of success of students who take WR 121 within their first two terms of enrollment, compared with those who take their writing courses at other times in their studies.

By 2004, the Speech Communication Department had objectives in place for every course, and was focusing on assessing two high-enrollment courses that many students take to fulfill general education requirements in communication: Speech 100: Basic Communication, and SP 111: Public Speaking. They developed a pre-post test, with initial results showed a small post-gain, and faculty discussed ways to modify curriculum and teaching in order to increase student achievement on the outcomes. Speech faculty members have more recently focused again on SP 100. Faculty have mapped course outcomes to Lane’s core ability of communication, identified targeted behaviors and developed a written pretest, developed criteria and a standard measurement scale of oral outcomes for critique instruments, developed a standard post-test or embedded questions for finals, and established guidelines for monitoring, administering, and disseminating assessment results.

## Appendices

Language faculty are piloting the use of a commercial test to assess outcomes. In Spring 2009, both Spanish and French Departments worked with Avant Assessment to administer a nationally-normed standardized language test to students at the end of first and second year studies. The outcomes of the standardized testing are of great interest to the Spanish and French Departments. The individual student test results were provided to students and the department in mid-June this year. The review, aggregation, and analysis of the scores will be undertaken in Fall, 2009, when faculty return and the assessment work is once again underway. The results, properly analyzed, will allow the two programs the opportunity to review students' progress in relation to national norms and provide material for discussion of ongoing work around curriculum development.

*The Communications faculty has adopted Guidelines for Assessment from the National Communication Association to assess knowledge, affect and performance.*

### Mathematics

Mathematics faculty developed assessment plans and instruments for core abilities in mathematics by Spring 2006. They administered at least four common questions on final exams in Math 111: College Algebra, in at least 50% of the course sections and kept data on student success in meeting college level math outcomes. On the Spring 2006 common final exam questions, which focused on problem solving, the average score was only 59%. In response to this data, faculty created a Math 199: an experimental College Algebra Workshop, course linked to Math 111. Goals included helping students be more successful in Math 111 and beyond, and helping students fulfill the “think critically and solve problems effectively” core outcome for general education. When the combined retention rate of the new course was 78% and the success rate was 71%, the committee decided supplemental instruction should be a regular offering. The faculty will be seeking course approval through the Oregon State Math Chairs (for courses 100-level and above) and Lane’s curriculum committee. The Math Division will continue to solicit student feedback and monitor completion and success rates for this course and for MTH 111.

### Health

Faculty drafted common course objectives for the discipline in 2006 and 2007. Students completing health courses will:

- Utilize critical thinking skills in relation to physical, psychological, emotional, intellectual, environmental, occupational and spiritual health.
- Increase understanding of the underlying reasons for personal behaviors and how they contribute positively or negatively to individual and community health.
- Demonstrate knowledge and application of preventive health practices (the “precautionary principle”) for the improvement of self and community.
- Increase use of health promotion strategies to attain self-actualization.
- Ability to use technology to obtain both accurate and varied information about social, political and global issues related to one’s health.

## Section A – Recommendation Two

### Appendices

- Ability to understand diverse perspectives and the socialization processes that lead to differences in health equity and outcomes.

Understanding of the connection between human health and the health of our planet’s ecological systems.

The Health faculty administered multiple indirect assessments of these outcomes, analyzed the results, and made improvements in the curriculum, including standardized course outcomes, increased online activities, development of more hands-on activities, implementation of the Quality Matters Rubric, incorporating sustainability and literacy concepts as appropriate, and renewing course offerings in Holistic Health and Consumer Health.

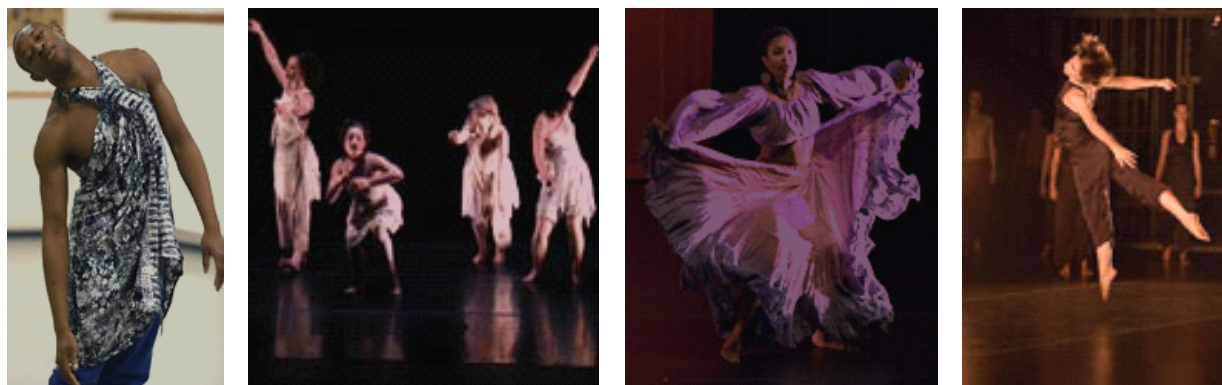


Figure A.2.1. Dance students give public performances that demonstrate their achievements.

### The Arts

Performing and fine arts faculty have developed course objectives to support Lane’s core abilities to communicate effectively and think critically. In addition, faculty developed discipline outcomes and mapped these outcomes to courses, with methods and criteria to assess outcomes, performance criteria, and identified responsible assessors. The Arts Division responded to indirect assessments of student needs to negotiate requirements and complete their studies for careers in the arts. Faculty “closed the loop” by developing a one-credit “Arts Success” course in which multiple instructors teach different facets of the curriculum each week.

In 2008 and 2009 Arts Division faculty advanced their assessment model by working with the college assessment team (A-Team) to help develop measurement standards, techniques and models to assess ways critical thinking and learning advances are facilitated in the arts curriculum. During 2010 the Arts Division will work to use the critical thinking and communications rubrics to incorporate this new model into divisional assessment practices.

### Social Science

The Social Science Division surveyed faculty on core abilities in 2006. Faculty developed an assessment plan and instruments for core abilities in social science, tying discipline level assessment to critical thinking, communication core competencies in the AAOT, and integrating course materials into individual experiences and perspectives. Faculty from Psychology,

## *Section A – Recommendation Two*

---

### *Appendices*

Geography, History, Philosophy and Religion worked to design course-level outcomes, assessment rubrics and/or student surveys to begin evaluating student outcomes in social science.

Members of the division assessment team have joined with faculty in other transfer divisions to focus on tools and processes that can be applied more broadly to transfer general education courses. A comparison of students' work early in the transfer curriculum with those further along in their careers should give evidence of whether their experiences at Lane produce "value added" skills.

#### **Science**

As part of Science program review processes, discipline faculty and support staff analyze enrollment and retention trends, facilities and equipment needs, discipline-specific pedagogical best practices, and, employment trends and emerging industries. All these factors are weighed in decisions to revise curricula, offer new courses and programs, change delivery methods, set or remove prerequisites, enhance student engagement, and improve the myriad of other factors that affect the learning environments provided for students.

In 2004-2005, faculty in each Science transfer discipline developed learning outcomes for their areas. This was a first step toward systematic assessment of student learning outcomes in sequences of courses. Faculty assess student learning outcomes using a wide variety of methods, including written and practical exams, student projects (individual and group), portfolios (often combined with rubrics for grading), papers, presentations, and formal and informal classroom assessment techniques. Despite the development of broad student learning outcomes and the consistent use of detailed outcomes (objectives) in most science classes, few discipline areas have developed formal, systematic program-level assessment of student learning outcomes yet.

#### **Cooperative Education**

The Cooperative Education faculty has converted years of hard-copy data on student performance in cooperative education placements to a database. The existing Supervisor Evaluation of Student (SES) forms were in hard copy, filed by student name, so the data entry project begun in 2006/07 made possible aggregation of student assessments, and analysis by program of general education outcomes. This rich source of information about student performance can be distributed and analyzed for purposes of continuous program improvement.

At the conclusion of the initial research study the SES was revised to better align with the College's Core Abilities. New evaluation items were added including: 1) Reading, writing and information skills, 2) ability to communicate effectively, and 3) appropriate use of technology. As a result of this modification of the SES co-op student's learning across all disciplines will be better assessed in relation to the College's Core Abilities.

#### **Career Technical Learning Outcomes Assessment**

Applied degree and certificate outcomes have been published since 2002 in Lane's catalog and on program information sheets given to students. Lane demonstrates that students completing applied programs, no matter where or how offered, have achieved these outcomes. Many of Lane's career technical programs use third party assessments of program outcomes, either for licensure or for specialized accreditation, and all programs and disciplines track student success and retention through Lane's annual unit planning cycle and institutional data. Graduate pass



## Section A – Recommendation Two

### Appendices

rates in occupations requiring licensure examinations are presented in Figure A.2.5. (Dental hygiene rates and most national pass rates for 2008 are not yet available.)

Summaries of career technical program assessments reflect a strong tradition of consistent assessment of student learning outcomes and use of not only that evidence, but also the program evaluations from advisory committees to improve programs. Highlights follow below:



Figure A.2.3 Lane's Center for Meeting and Learning serves as a performance lab for Culinary and Hospitality Programs

### **Culinary and Hospitality**

The curriculum for the Culinary Arts Program was revised to address the needs of the students, industry, and accrediting body. The new culinary arts curriculum, implemented in the fall of 2006, includes a leadership capstone course where students showcase how they have met the required competencies of the ACF, core abilities, and leadership principles/practices as well as fulfill a service learning component. All students enroll in this course during the last term prior to graduation.

The Hospitality Management Program also went through a major curriculum change in 2006-07. These changes resulted from an expressed need for more definitive courses with a wider range of topics in Hospitality Management. Current students, graduates, and the Advisory Committee were surveyed. The Advisory Committee was instrumental in the new course structure. New courses now offered in management, communications, and guest relations, including a second year capstone course in leadership, keep the program current and responding to the needs of the industry.

Specific retention strategies for the 2-year Hospitality Management Program have been implemented in 2008-09. This included a hospitality management student retention luncheon, which was held in the spring term. First-year Culinary Arts students prepared the luncheon, promoting student integration within both instructional programs.

Learning Community courses for the Culinary Arts and Hospitality Management Program include a specific section of MTH 025: Basic Mathematics Applications, which is devoted to “culinary math,” and NUT 105: Nutrition for Foodservice Professionals, an on-line course designed to integrate nutrition study within the culinary arts and achieve learning competencies

## Appendices

in nutrition. In response to a challenging economy and limited industry jobs currently available, additional co-op experiences in the form of un-paid internships have been created by Advisory Committee members from the Eugene Hilton and the Valley River Inn for summer term, 2009.

### Early Childhood Education (ECE)

Faculty in Early Childhood Education use a wide range of assessments to evaluate student achievement of program outcomes, including course-embedded assessments, including locally developed and standardized tests, in-class performance, research papers, exams and reflective essays, course projects; formative and summative assessment of lab performance; and student portfolios (student autobiographies, weekly journals, reflective narratives, student created resumes, student presentations, capstone performances).

Using results of these assessments, program faculty created an entry level lab program (ECE 140: Theory and Supervised Teaching) for first and second term program students. Faculty also created a new grading rubric for both lab courses that includes a numerical point system assigned to all written requirements as well as to attendance and performance. Another curriculum revision was a newly-created student portfolio assessment tool in the form of reflective journals which are turned in and graded weekly. The journal assignments are based on performance standards of the National Association for the Education of Young Children.

Through an Instructional Redesign, which included aligning the ECE curriculum more closely with industry standards, the program more clearly integrated lab performance goals with the research based content taught in ECE courses. This learning is demonstrated and assessed through student's weekly journal entries, their observations of children and subsequent planning of curriculum and their capstone projects. Finally, faculty revised pedagogy and curricula to reflect an Emergent Curriculum philosophy, and revised or created new assessment tools to

### Exercise and Movement Science

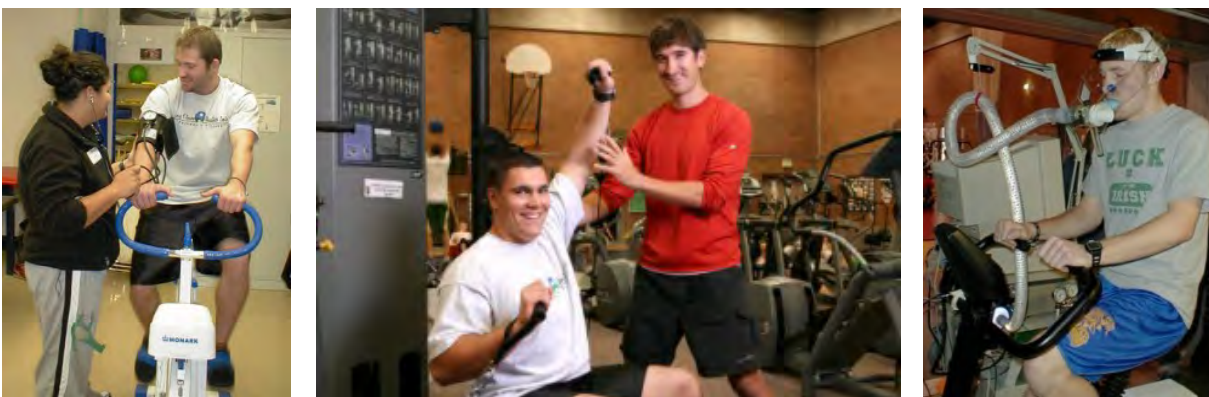


Figure A.2.4. Exercise and Movement Science Technicians are assessed for skills as fitness trainers.

Exercise and Movement Science Program graduates complete a program completion survey on all aspects of the program, and a Fitness Education Center student satisfactory survey is administered each year. The faculty meets each summer to discuss program needs and or changes that need to be made and the Fitness Education Center staff meet two or three times each year to discuss facility needs and educational offerings.

## Section A – Recommendation Two

---

### Appendices

As a result of these assessments, course descriptions have been updated and learning outcomes were standardized summer term 2009. Exercise and Movement Science course sequencing has been changed to provide a more progressive learning transition for students and core class curriculum has been modified to reduce content overlap. Fitness Education Center student surveys and instructor meetings have led to the purchase of equipment and expanded seminar topics.

#### **Health Professions**

Nursing program data is gathered from students on their perceptions of new learning experiences implemented by the faculty. That data is compiled and shared with the faculty at the end of the year wrap-up meeting. Each team (1st and 2nd year) meet at the end of each term and evaluate the effectiveness of the term just ending. At the end of spring term the nursing faculty meet with the Nursing Advisory Committee and gather information from them regarding the facilities perception of the effectiveness of the clinical learning experiences.

The nursing program has implemented both years of the new OCNE (Oregon Consortium for Nursing Education) curriculum. The first graduates will take the RN licensure (NCLEX) exam the summer of 2009. Thirty-seven graduates of our nursing program are enrolled in the BSN completion year at OHSU to begin the fall term of 2009. Additionally, students take the HESSI exam which provides them with information about where they rank relative to nursing students in programs across the country. Faculty implemented a new format for students' clinical learning in the first year of the program in which the students spend two weeks in the nursing lab learning procedures and technical skills and two weeks in the clinical area applying those procedures and technical skills. This method was evaluated as very effective by both students and faculty.

*Dental Assisting* faculty meet at the end of each academic year and review the effectiveness of the learning experiences for that year. This year the Dental Assisting Program participated in their scheduled accreditation (every six years) through the American Dental Association's Commission on Dental Accreditation, and received approval for the next six years with not one recommendation for change. The Dental Assisting program has implemented the new curriculum revised in 2005 based on assessment results, needs of current trends in dentistry and also in compliance with the Oregon Board of Dentistry recommendations. The two new endorsements are Expanded Functions – Dental Assistant and Expanded Functions – Orthodontic Assistant.

The *Dental Hygiene* program this year participated in a scheduled accreditation process (every six years) through the American Dental Association's Commission on Dental Accreditation, and also received approval for the next six years with not one recommendation for change. Dental Hygiene faculty meet annually to evaluate the implementation of their courses. Required changes are implemented in the following academic year. The Dental Hygiene program, by means of a DOLETA (Department of Labor Employment Training Administration) grant, is now offered as a Distance Learning Program through a partnership with two community colleges in Oregon and one in Southern Idaho. The first class to complete this new curriculum graduated in June, 2009. In addition, a course teaching Expanded Functions for Dental Hygienists was offered for the first time in the 2008-2009 academic year. Students and faculty evaluated each of these components at the end of the year. This feedback will be analyzed and may be incorporated into next year's curricular revisions.

## Section A – Recommendation Two

---

### *Appendices*

*Medical Assisting* is accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs) through the curriculum review board MAERB (Medical Assisting Education Review Board) of the American Association of Medical Assistants. The 2008-2009 Annual Report was accepted by MAERB with no recommendations for change. The Medical Assisting Program obtains feedback regarding student performance from Co-op placements in medical offices, clinics and hospitals in the greater metropolitan area. Information from student surveys, employer surveys and feedback from the Advisory Committee is also considered in evaluating and implementing changes to the curriculum.

*Health Records Technology* program curriculum is reviewed by faculty each year in conjunction with the Advisory Committee. Two programs were recommended to be added at Lane to allow students to pursue certification in the areas of Coding and Transcription. Those programs will be added in the 2009-2010 academic year. The Health Records Program obtains feedback regarding student performance from Co-op placements in medical offices, clinics and hospitals in the greater metropolitan area. Student surveys, employer surveys and Advisory Committee input are all considered in evaluating and modifying the curriculum.

*Respiratory Care* faculty continue to maintain accreditation by CAAHEP. The Respiratory Care program is in the process of moving to a Distance Learning format for the implementation of the program curriculum. The laboratory components of the curriculum will continue to be offered in a “hands on” on-campus format based on the philosophy of the faculty, input from students and the Advisory Committee relative to the importance of maintaining face-to-face “hands on” learning opportunities for the learning of psychomotor skills. The program is re-assessed annually by the faculty based on feedback from student surveys, employer surveys and clinical preceptors.

Appendices

**Appendix B.1.1: Lane’s Vision, Mission, Core Values and Strategic Directions**

**Vision**

Transforming lives through learning

**Mission**

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

**Core Values**

**Learning**

- Work together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

**Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

**Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

**Collaboration and Partnership**

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

**Integrity**

- Foster an environment of respect, fairness, honesty and openness
- Promote responsible stewardship of resources and public trust

Appendices

**Appendix B.1.1 (cont.): Lane’s Vision, Mission, Core Values and Strategic Directions**

**Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

**Sustainability**

- Integrate practices that support and improve the health of systems that sustain life and learning
- Provide a learning environment that fosters ecological awareness, diversity, interdisciplinary breadth, and the competence to act on such knowledge
- Equip and encourage all students and staff to participate fully as citizens of an environmentally, socially, and economically sustainable society while cultivating connections to local, regional, and state communities

**Strategic Directions**

**Transforming Students' Lives**

- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

**Transforming the Learning 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, religions, sexual orientations, and abilities.
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

**Transforming the College Organization**

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

**ADOPTED: December 2003**

## *Section B – Standard Three*

### *Appendices*

#### ***Appendix B.1.2: History of Lane’s Sustainability Office and Early Projects of the Sustainability and Learning Committee***

A campus-wide emphasis on recycling, along with energy and water conservation measures were early influences in the development of Lane’s Sustainability Office and the Sustainability Core Value.

Lane’s Sustainability Office was formed in 2004 and its overall mission now is to implement Lane’s Sustainability Core Value. The office is staffed by student workers, volunteers, and three full-time employees:

- The Recycling and Surplus Property Coordinator expands and improves programs for recycling, reuse, and waste reduction.
- An Energy and Indoor Environmental Quality Analyst helps the college to reduce its energy use while providing excellent indoor environmental quality for staff and students.
- The Sustainability Coordinator works on all aspects of sustainability at the college, including developing and implementing sustainability policies and procedures, maintaining compliance with the American College and University Presidents Climate Commitment, and improving sustainability in learning opportunities.

Following two focused conversations on sustainability in the curriculum in 2004-2005, the Vice President of Instruction and Student Services, a group of Lane faculty, and Lane's Sustainability Coordinator formed the new Sustainability and Learning Committee. They began meeting regularly to promote and support integration of Lane’s Sustainability Core value into all aspects of learning. Goals of the Committee include identifying and promoting sustainability-focused classes, infusing sustainability throughout the curriculum, and expanding sustainability degree program options.

Early Sustainability Projects include:

- Conducted an inventory of existing classes currently covering sustainability issues.
- (completed in 2005).
- Defined principles of sustainability (completed and adopted as core value in January 2007).
- Investigate degree and curriculum requirements (this is on-going).
- Sponsored a summer academy organized around sustainability (hosted Oregon Bioneers’ Conference in 2005 & 2006; hosted Conference on Sustainability for Oregon Community Colleges in 2007; hosted League for Innovation Sustainability Symposium in 2007; hosted National Conference on Sustainability in 2008; currently working on a Precautionary Principle Academy for October 2008).

***Appendix B.1.2 (cont.): History of Lane’s Sustainability Office and Early Projects of the Sustainability and Learning Committee***

- Promote organizational learning to educate all staff and students about sustainability (the Sustainability and Learning Committee organized the programming for the 2006 spring conference which had Sustainability as a theme; the Committee has worked on several other educational events in the past three years).
- Organize the campus to be a sustainable organization (this is on-going).
- During the 2005-06 academic year, Lane students built a small-scale biodiesel plant and produced fuel that is burned in the campus boiler. The biodiesel project, a model of sustainability, was the outgrowth of student work to synthesize biodiesel from waste cooking oil as an organic chemistry class project. This project has been supported by the college's Sustainability Program and is a joint project of the Sustainability Program and Lane's Green Chemistry Club.
- Natural landscaping is now the practice across the campus. Additionally, Lane's Learning Garden, established spring 2006, offers students from many disciplines valuable leadership experience through planning and managing hands-on activities. Learning Garden volunteers can qualify for work study, internships, service learning hours, or class credit from specific faculty who support the garden with their curriculum. Produce feeds Learning Garden volunteers with bulk harvest going to the Culinary Arts department as part of the national Farm to Cafeteria Program.



*Appendices*

***Appendix B.1.3 – Unit Planning Purpose Statement***

In the development of short- and long-term plans for the college, unit plans serve to provide details on the Strategic Plan at the unit level. In other words, unit plans are subsets of the grander Strategic Plan, and have the potential to become the building blocks for future strategic plans.

The unit planning process is, therefore, a concerted effort at the “local” level to ensure that every unit of the college is finely tuned to the goals and objectives of the college’s Strategic Plan and its priorities<sup>1</sup>, and is a process by which units (instructional and non-instructional areas) reflect and evaluate their work and make plans for the future.

Through this process unit personnel will have the opportunity to develop a vision for their unit and then identify the resources necessary for the unit to work towards that vision. Thus, unit planning will also serve as an important document upon which future financial planning for the college can be based— planning drives resource allocation<sup>2</sup>. Further, unit plans become the basis upon which units can review their efficiency and effectiveness, which when aggregated across all the units will directly result in college-wide advancements in resource utilization and quality of service provided.

During the unit planning process, each unit will engage in the following components:

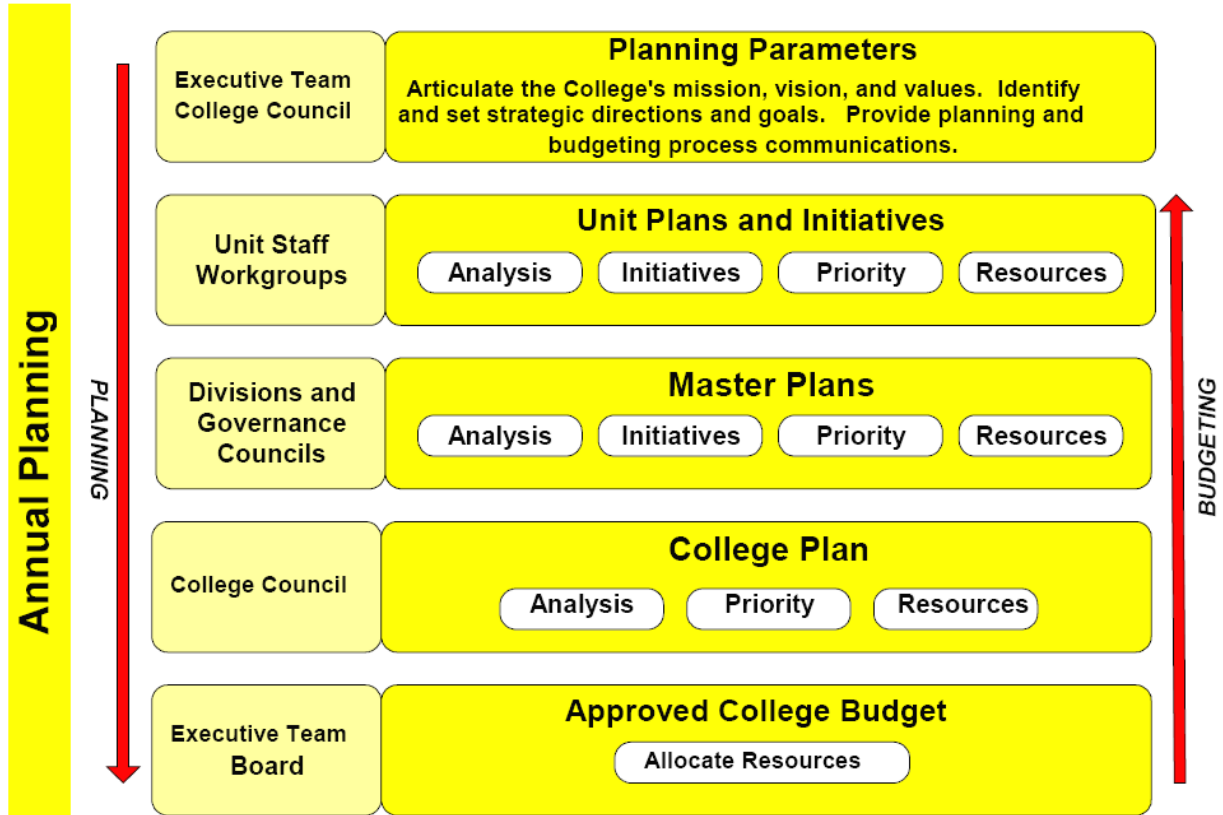
- Identify the unit’s mission or purpose, and identify how the unit’s work meets the mission, vision, core values and strategic directions of the college.
- Identify the intended program outcomes
- Identify, and explain the rationale for, the resources necessary to achieve the intended outcomes
- Establish a framework to measure progress towards the intended outcomes.

Sources of funding are Carl Perkins, Technology Fee, and Curriculum Development Funds; there are no recurring general funds available to support initiatives developed through from the unit plans.

Unit planning accomplishments toward goals set in prior unit plans can be reviewed at: <http://www.lanecc.edu/oasa/unitplans/unitplans2008-2009.html>.

Unit plans can be reviewed at: <http://www.lanecc.edu/oasa/unitplans.html>.

Appendix B.1.4 – Components and Linkage of On-going Planning



## Section B – Standard Three

### Appendices

#### **Appendix B.3.1 - Summary of Lane’s College-Wide Planning, 2002 – 08**

2002-03 School Year	
1	Success and Goal Attainment (SAGA) began to examine how successful students progress and how to institutionalize those practices at Lane.
2	The Self-Study for Lane’s accreditation identified Lane’s strengths, challenges, and improvements needed.
3	Lane revised its strategic plan, mission statement, core values, and strategic directions with an increased emphasis on creating a learning-centered environment.
4	Seven Lane faculty and staff attended Vincent Tinto’s seminar on retention strategies for two-year colleges and returned to Lane with a goal to improve campus-wide retention planning through SAGA’s work.
5	Learning Communities Leadership Team attended at the Washington Center for Improvement of Higher Education Institute, with the goal of implementing learning-communities across campus—a <i>First Year Experience</i> (FYE) best practice.
2003-04 School Year	
1	SAGA and the Learning Communities Leadership Team (LCLT) independently continued their work to improve student experiences at Lane.
2	SAGA membership expanded to represent a broader cross section of campus stakeholders, investigated best retention practices, and identified the best practices for student success.
3	Seven governance councils: college, diversity, facilities, finance, learning, student affairs and technology were established to develop policy and plans in their respective areas to improve students’ college experiences.
2004-05 School Year	
1	The seven governance councils developed plans under the umbrella of the college’s strategic plan. The Learning and Student Affairs governance councils’ plans focused on policies and strategies to improve student success.
2	Lane successfully piloted Fast Lane to Success, an FYE learning community. Fast Lane was highly effective for its 30 students. Ninety percent persisted to the next term (as compared to 76 percent of other first-year students who attended orientation and 61 percent of other first-year students who did not attend orientation).
3	A cross-section of leaders from different committees and councils came together to form the Title III planning committee and affirmed FYE as the focus with the integration of instruction and student services as central to addressing retention and student engagement. (The Title III RFP was not released that year.)
4	Lane established an FYE project team whose goal was to further develop an expanded pilot of Fast Lane to Success as a comprehensive FYE, based on learning communities, with integrated key student services and other co-curricular activities (e.g., orientation, advising, tutoring, peer mentors, supplemental instruction) that support student learning.

## Section B – Standard Three

### Appendices

<b>5</b>	The college developed Career Pathways networks—organizational learning structures with articulation to four-year colleges (1) to assist community college students in their successful transitions from community college onto work or further education and (2) to facilitate student learning and engagement within a particular field/career.
<b>6</b>	The college developed the Regional Technical Education Consortium (RTEC), career pathways designed specifically to facilitate educational opportunities for K-12 students in community college. (RTEC helps engage K-12 students in their learning and career/academic choices before and upon entering college.)
<b>7</b>	To support SAGA’s inquiry into student success, the Institutional Research Assessment & Planning (IRAP) office administered the Community College Survey of Student Engagement (CCSSE). This survey has informed the design of Lane’s FYE program & helped the college identify significant institutional strengths & weaknesses.
<b>8</b>	A broad-based college committee participated in the first phase of Foundations of Excellence for community colleges, developing its own dimensions for new students. (The Policy Center on the First Year of College [Policy Center] leads a nationwide project, funded by the Lumina Foundation, designed to enhance the learning and retention of beginning students. Known as Foundations of Excellence® in the First College Year and originally piloted in four-year institutions, this project has now been developed for two-year colleges.)
<i>2005-06 School Year</i>	
<b>1</b>	The FYE planning committee attended the Washington Center for the Improvement of Higher Education Institute to develop a plan for a comprehensive FYE.
<b>2</b>	The college held strategic professional development in-service to support FYE and assessment including: one session intended to raise college-wide awareness of the importance of increasing student retention and success (Fall 05); a two-day assessment workshop focused on building a culture of evidence at Lane in response to self-study findings; a workshop aimed at strategically developing supplemental instruction for gatekeeper classes (Fall 05); and an 11-week seminar for 12 faculty involved in assessment projects in order to improve educational outcomes for students (Spring 06 and later in Spring 08).
<b>3</b>	The college implemented the expanded Fast Lane to Success FYE for 64 students, with the addition of a third class in writing. The project also included peer mentoring and advising.
<b>4</b>	The college reaffirmed the focus for a Title III proposal to improve student success by developing an FYE to reach all new students, and implementing a web-based communication system for students and staff (i.e., a portal).
<b>5</b>	The LCLT refined its criteria for funding new learning communities to include retention and success, thereby beginning to integrate retention into the common language and culture of the college.
<b>6</b>	SAGA added a seventh best practice for student success: collaborative and active learning strategies.
<b>7</b>	The college provided training for 50 faculty in a student-empowerment and success model, On Course, which helps students take responsibility for their learning process and fosters active, engaging pedagogies for faculty.
<b>8</b>	As part of annual unit planning, department heads focused on strategies to improve retention and success in their respective academic programs.
<b>9</b>	CCSSE results were used in campus group discussions as a way to raise awareness of Lane’s standing with other colleges, as one measure of engagement. These results provided the basis for FYE assessments of engagement and planning for future FYE activities.
<b>10</b>	Lane submitted its Title III proposal in July 2006. The proposal scored well (96.7%) but was not selected.

## Section B – Standard Three

### Appendices

<i>2006-07 School Year</i>	
1	Vincent Tinto, expert in student retention and success, visited Lane and consulted with faculty and staff on improving Lane's retention efforts.
2	Student Services staff and faculty collaborated to develop and assess an intervention for students who did not achieve satisfactory academic progress. Back On Course, a one-credit College Success class, was piloted to over 275 students.
3	Campus-wide, began discussions about Lane's pervasive culture of the "freedom to fail" (which looks at student choice as premier) vs. the "right to succeed" (which provides success pathways and constrains choice to ensure success). Identifying the significance of this shift has been a key concept in shaping FYE.
4	The college provided curriculum development funds to eight faculty to develop courses that integrate On Course strategies into various curricula.
5	Evidence-based improvements to planning efforts begin: placement test validity study; importance for retention of students' enrollment in writing classes in their first-year; causes and effects of DWIF/No Credit grades to retention; student-preparedness: pre- and co-requisites.
<i>2007-08 School Year</i>	
1	Continued evidence-based improvements to planning efforts in SAGA (e.g. using outcomes from the Back On Course pilot to plan earlier interventions; piloting both credit and noncredit supplemental studies interventions and changing interventions based on data-driven outcomes).
2	New creative expansion of FYE: a math-track Fast Lane to Success was planned for implementation in 2008-09; an International Bridge program to guide ESL students to the credit program was implemented.
3	The college provided additional curriculum development funds to embed On Course strategies into diverse programs, including at-risk students or students with special needs (e.g., for athletes).
4	Back On Course (2006-07) evaluation data confirms that students need the combination of timely and clear information and the opportunity to learn how to navigate academic and bureaucratic hurdles to their education.
5	Instructional Redesign Task Force affirmed the role of FYE components in redesign for fiscal sustainability.

Section B – Standard Three

Appendices

**Appendix B.3.2 - Weekly comparisons by Academic Year of financial aid applications and disbursement per year at Lane.**

**Fiscal Year 2007 - 2008**

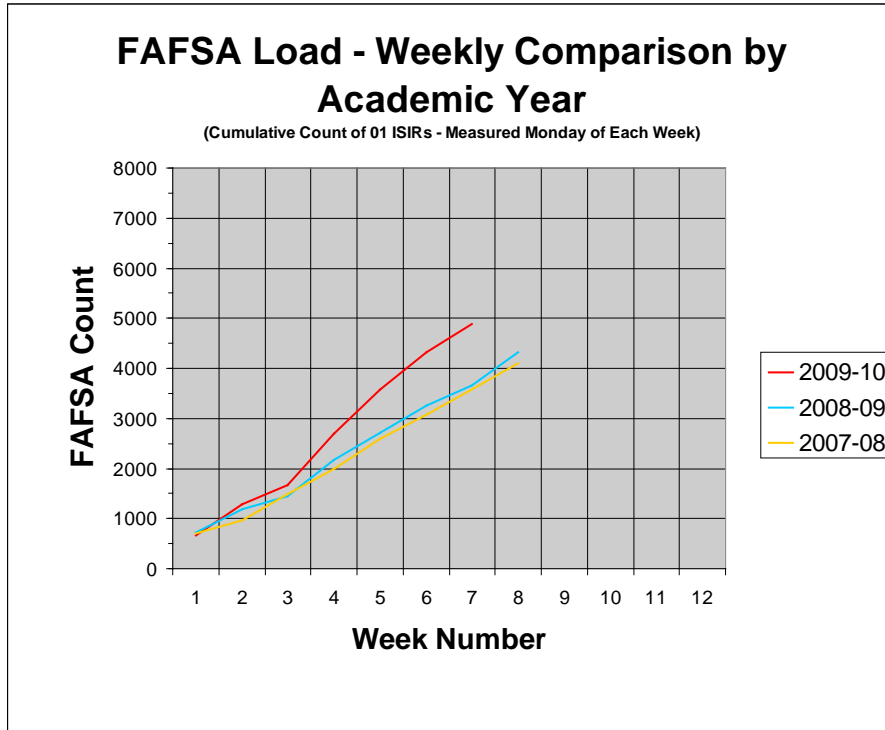
<i>College</i>	<i>Administrative Costs</i>	<i>Tuition Discounts / Waivers</i>	<i>Scholarships and Grants</i>	<i>Loans</i>	<i>Work Study</i>	<i>Other Costs</i>	<i>Total</i>
<b>Blue Mountain</b>	188,958	279,574	2,345,885	0	76,016	294	<b>2,890,728</b>
<b>Central Oregon</b>	482,949	0	4,765,161	0	130,710	0	<b>5,378,820</b>
<b>Chemeketa</b>	1,412,975	0	13,473,236	774,299	0	0	<b>15,660,510</b>
<b>Clackamas</b>	1,321,397	634,463	4,613,278	3,773,489	140,931	0	<b>10,483,558</b>
<b>Clatsop</b>	228,600	6,749	1,191,341	609,846	88,654	0	<b>2,125,189</b>
<b>Columbia Gorge</b>	53,310	1,871	69,521	0	4,838	0	<b>129,540</b>
<b>Klamath</b>	209,069	6,722	1,569,749	970	46,996	0	<b>1,833,506</b>
<b>Lane</b>	1,507,875	150,763	14,897,038	25,099,060	536,803	0	<b>42,191,539</b>
<b>Linn-Benton</b>	621,214	68,958	7,059,506	423,819	240,481	0	<b>8,413,977</b>
<b>Mt. Hood</b>	628,000	6,939,000	631,000	406,000	0	0	<b>8,604,000</b>
<b>Oregon Coast</b>	3,475	0	4,043	0	3,219	0	<b>10,737</b>
<b>Portland</b>	1,865,037	0	18,032,993	1,445,961	801,249	3,799,804	<b>25,945,045</b>
<b>Rogue</b>	557,706	120,174	6,443,614	0	167,955	0	<b>7,289,449</b>
<b>Southwestern OR</b>	368,900	161,278	3,286,250	0	96,527	26,117	<b>3,939,072</b>
<b>Tillamook Bay</b>	38,208	24,468	36,122	23,823	0	0	<b>122,621</b>
<b>Treasure Valley</b>	268,409	400,465	2,485,740	4,155,715	137,976	1,463	<b>7,449,768</b>
<b>Umpqua</b>	326,907	0	3,686,255	4,482,153	139,046	130,525	<b>8,764,886</b>
<b>Total</b>	<b>10,082,988</b>	<b>8,794,484</b>	<b>84,590,734</b>	<b>41,195,135</b>	<b>2,611,401</b>	<b>3,958,203</b>	<b>151,232,944</b>

Note: Includes General, Special Revenue and All Other Funds. Does not include Debt Service or Plant Additions. Source CCFIS (Oregon Community College Financial Information System) Database.

Section B – Standard Three

Appendices

**Appendix B.3.3 - Weekly comparisons by Academic Year of financial aid applications and disbursement per year at Lane.**



*Section B – Standard Four*

*Appendices*

***Appendix B.4.1: Part-Time Evaluation Summary (percentage compliance)***

<b>Departments/Divisions</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Ad Basic &amp; Secondary Ed (ABSE)</b>	80%	100%	100%	100%	100%	100%	100%
<b>Academic Learning Skills</b>	31%	69%	100%	100%	100%	100%	100%
<b>Advanced Technology</b>	0%	75%	90%	90%	90%	100%	100%
<b>ARTS: (Art, Applied Design, Music, Dance &amp; Theatre Arts)</b>	75%	68%	68%	82%	91%	100%	100%
<b>Business &amp; Computer Info Tech</b>	100%	86%	91%	88%	88%	100%	100%
<b>Cooperative Education</b>	43%	63%	100%	100%	INC	100%	100%
<b>Cottage Grove</b>	0%	17%	100%	100%	100%	100%	100%
<b>Counseling</b>	30%	50%	71%	100%	100%	100%	100%
<b>Culinary Arts &amp; Hospitality</b>	0%	0%	67%	67%	67%	100%	100%
<b>Florence</b>	0%	0%	67%	75%	75%	100%	100%
<b>Health Professions</b>	0%	9%	79%	100%	100%	100%	100%
<b>Health &amp; Physical Ed</b>	29%	62%	100%	100%	100%	100%	100%
<b>Lang, Lit &amp; Communication</b>	73%	80%	71%	84%	84%	100%	100%
<b>Mathematics</b>	100%	100%	100%	100%	100%	100%	100%
<b>Science</b>	23%	47%	61%	70%	70%	100%	100%
<b>Social Science</b>	100%	100%	100%	100%	100%	100%	100%
<b>Women's Program</b>	100%	100%	100%	100%	100%	100%	100%



## Section B – Standard Four

### Appendices

#### **Appendix B.4.2: Oregon CC FTE % Taught by FT & PT Faculty**

The table below shows the percentage of FTE taught by full-time and part-time faculty at each Oregon community college in 2006-2007. The colleges with the highest proportion of FTE taught by part-time faculty are Columbia Gorge, Oregon Coast and Tillamook Bay, all small colleges. Larger colleges located in small cities tended to rely more on full-time faculty (Linn-Benton, Umpqua, Central Oregon) than larger colleges located in urban areas (Clackamas, Portland, Lane).

<i>FTE % Taught By</i>	<i>Full-Time Faculty</i>	<i>Part-Time Faculty</i>
<i>Blue Mountain</i>	59%	41%
<i>Central Oregon</i>	64%	36%
<i>Chemeketa</i>	63%	37%
<i>Clackamas</i>	53%	47%
<i>Clatsop</i>	66%	34%
<i>Columbia Gorge</i>	25%	75%
<i>Klamath</i>	50%*	50%*
<i>Lane</i>	56%	44%
<i>Linn-Benton</i>	64%	36%
<i>Mt. Hood</i>	60%	40%
<i>Oregon Coast</i>	29%	71%
<i>Portland</i>	46%	54%
<i>Rogue</i>	42%	58%
<i>Southwestern OR</i>	55%	45%
<i>Tillamook Bay</i>	37%	63%
<i>Treasure Valley</i>	<i>Did not respond</i>	
<i>Umpqua</i>	67%	33%
<i>*Klamath only provided headcount data, so this is not directly comparable</i>		

**Source: Post-secondary Quality Education Commission: Faculty & Program Quality Committee, CCWD & OUS Data, March 2009**

Section B – Standard Four

Appendices

**Appendix B.4.3: OEA Employer Contribution to Full-time Faculty Insurance Benefits Comparisons**

Community College	Max Employer Contribution/Month		2007-08 Employee Out of Pocket/Month		Benefits Included in Premium						125 Plan***
	2006-07	2007-08	Min*	Max**	Med	Dntl	Vis	LTD	Life	AD&	
<i>Blue Mountain</i> <sup>1</sup>	875.00	875.00	0	152.45	X	X	X	X	X	X	Yes (A,B,C)
<i>Central Oregon</i> <sup>1,2,3</sup>	835.55	1046.40	73..71	123.12	X	X	X				Yes (A,B,C)
<i>Chemeketa</i>	1096.96	1125.48	0	91.47	X	X	X	X	X	X	Yes (A,B,C)
<i>Clackamas</i>	515.00	690.00	0	814.35	X	X	X		X	X	Yes (A,B,C)
<i>Clatsop</i> <sup>1,2,3</sup>	614.25	645.00	0	323.83	X	X	X				Yes (A,B,C)
<i>Columbia Gorge</i> <sup>1,2,3</sup>	838.54	962.83	0	163.40	X	X	X				Yes (A)
<i>Klamath</i>	690.00	745.00	0	452.70	X	X	X				Yes (A,B,C)
<i>Lane</i>	1143.94	1292.74	62.88	202.36	X	X	X	X	X		Yes (A,B,C)
<i>Linn-Benton</i> <sup>1,2,3</sup>	996.64	965.59	0	183.75	X	X	X				Yes (A,B,C)
<i>Mt. Hood</i> <sup>1,2,3</sup>	1065.06	1177.68	55.00	75.00	X	X	X				Yes (A,B,C)
<i>Oregon Coast</i>	775.00	875.00	0	386.37	X	X	X	X	X	X	Yes (A,B,C)
<i>Portland</i> <sup>1,2</sup>	690.00	775.60	0	570.03	X	X	X				Yes (A,B)
<i>Rogue</i>	993.17	1052.76	3.24	185.29	X	X	X		X	X	Yes (A,B,C)
<i>Southwestern</i> <sup>1,2</sup>	693.20	841.56	38.36	247.81	X	X	X				Yes (A,B,C)
<i>Tillamook Bay</i> <sup>1,2,3</sup>	703.74	722.74	0	348.47	X	X	X				Yes (A,B,C)
<i>Treasure Valley</i> <sup>1,2,3</sup>	893.18	955.7	14.55	101.35	X	X	X				Yes (A,B,C)
<i>Umpqua</i> <sup>2</sup>	830.49	963.62	70.93	103.43	X	X	X				Yes (A,B,C)
<b>MEAN</b>	<b>822.05</b>	<b>923.62</b>	<b>18.75</b>	<b>266.19</b>							
<b>MEDIAN</b>	<b>833.02</b>	<b>953.62</b>	<b>0</b>	<b>185.29</b>							

## *Section B – Standard Four*

---

### *Appendices*

Notes:

1 – LTD paid by college, but not part of Maximum Employer Contribution

2 – Life paid by college, but not part of Maximum Employer Contribution

3 – AD&D paid by college, but not part of Maximum Employer Contribution

\* Min reflects the most inexpensive plan, if more than one available

\*\* Max reflects the most expensive plan, if more than one available

\*\*\* 125 Plan Options provided:

A – Premium Conversion Plan – Insurance premium paid with “before tax” dollars

B – Health Care – Allows for reimbursement of qualifying medical, dental and vision care expenses not covered by other insurance with “before tax” dollars

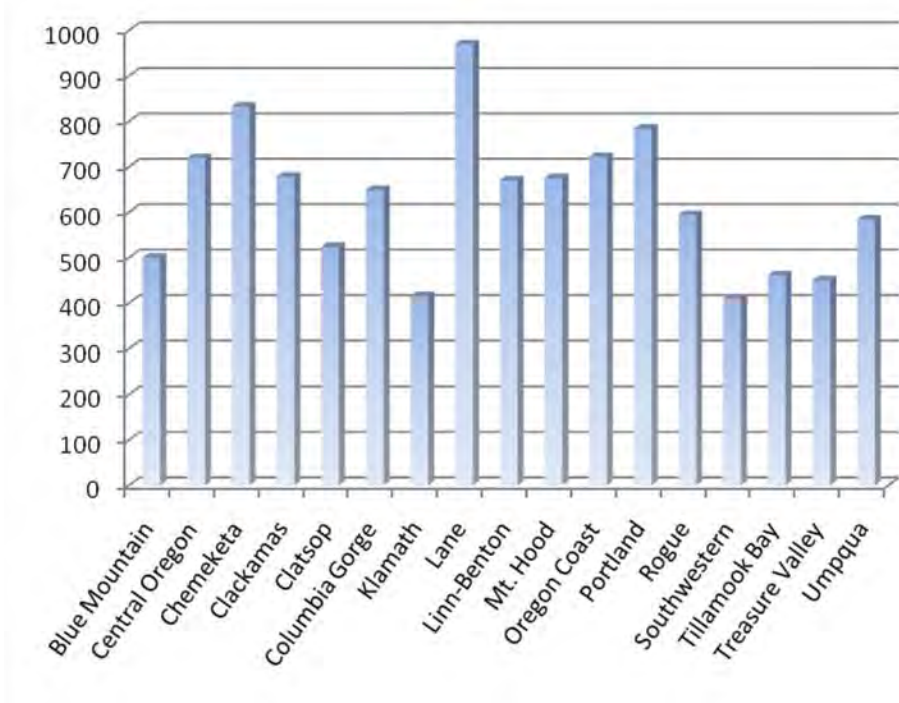
C – Dependent Care – Allows for reimbursement of eligible dependent care expenses with “before tax” dollars

Source: *OEA Almanac of Oregon Community Colleges: 2007-2008*

Section B – Standard Four

Appendices

Appendix B.4.4: OEA Part-Time Statewide Salaries Comparison 2007-08



Source: OEA Almanac of Oregon Community Colleges: 2007-2008

Section B – Standard Four

Appendices

**Appendix B.4.5: Contracted Faculty Salary Schedule, Fiscal Year 2009**

Effective 7-1-08 through 6-30-09  
1% Increase, 1/2 Step Increase

LEVEL 01	ANNUAL	12 MONTH PAY (24 Pay Periods)	10 MONTH PAY (20 Pay Periods)	HOURLY RATE
STEP 1	45699	1904.13	2284.95	33.21
STEP 2	46556	1939.83	2327.80	33.83
STEP 3	47412	1975.50	2370.60	34.46
STEP 4	48301	2012.54	2415.05	35.10
STEP 5	49190	2049.58	2459.50	35.75
STEP 6	50112	2088.00	2505.60	36.42
STEP 7	51036	2126.50	2551.80	37.09
STEP 8	51993	2166.38	2599.65	37.79
STEP 9	52949	2206.21	2647.45	38.48
STEP 10	53942	2247.58	2697.10	39.20
STEP 11	54935	2288.96	2746.75	39.92
STEP 12	55965	2331.88	2798.25	40.67
STEP 13	56995	2374.79	2849.75	41.42
STEP 14	58064	2419.33	2903.20	42.20
STEP 15	59132	2463.83	2956.60	42.97
STEP 16	60241	2510.04	3012.05	43.78
STEP 17	61350	2556.25	3067.50	44.59
STEP 18	62500	2604.17	3125.00	45.42
STEP 19	63650	2652.08	3182.50	46.26
STEP 20	64843	2701.79	3242.15	47.12
STEP 21	66039	2751.63	3301.95	47.99
STEP 22	67277	2803.21	3363.85	48.89
STEP 23	68512	2854.67	3425.60	49.79
STEP 24	69797	2908.21	3489.85	50.72
STEP 25	71084	2961.83	3554.20	51.66

FULL TIME CONTRACT - 172 DAYS

62 Fall

55 Winter

55 Spring

Source: Lane Community College Human Resources Department, 07.20.09

*Section B – Standard Four*

*Appendices*

Appendix B.4.5 (cont): Contracted Faculty Salary Schedule, Fiscal Year 2010

Effective 7-1-09 through 6-30-10  
 2.3% Increase -1.743%, 1/2 Step Increase  
 Additional 1/2 Step at the Top

LEVEL 01	<b>ADJUSTED ANNUAL</b>	12 MONTH PAY (24 Pay Periods)	10 MONTH PAY (20 Pay Periods)	HOURLY RATE
<b>PAYROLL STEP (one-half)</b>				
STEP 1	45935	1913.96	2296.75	33.38
STEP 2	46797	1949.88	2339.85	34.01
STEP 3	47657	1985.71	2382.85	34.63
STEP 4	48550	2022.92	2427.50	35.28
STEP 5	49444	2060.17	2472.20	35.93
STEP 6	50371	2098.79	2518.55	36.61
STEP 7	51300	2137.50	2565.00	37.28
STEP 8	52262	2177.58	2613.10	37.98
STEP 9	53223	2217.63	2661.15	38.68
STEP 10	54221	2259.21	2711.05	39.40
STEP 11	55219	2300.79	2760.95	40.13
STEP 12	56255	2343.96	2812.75	40.88
STEP 13	57290	2387.08	2864.50	41.64
STEP 14	58364	2431.83	2918.20	42.42
STEP 15	59438	2476.58	2971.90	43.20
STEP 16	60552	2523.00	3027.60	44.01
STEP 17	61667	2569.46	3083.35	44.82
STEP 18	62824	2617.67	3141.20	45.66
STEP 19	63979	2665.79	3198.95	46.50
STEP 20	65179	2715.79	3258.95	47.37
STEP 21	66380	2765.83	3319.00	48.24
STEP 22	67625	2817.71	3381.25	49.15
STEP 23	68866	2869.42	3443.30	50.05
STEP 24	70157	2923.21	3507.85	50.99
STEP 25	71452	2977.17	3572.60	51.93
STEP 26	72791	3032.96	3639.55	52.90

FACULTY WORK YEAR - 175 DAYS  
 FOR PAYROLL CALCULATION PURPOSES USE 172 DAYS FOR 2009-10

62 Days - Fall  
 55 Days - Winter  
 55 Days - Spring

Source: Lane Community College Human Resources Department, 07.20.09

*Section B – Standard Six*

---

*Appendices*

***Appendix B.6.1: Board Policy B.120 – Board Job Description***

**POLICY NUMBER: B.120**

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: BOARD JOB DESCRIPTION**

The job of the board is to represent the people of the college district in determining and assuring organizational performance.

The board is legally vested with final decision making in all matters of board policies, programs, facilities, budget, and personnel.

Consequently, the contributions of the board shall include:

1. The link between the organization and the citizens of the district.
2. Written governing policies which, at the broadest levels, address:
  - a. Ends: Organizational products, impacts, benefits, outcomes (what's good for which needs at what cost).
  - b. Executive Directions: Directions for executive authority which establish the prudent and ethical boundaries within which all executive activity and decisions must take place.
  - c. Governance Process: Specification of how the board conceives, carries out, and monitors its own task.
3. Board-President Relationship: How accountability/authority and duties are delegated and monitored.
4. The assurance of presidential performance.

ADOPTED: November 9, 1998

REVISED: February 11, 2004

REVIEWED: February 13, 2008

*Appendices*

**Appendix B.6.2: Board Policy B.110 – Governing Style**

**POLICY NUMBER: B.110**

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: GOVERNING STYLE**

The board will 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.

More specifically, the board will:

1. Operate in all ways mindful of its obligation to the people of its district.
2. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, policy-making principles, respect of roles, speaking with one voice, and adherence to ethical practices.
3. Keep adequately informed about relevant global and local educational and other issues, actively gathering information to fulfill this role.
4. Direct, control, and inspire the organization through the careful establishment of the broadest organizational values and perspectives through written policies.
5. Focus chiefly on intended long-term impacts on the world outside the organization (Ends), not on the administrative or programmatic means of attaining those effects.
6. Be an initiator of policy. The board will be responsible for board performance.
7. Use the expertise of individual members to enhance the ability of the board.
8. Monitor and regularly discuss the board's own process and performance.
  - a. Self-monitoring will include an annual comparison of board activity and discipline to its Governance Process and Board-Staff Relationship policies.
  - b. Continual redevelopment will include orientation of new members in the board's adopted governance process and periodic board discussion of process improvement.
9. Acting as a committee of the whole, perform the functions of the Audit Committee including:
  - a. The appointment, compensation and oversight of the work of any public accounting firm employed by the College to audit its financial statements.
  - b. The appointment, compensation and oversight of independent counsel or other advisor as deemed necessary to carry out its audit duties.

Additionally, the President shall be responsible for establishing and reporting to the Board procedures for:



*Section B – Standard Six*

---

*Appendices*

Appendix B.6.2 (cont.): Board Policy B.110 – Governing Style

10. The receipt, retention and treatment of complaints received by the College regarding accounting, internal controls and auditing matters.
11. The confidential, anonymous submission by employees regarding questionable accounting or auditing matters.

ADOPTED: November 9, 1998

REVISED: July 27, 2004

REVISED: March 9, 2005

*Section B – Standard Six*

*Appendices*

**Appendix B.6.3: Board Policy C.060 – Monitoring President’s Performance**

**POLICY NUMBER: C.060**

**POLICY TYPE: BOARD-PRESIDENT LINKAGE**

**POLICY TITLE: MONITORING PRESIDENT'S PERFORMANCE**

Any evaluation of the president’s performance, formal or informal, may be derived only from the criteria established within board Ends and Executive Directions.

Accordingly,

1. The purpose of monitoring is to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring.
2. The board will acquire monitoring data by one or more of three methods: (a) by internal report, in which the president discloses compliance information to the board, (b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies, and (c) by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
3. The standard for compliance shall be any reasonable presidential interpretation of the board policy being monitored.
4. All policies that instruct the president will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.

<b>Policy</b>	<b>Method</b>	<b>Frequency</b>
Treatment of Learners	Internal	Annually
Treatment of Staff	Internal/External	Annually
Financial Planning and Budgeting	Internal	Semi-annual
Financial Condition and Activities	Internal	Quarterly
	External	Annually
Emergency President Succession	Internal	Annually
Compensation and Benefits	Internal	Annually
Communication and Support to the Board	Internal/Direct Insp.	Annually
Asset Protection	Internal	Annually
Governance Process Policies	Direct Insp.	Annually

ADOPTED: November 9, 1998

REVISED: May 12, 1999

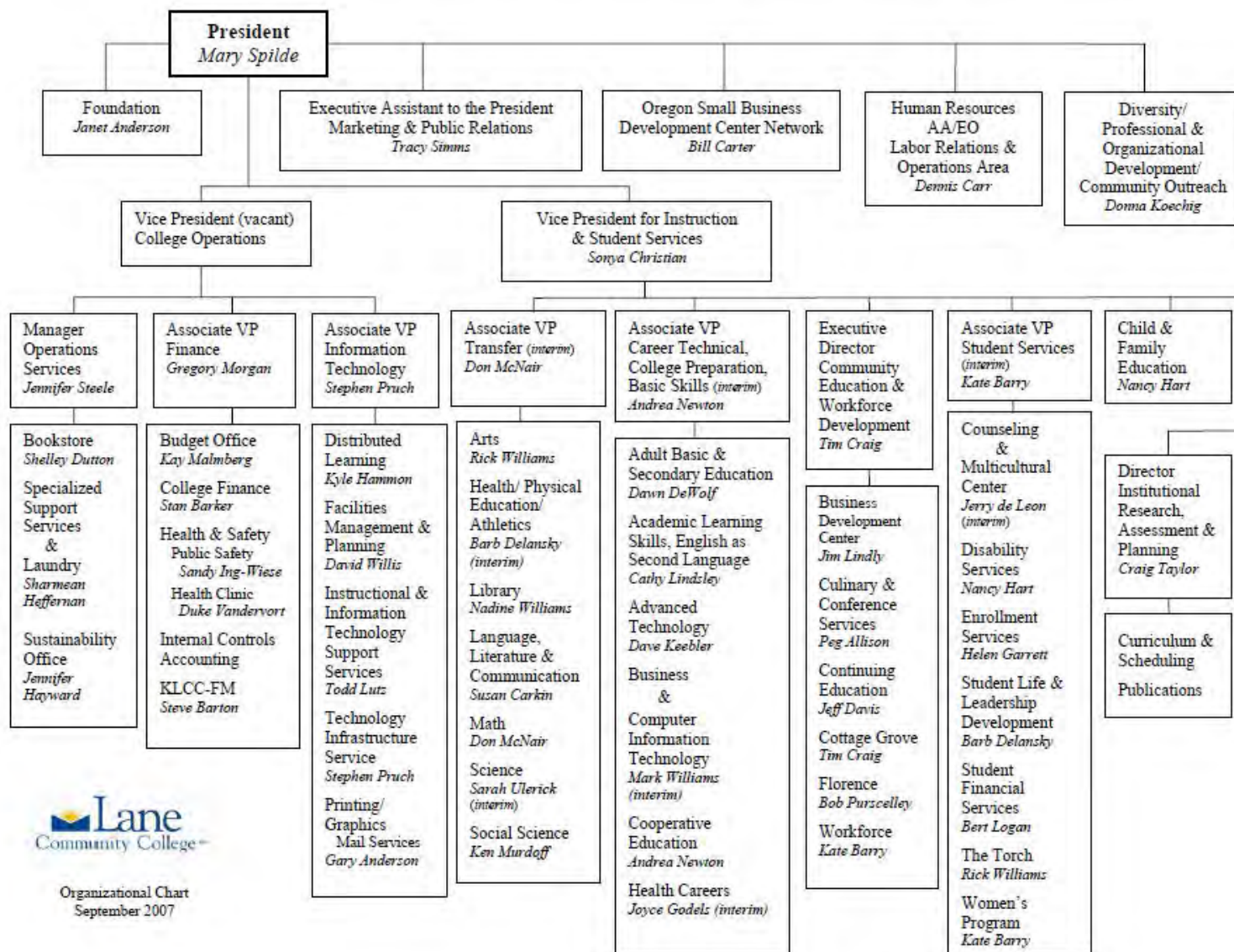
REVIEWED: May 12, 2004

REVIEWED: November 9, 2005

Section B – Standard Six

Appendices

Appendix B.6.4: Lane’s Summary Organizational Structure (September 2007)

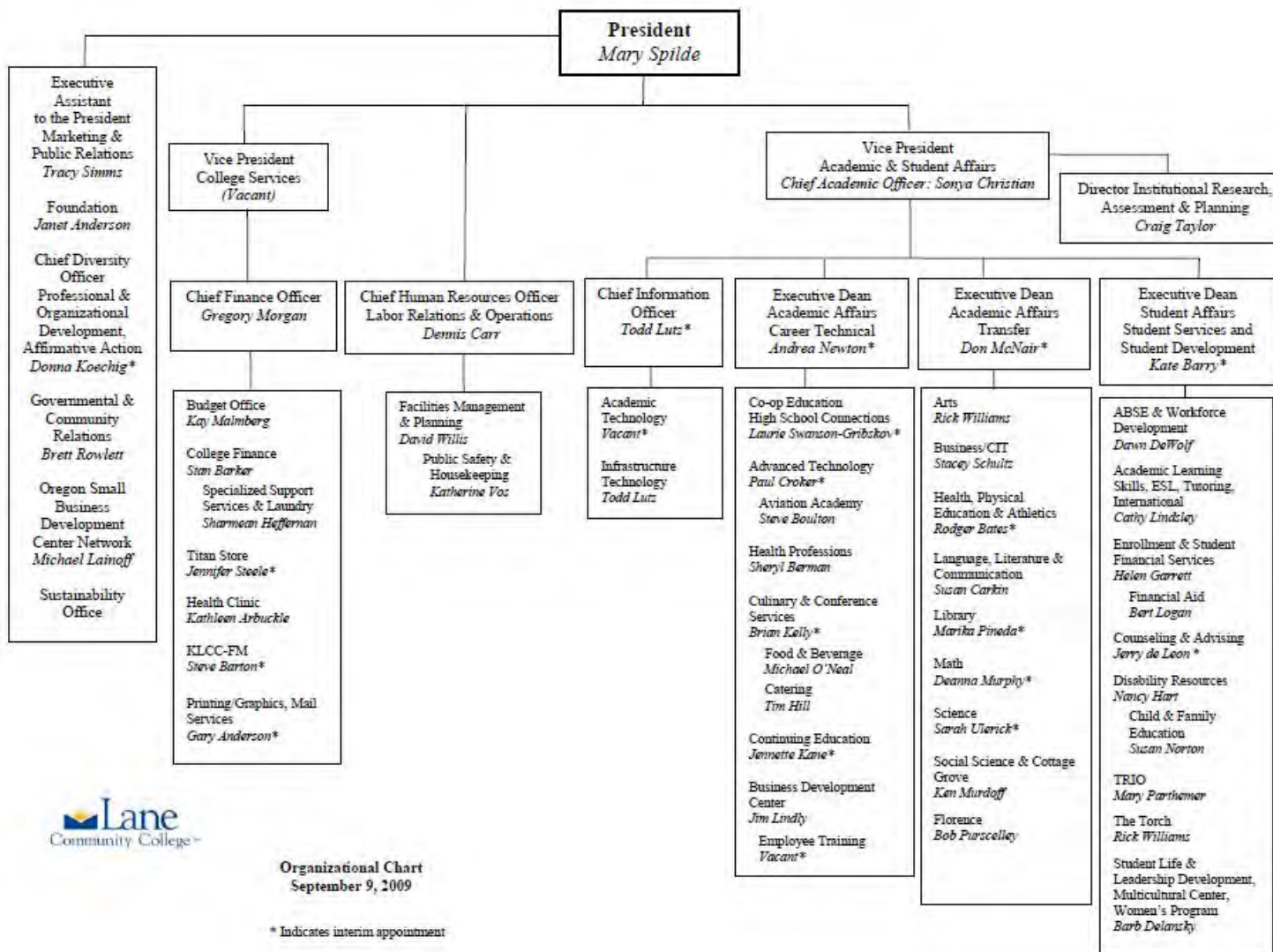


Organizational Chart  
September 2007

Section B – Standard Six

Appendices

Appendix B.6.5: Lane’s Summary Organizational Structure (Sept 2009)



*Appendices*

***Appendix B.6.6 – Board Policy B.025 – College Governance System***

**POLICY NUMBER: B.025**

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: COLLEGE GOVERNANCE SYSTEM**

Lane Community College shall be governed by a system that is a learning-centered system and fulfills the vision, mission, and core values of the college.

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. The system of governance shall ensure that the authority, responsibility, accountability, and relationship among and between the board, managers, faculty, staff, and students are clearly described and communicated. The system of governance shall be evaluated as to its:

1. Clarity
2. Wide and explicit communication
3. Effectiveness
4. Efficiency and timeliness
5. Processes that encourage employee and student participation in problem solving and decision making
6. Processes that assure that decisions are made at the appropriate level, by the appropriate group with the needed expertise
7. Recognition of the support needed for employees and students to participate and contribute meaningfully

ADOPTED: March 10, 2004

REVIEWED: September 10, 2008

*Appendices*

***Appendix B.9.1: Lane’s Board Policy A.040 Board Duties and Responsibilities:  
Appraisal and Evaluation of Operation***

**POLICY NUMBER: B.040**

**POLICY TYPE: GOVERNANCE PROCESS**

**POLICY TITLE: BOARD DUTIES AND RESPONSIBILITIES: APPRAISAL AND  
EVALUATION OF OPERATION**

The board of education is ultimately responsible for the quality and integrity of the institution. It establishes broad institutional policies and delegates to the president the responsibility to implement and administer these policies.

The board of education shall:

1. Regularly review and approve the college’s vision, mission, and core values and ensure that they guide the operation of the college.
2. Evaluate the performance of the organization and the quality of the educational program in terms of the vision, mission, and core values of the college.
3. Ensure that the necessary resources are in place to provide for effective institutional research, evaluation, and planning processes

ADOPTED: November 9, 1998

APPROVED: November 12, 2003

REVIEWED: November 6, 2007

*Section B – Standard Nine*

---

*Appendices*

***Appendix B.9.2: Lane’s Board Policy A.020 Treatment of Learners***

**POLICY NUMBER: A.020**

**POLICY TYPE: EXECUTIVE DIRECTIONS**

**POLICY TITLE: TREATMENT OF LEARNERS**

With respect to interactions with learners, the president shall assure that procedures and decisions are safe, respectful and confidential.

Accordingly, the president shall assure that:

1. The institution represents itself accurately and consistently to prospective students through its catalogs, publications and official statements.
2. Admissions information forms avoid eliciting information for which there is no clear necessity.
3. Methods of collecting, reviewing, transmitting, or storing information about learners will be protected against improper access in compliance with federal and state regulations.
4. Facilities provide a reasonable level of privacy, both visual and aural.
5. The college environment is welcoming and accepting to all learners.
6. Learners have a clear understanding of what may be expected from the services offered.
7. Learners are informed of their rights and responsibilities and are provided a process to address grievances.
8. There is adequate provision for the safety and security of learners.

ADOPTED: November 9, 1998

REVISED: April 12, 2000

REVISED: May 12, 2004

REVIEWED: July 11, 2007

*Appendices*

***Appendix B.9.2 (cont.): Lane’s Board Policy A.030 Treatment of Staff***

**POLICY NUMBER: A.030**

**POLICY TYPE: EXECUTIVE DIRECTIONS**

**POLICY TITLE: TREATMENT OF STAFF**

With respect to the treatment of paid and volunteer staff, the president shall:

1. Operate with written personnel policies that clarify personnel rules for staff, provide for effective handling and redress of grievances, and protect against wrongful conditions.
2. Assure that there is an environment to freely examine and discuss assumptions and data and be guided by evidence.
3. Never discriminate against any staff member for expressing an ethical dissent or retaliate against any staff member for engaging in whistleblowing activities as defined in ORS 659A.200 to 659A.229 or for addressing the Board as provided in subsection 4 of this policy.
4. Not prevent staff from addressing the board when internal grievance procedures have been exhausted and the employee alleges that board policy has been violated to his or her detriment.
5. Operate within a collaborative and participative environment.
6. Acquaint staff with their rights under this policy.
7. Make results a measure of staff success.

ADOPTED: November 9, 1998

REVISED: April 12, 2000

REVISED: May 12, 2004

REVISED: September 8, 2004

REVIEWED: July 11, 2007