

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 342¹ 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 work on an outcomes-based degree, the Joint Boards Articulation Commission noted transfer “swirl”

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
2008	Faculty work with statewide committees to construct outcomes-based AAOT
	Value-added General Education Pilot assessing “think critically and solve problems” Assessment planning
	New programs: <ul style="list-style-type: none"> • Electrician Apprenticeship AAS and Certificates • Physical Therapist Assistant AAS • Retail Management AAS • Water Conservation Technician AAS
2009	Faculty preparation to review all Lane courses fulfilling AAOT requirements
	Value-added General Education Pilot assessing “communicate effectively”
	New programs: <ul style="list-style-type: none"> • Construction Trades Apprenticeship AAS and Certificates • Industrial Mechanics and Maintenance Apprenticeship AAS and Certificate • Resource Conservation Management AAS Option • Sustainability Coordinator AAS
	Complete Value-added pilots and evaluate results

Figure B.2.1: Key Activities by Academic Year

¹ 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

phenomena in student data, meaning students simultaneously attend multiple institutions, transfer among community colleges, and/or reverse transfer from four- to two-year institutions.²

Associate of Arts Oregon Transfer		
Requirement	2004 – June 2009	New 2009 Statewide Degree
Foundational Skills	18 credits: 9 credits writing 3 credits speech 3 credits math 3 credits health	English Composition – 2 courses Oral Communication/Rhetoric – 1 course Mathematics – 1 course Health/Wellness/Fitness – 1 or more courses totaling 3 credits
Introduction to Disciplines	Arts 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]
Electives	32 credits	College level courses to bring total credits to 90
Total credits	90	90

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

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

²James 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.

Section B
Standard Two

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

Figure B.2.3: Changes in 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 System³ 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 building⁴ 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.

³For a complete listing of member institutions, see <http://www.ous.edu/about/campcent/>.

⁴See 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*⁵
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

⁵For a complete listing see <http://www.lanec.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."⁶

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. Lane's online initiatives have been planned as key supporting efforts for sustainability and student

⁶ Oregon Department of Community Colleges and Workforce Development, *Goals and Requirements of Statewide Applied Programs*.

Section B

Standard Two

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.