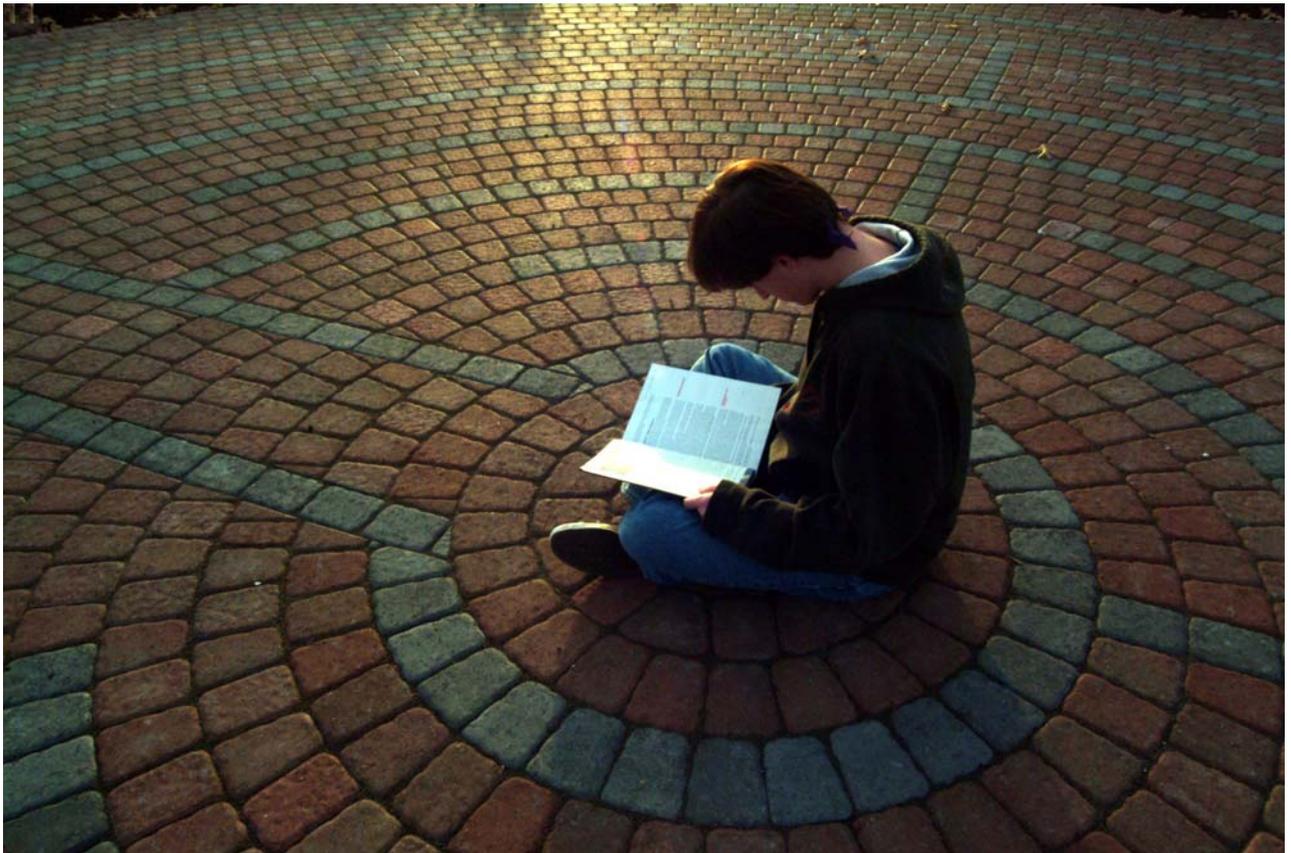




**ACCREDITATION
Focused Interim Report
2007**

Transforming lives through learning



We put learning at the center.

lane community college
focused interim report
march 2007



Focused Interim Report

submitted March 2007

to the

Northwest Commission on Colleges and Universities

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Acronyms

A&P	Anatomy and Physiology
AAOT	Associate of Arts Oregon Transfer degree
AAS	Associate of Applied Science degree
ACF	American Culinary Federation
AGS	Associate of General Studies degree
AS	Associate of Science degree
ASOT-Bus	Associate of Science Oregon Transfer – Business degree
BI	Biology course prefix
BioBonds	Learning community, BI 112 and CH 112, prerequisite to A&P
BS	Bachelor of Science degree
CCLA	Community College Learning Assessment of the Council for Aid to Education
CCSSE	Community College Survey of Student Engagement
CH	Chemistry course prefix
CTECC	Career Technical Education Coordinating Committee
EKG	Electrocardiogram
ENGR	Engineering course prefix
IIRAP	Institutional Research, Assessment & Planning office
MOA	Medical Office Assistant
MTH	Mathematics course prefix
NCLEX	National Council Licensure Exam (nursing)
NSF-REESE	National Science Foundation – Research and Evaluation in Science and Engineering
OCNE	Oregon Consortium for Nursing Education
OHSU	Oregon Health Sciences University
OISS	Office of Instruction and Student Services
OSU	Oregon State University
OTM	Oregon Transfer Module
RN	Registered Nurse
SAGA	Success and Goal Attainment committee
SES	Supervisor Evaluation Sheet (for cooperative education)
WR	Writing course prefix

Introduction

In October 2004, an evaluation committee of the Northwest Commission on Colleges and Universities reviewed the Lane Community College (Lane) self-study, conducted a site visit, and made recommendations. This focused interim report details improvements the college has made in response to the Commission's two recommendations.

Recommendation: Evaluation of part-time faculty

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

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

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 Instruction and Student Services (OISS) developed centralized systems for tracking and monitoring formal, consistent evaluations of part-time faculty (Appendix G).

Description of multiple indices, part-time faculty evaluation

Lane now requires consistent evaluation indices of part-time faculty: student course evaluations, manager observation, and self evaluation or portfolio. A manager and part-time faculty member may also agree upon indices such as peer observation or other choices.

Schedule of evaluation of part-time faculty

Lane's system defines a schedule of part-time faculty evaluation during: 1) 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 part-time faculty evaluation schedules and tracking reports, and a grid showing the schedule for all part-time evaluations is available in the evidence binder.

Lane's administrative software maintains the tracking and monitoring system, which also serves as a planning tool for projecting due dates. To initiate use of the system, Information Technology staff provided training during the 2005/06 academic year, and Lane fully implemented the system during 2006/07.

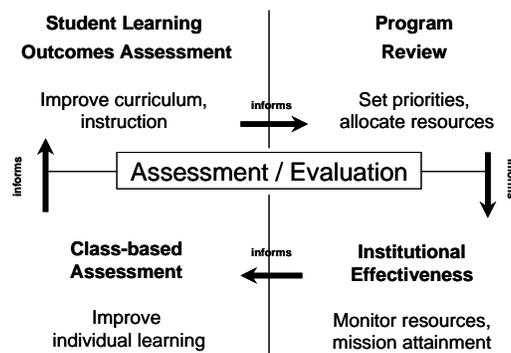


Figure 1. Assessment Framework

Recommendation: 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

Before 2004 many Lane faculty used assessments of learning, conducted analyses of course and program effectiveness, and made improvements based on those analyses. Although Lane faculty also participated in a variety of assessment activities at the program level, assessment of student learning outcomes was inconsistent across the college. Evaluators noted that specialized accreditation agencies or advisory committees, rather than consistent Lane procedures, provided the stimulus for learning assessments in career technical programs. Some of Lane’s transfer disciplines had implemented successful assessment projects and curriculum improvement efforts, but not consistently across the college.

This report describes Lane’s progress developing continuous improvement cycles, including 1) assessments focused on student learning outcomes of transfer degrees, career technical programs, and course sequences key to student success, 2) curriculum revisions dictated by the assessment process to “close the loop” and 3) comprehensive program review.

Figure 1 shows Lane’s framework for assessing learning, with four types of assessment data serving different purposes key to evaluating the educational program:

Class-based assessment (Figure 1, bottom left quadrant) provides feedback to faculty and individual students about learning. Typical assessment tools include quizzes, problem sets, exams, essays, term papers, class presentations, projects, group work, portfolios, and informal classroom assessment techniques including self-assessments. Class-based feedback is used to improve individual student learning and to improve instruction. Results of class assessments are sometimes aggregated for assessing student learning outcomes at the program level.

Student learning outcomes assessment (Figure 1, top left quadrant) is a continuous process aimed at understanding and improving student learning at the program level. It answers the question, “How well have students learned what we expect them to learn?” The results are then applied by faculty and other stakeholders to determine how well students are achieving the outcomes of a program or defined set of courses and used in making decisions about improving the curriculum. Assessment tools include both direct assessments of learning in cognitive, affective and kinesthetic outcomes (externally validated exams, licensure exams, common exams or embedded questions, capstone projects, juried performances, portfolios of student work) and indirect assessments (exit interviews, surveys of alumni, surveys of employers). Student learning outcomes assessment provides data about learning in:

- General education in transfer degrees and the Oregon Transfer Module.
- Career technical certificates and degrees.
- Non-credit career training and pre-licensing curricula.
- Developmental course sequences key to student success.
- Other sequences of instruction .

Lane identifies and publishes expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, Lane will continue to demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Program review (Figure 1, top right quadrant) at Lane has occurred in two forms:

1. On a three-year cycle, the Career Technical Education Coordinating Committee (CTECC) reviews the work of each program and its advisory committee. Program coordinators and division managers submit written reports to the CTECC and present their findings to the committee for feedback and guidance for improvement. Through strengthening the advisory committee relationship, the CTECC supports continuous program improvement. In addition to the committee’s review cycle, the Vice President for Instruction and Student Services reviews each program (Appendix D) and interviews the program coordinators and managers at the midpoint between CTECC reviews, providing additional emphasis on program improvement.
2. Annual unit planning has involved all faculty and staff in reviewing program data on student retention and course success data, transfer rates, licensure rates, and employment placement rates; and in creating unit initiatives for program improvements. Each unit requests funding of initiatives through budget planning documents that are reviewed by OISS and various funding committees of the college.

Lane is considering a new four-year cycle of program review, a periodic, comprehensive peer-review of all academic and co-curricular programs. This type of program review answers the question, “How effectively is the program meeting the needs of students, the college, and the community?” The purposes of such program review are to improve programs by identifying strengths and challenges, setting priorities, planning for change, and informing decisions about resource allocation. Assessment of student learning outcomes is a central component of such comprehensive program review. Faculty, staff and managers actively participate in gathering and analyzing program review data, and planning and evaluating educational programs. Program review requires multiple sources of data to evaluate the program’s use of human, physical, and financial resources. If adopted, the new program review process will be conducted every four years in units responsible for academic credit programs and courses, non-credit programs that

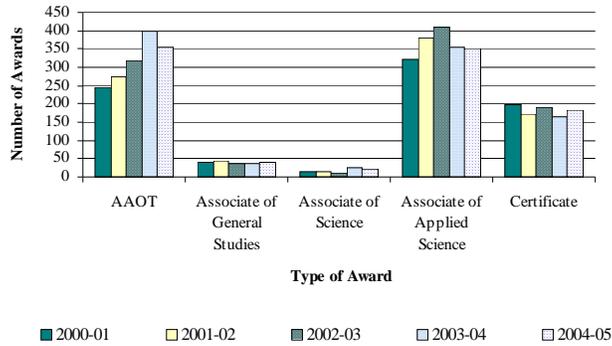


Figure 2. Degrees Awarded by Type

provide career training or basic skills development, co-curricular student services, and the library.

Institutional effectiveness (Figure 1, bottom right quadrant) information provides feedback to our many interested stakeholders about how well Lane achieves its mission. Direct assessments of student learning are conducted at the institutional level through random sampling of students to monitor effectiveness of the educational program. Typical data also includes “proxy” or indirect measures of success: graduation rates, time to graduation, transfer or employment rates of graduates, student satisfaction and employer satisfaction, and other benchmarks that identify trends over time. Results of these measures generate meaningful conversations about effectiveness of the educational program.

The bottom two quadrants of Figure 1 (class-based assessments and institutional effectiveness) represent Lane’s assessment strengths in 2004. Lane’s 2004 assessment efforts were exemplary in class-based assessments of learning, fostering improvement of individual student learning; Lane also had consistent, exemplary institutional effectiveness measures to monitor the educational program as a whole. The top right quadrant (program review) had been in place for many years through CTECC review, and unit planning was in its first iteration. However, Lane’s student learning outcomes assessment efforts, represented by the top left quadrant, were inconsistent in transfer disciplines that support general education.

To address these inconsistencies systematically, the college chartered an Assessment Team to support the development of a culture of assessment (Appendix C), adopted a plan for assessing student learning outcomes at the program level (Appendix B), and drafted a policy on continuous improvement of the educational program (Appendix A) that codifies and improves upon existing practices.

Identifying programs and key course sequences to be assessed

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-Business) degree, the new statewide Oregon Transfer Module, 36 applied degrees (AAS), and 30 certificates of completion.

Lane has focused its systematic student learning outcomes assessment efforts keeping in mind these relevant points:

1. AAOT, AAS and applied certificates comprise 95 percent of awards (751 of the total of 790 awards in 2006, in Figure 2), and AGS and AS account for about 5 percent of awards. Lane thus has focused on effectiveness of AAOT, AAS and certificates as representative of the educational program.
 - For the AAOT, Lane’s core abilities define general education student learning outcomes to assess at the program level. For this reason, within Lane’s AAOT, assessment efforts have focused on core abilities of critical thinking and communication, skills developed across general education courses.
 - For AAS degrees, specific program outcomes are published and assessed.
2. Lane’s mission includes foundational academic, language and life skills development, in addition to career technical and transfer programs. Like community college students nationwide,¹ many Lane students do not complete degrees, instead transferring coursework directly to other institutions, or discontinuing studies to enter the workforce. Approximately 41 percent of Lane’s credit students indicated their educational goal at college entrance in 2005 was “to take classes,” 46 percent indicated they planned to complete a degree or certificate, and approximately 11 percent indicated their major was undecided. To evaluate effectiveness of the educational program in terms of change brought about in non-degree students, Lane has focused on key course sequences in developmental coursework, required writing courses, math courses, and other mid-program course sequences.

Student learning outcomes assessment at the program level

College leadership has been especially aware of two conditions at Lane influencing planning for consistent assessment efforts:

- a need for student learning outcomes assessments to be integrated into planning and improvement processes, rather than being separate activities that create more work for faculty and managers, and
- an opportunity to model assessment processes on those used by career technical programs, in which faculty have long histories using assessment results to revise and improve curriculum.

These factors and recognition of wide variations in assessment expertise and practices among faculty and managers led to the use of a flexible framework and guide developed by Peggy Maki. Maki describes this framework as a process of inquiry, based on internal motivation and institutional curiosity: “Institutional curiosity seeks answers to questions about which students learn, what they learn, how well they learn, when they learn, and explores how pedagogies and educational experiences develop and foster student learning.”²

Lane’s student learning outcomes assessment processes begin with the question, “Are these the right outcomes, or should students be learning something else?” This “double loop”³ reflective practice requires analysis of complex factors driving curricular decisions, including but not

¹ Bers, T. (Summer 2004). Assessment at the Program Level. Developing and implementing assessment of student learning outcomes. *New Directions for Community Colleges*, No. 126.

² Maki, Peggy. (January 2002). Developing an Assessment Plan to Learn About Student Learning. *Journal of Academic Librarianship*.

³ Argyris, C., & Schön, D. (1978). *Organisational learning: a theory of action perspective*. Reading, Mass: Addison Wesley.

Core ability Division	Communicate effectively	Think critically and solve problems effectively
Language, Literature and Communication	<p>Speech study, 2006 - SP 100 and SP 111 - Map courses to core ability of communication; identify targeted behaviors and develop written pretest; develop criteria and a standard measurement scale of oral outcomes for critique instruments; develop a standard post-test or embedded questions for finals; establish guidelines for monitoring, administering, and disseminating assessment results. Writing surveys, 2006, 2007. The composition program adopted outcomes (see writing course outlines) and a common outcome has been incorporated on all approved outlines for 100-level literature courses: “<i>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).</i>” Film assessment plan completed, 2006.</p>	
Mathematics	<p>MTH 111, 2006 - Developed assessment plan and instruments for core abilities in mathematics.</p>	
Health	<p>Drafted common course objectives, 2006/07:</p> <ul style="list-style-type: none"> • <i>Utilize critical thinking skills in relation to physical, psychological, emotional, intellectual, environmental, occupational and spiritual health.</i> • <i>Increased understanding of the underlying reasons for personal behaviors and how they contribute positively or negatively to individual and community health.</i> • <i>Knowledge and application of preventive health practices (the “precautionary principle”) for the improvement of self and community.</i> • <i>Increased use of health promotion strategies to attain self actualization.</i> • <i>Ability to use technology to obtain both accurate and varied information about social, political and global issues related to one’s health.</i> • <i>Ability to understand diverse perspectives and the socialization processes that lead to differences in health equity and outcomes.</i> • <i>Understanding of the connection between human health and the health of our planet’s ecological systems.</i> 	
Arts	<p>Art course objectives developed to support communication core ability.</p>	<p>Art course objectives developed to support critical thinking core ability.</p>
Social Science	<p>Surveyed faculty on core abilities, 2006. Developed 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, Geography, History, Philosophy and Religion worked to design course-level outcomes, assessment rubrics and/or student surveys to begin evaluating assessment in social science.</p>	
Cooperative Education	<p>Supervisor Evaluation of Student (SES) data entry and analysis, 2006/07. Rubric for employers, 2007/08.</p>	

Figure 3. Summary of core abilities assessment work

limited to student learning gaps or gains. For example, to articulate transfer courses with baccalaureate institutions’ four-credit courses, faculty in the arts, letters, and social science disciplines revised three credit courses to four credits by increasing breadth and depth of course outcomes. Recognition and analysis of such external factors is a dominant theme in decisions

about curricular change at Lane. Annual program review and curricular change summary reports are available on Lane's Assessment of Learning website.

General education

Lane publishes general education outcomes (page 38, 2006/07 catalog), with four core abilities summarized below. Figure 3 summarizes core abilities outcomes assessment efforts.

Lane's Core Abilities

1. Communicate effectively
2. Think critically and solve problems effectively
3. Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence
4. Explore academic disciplines

General education assessment is built around Lane's core abilities. Disciplines represented in Figure 3 have focused on establishing course outcomes that implicitly support Lane's core abilities. Initial efforts across the college have concentrated on mapping courses to two core abilities, to communicate effectively and think critically/solve problems. Completion of an AAOT implies that students have met general education core abilities by meeting all the degree requirements, including foundational skills, introduction to the disciplines, the ethnic/gender/cultural diversity requirement, and electives (see catalog, page 41).

Discipline-based assessments are a decentralized way of assessing core abilities, giving faculty the greatest ownership of results, the greatest motivation to examine whether students who graduate have achieved core abilities of critical thinking and communication, and empowerment to use evidence about learning to improve curriculum. For example,

Social Science assessment work has begun with faculty in the disciplines of psychology, geography, history, philosophy and religion, disciplines representing approximately 41 percent of the courses students may take to fulfill AAOT social science requirements. This sizable sample provides crucial information to the faculty on how well students are meeting Lane's core abilities, but there is significantly more work to be done explicitly assessing general education outcomes, as reflected in this report's plan for improvement.

*There is no power greater than
a community discovering what
it cares about.*

– Margaret Wheatley

Applied degrees and certificates

Lane publishes student learning outcomes for applied degree and certificate programs (pages 69-122, 2006/07 catalog). Curriculum mapping in many programs has identified which courses address each outcome, ensuring there are not gaps between intended outcomes and course content. (See sample documentation in the evidence binder and online, for Automotive Technology or Fabrication and Welding assessment plans with curriculum mapping charts.)

Topic	Improvement
Evaluate Quadratic Expression	3.0 %
Graph Linear Equation	3.8 %
Interpret Slope of a Line	5.1 %
Interpret Intercept of a Line	10.3 %
Evaluate Exponential Expression	18.6 %
Simplify Rational Expression	21.4 %
Properties of Quadratic Function	18.1 %
Solve Rational Equation	10.9 %

Figure 4. Pre- and post-test results, MTH 111

Advisory committees in each career technical program guide program reviews and revisions of student learning outcomes. In most career programs, faculty annually revise and update these outcomes, in addition to analyzing how to improve attainment of existing outcomes. Faculty in these programs act on information from advisory committees and students about changes in technology, industry, or employment situations. Since 2004, some of Lane’s institutional work on outcomes has focused on curriculum mapping and articulation of courses, to verify appropriateness of outcomes. The Career Technical Education Coordinating Committee (CTECC) continues to conduct systematic review of programs and their relationships with advisory committees on a three-year rotation. The Vice President for Instruction and Student Services conducts interviews with program coordinators and their division chairs on a cycle mid-way between CTECC reviews (Appendix D).

Advisory committees provide crucial labor market information and alert faculty to new technologies and processes. Their input guides development of new programs and helps determine curricula for new degrees and certificates (Appendix E).

Course sequences key to student success

Developmental course work

The Academic Learning Skills department submitted an assessment plan focusing on MTH 010, the most basic developmental mathematics course. The faculty has identified that the transition of students from MTH 010 to 020 has not been effective, and has identified a misalignment of course outcomes. The curriculum revision process has started with the MTH 010 packet, quizzes, tests and concept alignment with MTH 020. Faculty are redeveloping outcomes for MTH 010, using evidence gathered in studies tracking students success between MTH 010 and 020.

Writing course outcomes

Writing is part of the core curriculum for both the AAOT and the AAS degrees. Faculty have completed surveys of faculty and students on achievement of course outcomes, and have administered a follow-up survey of students this winter. Assessment plans in the English department include a pilot assessment of WR 121, a course required across all degree programs and many certificate programs. WR 121 meets a key foundational skill degree requirement and is a required course for students who plan to transfer as well as many in career technical programs. A plan to assess the larger writing program comprehensively must be built in small steps, and assessing WR 121 represents a logical first step at Lane.

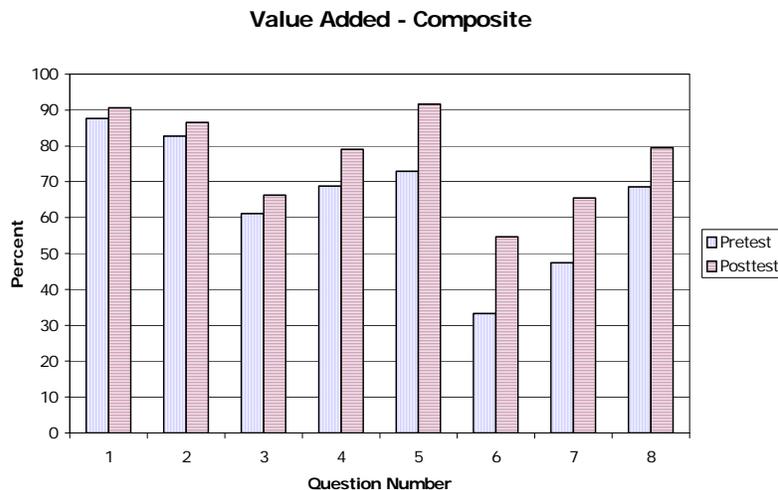


Figure 5. Value added: MTH 111 pre- and post-test results

Mathematics - MTH 111

The Math division began administering pre and post tests in MTH 111 in spring 2006, focusing on basic algebra concepts that students entering MTH 111 should know. The division plans to use the data to give students immediate feedback on their readiness for the course, and to determine if the course needs to be supplemented with more review materials.

For Spring Term 2006, the Mathematics division administered pre- and post-tests in six of the twelve sections of MTH 111 (College Algebra) offered. Of the 312 students enrolled in MTH 111, at the end of Spring Term 2006, 117 completed both the pre-test and the post-test. These tests focused on eight prerequisite algebra skills that faculty believe are essential for success in MTH 111. Results, summarized above in Figure 4, show that students made improvements (*value added*) in all their prerequisite algebra skills, ranging from 3 percent to 21.4 percent.

The Math division is continuing to collect data using pre- and post-tests and will use the data as one measure of the effects of curricular changes in MTH 111 and of the implementation of special projects such as the Supplemental Instruction for MTH 111 (which will be available to students in fall 2007). Figure 5 shows student gains in cognitive outcomes of the course for the first iteration of the pre- and post-test assessments.

In addition to pre- and post-tests, MTH 111 instructors have also been administering four common questions which focus on critical thinking and problem solving on the MTH 111 final exam. For spring term 2006, the average score on these questions for the 150 students who took the common final exam was 59 percent. Based on these results, the Mathematics division decided to target MTH 111 for a Supplemental Instruction proposal with a focus on problem solving.

BioBonds

BioBonds, a successful learning community combining biology and chemistry for health occupations, has been a prerequisite for the Anatomy and Physiology sequence since 2001. Last spring, an assessment project identified outcomes, and faculty created a curriculum content map showing how BioBonds topics tie into Anatomy and Physiology (A&P). There were exciting

Instrument	Type	Reviewed by	2005	2006	2007	2008	2009
Student follow-up survey	Indirect local	Instructional managers	--	--	Administer	Review, discuss with faculty	
General education survey of graduates	Indirect local	Degree Requirements Review Committee	--	--	--	Administer	Review, discuss with gen ed chairs
ACT Student Opinion Survey or Noel-Levitz	Indirect national	Learning Council, Divisions	--	Administer	Review, discuss with faculty	--	--
Community College Survey of Student Engagement	Indirect national	Student Achievement and Goal Attainment group	Administer	Review, discuss at all-campus in-service	--	--	Administer
Community College Learning Assessment	Direct national	Assessment Team	--	--	Administer	Review, discuss with Learning Council	--

Figure 6. Institutional Measures of Effectiveness of Educational Program

“ah-ha” moments as faculty from across disciplines learned why particular topics are included in the prerequisite class, and as biologists, chemists, and physiologists discovered they define the same terms quite differently.

BioBonds instructors were able to see clearly the areas that needed attention. They created three different collaborative projects that include biology, chemistry, and A&P instructors:

- More detailed content mapping of chemistry class outcomes into A&P to make sure the most important topics are covered, and designing first week activities that highlight how classes are integrated.
- Updating three specific content area activities that are easily integrated between BI 112 and CH 112.

Developing a case study instructional activity to be shared in both classes. As a result of analyzing assessment data, instructors of BioBonds courses have implemented a significant curricular review and revision, and will begin offering supplemental instruction units in Fall 2007. A complete report of this assessment project is available upon request.

Institutional evaluations of the educational program

Using Vincent Tinto’s model defining student success as student learning, engagement and student satisfaction,⁴ Lane has developed a schedule (Figure 6) of direct and indirect measures of learning outcomes at the institutional level. Three nationally normed instruments provide data to assess effectiveness of the educational program and to stimulate rich conversations prompting improvements in Lane’s programs. Lane administers these externally validated instruments to random samples of students on a rotating schedule. Results of institutional measures of effectiveness are broadly shared, leading to discussions that improve classroom instruction, program outcomes, and student advising.

⁴ Goodsell, A., Maher, M., Tinto, V, and Associates (Eds.). (1992). Collaborative learning: a sourcebook for higher education. University Park: National Center on Postsecondary Teaching, Learning, and Assessment, Pennsylvania State University.

- Community College Learning Assessment (CCLA) of the Council on Aid to Education directly assesses students’ critical and analytical thinking and communication skills, congruent with Lane’s general education core abilities and outcomes. Lane is a founding member of this new community college assessment of critical general education skills, and will receive its first assessment and institutional report in spring 2007.
- Community College Survey of Student Engagement (CCSSE) benchmarks Lane student engagement indicators. Student engagement is strongly correlated to successful student learning by Vincent Tinto⁵ and others. Lane’s 2005 results, analyzed by the Success and Goal Attainment (SAGA) committee, have guided and informed Lane’s initiatives to improve success and retention.
- ACT Student Opinion Survey (Community College Form) and additional questions measure student satisfaction with key aspects of educational experiences at Lane. Results of this survey inform priorities for improving the educational program, including co-curricular activities.

The Institutional Research, Assessment and Planning office provides other institutional data elements annually to units to be considered in program review, including retention and course success data, transfer rates, licensure rates, placement rates, archival studies tracking student success over a sequence of courses, and a general education survey of graduating students.

“Closing the loop” – program improvements

Lane’s strong academic reputation has not led to complacency about program quality. Faculty and managers actively seek feedback on ways to improve courses and programs, and Lane’s assessment activities lead to improvement of teaching and learning.

The results of assessments guide proposed program improvements and budget requests, using the assessment plan template’s section on program improvements. Every academic division completes assessment plans and provides an annual report of curricular changes related to assessment results. The division reports demonstrate that many elements of the assessment process trigger necessary action for program improvement, clustered in the following categories:

Even if you’re on the right track, you’ll get run over if you just sit there.

—Will Rogers

1. Direct evidence of student learning lead to program change and improvement (see MTH 111 and EMT descriptions below).
2. External standards lead to program change and improvement (see Dental Hygiene and Culinary examples below).
3. Student surveys and course evaluations lead to program change and improvement (see Welding example below).
4. Advisory Committee recommendations lead to program change and improvement.

⁵ *Ibid.*

Summary reports from each division for 2007 are available in the evidence binder and on Lane's website.

Curricular improvements have been designed and implemented in virtually every academic unit, as reported in the 2007 program review summaries. The following excerpts illustrate the range of curriculum changes implemented as a result of assessment of student learning outcomes at the program level.

- Since Winter Term 2001 the Mathematics division has administered at least four common questions on final exams in MTH 111 and kept data on student success in meeting key course outcomes. (Over the years the division has recognized that a consistently challenging outcome for students to meet is problem solving.) In any given term approximately 50 percent of course sections are included; participation by instructors incorporating common exam questions in their finals has been optional. For example, on spring 2006 common final exam questions, which focused on problem solving, the average score was only 59 percent. In response to this data, in Fall 2006 the Math division applied for and received supplemental instruction curriculum development funds to create a MTH 199 (experimental) course linked to MTH 111. This course will focus on collaborative problem solving and will be offered as a pilot during the 2007/08 school year. Goals include increasing student success in MTH 111 (where the success rate has been below 77 percent) and beyond, and helping students meet the core ability for general education to “think critically and solve problems effectively.”
- Students in the Fabrication-Welding program participate in employability skills training, which focuses on attitudes and behaviors most valued by employers, as reflected in employers' evaluations that students lacked certain work skills. Attendance rules planned to simulate employment conditions penalized students who missed class with grade reductions, regardless of the reason for absence. With course feedback from students that medical leave is available to most employees, the program coordinator encouraged students to make a formal presentation to the advisory committee to change the program's policy. Their proposal was approved, and led to development of a medical leave policy that more closely parallels employment conditions.
- The Culinary Arts and Hospitality Management programs revised curricula to address teamwork and leadership needs expressed by students in surveys, by industry representatives on the advisory committee, and by the American Culinary Federation. New curriculum, implemented Fall 2006 includes a leadership capstone course. Students must showcase how they have met the required competencies of the ACF, core abilities, and leadership principles/practices as well as a service learning component. All students in the last term before graduation enroll in this course.
- Feedback from the Dental Hygiene faculty's audit of the curriculum for compliance with ADA standards pointed to inadequate preparation of students to treat special needs patients. Faculty revised program goals to include special needs dentistry, and redesigned a course in “Medical Emergencies in the Dental Office,” to “Special Needs Dentistry.” This year, dental hygiene students will be asked in student follow-up assessments to provide feedback on its effectiveness.
- In some career technical programs, the program review process has led to curricular changes designed to achieve efficiencies and improve course enrollments by aligning the first year of

study into a core curriculum. For example, business technology and computer information technology redesigned curricula to require first-year core certificates, preparing students to choose among AAS degree programs at the beginning of the second year. This rearrangement of course sequences preserves student choice of program options while optimizing enrollment in required courses.

- To improve job placement rates, Electronics AAS program faculty worked with Hynix corporation to implement an employment interview practicum for graduating students.
- Using industry interviews, advisory committee, and research from national professional organizations, Drafting AAS faculty updated the matrix of required professional skills, mapping skills to existing courses and performing gap analysis. The revised program curriculum and course outcomes eliminated emphasis areas, resulting in increased enrollment per course. Although the original plan was to revise the first-year program, faculty actually revised the entire two-year degree, moving it from a three-emphasis program (in which small cohorts of students enrolled in discrete emphasis area courses, resulting in small class sizes) to a common core, where all students take the same classes. The result has been significant increase in class enrollment and greatly-improved student-faculty ratios. New curriculum for ENGR 115, Engineering Graphics, was also developed. This curriculum has been approved and is now offered as part of the Pre-engineering suggested course of study for students transferring to OSU's Engineering programs.
- In spite of Emergency Medical Technology students' excellent performance on rigorous written and practical exams, aggregated assessment data from preceptors in practicum terms revealed many EMT students were not prepared to step in as third team members when they rode along with ambulance crews, tending instead to watch in traumatic medical situations.

To address this issue, the lead instructor revised a course in the term preceding the ambulance ride-along to use short video clips (2 ½-4 minutes each) from the reality television show *Paramedics*. The clips show ambulance teams at work, from first contact with a patient through transport to a medical facility. At key points, the instructor stops the video and poses questions to students: "What did you see? What should you do next? What observations would you report when you transfer the patient?" This simulation of conditions as they happen in the field helps students prepare to take appropriate actions with patients. Preceptors' assessments following implementation of the new curriculum noted more ride-along students were able to participate as members of an ambulance crew.



- Computer Information Technology and Business Technology faculty have increased development and support for industry certifications such as RHCE - Red Hat (Linux) Certification Exam, and the American Institute of Professional Bookkeepers to meet a wide range of student needs for seeking both initial employment and career advancement. These industry standard assessments serve to norm curriculum and expectations, as well as providing marketplace validation
- Cooperative Education's new database of employer evaluations of student workers promises to be a rich source of information for curricular improvement. The Supervisory Evaluation of

Student form will be modified based on this assessment project to make improvements in the ability to assess core abilities and specific technical skills. Faculty co-op education coordinators report back to their disciplines what they learn from employers and students in the work-based settings that provides continuous improvement in curriculum, with examples of curricular improvements from virtually every discipline area served by co-op.

- Medical Office Assistant curriculum uses feedback from the medical field, co-op placements, MOA student surveys and employer surveys, and from advisory committees to make curricular changes. Recent pedagogical shifts have increased hands-on activities, with students performing procedures such as EKGs on each other; repetition of skills are built into the curriculum. Pharmaceutical and technological changes have been incorporated into the curriculum, based on survey information from medical offices.
- Beginning Fall 2007 the nursing program begins a new curriculum, as Lane Nursing joins with six other community college programs and all campuses of the Oregon Health and Science University (OHSU) in a unified approach to nursing education developed by the Oregon Consortium for Nursing Education (OCNE). Lane and other OCNE programs will have the same prerequisites and comparable application processes for students. Students completing the AAS curriculum at the end of the second year of the Lane nursing program will meet the educational requirements to be eligible to take the RN-licensure examination (NCLEX). They will additionally have the opportunity to continue four additional terms of full-time study to earn the Bachelor of Science Degree through OHSU. Students would remain at Lane to complete the BS degree, with tuition and credits through OHSU.
- Dental assisting curriculum was revised in its entirety in 2005 based on assessment results, needs of current trends in dentistry, and to comply with Oregon Board of Dentistry recommendations. Two new endorsements have been added to the curriculum: Expanded functions Dental Assistant, and Expanded functions Orthodontic Assistant.

Program review

For the past four years academic units have used indirect measures of student learning to improve programs at the division or discipline level in an annual program review process called unit planning. The unit planning process uses an institutional data set of elements approved by college council and provided annually by the IRAP office. The faculty and staff in each unit have examined data on retention, success, and student persistence to inform discussions of strengths and challenges, and have used the data in planning efforts. Program costs and revenue streams generated by the program also have been considered in this annual process.

As reflected in the evidence binder and in the “Closing the loop” section above, Lane’s annual program review process has produced many thoughtful conversations and has increased awareness across campus of Lane’s resources and constraints, but it has been labor- intensive and largely focused on budgeting and planning, as opposed to program evaluation. Lane’s draft policy on continuous improvement of the educational program establishes a four-year rotating schedule, centered on a peer-review process. A rotating schedule will enable faculty, staff and managers in each program area to fully engage in their self-assessment and peer review process, and will provide feedback to divisions about the quality of their programs.

Strengths

- Significant faculty engagement in assessment of student learning outcomes leads to using assessment results to improve programs, as ownership of assessment processes and decisions empowers stakeholders to receive, analyze and act on results.
- Faculty and managers with skills and knowledge in assessing student learning outcomes are providing professional development on assessment-related topics.
- Executive leadership and instructional chairs have strong commitment to continuous improvement.
- Lane’s 2004/08 Strategic Plan commits the college “to a culture of assessment of programs, services and learning.”
- The chartered Assessment Team (Appendix C) provides energy, continuity and advocacy for assessment activities. The team has promoted successful in-service activities and a professional development seminar supporting student learning outcomes assessment.
- A key element of institutional support and stakeholder buy-in for assessment of student learning outcomes and program review is in place: the Student Learning Outcomes Assessment Plan (Appendix A) integrates existing assessment and evaluation measures with direct assessments of student learning outcomes.
- All program areas have assessment plans to guide their assessment work. The assessment team helps departments revise and update their plans.
- Assessment resources and assistance are available to all staff through the Assessment web pages and from members of the Assessment Team.
- Strong external advisory committees for career technical programs provide oversight and guidance about what students need to learn.
- Student learning outcomes and assessment strategies must be specified for approval of new curricula or curricular changes (see curriculum approval template in evidence binder).
- Program improvements result from the use of multiple sources of evidence on program effectiveness.
- New programs are developed with careful evaluation of community and workforce needs.
- Collaborative projects produce insights useful in more than one program.
- Rich conversations in small groups and large groups during inservice and seminars on outcomes and other assessment issues — what we hope our students will know and be able to do in the rest of their lives — help all stakeholders articulate important learning outcomes.
- Faculty, staff and managers have made progress toward common understandings about student learning outcomes, standards of evidence, assessment methods and program review processes.



Challenges

- Although Lane has some direct measures of student learning outcomes, more thorough, and explicit assessments need to be implemented. Lane needs to incorporate valid, direct assessments of student learning outcomes in all academic areas, especially general education (transfer) disciplines.
- Lane has just implemented a new cycle of institutional measures that includes a nationally-normed direct measure of student learning; however, systematic faculty and staff discussions of the results to make meaning of the data these normed instruments provide has not occurred regularly and consistently.
- Although Lane has made progress in engaging all faculty in student learning outcomes assessment, part-time faculty, in general, are still less aware than contracted faculty of purposes, methods and uses of student learning outcomes assessment.
- Lane's current fiscal situation limits its financial investment in assessment resources.
- Given the demoralizing climate of limited resources, managers, faculty and support staff need encouragement to continue planning and implementing quality assessments of learning.
- Moving toward a culture of assessment, owned and operated by all members of the educational program, takes time.

Plan for Improvement

Lane's plan for improvement includes near-term and long-term goals and activities. The plan acknowledges widespread faculty involvement in assessment of student learning in a climate of limited resources. Three areas are highlighted:

1. Institutional support and infrastructure for assessment.
2. Ongoing conversations and professional development for faculty, staff and managers.
3. Acquiring external funding to enhance assessment activities.

Goals and activities

Institutional support and infrastructure for assessment

- The Student Learning Outcomes Assessment plan and the proposed policy on continuous improvement of the educational program will provide ongoing institutional stimulus for assessment work leading to meaningful curricular change.
- Results of the CCLA will provide useful data on core abilities for general education faculty and managers to analyze.
- General education divisions will work together to assess student learning outcomes and use their results to adopt best practices that support student success.
- Lane's IRAP office will maintain high quality web pages for assessment that provide resources, processes, tools and assessment reporting.
- The Assessment Team will continue to provide assessment coaching and to advocate for a culture of assessment.
- Lane's leadership will continue to foster ongoing improvement processes and will support college work with evidence-based decisions.

Ongoing conversations and professional development

- The Assessment Team, Curriculum Committee and Degree Requirements Committee will facilitate professional development (seminars and brown-bag series) to engage faculty, especially part-time faculty, in the work of assessment and curricular improvement.
- Division managers will support assessment training within their division within available resources.
- The Assessment Team members will continue to provide feedback on assessment plans. (?as a form of coaching and professional development.)
- The Assessment Team will continue to host seminars, in-service workshops, visiting speakers and other means of professional development.
- Discussions of the CCLA results, institutional measures of effectiveness and other general education assessment results will engage faculty across disciplines to consider curricular revisions that can strengthen teaching and learning in critical thinking, problem solving, communications, and relationships between the individual and community.
- Over the long-term, Lane faculty, staff and managers consistently will bring assessment of learning outcomes into all conversations about improving the educational program.

Acquiring external funding to enhance assessment activities

- Lane will continue to seek grant funding specifically targeted to enhance its assessment activities (see example summary of NSF-REESE grant proposal in Appendix F).
- Lane’s leadership will ensure that grant proposals for new projects include plans and budgets for assessing program outcomes.

Conclusion

Lane continues to hone its systems for ongoing assessments of student learning outcomes and make improvements in the programs as dictated by assessment processes. In its strategic direction to transform students lives, Lane has committed “to a culture of assessment of programs, services and learning,” work that requires time and careful implementation of curricular changes to improve learning. Faculty and managers continue to engage deeply in conversations necessary to construct and use assessments of student learning to improve curriculum, as outlined in the Assessment Plan (Appendix B). The depth of these conversations is intrinsic to complex adaptive systems of higher education, where healthy change emerges within communities of learning and reflective practice. Assessing learning and using the results to improve our practice as educators reflects our commitment to our vision, *Transforming lives through learning*, compelling us to conduct and use action research to better serve Lane students.

Appendix A. Policy: Continuous improvement of the educational program



DRAFT 7

College Online Policy and Procedure System

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Policy: Continuous Improvement of the Educational Program

Authority: Office of Instruction and Student Services

Contact: Sonya Christian, 463-5686 christians@lanecc.edu

Lane Community College is committed to continuous improvement of the educational program through regular and systematic assessment of student learning outcomes and review of its educational programs.

Lane identifies and publishes expected **student learning outcomes** for each of its degree and certificate programs. Through regular and systematic assessment, Lane shall demonstrate that students who complete their programs, no matter where or how they are offered, have achieved these outcomes. Faculty, staff and managers shall use results from student learning outcomes assessment to document student performance and to make decisions about improving the educational program.

Lane conducts regular **program reviews** in the form of comprehensive peer-reviewed evaluations of all academic and co-curricular programs. Faculty, staff and managers will participate actively in gathering and analyzing program review data, and planning and evaluating educational programs.

Systems for implementing student learning outcomes assessment and program review shall be maintained by the Office of Instruction and Student Services.

Definitions:

Student learning outcomes assessment is a continuous process aimed at understanding and improving student learning. Student learning outcomes assessment answers the question, "How well have students learned what we expect them to learn?" The results inform faculty and other stakeholders about how well students achieve the outcomes of a program or defined set of courses.

Program review answers the question, "How effectively is the program meeting the needs of students, the college and the community?" The purposes of program review are to improve programs by identifying strengths and challenges, setting priorities, planning for change, and informing decisions about resource allocation. Assessment of student learning outcomes is a central component of comprehensive program review.

Appendix B. Student learning outcomes assessment plan

Purpose

The purpose of assessment of academic learning outcomes at the program level at Lane Community College is to improve students' learning. Faculty and chairs will evaluate assessment results to identify ways to improve the educational environment and enhance student success.

Scope of Plan

The Student Learning Outcomes Assessment plan includes:

- General education in transfer degrees and the Oregon Transfer Module.
- Career technical certificates and degrees (all career technical program areas).
- Non-credit career training and pre-licensing curricula.
- Developmental course sequences key to student success.
- Other course sequences of instruction for mid-program assessments.

Evidence of Learning

Programs will identify direct and indirect measures of learning outcomes. Outcomes are defined in terms of the knowledge (cognitive outcomes), attitudes (affective outcomes), and physical skills (kinesthetic outcomes) expected of students upon successful completion or upon transfer. Outcomes include Lane's core abilities for general education and other program-specific goals.

Programs will identify tracking information that demonstrates students' success and persistence in subsequent coursework at Lane, at OUS transfer institutions, or in employment related to the program. The Assessment Team recommends use of materials prepared by Peggy Maki, available on Lane's Assessment of Learning website to guide the process of preparing program assessment plans.

Methods and criteria to assess outcomes

1. At the institutional level, assessments of student outcomes are conducted college-wide on a three-year rotating cycle using nationally normed instruments and employer follow-up surveys:
 - Learning outcomes, currently measured by Community College Learning Assessment (CCLA).
 - Student satisfaction, currently measured by American College Testing (ACT) Survey of Student Opinion (may change to Noel-Levitz).
 - Student engagement, currently measured by Community College Survey of Student Engagement (CCSSE).
2. At the program level, faculty and chairs will identify criteria and methods to assess:
 - General education outcomes in terms of core abilities and program specific student learning outcomes.
 - Career technical program outcomes for each AAS and certificate of a year or more in length.
 - Developmental outcomes that support success in college-level courses.
 - Mid-program outcomes of other course sequences when appropriate.

Baseline information

Each division developed a baseline assessment plan as part of the 2005/06 cycle of unit planning. Divisions will update assessment plans annually to track their progress toward implementing

student learning outcomes assessment. Lane's Assessment web page provides a rubric for constructing and evaluating assessment plans.

Cohorts to be assessed and a schedule for assessment

Institutional assessments are administered to random samples of students on a three-year cycle for each instrument.

- Annually, Career Technical programs assess students completing degrees and certificates by direct measures of student performance in outcomes published for each program.
- Transfer disciplines supporting general education outcomes will assess core abilities in a random sample of students annually and analyze the results to identify areas for improvement.
- Developmental disciplines assess student proficiencies in meeting readiness for college, and will identify best practices supporting student success and retention.
- Mid-program assessments will be conducted by divisions offering course sequences that are key to student success.

Who will interpret results

At the program level, all stakeholders (managers, faculty, support staff and students) analyze results of learning outcomes measures to identify program strengths, challenges, and plans for improvement.

- In Career Technical programs, program coordinators and faculty share and discuss assessment results annually with advisory committees, and present reports on a three-year cycle to the Career Technical Education Coordinating Committee.
- Results of the CCLA are provided to programs through in-service and division meetings.
- The Student Access and Goal Achievement (SAGA) group examines the results of Lane's CCSSE report and facilitates in-service discussions of the implications of the results.
- The Director of Institutional Research, Assessment and Planning (IRAP) presents results of student opinion surveys to the Board of Education for benchmarking purposes. Results are available on the Lane website.

Communication of results

Assessment plans, methods/tools, results, and reports of curricular change are posted on Lane's Assessment website. Divisional home pages include Assessment links to their documents on the Assessment website. IRAP prepares annual reports for the Learning Council, Office of Instruction, and the Board of Education. Reports summarize the successes, challenges, and plans for improvement of programs, including course and program revisions to be undertaken.

Appendix C. Creating a culture of assessment: the A-Team's mission

As a result of the Self-Study recommendations, the Office of Instruction and Student Services (OISS) and the Learning Council called for the formation of the Assessment Team, a faculty-led group charged with facilitating systematic assessment of the educational program at Lane. Learning Council chartered the Assessment Team in fall 2005, setting out these purposes:

- Review and update Lane's Comprehensive Assessment Plan to include systematic student learning outcomes assessment procedures.
- Review student learning outcomes assessment plans; provide feedback to program coordinators on the quality of their plans.
- Develop strategies and processes to support systematic student learning outcomes assessment.
- Provide a variety of discussion forums and professional development on assessment issues.
- Collaborate with college teams establishing data storehouses and technological tools for assessment.
- Align learning outcomes assessment and curriculum development with ongoing college planning and resource allocation.
- Ensure that assessment activities are in alignment with accreditation standards and are congruent with employee contracts and college policy.

The work of the Assessment Team (known affectionately as the A-Team) is guided by the annual work plan reviewed and approved by the Learning Council. The work plan also forms the basis for the team's annual self-evaluation of progress and its report to the Learning Council.

The work of the A-Team actually began in spring 2005, before being chartered, with a transitional team of faculty and instructional managers with skills and interest in assessment. Most of these individuals continued on the A-Team after charter approval.

This initial team recognized that developing a true culture of assessment would be a long-term process requiring many conversations among faculty and managers. The term "culture" implies an integrated and shared pattern of behaviors, including habits, customs, values, beliefs, and institutions.

Creating a culture of assessment has involved:

- Coming to common understandings about student learning outcomes assessment, student learning outcomes, standards of evidence, and assessment methods
- Setting accountability for assessment
- Providing institutionalized processes for assessment, including the means to report assessments, discuss them and plan for improvements
- Bringing assessment of learning outcomes into all conversations about improving the educational program, as a matter of habit

The A-Team's first activities addressed the need for the college community to gain common understandings about student learning outcomes, student learning outcomes assessment, standards of evidence, and assessment methods. To initiate deep conversations on these topics,

the transitional A-Team planned a two-day in-service conference in fall 2005, *Collaborating to Assess Programs*. Discussions were designed to move beyond a “compliance mentality” for accreditation purposes to a professional model of reflective practice and program improvement. Activities centered on sharing learning outcomes for general education, along with assessment tools and models. Division-level discussions during the second day generated initial assessment plans for each program and general education division. The initial plans formed the basis for later reviews and coaching to assist programs and divisions in designing assessment plans and carrying them out. These two “kick-off” activities — the in-service discussions and development of assessment plans — provided shared experiences and language enabling the A-Team to connect with all areas of the instructional program.

The A-Team has accomplished these steps toward building and sustaining a culture of assessment of student learning outcomes at Lane:

- Highly visible in-service activities providing meaningful, inclusive conversations about student learning outcomes and assessment strategies.
- Initial assessment plans developed by all programs and divisions, fall 2005.
- One-on-one coaching for faculty and managers, using a rubric to evaluate and give feedback on assessment plans, spring 2005 and fall 2006.
- Creation of webpage for assessment resources, plans and results, linked to Division and program webpage, by winter 2007.
- Eleven assessment projects funded and supported in 11 programs, spring 2006.
- Highly successful assessment seminar for project participants in spring 2006, leading to deeper understandings of learning outcomes, assessment tools, and using assessments to improve programs.
- Publication of “Sustaining Teaching: The Value of Assessing Outcomes that Matter,” by Mary Brau, Kate Sullivan, and Sarah Ulerick, *The Community College Moment* (Vol. 6, Spring 2006), Lane Community College, Eugene, OR.
- Development of a Student Learning Outcomes Assessment Plan, program review procedures, and college policy statement for continuous improvement of the educational program.
- Advocacy for adoption of the Community College Learning Assessment (CCLA) as a nationally-normed assessment of general education core abilities.

Appendix D. CTECC program review and VP review schedule

<i>Dept</i>	<i>Advisory Committee</i>	<i>AAS</i>	<i>2YR</i>	<i>1YR</i>	<i>04/05</i>	<i>05/06</i>	<i>06/07</i>	<i>VP Review</i>
Advanced Tech	Auto Body & Fender Tech.	X	X			03/14/06		3/20/07
Advanced Tech	Automotive Technology	X	X			01/17/06		2/07
Advanced Tech	Aviation Main. Technician	X	X				05/15/07	
Advanced Tech	Construction Technology	X		X		06/20/06		6/07
Advanced Tech	Diesel Technology	X	X	X	Jan-05			2/20/07
Advanced Tech	Drafting	X		X			01/23/07	
Advanced Tech	Electronic Technology	X					01/23/07	
Advanced Tech	Fabrication/Welding Tech.	X		X	Nov-04			6/13/06
Advanced Tech	Manufacturing Tech.	X	X		Feb-05			10/18/06
Advanced Tech/Flight	Flight Technology	X				11/15/05		11/06, 2/22/07
Art/Applied Design	Graphic Design	X	X			05/16/06		5/07
Art/Applied Design	Multimedia Design	X		X			12/12/06	
Business Tech	Accounting	X			Oct-04			
Business Tech	Office Administration	X		X	Oct-04			
Business Tech	Legal Assistant	X			Oct-04			
Center for Learning Advancement	ESL/IESL					02/14/06		2/28/07
Computer Information Tech	Computer App. Specialist			X	Dec-04			9/06-11/6/06
Computer Information Tech	Computer Network Operator	X			Dec-04			9/06-11/6/06
Computer Information Tech	Computer Programming	X			Dec-04			9/06-11/6/06
Computer Information Tech	Computer User Support	X			Dec-04			9/06-11/6/06
Conference & Culinary	Culinary and Hospitality	X		X			03/20/07	
Cooperative Education	Apprenticeship	X			May-05			11/06-11/15/06
Cooperative Education	Pro./Occ. Empl. Skills Training			X			11/14/06	
Family & Health Careers	Dental Assisting			X				
Family & Health Careers	Dental Hygiene	X						
Family & Health Careers	Early Childhood Education	X		X			*	
Family & Health Careers	Emergency Medical Tech.	X				4/18/06		4/5/07
Family & Health Careers	Health Records Tech.			X			02/13/07	
Family & Health Careers	Medical Office Assistant			X			10/17/06	
Family & Health Careers	Associate Degree Nursing	X			Mar-05			10/06, 11/21/06
Family & Health Careers	Respiratory Care	X					*	
Health & PE	Fitness Training	X	X			12/13/05		1/07, 2/28/07
Science	Energy Management	X					06/12/06	
Social Science	Criminal Justice	X			Apr-05			11/7/06
Social Science	Juvenile Corrections			X				
Social Science	Human Services	X					04/17/07	

Appendix E. New Lane programs since 2004

Lane has actively sought to serve the needs of students, the community, and our partners in higher education and industry by designing new programs based on assessments of need in the community. In some instances, such as with the new business degree and the new retailing certificate, statewide consortia came to agreement on the content of the new awards. In other instances, faculty, advisors, and industry advisory committees recognized a need for training not currently available in Lane County, especially short-term training. Examples of the latter curriculum development include most of the new certificates that are less than a year in length.

- Associate of Science Oregon Transfer-Business (ASOT-Bus)
- Retail Management certificate (less than one-year)
- Simulation and Game Development AAS
- Office Software Specialist certificate (less than one-year)
- Legal Office Skills certificate (less than one-year)

Proposed, pending state approval:

- Network Security certificate (less than one-year)
- E-business Office Specialist (less than one-year)
- Bookkeeper certificate (less than one-year)
- Payroll Clerk certificate (less than one-year)
- Retail Management certificate (one-year)

Appendix F. NSF-REESE grant proposal

Project Summary

This research project investigates a way to improve student achievement in STEM disciplines by transforming the community college classroom into a learning-centered environment that systematically cultivates student engagement and responsibility for learning. The proposed action research investigates implementation of a technology-supported assessment and feedback strategy within STEM instruction. This strategy is characterized by a constructivist approach to defining learning outcomes, and the integration of feedback techniques that augment student/faculty partnerships in learning. The flexible web-based tool for assessment and feedback will be easily adaptable to, and replicable in, other institutions.

Integrating data-driven assessment strategies into the learning environment requires carefully constructed feedback loops that build a partnership between faculty and students in the learning process, serving as the basis for transforming the role of students and integrating research about many aspects of teaching and learning. Two research questions will be addressed:

- (1) What is the impact of the strategy on student engagement, learning, retention, success, and persistence?
- (2) What is the impact of the strategy on faculty beliefs and practices?

The research will be conducted at Lane Community College (Eugene, Oregon), a member institution of the League for Innovation in Community Colleges. Lane's institutional research office, vice president, and nine participating faculty in mathematics, computer information technology, geology, and biology as well as external researchers will share responsibilities for data collection, analysis, and reporting of results. They will use a combination of a quasi-experimental design and an ethnographic, action research design that draws on research about complex adaptive systems. Nationally recognized experts in student engagement, program and student assessment, and learning in STEM and other disciplines will serve as advisors. A nationally recognized evaluator will provide formative feedback and help position the study in the broader world of STEM research, knowledge, theory, and methods.

Intellectual Merit: The intervention being studied builds on existing research about learning outcomes, constructivist teaching, use of assessments to foster and reinforce learning, and student and faculty engagement. It tests the practicality and utility of that research for student success in a real life setting with faculty as action researchers. The intervention creates a strategic design for a holistic shift in classroom structure and culture to be learning-centered with students and faculty as partners in learning. The research design draws on current thinking about the use of mixed research methods and theories from complexity sciences.

Broad Impact: Although state policies and accreditation bring about significant change within the nation's 1,166 community colleges (AACC, 2006), the League for Innovation in Community Colleges is especially known to foster practical models for bringing about change and diffusing them among its 800-member alliance of community colleges. Results will be disseminated to the nation's community colleges through the League, national and state-wide STEM-discipline associations, and through the networks and publications of the researchers involved in the project. Methods used to increase student metacognition and performance will be reported in a web-based system for ease of access for students and faculty, and replicability for other institutions.

Appendix G. Part-time Faculty Evaluation Schedule

Departments/Divisions	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Ad Basic & Secondary Ed (ABSE)	80%	80%	100%	100%	100%	100%	100%
Academic Learning Skills	10%	31%	69%	100%	100%	100%	100%
Advanced Technology	0%	0%	75%	100%	100%	100%	INC
ARTS: (Art, Applied Design, Music,	83%	75%	68%	100%	100%	100%	INC
Business & Computer Info Tech	6%	100%	86%	100%	100%	100%	INC
Cooperative Education	75%	43%	63%	100%	100%	INC	INC
Cottage Grove	0%	0%	17%	100%	100%	100%	INC
Counseling	0%	30%	50%	100%	100%	100%	100%
Culinary Arts & Hospitality	0%	0%	0%	100%	100%	100%	100%
Florence	0%	0%	0%	100%	100%	100%	100%
Health Occupations	0%	0%	9%	100%	100%	100%	100%
Health & Physical Ed	INC	29%	62%	100%	100%	100%	100%
Lang, Lit & Communication	72%	73%	80%	100%	100%	100%	INC
Mathematics	100%	100%	100%	100%	100%	100%	100%
Science	6%	23%	47%	100%	100%	100%	INC
Social Science	100%	100%	100%	100%	100%	100%	100%
Women's Program	100%	100%	100%	100%	100%	100%	100%