

## 2.C. Education Resources

### 2.C.1

Lane offers associate-level degrees and applied certificates with appropriate content and rigor, using designators consistent with program content in recognized fields of study, consistent with its mission as a comprehensive community college. Lane's 2010-2011 curriculum audit of courses meeting general education requirements verifies the rigor and appropriate content of courses in writing (including information literacy), arts and letters, social science, science, mathematics, computer science, and cultural literacy. The Curriculum Committee and the Office of Academic and Student Affairs reviewed and vetted each course, in compliance with a state mandate that each institution certify the course lists for each requirement. Supporting documents are [will be] available [online \[url\]](#).

Degree outcomes for the remaining two transfer degrees, the Associate of Science and the Associate of General Studies, are available in the print catalog and on Lane's website: [\[insert url\]](#). Lane publishes recommended transfer plans for the most common majors of students planning to transfer.

Lane's Educational Program Supports Its Mission and Core Themes		
Core Theme One: Transfer	Four transfer degrees, widely accepted by Oregon University System institutions and many private colleges and universities	Associate of Arts Oregon Transfer
		Associate of Science Oregon Transfer – Business
		Associate of Science
		Associate of General Studies
	Direct-transfer courses for students intending to transfer to other institutions without completing a certificate or degree at Lane	
Core Theme Two: Career Technical and Workforce Development	46 applied degrees 22 one-year and 7 two-year career technical certificates 27 short-term career pathway certificates	
Core Theme Three: Foundational Skills	Developmental education courses in reading, writing, mathematics and study skills, ABSE-GED preparation, and English as a Second Language	
Core Theme Four: Lifelong Learning	Offerings that serve lifelong learning needs of adults, such as non-credit courses that meet literacy, languages, life skills, technology, health and safety; contract training for local business needs; as well as general workforce training and cultural offerings at Lane's theatres, art gallery and KLCC.	

### 2.C.2

Lane's career technical degrees and certificates require student achievement of learning outcomes which are available in the print catalog, and also online as pdf documents, listed under the heading "Credit Programs" on this web site:

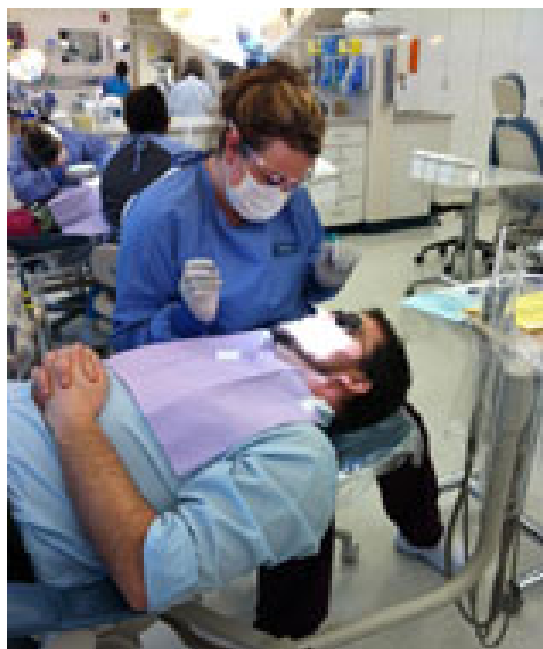
<http://www2.lanecc.edu/collegecatalog/career-and-technical-programs>

Lane Community College identifies and publishes expected program and degree learning outcomes in the annual catalog and online [\[insert urls\]](#). Expected student learning outcomes for courses are provided on course syllabi to enrolled students.

Oregon's public institutions of higher education have agreed upon general education student learning outcomes for two of Lane's transfer degrees: the Associate of Arts – Oregon Transfer (AAOT) and the Associate of Science Oregon Transfer–Business degree (ASOT-Business). Oregon's Joint Boards of Education brokered these degrees, based on collaborative faculty work among the seventeen Oregon community colleges and seven Oregon University System institutions. Lane has recently completed a curriculum audit to ensure appropriate content and rigor of general education courses that are widely accepted for transfer to four-year colleges and universities. Students who complete either the AAOT or the ASOT-Business are guaranteed to have met all lower-division general education requirements at the receiving transfer institution. General education outcomes for these degrees are available on pages 38 and 39 of this document: <http://www2.lanecc.edu/sites/default/files/collegecatalog/generalinfodegreecerts.pdf>

Select individual program listing links for pdf documents showing program outcomes:  
<http://www2.lanecc.edu/collegecatalog/career-and-technical-programs>

Course outcomes are *[will be]* available in the online search engine:  
[https://exp.lanecc.edu/pls/lane/bwckctlg.p\\_disp\\_dyn\\_ctl](https://exp.lanecc.edu/pls/lane/bwckctlg.p_disp_dyn_ctl)



Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students, either on a printed syllabus for face-to-face classes or in electronic form for online and hybrid class sections.

#### 2.C.3

Credit and degrees are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally-accepted learning outcomes, norms, or equivalencies in higher education. Lane has well established articulation agreements with ten other Oregon institutions, for multiple programs, which are enumerated in [Appendix xx \[provided by Deb Hupcey\]](#).

### 2.C.4

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. [Insert chart of degree requirements.] Admission and graduation requirements are clearly defined and widely published in the catalog, online at [lanecc.edu/collegecatalog](http://lanecc.edu/collegecatalog), and in program information sheets.

### 2.C.5

Lane's faculty designs curriculum proposals which undergo review by the discipline, division, and the Curriculum Committee prior to the Vice President's review and submission to the Oregon Department of Community Colleges and Workforce Development. By committee charter, faculty members comprise nine of the 14-member Curriculum Committee, with oversight responsibilities for design of all degree programs. The faculty has responsibilities to implement and revise the curriculum.



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

The faculty defines learning outcomes, develops rubrics to assess learning outcomes, and participates as a community in evaluating student achievement of outcomes. The Assessment Team provides support and professional development opportunities for faculty undertaking assessment of courses and programs.

2.C.6 Library liaisons are assigned to all academic disciplines and programs, and faculty who complete curriculum applications must consult with the liaison to review the library's collection and propose any additional needed resources. The course proposal must document this consultation with the library liaison's signature. In addition, career technical programs include information literacy outcomes specific to each program of study.

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

### 2.C.7

Credit for prior experiential learning is guided by approved the credit for prior learning policy on the College Online Policies and Procedures, and procedures on credit by assessment and credit by exam. Credit is awarded only to enrolled students and is limited to a maximum of 25% of the credits needed for a degree. Further, it is awarded only for documented student achievement equivalent to expected learning achievement for courses within Lane's regular curricular offerings, and is granted only upon the recommendation of appropriately-qualified teaching faculty. See the online documents listed below.

1. Credit for prior learning policy,  
<http://www.lanecc.edu/cops/credfpri.htm>
2. Credit by assessment procedure,  
<http://www.lanecc.edu/cops/cba.htm>
3. Credit by exam procedure,  
<http://www.lanecc.edu/cops/cbe.htm>

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

### 2.C.8

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

[See appendix xx provided by Deb Hupcey]



### Undergraduate Programs

#### 2.C.9

Transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of arts and letters, mathematical and natural sciences, and social sciences [refer to chart on page xx]. Applied undergraduate degree and certificate programs forty-five (45) quarter credits in length contain a recognizable core of related instruction

or general education with identified outcomes in the areas of communication, computation,

and human relations that align with and support program goals or intended outcomes. [See chart xx.]

### 2.C.10

The general education components of Lane's transfer associate degree programs (AAOT, ASOT-Bus, AGS, AS) have identifiable and assessable learning outcomes that are stated in relation to Lane's mission and learning outcomes for those programs. Outcomes for the four transfer degrees Lane offers may be found in Appendix xx.

### 2.C.11

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

[https://exp.lanecc.edu/pls/lane/bwckctlg.p\\_disp\\_dyn\\_ctl](https://exp.lanecc.edu/pls/lane/bwckctlg.p_disp_dyn_ctl)

## Graduate Programs

### 2.C.12-2.C.15

(Not applicable)

## Continuing Education and Non-Credit Programs

### 2.C.16

Lane's mission as a comprehensive community college was clarified by the 2002 special legislative session in Oregon Revised Statutes to include continuing education and non-credit special programs. Oregon's Department of Community Colleges and Workforce Development has conducted course and section-level audits of all community college offerings to verify appropriate state reimbursement for continuing education that supports literacy, workforce training, health and safety. Continuing education programs and other special programs are compatible with Lane Community College's mission, goals, and Core Theme Four, Lifelong Learning.

Lane's offerings for lifelong learning include credential training programs and job skills courses, employer training services, professional development



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trainings, community education courses, small business development services, and micro-enterprise services. Lifelong learning is also supported by cultural events in the Center for Meeting and Learning, the Longhouse, theatres, art galleries, the Learning Garden, the Career Information Center, athletic facilities, Lane Peace Center conferences, and in other Lane venues that support community needs and interests, including KLCC public radio programs.

### 2.C.17

Lane Community College maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and special learning activities, programs, or courses are approved by Continuing Education Coordinators, monitored through established procedures with clearly-defined roles and responsibilities, and assessed with regard to student achievement.

In Continuing Education, instructors are appropriately involved in both planning and evaluation of classes and special learning activities. They draft and submit proposed curriculum and learning outcomes for all but the classes for which curriculum is state mandated (*i.e.*, Licensed Massage Therapy and Certified Nursing Assistant). Courses are evaluated by students on an ongoing basis. Results are reviewed with instructors by Continuing Education staff in a continuous improvement cycle, and changes are implemented accordingly.

### 2.C.18

The granting of Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally-accepted norms; b) based on institutional mission and policy; c) consistent across Lane Community College; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes. Generally accepted norms are defined by the Oregon department of Community Colleges and Workforce Development (CCWD) using the statewide Adult Continuing Education Catalog and Stand Alone Catalog of occupational preparatory and supplemental classes for Lane students. Continuing Education courses are based on Lane's mission of providing comprehensive, accessible, quality, learning-centered educational opportunities that promote student success, as well as policies which further mission fulfillment. Ensuring consistency across the college is a shared value. Courses must meet pre-approved learning objectives, and result in student achievement of learning outcomes.

### 2.C.19

Lane Community College maintains records which describe the number of courses and nature of learning provided through non-credit instruction. Lane's department of Continuing Education transcripts classes and grants CEUs. All continuing education courses are transcribed for each student showing the contact hours of non-credit coursework; student records for non-credit are maintained in the Banner student information system.