



2.C. Education Resources

2.C.1

Consistent with its mission as a comprehensive community college, Lane offers associate-level degrees and applied certificates with appropriate content and rigor, using designators consistent with program content in recognized fields of study. 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. Students who complete either the AAOT or the ASOT-Business are guaranteed to have met all lower-division general education

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](#)." Lane Community College identifies and publishes expected program learning outcomes in the annual catalog and online. Career Technical outcomes are listed in detail on [individual program sheets](#) posted online and in the print catalog.

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Lane's 2010-2011 curriculum audit of courses meeting [Associate of Arts Oregon Transfer](#) degree and [Associate of Science Oregon Transfer – Business](#) degree general education requirements verifies the rigor and appropriate content of transfer courses in writing (including information

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 associate's 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.	

Figure XX. Lane's Educational Program and Core Themes

literacy), arts and letters, social science, science, mathematics, computer science, and cultural literacy that are widely accepted for transfer to four-year colleges and universities. The Curriculum Committee and the Office of Academic and Student Affairs reviewed and vetted each course, in compliance with a state mandate that each institution certify the courses listed for each requirement meet the intended outcomes and course criteria. Supporting documents *[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. Lane publishes recommended [transfer plans](#) for the most common majors of students planning to transfer.

Expected student learning outcomes for courses are provided in written form to enrolled students, either on a printed syllabus for face-to-face classes or in electronic form for online and hybrid class sections. Course outcomes are *[will be]* available in the [online search engine](#).

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 listed in [Appendix xx](#) Lane Counseling Department Articulation agreements.

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GENERAL EDUCATION COMPONENTS OF LANE DEGREES					
Requirements	Associate of Arts Oregon Transfer	Associate of Science Oregon Transfer - Business	Associate of Science	Associate of General Studies	Associate of Applied Science
Written Communication	8-9 credits	8-9 credits	8 credits	8 credits	3 credits
Oral Communication	1 course	1 course	--	--	--
Mathematics	1 course for which Intermediate Algebra is prerequisite	3 courses for which Intermediate Algebra is prerequisite	4 credits (MTH 105 or higher)	4 credits (MTH 052 and either CIS101, CIS 131, or CS 120; OR MTH 105 or higher)	3 credits as specified in program, or MTH 025
Health / PE	1 or more courses totaling at least 3 credits	--	3 credits PE/Dance or 3 credits Health	3 credits PE/Dance or 3 credits Health	3 credits PE/Dance or 3 credits Health
Arts / Letters	3 courses from 2 or more disciplines	3 courses from 2 or more disciplines	3 courses from approved course prefixes	12 credits from approved course prefixes	3 credits minimum from approved course prefixes
Social Science	4 courses from 2 or more disciplines	4 courses from 2 or more disciplines, including 2 ECON courses	3 courses from approved course prefixes	12 credits from approved course prefixes	3 credits minimum from approved Human Relations course prefixes
Science / Mathematics / Computer Science	4 courses from at least 2 disciplines including at least 3 lab courses in biological/physical science.	4 courses from at least 2 disciplines including at least 3 lab courses in biological/physical science.	9 courses from approved course prefixes	14 credits from approved course prefixes	3 credits minimum from approved course prefixes
Other	One approved cultural literacy course from any discipline studies course designated as meeting statewide criteria	Proficiency in word-processing, spreadsheet, database, and presentation software: completion of applicable courses. One approved cultural literacy course from any discipline studies course designated as meeting statewide criteria	--	--	A minimum of 12 credits in Distribution Studies (Arts/Letters, Human Relations/Social Science, and Science/Math/Computer Science)

Figure xx. General Education Components of Associate's Degrees



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, as delineated on the [preceding page in Figure xx](#) General Education Components of Associate's Degrees. [Admission](#) and [graduation](#) requirements are clearly defined and widely published in the catalog, online, and in program information sheets. Lane has open admissions for students aged 18 or over, and selective admissions programs clearly define the admissions requirements and processes on program websites.

2.C.5

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 instruments and rubrics to assess learning outcomes, and evaluates 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 new course applications must consult with the liaison to review the library's collection and propose any additional needed resources. The course proposal documents this consultation with the library liaison's signature. In addition, career technical programs include information literacy outcomes specific to each program of study.

Information literacy is also directly taught in required Writing sequence courses for all degrees, with specific outcomes on the use of library and information resources ([page 39](#) of the [General education outcomes](#) published in the catalog and online). 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
2. [Credit by assessment](#) procedure
3. [Credit by exam](#) procedure

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 Lane Counseling Department Articulation Agreements.)



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 "programs" section of catalog, and [online program descriptions](#).)

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 the catalog and online.

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](#).



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 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.

Appendix XX. Counseling Department Articulation

(Completed for the 2011 -12 Academic Year)

George Fox University – Direct Transfer (General Education)

Linfield – Direct Transfer (General Education)

Business Major

Northwest Christian University – 2 Direct Transfers (General Education) – Professional Studies and Traditional

Professional Studies

Accounting Major

Business Administration Major

Psychology Major

Daytime Program

Elementary Education Major

Oregon Health and Science University

Physician Assistant

Oregon Institute of Technology – Direct Transfer (General Education)

Assoc Applied Sciences to Bachelor in Operations Management

Automotive Tech; Diesel Tech

Assoc Applied Sciences to Bachelor in Allied Health Management

Dental Hygiene; Physical Therapist Asst; and Respiratory Care

Assoc Applied Science to Bachelor Dental Hygiene

Dental Hygiene

Assoc Applied Science to Bachelor Respiratory

Respiratory Care

Assoc Applied Science to Bachelor in Environmental Science

Energy Management; Water Conservation, Sustainability Coordinator

Civil Engineering Major

Dental Hygiene Major (w/o AAS)

Environmental Science Major

Health Informatics Major

Medical Imaging Major

Respiratory Care Major (w/o AAS)

Oregon State University – Direct Transfer (General Education)

Agricultural Resource Economics Major

Agricultural Sciences Major

Animal Science Major

Biochemistry and Biophysics Major

Bioengineering Major

Botany Major

Business Major

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Chemical Engineering Major
Chemistry Major
Civil Engineering Major
Computer Science Major
Crop & Soil Science Major
Construction Engineering Major
Earth Science Major
Ecological Engineering Major
Electrical & Computer Engineering Major
Elementary Ed – Liberal Arts Major
Environmental Engineering Major
Environmental Sciences Major
Fish and Wildlife Science Major
Food Science & Technology Major
Forest Engineering Major
Forest Engineering / Civil Engineering Major
Forest Management Major
Forest Operations Management Major
Geology Major
Horticulture Major
Industrial Engineering Major
Manufacturing Engineering Major
Mathematics Major
Mechanical Engineering Major
Microbiology Major
Nuclear Engineering Major
Natural Resources Major
Physics Major
Radiation Health Physics Major
Renewable Materials Major
Rangeland Ecology and Management Major
Zoology Major

Pacific University

Elementary Education Major
Physician Assistant Major
Occupational Therapy Major
Physical Therapy Major
Optometry Major
Pharmacy Major

Portland State University – Direct Transfer (General Education)

Business Major

Southern Oregon University – Direct Transfer (General Education)

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Assoc Applied Sciences to Bachelor Applied Science Management

Business Major

University of Oregon – Direct Transfer (General Education)

Anthropology Major

Biology Major

Biochemistry Major

Business Major

Chemistry Major

Computer Information Science Major

Economics Major

Educational Foundations (Elementary Education) Major

English Major

Environmental Sciences Major

Environmental Studies Major

Ethnic Studies Major

General Science Major

Geography Major

Geology Major

History Major

Human Physiology Major

Mathematics Major

Physics Major

Political Science Major

Psychology Major

Sociology Major

Western Oregon University – Direct Transfer (General Education)