

**Frame narrative with:**

- Rationale or brief explanation
- Analysis (compare with Lane data over time, or with other Oregon CCs)
- Where appropriate, include strengths, and challenges in analysis.
- Refer to evidence (save a hard and e-copy in a file. Use shared drive.)

**Where possible, “hook” to key components of the mission (learning, student success) core value (diversity) or strategic direction (sustainability). Explain** the connection. Briefly explain legitimate relationship to a key or dominant thread such as learning, student success, sustainability, diversity, innovation, etc.  
PLEASE, NO BOILERPLATE!

**2.C Education Resources**

2.C.1 Does Lane Community College provide programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission? Explain.

Do programs culminate in achievement of clearly-identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study? Explain.

2.C.2 Does Lane Community College identify and publish expected course, program, and degree learning outcomes? Explain.

Are expected student learning outcomes for courses, wherever offered and however delivered, provided in written form to enrolled students? Explain.

2.C.3 Are credit and degrees, wherever offered and however delivered, 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? Explain.

2.C.4 Do degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning? Explain.

Are admission and graduation requirements clearly defined and widely published? Explain.

2.C.5 Do faculty, through well-defined structures and processes with clearly-defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and do they have an active role in the selection of new faculty? Explain.

Do faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly-identified learning outcomes? Explain.

2.C.6 Do faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process? Explain.

2.C.7 If credit for prior learning is granted, is experiential learning: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within Lane Community College's regular curricular offerings; and e) granted only upon the recommendation of appropriately-qualified teaching faculty? Explain.

Is credit granted for prior experiential learning so identified on students' transcripts? Does the college ensure that it does not duplicate other credit awarded to the student in fulfillment of degree requirements? Does the college refrain from making assurances regarding the number of credits to be awarded prior to the completion of Lane's review process? Explain.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Is transfer credit accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees?

In accepting transfer credit, does Lane ensure 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, does Lane Community College develop articulation agreements between Lane Community Colleges? Explain.

### **Undergraduate Programs**

2.C.9 The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or 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.

2.C.10 Lane Community College demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to Lane Community College's mission and learning outcomes for those programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly-identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.