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Linn-Benton COMMUNITY COLLEGE

Comprehensive Self-Study

October 2007

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COMPREHENSIVE SELF-STUDY

Linn-Benton Community College

October 15–17, 2007

Dr. Rita Cavin, President

Prepared for the
Northwest Commission on Colleges
and Universities

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PREFACE

Linn-Benton Community College began its work to prepare this self-study immediately after Dr. Ron Baker's preparatory visit to the college in October 2005. President Cavin appointed a broadly representative 16-person steering committee to oversee the preparation of the report, and appointed a manager, faculty member, and classified employee to serve as "tri-chairs" of the steering committee.

The initial work of the steering committee focused on mechanics: time lines, formats, composition of subgroups, style guides, etc. Individual leaders were assigned to oversee the development of various chapters of the self-study and these leaders (joined by their subgroup membership) began the hard and substantive work needed to gather and analyze data, debate strengths and challenges in the area under study, and to actually write the report.

Rough drafts of each report were required to be submitted at agreed-upon intervals and these drafts were circulated to the entire steering committee for critique and discussion. Additionally, drafts were posted electronically on the college's "Paperless Office" intranet site for viewing and critique by the entire college community. As drafts neared completion in Spring 2007, more intensive critiques of critical draft sections (Standards 2, 3, 4, and 6) were reviewed by the Academic Affairs Council and the College Council in addition to reviews by the steering committee.

The draft of the self-study was essentially finalized by May 1, 2007, with the remaining work focused on precision editing and the assembling of required documentation. The Board of Education reviewed and approved the final version of the self-study at its regular June 2007 meeting. (At this meeting, the Board also assured itself that the college was in full compliance with the Commission's Eligibility Requirements.) The self-study, particularly the identified strengths and challenges sections, will join the college's Strategic Plan to become the critical planning documents used in August and September as budget development begins for the 2008–2009 academic year.

Linn-Benton Community College has always valued the rigorous introspection required by the Commission's self-study process. The college is stronger for having seriously engaged in examining its strengths and weaknesses, and it is confident that this work will inform and direct its priorities and resource allocation decisions for years to come.

A final note for this Preface. We have not tried to "scrub" from this report the independent voices of our faculty and staff. Particularly in the section dealing with educational programs, we encouraged faculty and staff to candidly share their views on what works, and what does not work, within their area of responsibility. We trust that the evaluation team will appreciate and respect this commitment to candor even if some opinions are not broadly shared throughout the institution. We want this self-study to be a living document that is useful for future planning; a sanitized and cautiously edited document would not serve our long-term interests.

EXECUTIVE OVERVIEW

Linn-Benton Community College has experienced a great deal of change since its last full-scale accreditation visit in October 1997. This self-study reveals an institution that remains strong and confident despite these changes. The self-study also demonstrates that the college is in compliance with all of the standards, policies, and eligibility requirements of the Northwest Commission on Colleges and Universities.

Although discussed at greater length in the body of this document, summarized here are the major changes LBCC has faced in regard to personnel, finance, facilities, and planning. The college hopes that sharing this information in the Executive Overview will provide the evaluation team with a context for the full self-study that follows.

Personnel

At the time of the last full-scale visit, LBCC's founding cadre of faculty, managers, and classified staff were nearing retirement age. Ten years later, the college's personnel landscape has been transformed. The majority of its faculty members have been with the college fewer than 10 years. A long-serving President was replaced by a new President in 2003. The Vice President of Academic Affairs and long-serving heads of instructional divisions in Science, Math, Industrial, Business, Arts and Communications, and Family Resources retired or left the college for other positions. Managers in Financial Aid, Admissions and Records, Student Life and Leadership, Training and Business Development, Disability Services, Human Resources, and Finance also either retired or moved on.

LBCC has benefited from an infusion of new talent and fresh ideas. At the same time, the college is justifiably proud that it anticipated the possibility that its uncommonly positive workplace culture could be put at risk by this significant turnover in personnel. One example of the college's anticipatory response was the development of a comprehensive orientation program that attempts to connect new faculty to the institution. Rather than simply being hired and "turned loose" to sink or swim, all new faculty members participate in a year-long cohort that has as part of its purpose the transmission of the cultural values of the college. This orientation program was initially proposed by the faculty.

A second anticipatory action took place when the new President came on board in 2003. A large group of faculty, managers, and classified staff undertook a project to identify the specific cultural elements of college work life that should survive a transition to a new President. These were elements that the college community highly valued and did not want to lose under any circumstance. The new President warmly received these recommendations when she arrived on campus, and she has worked hard to honor them.

Although no institution can expect to maintain a record of perfect harmony, LBCC does enjoy a working environment that is marked by stability and tranquility. Not a single grievance from either of the college's two employee unions has gone to arbitration in more than 12 years. Litigation is almost as rare; the college has been subject to only one employee-related lawsuit in that same 12-year period.

Finance

LBCC's management of its financial affairs has always been very conservative. A budget planning model is in place that projects revenues and expenditures out

to a three-year planning horizon. Expenditure decisions ensure that the college maintains a budgetary "glide path" that keeps its projected ending fund balance at, or above, $4,000,000. Whenever it appears that adjustments are needed to keep the projected ending fund balance at the targeted level, those adjustments are made years in advance of the problem's actual arrival. Staff reductions, as well as other adjustments, were made in 2001 and 2006 because the college's budget model anticipated the need for correction.

It is fair to note that college employees are, at times, ambivalent about the budget model the college employs. While there is genuine appreciation for the fact that the college has less budget "drama" than many of its sister institutions, the college's preoccupation with controlling spending can be frustrating for those with obvious needs.

A small budget team meets twice a month to monitor both the near-term and long-term financial status of the college. The budget team oversees and develops the annual budget preparation process; the budget team also makes the final recommendations to the LBCC Board of Education on all matters affecting the budget.

In the last two years, the budget team has worked hard to revise the college's budget development model. With the advent of the college's new strategic plan, the budget team sought to connect budget development to the strategic plan. A new process now requires that the college: (1) annually assess the prior year's efforts related to the strategic plan; (2) identify specific targets of opportunity related to the strategic plan that the college wishes to pursue during the next budget cycle; (3) invite divisional initiatives that respond to the targets of opportunity; and (4) select and fund the most promising divisional initiatives.

In addition to its important connection to the strategic plan, the new budget process has the added benefit of making the entire budget development process more transparent and participatory. The college is still struggling to refine and improve this new budget development model, but is confident that the model will be much more purposeful and inclusive than prior systems.

It is important to note that recent decisions by Oregon's governor and legislative assembly hold promise for substantially greater investment in Oregon's community colleges. In light of this "good news," LBCC has made a significant financial decision affecting its faculty.

LBCC's faculty salary schedule has lagged significantly behind the schedules of the five community colleges it uses for salary comparison purposes. In negotiating a new contract with faculty, the college committed most of the additional resources it expects from the state of Oregon to faculty compensation. Over the course of a five-year period, the college expects the faculty salary pool to increase from $9.9 million to $13.3 million. With this level of investment, the college salary schedule will be comparable with our sister institutions.

Facilities

In 2000, the college was successful in gaining voter approval for a $19 million general obligation bond for facilities improvements. The bond proceeds provided for a new 44,000-square-foot facility in Lebanon, a new 5,000-square-foot center in Sweet Home, a 30,000-square-foot addition and comprehensive remodel of the Corvallis facility, a new 20,000-square-foot classroom facility on the Albany campus, a new 5,000-square-foot fitness facility on the Albany campus, and several infrastructure and other smaller improvements on the Albany campus.

Self-financing and gifts resulted in renovations to the college bookstore and to the offices of the Health Occupations and Workforce Education Division (formerly the Training and Business Development Center). During the course of their visit, the evaluation team will notice an expansion and renovation project in progress in the college's library and Learning Center.

In 2008, the college expects to break ground on a new science and health facility. This facility will provide desperately needed upgrades and expansions for LBCC science labs. As part of this project, existing science labs will be renovated. In total, 28,000 square feet of new space will be added. This investment in science and health facilities will be paid for by gifts, a capital appropriation from the state of Oregon, self-financing, and (perhaps) a federal appropriation.

Planning

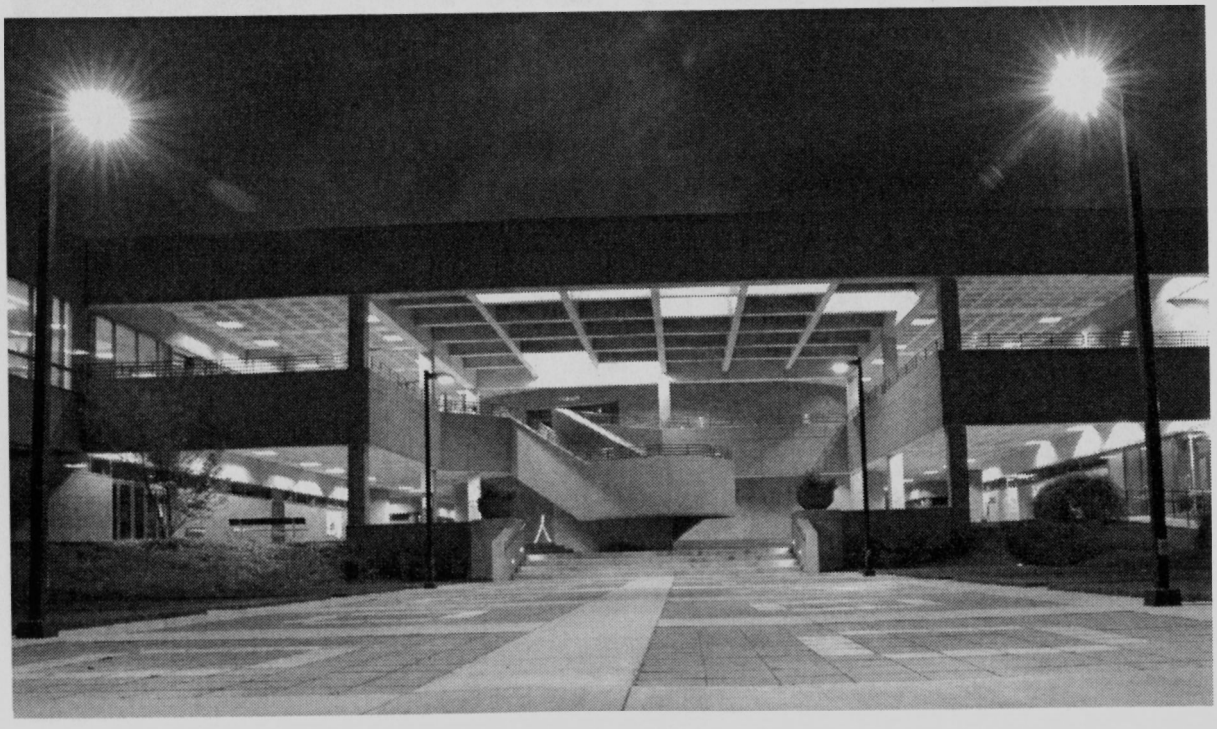
Over the course of its history LBCC has developed several versions of a strategic plan. In fact, just prior to the 1997 full-scale visit, a group of community leaders invested many hours in working with college staff to develop a strategic plan.

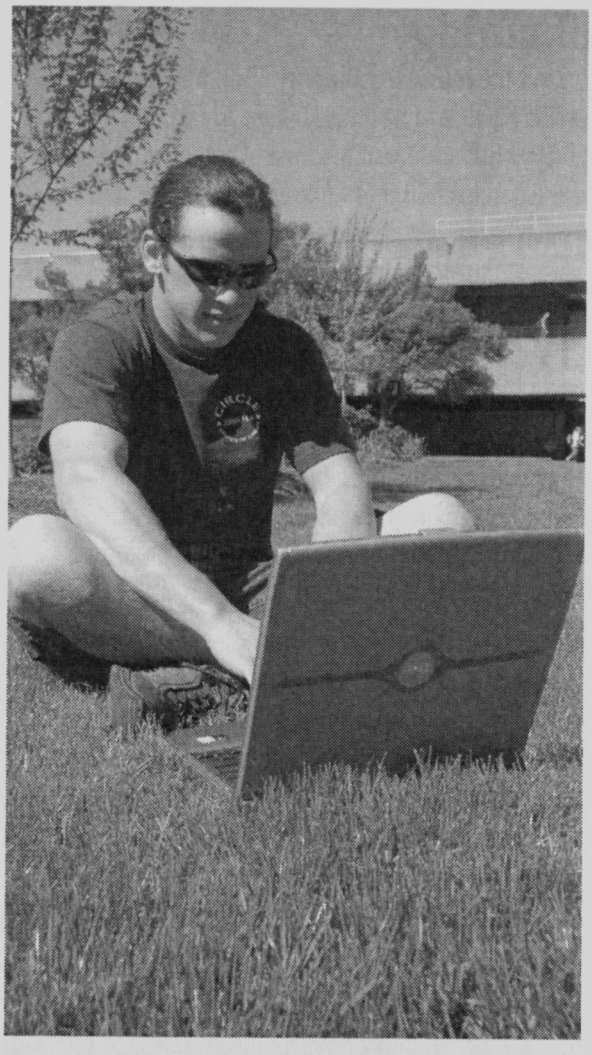
Unfortunately, past efforts were not well connected to the day-to-day work of the college. Little effort was made to reference the strategic plan when annual budgets were developed. Programmatic additions and deletions were often the product of opportunity or circumstance rather than planning. The college was not rudderless at this time; good judgment and sound discretion were often adequate substitutes for rigorous planning protocols.

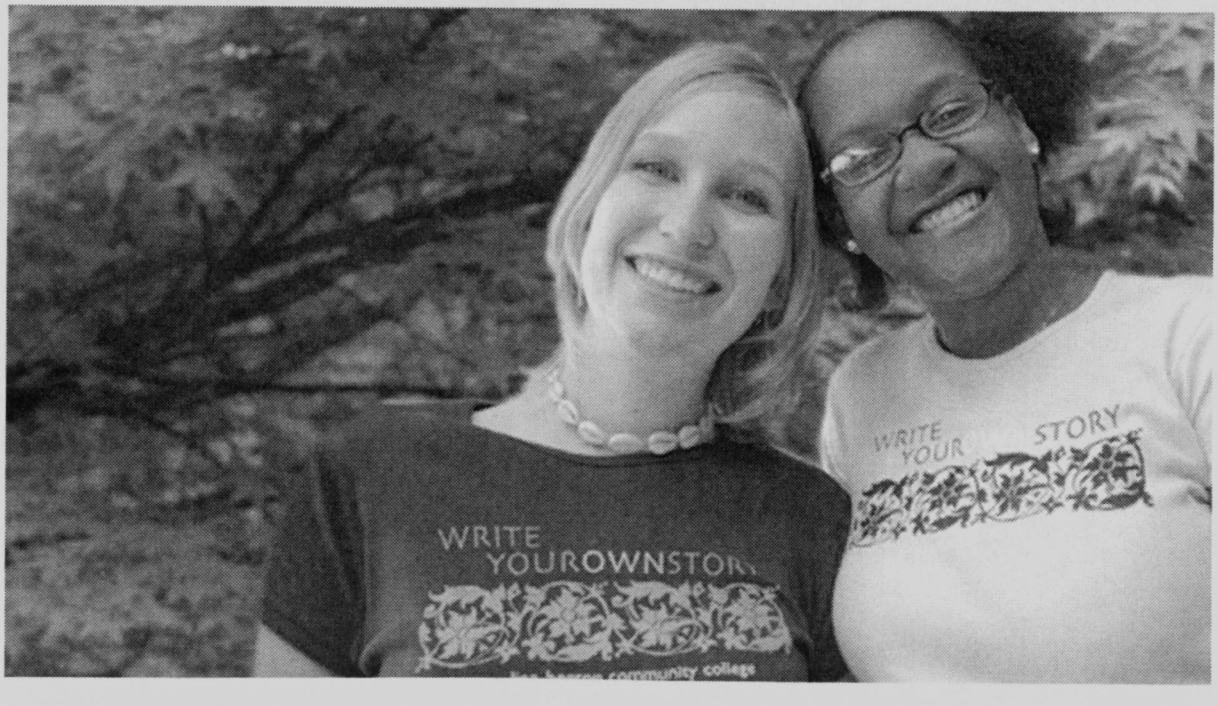
However, within the last few years, the college recognized that it was time to pay more than lip service to the virtues of planning. Annual budget development exercises were beginning to be subject to the legitimate criticism that they were not tethered to clear objectives. Although the college seemed to be putting one budget foot in front of the other, it was not clear what path was being followed. It was time to re-energize a strategic planning process and to give that process enough muscle to have some real effect on decision making.

Over the course of the 2005–2006 academic year, the college President invested a great deal of time with the LBCC Board, staff, and the community in formulating a new strategic plan. At the same time, a new budget development process was crafted that required full consideration of the strategic plan. Beginning with fall quarter 2006, the new budget development process was initiated. After considerable discussion, four distinct budget initiatives were authorized to advance elements of the strategic plan. These initiatives included: (1) a proposal to strengthen and professionalize student recruitment processes; (2) a proposal to improve the quality of e-learning offerings; (3) a proposal to strengthen general education learning assessment and the related assessment of reading and writing levels for various programs; and (4) a proposal to conduct a needs assessment for community and business training needs.

Each year, the college will review the success of prior investments in its strategic plan initiatives. It also will make room each year for new initiatives to further advance the strategic plan. At five-year intervals, the strategic plan itself will be reviewed to make sure it is current and continues to serve the needs of the college community.






WRITE
YOUR
STORY

STANDARD ONE

Institutional Mission & Goals, Planning & Effectiveness

STANDARD ONE
Institutional Mission & Goals, Planning, & Effectiveness

I. Overview

A. Institutional Mission

At the time of the last accreditation self-study the existing college Mission Statement was reaffirmed by the LBCC Board of Education. However, that mission statement, more than 10 years old, was weak in its focus on collegewide goal setting and connection to individual programs and services. In 2004, President Rita Cavin appointed a blueprint team to begin work on a Vision and Values Statement that would lead to a new Mission Statement and Strategic Plan.

This small group met several times and consolidated suggestions and recommendations from several broad focus groups, both internal and external to the college. The draft statement then was circulated to the various college councils, committees, associations, LBCC Board of Education, and community leaders. Suggestions from these groups were utilized to achieve a final version of the Vision and Values Statements, approved by the LBCC Board in 2004.

The Vision and Values Statements became the central focus for how the college would approach a new Mission Statement and Goals. As the work of a new Mission Statement proceeded, the team regularly questioned whether this new statement reflected the values previously agreed upon. The Mission Statement evolved in much the same way as the Vision and Values Statement. The blueprint team collected input from numerous sources and produced a draft that was circulated back to the various groups, resulting in refinements to the draft. The final Mission Statement was approved by the LBCC Board in 2005. The statement included 10 Mission Commitments (Mission Goals), which now form the foundation for Institutional Effectiveness.

During the final refinements of the Mission Statement the college began the process of developing a Strategic Plan. Again, this process was similar to the other two, and final Board approval of the Strategic Plan took place early in 2006. (Appendix 1.1 includes Vision and Values, Mission Statement, Mission Goals, and Strategic Plan.)

B. Institutional Planning

The Vision and Mission Statements drive the Strategic Plan, and Strategic Action Steps flow from that plan. LBCC's President has assigned the work of the Strategic Plan and Action Steps to various councils, committees, or teams, and these groups track and measure how effectively progress is being made. The budget development process incorporates the Strategic Plan and Action Steps through departmental requests that are linked to the Strategic Plan, ultimately resulting in a Board-approved annual budget. This budgeting process, and the final adopted budget, reflect the college's unified Vision, Values, Mission, and progress toward the Mission Goals (Institutional Effectiveness), as well as the Strategic Plan and Action Steps. (Appendix 1.2: Strategic Plan Executive Summary Including Action Steps)

LBCC's budget process seeks to focus attention around the four priorities of the Strategic Plan, as well as other requests that surface through institutional effectiveness and department/division budget decision packages. This budgeting process follows six stages:

1. Before September, the President convenes a group that represents various councils and planning teams

to review the past year's work on the Strategic Plan and develop an agenda for the President's annual fall retreat.

2. Departments and divisions use the summary from the fall retreat to develop annual departmental and divisional work plans. Initiatives that advance the Strategic Plan and Action Steps are welcomed, but not limited to this.
3. Deans and Directors provide departmental and divisional summary feedback to their respective Vice Presidents.
4. College Council, Academic Affairs Council, student government, employee associations, and other interested groups or individuals are consulted.
5. The budget team takes all the feedback and prepares a "Critical Budget Choices" memo for consideration by the Board of Education at its November meeting. This memo represents broad financial choices that, if endorsed, will allow the college to pursue desired initiatives through its regular budget process.
6. After Board input and approval, the college prepares the following year's budget in a manner consistent with the guidelines received from the Board. Decision packages are authorized in some instances to secure the most promising initiatives or to assist in realigning budget priorities in support of them.

More details about the budget and its connection with the Strategic Plan can be found in Appendix 1.3

Institutional planning also happens as related to capital projects, facilities and maintenance planning, computer resource management, distributed education opportunities, and other broad initiatives.

The Capital Planning Task Force involves various college constituencies who make recommendations for project prioritization and related funding sources. A current Capital Plan endorsed by the Board can be found in Appendix 1.4.

The Facilities/Maintenance Department has created a fixed inventory replacement schedule that sets the life expectancy of equipment and structures and anticipated replacement costs. This is also incorporated into the budget process through specified contingency budgets that are subject to Board approval. More information regarding this can be found in Standards Seven and Eight.

The Computer Resource Management Committee tracks all computer replacements and technology upgrades for the college, allowing everyone to anticipate when their technology is to be replaced and also allowing better budgeting procedures for making those replacements on a regular schedule.

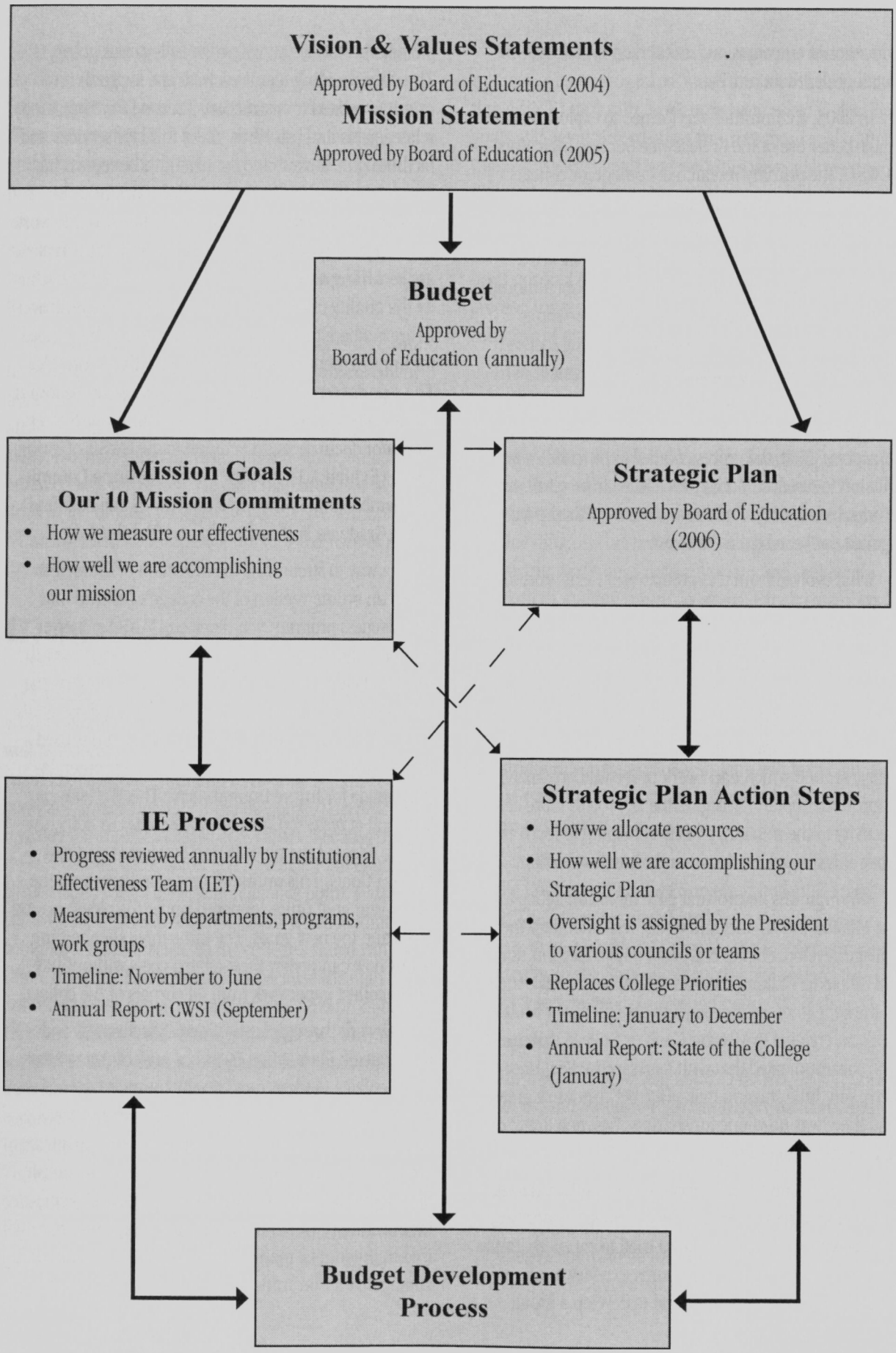
Planning documents related to the LBCC Foundation can be found in Exhibit 1.3

There also is a long-range planning document related to the college's e-learning. (For purposes of simplification, this term is used to describe all distributed or distance operations and programs.) This documentation can be found as Exhibit 1.2. The e-learning plan looks at the following: current state of e-learning at LBCC, internal trends, description of current e-learning technologies, external trends, emerging technologies, guiding principles, planning assumptions, and action plans. Again, a broad college constituency made the recommendations in this plan; the recommendations were reviewed by College Council and are incorporated into the Strategic Plan Action Steps.

On the next page is a visual representation of the interrelationships between the Mission, Goals, Planning, and Effectiveness. It is not intended to demonstrate a process but rather to emphasize connectivity between the various components.

C. Institutional Effectiveness

Following the 1997 evaluation committee report, Linn-Benton Community College worked to strengthen its Institutional Effectiveness (IE) program. The report and the accompanying recommendation referred to the need to develop a "broad fundamental understanding ... for a comprehensive institutional effectiveness program" while also recommending "that an operative, institutional system be put in place for measuring student outcomes, routinely reviewing programs, organizing data, and planning for improvement to ensure and validate quality education for students." By the regular fifth-year interim report the college had made substantial progress in defining its IE program and educational outcomes and assessment. The 2004 progress report showed further improvements in both of these areas. More information regarding the progress in collegewide


Vision & Values Statements
Approved by Board of Education (2004)
Mission Statement
Approved by Board of Education (2005)
Budget
Approved by
Board of Education (annually)
Mission Goals
Our 10 Mission Commitments
• How we measure our effectiveness
• How well we are accomplishing our mission
Strategic Plan
Approved by Board of Education (2006)
IE Process
• Progress reviewed annually by Institutional Effectiveness Team (IET)
• Measurement by departments, programs, work groups
• Timeline: November to June
• Annual Report: CWSI (September)
Strategic Plan Action Steps
• How we allocate resources
• How well we are accomplishing our Strategic Plan
• Oversight is assigned by the President to various councils or teams
• Replaces College Priorities
• Timeline: January to December
• Annual Report: State of the College (January)
Budget Development Process

educational outcomes and assessment is discussed in detail under Standard Two.

In 2003, a committee was formed to explore how to make better use of the Collegewide Success Indicators (CWSI), the primary research document for college effectiveness. As the committee began looking at the data collection they were dissatisfied both with the data and with how the college's IE process lacked a consistent focus on institutional information. Although institutional demographics were collected—some broad measurements of "success"—nothing focused on whether the college was meeting the intent of its Mission Statement. With appropriate approval, this committee began discussing how to revise the entire IE process. First, the process needed to be made more mission focused; second, goals needed to be set that individual work units could use to measure their success against the broad college success.

What evolved from this group was a focus around continuous improvement. It was determined that the primary foci of Institutional Effectiveness should be (1) planning, (2) implementing, (3) measuring, (4) analyzing, and (5) improving. Parts of the Mission Statement were utilized to develop Mission Goals and College Priorities (a primary focus for the college in that year), around which each work unit could organize its improvement plan. This gave the IE process more connectivity to the mission, as well as helping to focus the work of individual areas around common themes.

Although this new format gave more coherence to the Mission Statements and Goals, it did not help the college develop a better culture of data collection nor did it help in making data-driven decisions. Each area of the college made independent choices about what to work on (related to Mission Goals or College Priorities) and communicated that with its respective Vice President. Very little sharing took place between work areas, and there was no venue for sharing "best practices" or to celebrate "good works."

The Institutional Effectiveness Steering Committee (the outgrowth of the original committee to improve Collegewide Success Indicators) tried to counterbalance this by creating shepherding teams to review unit goals, give feedback to those units, and to develop a broad picture analysis about where the college was going. Three shepherding teams evolved: one for goals and priorities related to instruction, a second for community related goals and priorities, and a third for services and facilities. The format and content of those reports has evolved during their time in practice. Currently, the focus of each report still is a summarization of the work and progress associated with those goals, but the reports are becoming a tool for review and guidance. They clarify the quality of what has been done and give direction in areas where the shepherding team sees either a need for improvement or a place where growth is desirable. The reports from these shepherding teams can be found in the 2003–2004 and 2004–2005 Collegewide Success Indicator documents, in addition to the CWSIs of prior years. (Exhibit 1.1) (See CWSI for IE Steering Committee membership.) Other data used for IE can be found in the Graduate Follow-Up Reports. (Exhibit 1.4)

As a way to streamline the collection of these unit goals, an online version of the college's Institutional Effectiveness program was developed. This online version provides each work unit an opportunity to view the best practices of other units. Here, anyone can view the goals of any area, the progress made toward those goals, the kind of data collected, the ways the area has used that data to draw conclusions, and the recommendations made for future improvement. This Web site can be found at *http://po.linnbenton.edu/ie.* In 2005, the college adopted the new Mission Statement and new Mission Goals. This online IE process reflects both the multi-year goal units developed under the older mission goals and the new goals. The same three shepherding teams now can review their related goals without having to collect paperwork from all corners of the college.

The work through Institutional Effectiveness and the Strategic Plan Action Steps has pushed many areas of the college to focus more on the future. As groups have examined their planning, implementing, measuring, analyzing, and improving, they have adopted new procedures. Feedback from the college community has helped facilitate the new budget process. Other improvement examples include Facilities' computerized maintenance plans and the Computer Resource Management Committee's method of tracking com-

puter replacements and technology upgrades. Another excellent example is continuous improvement in the faculty appraisal system, which has provided a substantive amount of student feedback related to teaching and learning and led the faculty to make changes in how they interact with students, particularly around issues of assessment. Evidence of the change in overall classroom appraisal numbers is available in the Team Room. Examples of continuous improvement IE can be found in Appendix 1.5.

The current IE process allows departments and work units to show their goals and continuous improvement not only in relationship to the Mission Goals but the Strategic Plan Action Steps, professional technical reviews, recommendations from this self-study, and other broad college initiatives. This will help areas see their work in the broader collegewide perspective without requiring them to do separate work for themselves and the college.

II. Analysis

The revision of the college's Mission, Vision, and Core Values was a valuable process that engaged a broad spectrum of the internal college community as well as external constituents. The various groups listened to one another, built on work done by others, and generally agreed upon the final outcome. This process revealed the college's shared core values. Because of these revisions, the Mission and Strategic Plan could be developed with a consistent reference point. Participants in these discussions continually asked if what was being said actually reflected the college's stated values. Often, rewriting had to take place because the plan did not reflect those values accurately. The final products (Mission, Vision, Core Values, and Strategic Plan) are superior to their predecessors, particularly because of their interconnectivity. The Mission Statement and accompanying Goals give a much clearer direction for Institutional Effectiveness than the prior statements. The new Goals provide a clearer connection to data collection. Between the IE process and the Strategic Plan, the college community gained the ability to do future planning and measure how well tasks are accomplished.

LBCC's Institutional Effectiveness process took a number of circuitous routes since the last full accreditation visit. To start with, work units were asked to develop goals and determine whether they met those goals. After that, collegewide goals and priorities were addressed, and units were asked to look at their goals in relationship to the collegewide ones. However, the directions given to the units did not connect the dots between work units nor fold the information back into the planning process; the process was still an individual area's accounting of its own work.

In the last three years the focus was turned toward each area's contribution to the overall mission of the college. Although there still is room for growth in the college's ability to close the loop for planning purposes, substantive progress has been made in this area. The use of shepherding teams has been helpful and insightful. One difficulty the college still struggles with is fully embracing a culture of data collection and the use of that data in making future decisions. Faculty members, in general, have difficulty seeing their work in the collection of past data and information. Hopefully the tide is turning and the revisions to the Collegewide Success Indicators, a more transparent budgeting process, broader college conversations about strategic goals, and strides in educational assessment, will help faculty see their work more clearly as an integral part of the college as a whole.

In 2006 Linn-Benton Community College began using the Community College Survey of Student Engagement. The information gathered from this survey is proving to be valuable and directly applicable for teaching faculty. In the Strategic Plan, the first Action Step makes direct reference to responding to CCSSE data.

Strengths

- The process of rewriting LBCC's Mission, Vision, Core Values, and Strategic Plan was highly inclusive and brought together groups and feedback from many areas, both within the college and in the extended community beyond.
- Substantial improvement has been made in the college's ability to do future planning and communicating that information to everyone. Systematic

improvements, particularly in the college services, provide more effective and visible operations.

- Because the Institutional Effectiveness process has undergone several changes in the last 10 years, it is much closer to being fully functional. Results from this focus on continuous improvement are being seen, both within small work units and in the broader spectrum of the college.
- The Collegewide Success Indicators (CWSI) publication is more understandable, better focused around LBCC's Mission Goals, and is now being read by a broader cross section of the institution.
- More college staff are seeing the value in Strategic Planning, IE, data collection, and looking into the future. The college now has cadre of people who see this as an asset rather than a requirement.

Challenges

- Finding appropriate data sources that reflect LBCC's Mission and Goals, while providing meaning to individual work units.

  The IE Steering Committee continues to work with the Institutional Research Office to find meaningful data sources rather than relying on easy-to-collect data. The committee will also ask individual programs and units which data would be more meaningful for them.

- Moving the whole college forward toward a culture of data collection for use in analysis and future planning.

  This is an ongoing issue and one that seems to improve in very small increments. Individual units assume that data collection is "someone else's job." The Institutional Research Office doesn't have the capacity to assist every work unit in defining, collecting, and analyzing data. Faculty members' focus and time are consumed with teaching and learning, leaving them little energy or interest in collecting evidence. Determining what kind of evidence to collect, and how much, is still problematic. This difficulty is not unique to LBCC and the college continues to struggle with how best to reinforce the importance of good information and the use of it.

- The new Strategic Plan gives direction in four primary areas: (1) better identify learner goals; (2) develop and maintain enrollment; (3) revenue options; and (4) responding to community needs, but exactly how this will take place—and how progress will be monitored—is still evolving.

  Since implementation of the Strategic Plan and associated Action Steps is just beginning, it is hard to know just how the process will unfold. A revenue committee has been instituted to look at ways to expand resources, including adding fees. How the committee will solicit input from various areas of the college, and whether the Board of Education has an interest in considering this, is still unclear. The plan calls for "developing better systems to identify and understand learner goals," and "the college supports this economic health by working with businesses and organizations to provide a well-educated workforce." It is still unclear how the college will determine what direction this takes, how it will measure whether the goals are achieved, and what changes must be made in how the college operates based on this information.

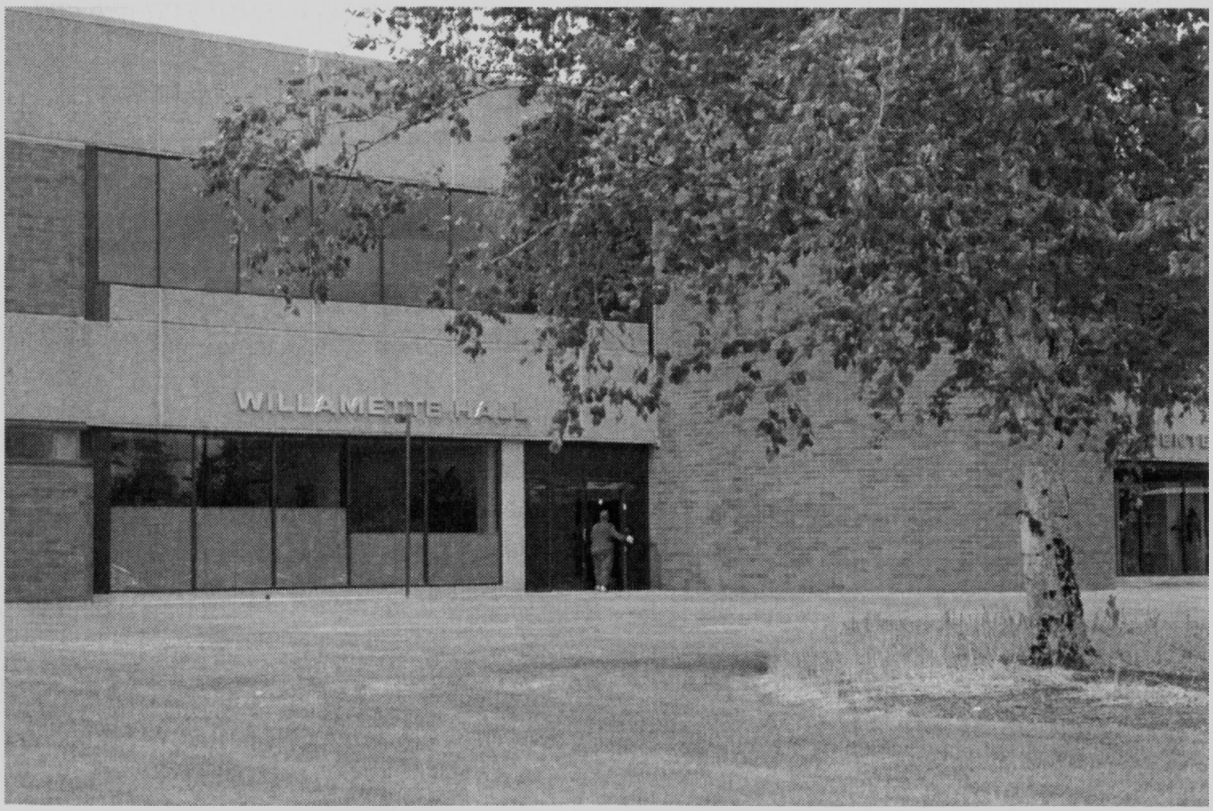
Supporting Documentation for Standard One

Appendices:

1.1 Mission, Vision, Core Values & Strategic Plan
1.2 Strategic Plan Executive Summary Including Action Steps
1.3 Budget Connections to Strategic Plan
1.4 Capital Planning
1.5 Sample Institutional Effectiveness Reports

Exhibits:

1.1 All CWSI copies
1.2 E-Learning Plan July 1, 2006–June 30, 2007
1.3 LBCC College Foundation Mission and Strategic Plan Goal 2006–2007 and LBCC Foundation Margin of Excellence January 2007
1.4 1996–2005 Graduate Follow-Up reports



Appendix 1.1

Mission, Vision, Core Values & Strategic Plan

Vision

LBCC...where learning changes lives.

Core Values

- Pursuing excellence
- Believing in the potential of everyone
- Creating opportunities for success
- Serving our community with integrity
- Celebrating the gifts of diversity
- Igniting creativity
- Awakening the teacher and learner in all of us

Mission

Linn-Benton Community College supports the dreams of our students by providing comprehensive programs and services that are innovative and accessible. We are passionately committed to meeting the educational needs of individuals, businesses and our communities through learner-centered and life-changing experiences.

Mission Goals: Our Ten Commitments

We will accomplish our mission by continuously improving our comprehensive educational programs and services. We will:

1. Provide a teaching and learning environment that supports our core values and builds student success.
2. Empower students to be life-long learners by incorporating learning strategies throughout all programs.
3. Enable and support student participation in community service activities.
4. Offer a variety of academic opportunities that prepare students to meet their educational and career goals.
5. Partner with public and private P-12 educational institutions to improve the preparation of students for college-level work, to facilitate their completion of college programs in a timely manner, and to introduce them to the opportunities of post-secondary education.
6. Facilitate seamless transfer for students seeking to enter four-year colleges and universities through articulation, partnership, innovative programs, and solid academic preparation.
7. Support the economic development of our region and meet the needs of business and industry by providing training, retraining, and upgrading employee skills designed to enhance the local workforce.
8. Create fiscal, physical, and social environments that support student success and a positive workplace climate.
9. Enrich student life and the community by providing accessible cultural, civic, and international activities and classes.
10. Recognize outstanding achievements by students and staff.

Appendix 1.2

Strategic Plan Executive Summary Including Action Steps

Strategic Plan

January 2006 through December 2011

In order for LBCC to change in strategic harmony with our community and to remain a leader in post-secondary education in the state of Oregon, we will focus on the following:

- **Learners: Develop better systems for identifying and understanding learner goals and better strategies for helping learners succeed.**
  - The future of the college depends on high quality programs and services that meet the needs of learners. By developing better systems to identify and understand learner goals, and better systems for understanding and implementing effective student success strategies, LBCC will increase the percent of learners who achieve their goals.

- **Revenue: Expand revenue resources.**
  - The future of the college depends on adequate resources. Current funding sources are not keeping pace with necessary expenses. By aggressively diversifying and expanding revenue sources, while maintaining conservative spending practices, the college will be better able to remain fiscally stable. Any available resources should first be invested in efforts related to this Strategic Plan.

- **Enrollment: Increase enrollment, with special emphasis on recruiting and retaining student populations that reflect the demographics of our district.**
  - The future of the college depends on increasing enrollment. The college will do this by providing programs and services that meet the needs of diverse populations in our district. The demographics (geographic, racial, ethnic, gender and economic) of our district are changing, and the college's programs and services must accommodate these changes.

- **Community: Increase our ability to quickly respond to the emerging educational needs of our community.**
  - The future of the college depends on the economic health of our communities. The college supports this economic health by working with businesses and organizations to provide a well-educated workforce. We will become more proactive in helping businesses and organizations in our district understand the broad menu of educational support that LBCC is able to provide them. We will increase our ability to respond quickly to emerging needs.

October 3, 2006

MEMO

TO: College Community

FROM: Carol Schaafsma, Mike Holland

SUBJECT: Strategic Planning, Executive Summary

For the last few weeks, we have been talking extensively about the Strategic Plan and how it might guide some of our work over the next five years. Based on discussions in departments and divisions over the last several weeks, this memo tries to identify a few action steps that will help us advance the Strategic Plan. This memo also tries to connect the Strategic Plan to our new budgeting process. Many of you will recall the campus-wide discussion we had last year about the development of a more transparent budget planning process. At the conclusion of last year's discussion, it was agreed that the College would try to connect the development of future budgets with the new Strategic Plan.

To do this, a process was put in place that first had a representative group meet to do an institutional status check on where the College is in relationship to the Strategic Plan. This meeting of 12 people took place on August 21 and 22 and included managers, faculty and classified. Next, at the President's annual retreat (September 5) a much larger group met to discuss the Strategic Plan using some discussion "prompts" provided by the August "status check" group. The September 5 group provided Rita with ideas for possible "action steps" that divisions and departments should consider as they develop their work plans and goals for the next year(s). Rita provided these ideas to the college community in a summary memo dated September 12, and deans and directors have gathered some proposals from their divisions for specific work on some of the action steps.

The purpose of this memo is to begin to identify those proposals submitted by deans and directors that seem to hold the most promise for visibly advancing the Strategic Plan. You will note that our list is incomplete (thus the blank numbers); we expect our discussions over the next few weeks will result in several edits, revisions, and additions to this list. Our list here is only a place to begin what should be a rich conversation.

Note that the proposals identified here, and those added through later discussion, may have an impact on future budget deliberations. As contemplated in our new budget planning process, we move now to an extended conversational period that will include deans, directors, College Council, Academic Affairs Council, and the Budget Team. We expect to organize and participate in these important conversations over the next five to six weeks.

A final point as you consider the ideas we have identified-- please remember that a Strategic Plan is intended to focus energy and resources for maximum effect. The proposals listed here, and even those added later, represent only a small fraction of the issues and causes that are worthy of resources and time. There is much good work that needs to continue (or start) that is not represented in the few proposals below, and it would be surprising if the other "good work" of the college does not result in resource requests. Think of the Strategic Plan as a ship's rudder; a small piece of equipment that must be in place to ensure that the ship arrives in the proper port, but the vital rudder is certainly not the only important part of the larger ship. We will be disappointed if this effort to focus on a few issues inadvertently sends the message that these are the only issues worthy of your time.

LEARNERS

Develop better systems for identifying and understanding learner goals and better strategies for helping learners succeed.

The future of the college depends on high quality programs and services that meet the needs of learners. By developing better systems to identify and understand learner goals, and better systems for understanding and implementing effective student success strategies, LBCC will increase the percent of learners who achieve their goals.

This element of the Strategic Plan speaks directly to better identifying and understanding student learning goals and developing strategies to help learners succeed. The President's retreat identified five possible action steps. Based on feedback and ideas from divisions, we are especially attracted to the following **proposed actions:**

1. **LBCC should use student learning outcomes assessment and data from the CCSSE survey to continue to help students succeed by constantly improving our teaching and student learning. We already do this in many ways, but there are some additional projects and efforts that will help us strategically support student success. Our efforts should include 1) developing effective assessment tools that provide information about student learning; and 2) adjusting our programs, courses, and teaching methods in response to assessment data.**

2. **LBCC should develop strong systems for identifying and tracking student intent, for the purpose of developing student advising and support systems that are responsive to cohorts of students with common intent.**

3. **LBCC should develop stronger, more robust systems for advising part-time students and make available services and schedules that better meet the needs of part time students.**

ENROLLMENT

Increase enrollment, with special emphasis on recruiting and retaining student populations that reflect the demographics of our district.

The future of the college depends on increasing enrollment. The college will do this by providing programs and services that meet the needs of diverse populations in our district. The demographics (geographic, racial ethnic, gender and economic) of our district are changing, and the college's programs and services must accommodate these changes.

This element of the Strategic Plan is very simple. LBCC needs to increase its enrollment (recruitment and retention), and needs to pay attention to district demographics with these efforts. The President's retreat identified five possible action steps. Based on feedback and ideas from divisions, we are especially attracted to the following proposed actions:

1. **LBCC needs to become more aggressive with its e-learning efforts, and study the extent to which we can attract additional enrollment through e-learning. In implementing its e-learning plan, the College will take these three crucial steps: a) research needs and intent of distance education students and potential students b) support faculty in developing e-learning offerings through curriculum development grants and the employment of an e-learning instructional designer; c) make the necessary investments to improve offerings using emerging technologies (pod-casting, web-enhanced instruction, streaming technologies, wireless, etc.).**

2. **LBCC needs to provide sufficient resources to develop a collegewide recruitment strategy. An investment in a centralized and coordinated strategy that includes Centers, Divisions, and Departments is needed.**

REVENUE

Expand revenue resources.

The future of the college depends on adequate resources. Current funding sources are not keeping pace with necessary expenses. By aggressively diversifying and expanding revenue sources, while maintaining conservative spending practices, the college will be better able to remain fiscally stable. Any available resources should first be invested in efforts related to this Strategic Plan.

This element calls for the diversification of revenue sources and the continuation of our conservative financial practices. The President's retreat identified eight possible action steps. Based on feedback and ideas from divisions, we are especially attracted to the following proposed actions:

1. **LBCC needs to thoroughly review its practices and assumptions around course fees. It is becoming increasingly difficult to maintain quality instructional opportunities because the College cannot provide enough of the materials and equipment that students need to practice and learn skills. The Board of Education should be engaged in a policy-based discussion of the proper place for course fees in our overall revenue structure.**
2. **LBCC is creating an Entrepreneurial/Efficiency Committee to augment current entrepreneurial efforts and be continuously vigilant about new revenue sources and new opportunities. It should be the expectation of the college community that this Committee produce new proposals for revenue, business ventures, and entrepreneurial activities for the College on a regular basis.**

COMMUNITY

Increase our ability to quickly respond to the emerging educational needs of our community.

The future of the college depends on the economic health of our communities. The college supports this economic health by working with businesses and organizations to provide a well-educated workforce. We will become more proactive in helping businesses and organizations in our district understand the broad menu of educational support that LBCC is able to provide them. We will increase our ability to respond quickly to emerging needs.

This element speaks directly to LBCC's responsibility to serve the workforce development needs of business and industry in our communities. The President's retreat identified seven possible action steps. Based on feedback and ideas from divisions, we are especially attracted to the following proposed actions:

1. **LBCC should assess the needs of business and industry with the possibility of strengthening existing and developing new workforce education, training, credit courses, and programs that directly respond to industry needs.**
2. **LBCC should develop an integrated marketing plan to increase internal and community understanding of the LBCC services for business and industry. Responses to community needs should be coordinated through a Community Relations Council.**

Appendix 1.3:
Budget Connections to Strategic Plan

BUDGET PLANNING PROCESS

1. In June of every year, the Vice-Presidents and Director of Fiscal Affairs will meet with faculty and classified representatives (separate meetings) to review the financial state of the college. Faculty and classified representatives will be asked to share their views on current budget priorities, and will also be asked to suggest any budget realignments that they believe are needed. The results of these meetings will be used to help form the agenda for the August planning meeting described in #2 below. (Faculty representatives to the June meeting will be appointed jointly by the President of the Faculty Association and the faculty Co-chair of the Academic Affairs Council. Classified representatives to their June meeting will be appointed by the President of the Classified Association.)

2. In mid-August, the President, assisted by appointed faculty, classified, and management representatives, will review available IE data, financial projection data, and available data on the College's progress in regard to its Strategic Plan. Also reviewed at this meeting will be the recommendations received from faculty and classified staff at meetings referenced in #1 above. The President and Vice-Presidents will propose further activities to advance the Strategic Plan and/or respond to other critical needs confronting the college. Participants at the August meeting will critique these proposals in depth.

3. The President's annual fall retreat (held early in September) will include all participants from the August meeting plus additional invitees. The proposals discussed at the August meeting, refined by the critique received at the August meeting, will form the agenda for the fall retreat. While the fall retreat will allow for some time to discuss the essential wisdom of each proposal, more time will be spent by participants discussing how proposals might be implemented. Possible "action steps" for each proposal should be developed.

4. Following the fall retreat, the President will prepare a Retreat Summary that outlines each proposal and the possible action steps that are attached to it.

5. Departments and divisions will be provided copies of the Retreat Summary and shall discuss it. In mid-October, the Deans will meet with the Vice-Presidents and provide detailed feedback to the Vice Presidents on the results of departmental and divisional discussion of the Retreat Summary. These critical meetings will determine how much institutional energy and commitment exists to advance various proposals and action steps. The Vice Presidents will also confer with the Instructional Council, Academic Affairs Council and the Classified Association on reactions to the Retreat Summary.

6. The Budget Team will then prepare a "Critical Budget Choices" memo for the consideration of the Board of Education. This memo will summarize the recommended guidelines that the Board should consider for the development of the following year's budget. The Budget Team's recommendations will be fully informed by the consultative processes outlined above. The Budget Team's Critical Budget Choices memo will be discussed at the November College Council meeting before it is discussed at the November Board meeting. (Note: the November discussion with the Board only sets general budget parameters; it is not substitute for detailed budget development).

7. Following the November Board meeting, the College will begin to prepare the following year's budget in a manner consistent with the guidelines received from the Board. Decision packages may be authorized in some instances to secure the most promising initiatives identified through the iterative processes outlined above. Additionally, the Budget Team may initiate discussions with Deans about realigning budget priorities to advance promising initiatives.

8. In the event decision packages are authorized during the course of preparing a budget, the Budget Team will establish clear guidelines for the submission of proposals. Additionally, the Budget Team will provide Deans an opportunity to discuss and explain submitted proposals before final funding decisions are made. The Budget Team will also provide clear guidelines and opportunities for discussion of information technology and equipment requests.

TEMPLATES FOR STRATEGIC PLANNING INITIATIVE SUBMISSIONS

Please complete and submit to the appropriate Vice-President with a copy to Jim Huckestein. Submissions will be reviewed by the College Budget Team on November 8, 2006. Please make an appointment to discuss your submission with the Vice-President before the November 8 Budget Team meeting. Submit a separate template form for each discrete activity you propose to undertake.

THIS SUBMISSION IS IN RESPONSE TO STRATEGIC PLAN ELEMENT (CHECK ALL APPROPRIATE SPACES):

_____LEARNERS

___proposed action 1
___proposed action 2
___proposed action 3

_____ENROLLMENT

___proposed action 1
___proposed action 2

_____REVENUE

___proposed action 1
___proposed action 2

_____COMMUNITY

___proposed action 1
___proposed action 2

***PROPOSED ACTIVITY (Narrative description of what you intend to do. Be sure to discuss possible impact on the resources of other departments, state of any discussions you have had with other impacted departments. Also note if the activity will have an impact on facilities):**

***ESTIMATED COST: (Start with a narrative and indicate if estimated costs are ongoing, one-time, or mixed. Also indicate if you believe your activity will generate revenue.)**

***Contracted Personnel (specify classified, faculty, or management):**

	Estimated Costs
•	**$_____**
•	**$_____**
•	**$_____**

***Non-Contracted Personnel (specify type)**

Estimated Costs

- $_____
- $_____
- $_____

***Materials and Supplies (specify purpose)**

Estimated Costs

$_____

***Capital (specify purpose)**

Estimated Costs

$_____

Submitted By_____/_____

date

May 23, 2006

Appendix 1.4:
Capital Planning

MEMO

To: LBCC Community

From: Mike Holland

SUBJECT: Capital Projects

Oregon's community colleges have been busily working on putting together a consolidated capital request list for the upcoming session of the Oregon Legislature. As we reviewed our options for LBCC projects to include on this list (each college has been encouraged to submit three projects), we arrived at the conclusions set out below. This memo, and the proposed projects, will be reviewed by College Council at its June meeting, and then by the Board of Education this summer.

If the Board endorses these proposals, it will be essential for planning to begin on the Library/LRC project immediately. Planning for the projects 3 and 4 will occur once an appropriation is secured for a project.

1. Library/LRC

The College has received permission from Cam Preus-Braly, Oregon's Commissioner for the Department of Community Colleges and Workforce Development to remove this $7.5 million project from the State Capital Request list. This project will now become a $3.0 million project to be financed wholly by college resources (Full Faith and Credit Obligation) and gift resources.

The scope of the project will be reduced to focus on library and LRC improvements. A planning committee will need to be convened this summer to begin developing the program of planned improvements. Construction documents and bidding will occur next winter and spring, with renovations to be done next summer (2007).

The removal of this project from the state Capital Request list will allow us to move ahead more quickly with the improvements needed in the Library and LRC. The redirection of state appropriated funds to the Science Project will also allow that project to be properly sized to the improvements that are required.

2. Science/Health Project

This project will replace the Library/LRC project at the top of our State Capital Request list. The request will be for $7.5 million. If state financing is obtained, the project will be financed by $3.75 million of state issued general obligation debt and $3.75 million of local match (FFCO). The local match may include (if received and legally eligible to be considered as a matching resource) a federal earmarked appropriation of indeterminate size and private contributions. It is also possible that an earmarked appropriation might allow the project to grow in size beyond the preliminary budget of $7.5 million.

The overall project also includes classrooms that have been added for science and health curricula in North Santiam Hall, and facility improvements that have been made in Radiologic Technology labs, Dental Assisting labs, and the Fitness Center. The value of these improvements total $1.029 million, and these resources have come from general obligation bond proceeds and private gifts.

The project will be conceived of as a phased project. The first phase will include a new science building to be located just south of the current HO building; this building will likely have a footprint that allows for roughly 12,500 square feet on each of two floors. The construction of a new building allows for the maximum expansion of capacity at the lowest per square foot cost; earlier plans for an extensive renovation of ST would not have included significant growth in overall capacity.

The new building will house chemistry and physical science labs on the second floor and general classrooms and offices on the first floor. The building will have a second floor entry/connection through the HO/Takena core area. The exterior of this building will need to have design features that are appropriate to its "front door" location; the building front will face the Takena entry courtyard.

The first phase of this project will also include minor renovations on the second floor of HO to yield additional office and general classroom space. Existing space for dental assisting will be minimally disturbed. The first phase will also enclose the second floor breezeway between HO and ST; this enclosure will provide some student gathering/study space and (perhaps) some office space. It will also provide a convenient entry into the second floor of ST.

The first phase budget is $6.0 million. Scheduling of this project is difficult to estimate, but if the Oregon Legislature makes an appropriation in its 2007 session, it is possible that construction could begin during the spring of 2008.

The second phase of the Science Project will involve the remodeling of the current ST building. The intent is to update Biology labs and have them located on the second floor of ST. Other remodeling in ST will be to improve and modernize general classrooms. Phase two may also include enclosure of the space under the HO/ST breezeway and improved connectivity between the floors. The second phase budget is $1.5 million.

The college will try to secure a state appropriation for the fully integrated project of $7.5 million. If we are directed to do so by legislative leaders, this project can be broken into phases. Under legislative direction, a second phase would become our second-priority project. Regardless of those funding decisions that would have us categorize the Science Project as a one-phase or two-phase project, the renovations inside ST will likely need to lag a year behind the construction of the new science building.

3. Takena Hall

The second college project on the State Capital Request list will be the renovation of the first floor of Takena Hall and an addition to Takena Hall.

This project will involve extensive renovation of the current service areas for financial aid and admissions. This area will become a new location for counseling and career services; the former counseling career services space will become a student gathering space. Financial aid and admissions functions will be relocated on the first floor of a two-story 24,000 sq. ft. addition to the existing building. A new elevator to connect the lower floor of Takena with second floor services will be added. The second floor of the new addition will house classrooms, flexible training space, and a limited food service prep area; this space will be available for weekend and evening group training activities. The second floor will be connected to Willamette Hall to allow weekday use of the second floor for learning center tutoring and small group instruction. A second connection to the top floor will allow transit to and from the College Center conference area.

This project is estimated to cost $6,000,000. The request to the State of Oregon will be for $3,000,000. The local match will be $3,000,000 and will be provided through a Full Faith and Credit Obligation. If this project receives a state appropriation through the 2007 legislature, construction and renovation schedules will be reviewed with a possible start during the summer of 2008. The College will need to review carefully (if the Science Project is also beginning at this time) how much simultaneous construction activity it can accommodate.

4. Industrial Arts

The College will propose a third project for the State Capital Request list. The project that we will propose is a complete renovation of the existing IB building. This renovation will result in the creation of an advanced manufacturing technology center. The center will provide space and equipment for rapid prototype production and training, statistical process control instruction, and computer labs.

This renovation will cost $2,500,000 and require a state appropriation of $1,250,000. A local match of $1,250,000 will be required and this match will be provided through industry gifts. This renovation will be completed during the summer of 2009.

REQUIREMENTS

LIBRARY/LRC
$3,000,000
($1,500,000 gift, $1,500,000 FFCO, issuance spring 2007)

SCIENCE/HEALTH PROJECT
$8,529,000
($3,750,000 state appropriation, $3,750,000 FFCO and federal earmark, $1,029,000 bond resources and private gifts)

TAKENA HALL
$6,000,000
($3,000,000 state appropriation, $3,000,000 FFCO)

INDUSTRIAL ARTS
$2,500,000
($1,250,000 state appropriation, $1,250.000 local gifts)

PROJECTS STILL TO BE PRIORITIZED: Remodeling of Forum classrooms, expansion of Business Division classrooms, and expansion and improvements of kitchen facility.

Appendix 1.5:
Sample Institutional Effectiveness Reports

Developmental Studies
Educational Partnerships

Developmental Studies

Improving student placement in reading and writing

Contact Person: Katherine Clark

Relates to LBCC Mission Goal(s):
Accessible Programs 2003-2004 * Student Success 2003-2004 * Student Success 2004-2005 * Accessible Programs 2004-2005 * Teaching/Learning Environment 2005-2006

Dept/Unit Name: Developmental Studies

Description of priority:
We intend to improve placement procedures for students who score at the lowest levels of reading and/or writing on the CPT and are therefore placed into RD70 and/or WR50. To provide a learning environment appropriate for both groups of students, those rightly and wrongly placed, we want to collaborate with appropriate others to review the placement process, create elements which encourage more accurate testing, and implement those elements as possible.

Is this a New or Continuing priority?
New

How does this goal/priority relate to the above Mission Goal/College Priority?
Students will more likely be successful when placed into the correct class. Also, this initial advising will start building advisor relationship with developmental students.

What is the specific improvement you are hoping for?
Significantly reduced misplacement in RD70 and WR90.

Background information which may be helpful/applicable:

Why have you chosen this goal/priority? What data (if any) did you analyze that relates to the goal/priority?
Our WR50 and RD70 classes are a first-level point of entry for students in Developmental Studies. Placement into these courses is usually due to scores the student achieves on the CPT. However, in practice, instructors have found that a significant number of the students more rightly should have been placed higher, which makes us think that their test result may be in error. Anecdotal evidence suggests many causes: some students do not allow enough time for good testing, some students simply do not test well, and others do not understand the impact of their initial placement on their college timeline. Starting in a class that is too low often results in low motivation and attention, wastes the student's time and money, and can affect classroom dynamics to the detriment of students appropriately placed in the class.

Duration of this goal/priority : 3 years

2nd of 3 years

Implementing

What action steps will you take to accomplish your Priority/Goal: Who will do what by when?

1. Identify the stakeholders for collaboration--may include Counseling, Assessment, ODS, ESOL (spring 2005).
2. Decide what interventions might convey to students the importance of getting accurate results (fall 2005).
3. Identify how these interventions might be implemented and what effects they may have on other depts. and processes. Explore these effects with affected areas to determine what is feasible (fall, winter 2005-6).
4. Develop intervention implementation strategies (who, when, how...to be determined based on strategies).
5. Implement intervention strategies into placement process (summer, fall 2006).
6. Assess whether misplacements are fewer according to classroom instructors (fall-spring 2007).

Measuring

What specific data/indicators will you use to measure your effectiveness at accomplishing this?

Since the problem was identified by classroom instructors, they will be most accurate at identifying if they have fewer misplaced students.

What is the target you are trying to hit?

Fewer than 10% misplaced students.

Is there a previously determined benchmark for this goal/priority that you are measuring against?

No

Progress Report

Analyzing

What results (information/data) have you collected?

In collaboration with Counseling and Assessment, two efforts were identified to help increase the validity of CPT results. First, a video has been identified to precede test administration for new students. This video will explain the sequence of writing and math courses and draw the connection between their effort on the CPT and the number of classes in the writing and math sequence they would need to meet degree requirements. A grant request to DEIT was approved, and Media is ready to help with production summer 2006. Second, Developmental Studies faculty will serve as "placement consultants" at NSO sessions to meet individually with students who place into WR50 and RD70 (each the first class in their sequences) and fine tune their placement. Screening procedures will be in place to implement during summer 2006. By combining these efforts, we hope that overall placement will be more accurate and that those students who place at the lowest levels will have an additional screening.

Baseline data has been collected:
Since instructors are looking back at class lists, these are only estimates. The data we have suggests that RD 70 misplacement averages 40% (30-47% in 5 sections).

Perhaps because more individual faculty have taught the class, WR50 misplacement has a much wider range (20-62% with more sections in the higher end of the range). Since the range is wide and the sample size is small (5 sections), an average is not as meaningful. Clearly, however, a significant number of students are misplaced, as with RD70.

How do these results compare with the Targets you set?

Results to compare with the baseline data will be collected in the 2006-07 academic year.

What conclusions do you draw from these results?

Historic misplacement is higher than we expected (estimated at 10-20%).

Would you recommend any of these results for others to use? If so, how?

We will continue to collaborate with Counseling.

Improving

Based on your analysis of the data collected what specific improvements do you plan to make in the future?

None. Continue with implementing the strategies.

If this is only part way through a multi-year goal/priority are there changes you would make?

Not yet.

Educational Partnerships
Measuring College Now Success Rate

Contact Person: Patsy Chester
This department/unit goal/priority has completed its duration.

Relates to LBCC Mission Goal(s):
Business and Industry 2004-2005 * College Transfer 2004-2005 *

Dept/Unit Name: Educational Partnerships

Description of priority:
We-are-measuring the success of College Now students who attend LBCC in their "next step" courses-

We want to know how many High School Health Occupations students enroll at LBCC in a health-related program-

This priority relates to Goals 3 & 4 because College Now provides professional technical and transfer courses.

Is this a New or Continuing priority?
Continuing

How does this goal/priority relate to the above Mission Goal/College Priority?

What is the specific improvement you are hoping for?

Background information which may be helpful/applicable:

Why have you chosen this goal/priority ? What data (if any) did you analyze that relates to the goal/priority?
Last-year-we reviewed a variety of measurement strategies that would measure the success of College Now

Duration of this goal/priority: 2 years

2nd of 2 years

Implementing

What action steps will you take to accomplish your Priority/Goal: Who will do what by when?

We-have-selected two College Now courses (WR 121 and MTH 111) to include in this year's pilot year-

We have met with Institutional Research, finalized measurement strategies, and will gather the appropriate data winter quarter 2005-

Measuring

What Specific data/indicators will you use to measure your effectiveness at accomplishing this?
Success-of-College Now students in WR 121 and MTH 111 in next writing or math course taken at LBCC compared to non-College Now students-

Success of College Now students in WR 121 (from one high school) in next writing course taken at LBCC compared to non-College Now students success in higher level writing course from same high school-

Determine number of high school health occupations students who attend LBCC with a major in a health-related program.

Using 2002 as the year for comparison, WR 121 and MTH 111 students who earned an A or B through College Now and enrolled in a higher level writing course at LBCC will be control group A. Non-College Now students who earned an A or B in WR 121 and MTH 111 at LBCC and enrolled in a higher level math course at LBCC will be control group B.

Using 2002 as the year for comparison, South Albany High School students who earned an A or B through College Now and enrolled in a higher level writing course at LBCC will be control group A. Non-College Now students from South Albany High School who earned an A or B in WR 121 at LBCC and enrolled in higher level writing course at LBCC will be control group B.

Major of students who successfully completed HSHO course(s) and came to LBCC will be measured.

What is the target you are trying to it?

For College-Now indicators, our target is that College Now students are as successful as or more successful than non-College Now students in next level courses.

For HSHO we know that of the students who took the class during 1999-00, 2000-01, and 2001-02, 40 - 60% re-enroll at LBCC at a later date, but we don't know how many select a health-related major-

Is there a previously determined benchmark for this goal/priority that you are measuring against?

No

Progress Report

Analyzing

What results (information/data) have you collected?

College Now Student Success

How well do College Now students do in subsequent classes taken at LBCC, in the same subject area? Program coordinators wanted to be sure that students taking College Now were as prepared to go on to more advanced classes in the same subject areas, as those students taking the same classes at LBCC. Populations compared in the Spring 2005 study are listed below.

1. Students who had earned an A or B in either WR121 or MTH111 when taken as a College Now class in high school.

2. Students who had earned an A or B in either WR121 or MTH111 when taken at LBCC.

The start year for students to have taken their initial class was the 2001 academic year. The students had two subsequent academic years to register in a successive writing or math class. When a student in either of these groups registered for, and received a grade in a successive writing or math class, they were counted in the data.

Writing 121

Data show College Now students as earning an average of 3.12 grade points (calculated on a 4.0 point scale) in their next writing class, while non-College Now students earned an average of 2.75 grade points in their next writing class. To make sure no bias existed, based on which high school students graduated from, this analysis was re-calculated using only high schools represented in both the College Now and non-College Now student groups. These College Now students earned an average of 3.22 grade points in their next writing class, and non-College Now students in this population earned an average of 2.70 grade points in their next writing class. Using summary statistics, 90.2% of College Now students passed their next writing class, while only 80.5% of non-College Now students passed (passing is defined as a grade of C or better). That's a 10% difference!

Math 111

After analyzing data on the writing classes, the same populations were re-examined for MTH111 and subsequently taken mathematics classes. These data show College Now students as earning an average of 3.2 grade points in their next mathematics class, and non-College Now students earning an average of 2.48 grade points in their next mathematics class. Looking only at the students having graduated from the high schools found in both groups, College Now students earned an average of 3.2 grade points in their next mathematics class, while non-College Now students earned an average of 2.73 grade points in their next mathematics class. Using summary statistics, 70.0% of College Now students passed their next math class, while only 59.1% of non-College Now students passed. That's another 10% difference!

Health Occupations Student Persistence

A related question is whether students move into health coursework at LBCC after participation in high school health occupations classes. In the 2001 academic year, 180 high school students participated in the health occupations courses. Of these, 79 (43.9%) came to LBCC after high school, and 19 (24.1%) of these chose to enter additional classes in health occupations. The percentage of students entering LBCC directly from local high schools has averaged 30% over the past five years, making it reasonable to assume that HSHO classes are influencing students decisions to go on to higher education.

How do these results compare with the Targets you set?

For WR 121 and MTH 111, the results well exceeded our target, which was that these students who took a higher level writing or math course at LBCC were as successful or more successful than non-College Now students.

We set no target for number of students who successfully complete HSHO course(s) register at LBCC in a health-related major within two years. Using this first year of data as baseline, we will continue this measurement.

What conclusions do you draw from these results?

The College Now WR 121 and MTH 111 students are well prepared for a higher level writing or math course. The grades and credits students earn through College Now program truly reflect the students' ability; the standards are not "watered down" for College Now program.

Some HSHO students are continuing on to LBCC in a health-related program; others are attending LBCC in a non-health program. For both populations, HSHO has met our goal of exposing students to health careers, with the result being some develop/refine an interest in health careers and others do not. Additionally, some students may be enrolling in health-related programs at other postsecondary institutions.

Would you recommend any of these results for others to use? If so, how?

Improving

Based on your analysis of the data collected what specific improvements do you plan to make in the future?

Next steps will not focus on improving as much as they will focus on expanding research and follow-up of additional College Now students and programs. These results will be shared extensively to all appropriate internal entities, as well as high school students, parents, counselors and legislators.

If this is only part way through a multi-year goal/priority are there changes you would make?

STANDARD TWO

Educational Program & Its Effectiveness

STANDARD TWO
Educational Program & Its Effectiveness

I. Overview

Linn-Benton Community College offers a comprehensive educational program serving almost 24,000 individuals each year. Nearly 6,000 attend full time, making LBCC the sixth largest community college in Oregon for FTE and head count. An average of 30 percent of in-district high school graduates come directly to LBCC after graduation.

The college operates on a quarter term system consisting of three 11-week terms and a summer term of shorter duration.

LBCC was established in 1966 as a two-year public college to serve the residents of Linn and Benton counties. Students attend for many reasons: to obtain employment training, to improve their existing employment skills, to begin four-year college programs, or to enrich their lives through learning.

Because students' needs are so diverse, LBCC offers a variety of educational opportunities, including general education courses, career and technical training, lower-division college transfer courses, continuing education classes, lifelong learning opportunities, distributed education, credit courses during evening hours and weekends, adult basic education programs, and education programs for students with disabilities.

Through its Albany campus and community education centers in Corvallis, Lebanon, Sweet Home, and at other locations throughout the district, a wide variety of credit and noncredit classes are offered. Some of these courses are transferable and can be taken for credit; others are noncredit, special interest classes. Additional special educational services for the community include Business and Employer Services, which serves the needs of the business and industrial community; the Family Resources and Education Department, where classes, workshops, consultations, and other special services help strengthen families; the Cooperative Work Experience and Service Learning Program, in which students receive practical experience in jobs related to their fields of study; and Life and Employment Development, which encompasses the JOBS and the Turning Point Transitions programs.

The LBCC/OSU Degree Partnership Program allows students to be admitted to, and enroll simultaneously at, both LBCC and Oregon State University. Students participating in this program complete one application process and may choose to have access to OSU housing and to the student services at both institutions while seamlessly progressing toward a bachelor's degree. LBCC also provides classroom space on its campus for students to take courses offered by Linfield College.

LBCC has continued to expand opportunities for high school age students through partnerships with area public and private high schools. Through the College Now Program, high school students may receive college credit for college-level coursework they complete in high school. The Alternative Learning Opportunities Program provides classes at LBCC for students referred by their local high schools.

LBCC prepares an annual catalog and quarterly class schedules. (Exhibit 2.1) The schedules are distributed to all mailbox holders in Linn and Benton counties. Additionally, through the online Student Information System Web site, quarterly schedules are available for student advising and registration. In 2005–2006, LBCC scheduled approximately 2,000 credit and noncredit classes each term.

The Vice President for Academic Affairs is the chief academic officer and is responsible for the planning, development, supervision, and evaluation of instructional programs at the college. Her responsibilities purposely overlap with the areas of responsibility of the Vice President for Student and Administrative Affairs, who has primary oversight and supervision of the administrative and service areas of the college. The two Vice Presidents work in an environment of shared and collaborative decision making with regard to academic and administrative matters.

Within the governance model of LBCC, four councils and committees share responsibility for establishing and maintaining the highest standards of purpose and practice in the administration of academic affairs at the college: Instructional Council, Academic Affairs Council, Instructional Standards Committee, and Curricular Issues Committee.

Membership in the Instructional Council, which is organized under the leadership of the Vice President for Academic Affairs, consists of Deans, Associate Deans, and Directors responsible for managing instructional programs. The primary purpose of the Instructional Council is to assure the effective transmission of information and the exchange of ideas between and among instructional managers and to advise the Vice President for Academic Affairs regarding the needs, priorities, and effective practices of instructional operations.

The Academic Affairs Council (AAC) is organized under the leadership of administrative and faculty co-chairs. The administrative co-chair is the Vice President for Academic Affairs; the faculty co-chair is elected by faculty members of the AAC and serves a term of one year. AAC membership is representative of the entire college instructional staff, including faculty Department Chairs, instructional managers, a student, and representatives from Student Services. The AAC serves several purposes: (1) to assure the effective transmission of information and the exchange of ideas between and among the instructional leadership of the college, students, the Instructional Council, and College Council; (2) to provide a routine communication link among faculty and administrators responsible for the delivery and or support of instruction; (3) to initiate and recommend academic policies, educational standards, curricula, and academic regulations to the Vice President for Academic Affairs; (4) to propose administrative rule and Board policy recommendations to the College Council; and (5) to propose recommendations relating to academic affairs and educational issues to the Vice President for Academic Affairs.

The Instructional Standards Committee and the Curricular Issues Committee are standing committees that further accomplish the purposes of the AAC (Exhibit 2.2). The Instructional Standards Committee acts in an advisory capacity on all academic rules and regulations for the college, with special attention given to the review and development of policies and procedures that guide admission and college academic regulations. The committee also serves as a review panel on academic suspensions, financial aid suspensions due to academic standards of progress, and degree waivers and exceptions.

The Curricular Issues Committee, in association with the Academic Affairs Office, defines and communicates processes to be used in developing or modifying the college's curricula. The committee reviews and makes recommendations regarding the development or revision of general education requirements for the college's various degrees and certificates. It also recommends criteria to be used in identifying courses that may be applied to the general education requirements of the college's degrees and certificates.

The college is organized into eight divisions and 37 departments, each of which provides components of the total instructional program. Instructional programs are clustered within departments based upon their relationship to one another, to transfer degree programs, and to similar occupational groupings. Community education is organized as a separate instructional component under the Academic Affairs Office and is delivered throughout the district.

Specific degree requirements are described in the college catalog. All students seeking career and technical certificates (more than 45 credits) and degrees must demonstrate computer competency and general education related instruction outcomes, either through instruction embedded in program coursework, through specific coursework related to these outcomes, or program entrance prerequisites.

Although the college requires a minimum of 90 credits and sets a maximum of 108 credits for two-year degrees, most programs require between 90 and 95. A few programs, such as welding and nursing, are at the upper end of this scale. The one-year certificate programs require 40–50 credits for completion. The transfer curricula provide opportunities for students to choose electives. In many career and technical programs this option is limited, but there is flexibility in courses to be taken for the general education requirements.

The Associate of Applied Science (AAS) degree is intended primarily to lead students directly to employment in a specific career. Awarded to students who complete the requirements of a specified, two-year career and technical program, this degree is offered in a number of interest areas. The 2006–2007 college catalog (Exhibit 2.1) lists the degrees and certificates that LBCC offers. Certificates are awarded to students who complete specific requirements within a career and technical major.

The Associate of Arts Oregon Transfer degree (AAOT), which is offered without a designated major, will satisfy the lower-division general education requirements of any institution in the Oregon University System (but not necessarily school, department, or major requirements with regard to courses or GPA).

The Associate of Science Oregon State Direct Transfer (AS) degree is a lower-division degree intended to facilitate the direct transfer of LBCC students to Oregon State University and to serve students enrolled in the LBCC/OSU Degree Partnership Program. Although it was designed for students in the LBCC/OSU Degree Partnership Program, it is not limited to them.

The Associate of General Studies (AGS) degree is awarded to students who complete a two-year curriculum, which may include both transfer and nontransfer credit coursework. Students may apply courses from any program of study available at LBCC to earn an AGS degree.

All LBCC degree and certificate programs are state approved. Applications for new Applied Science degrees or certificate programs must undergo a rigorous process, beginning with approval by the LBCC Board of Education. First, a letter of intent is written by the department and reviewed by the Academic Affairs Office. The letter of intent is then forwarded to the state's Department of Community Colleges and Workforce Development, which conducts inter-segmental adverse impact notifications as the first step prior to formal application for program approval. Provided there are no adverse impact claims, faculty may then complete research supporting the application for new program.

The local advisory committee and the Academic Affairs Office review and approve the formal program application before it is forwarded to the state. The state's Office of Professional Technical Education staff reviews and makes recommendations to the Oregon Board of Education—the official body that authorizes state funding and state approval of new degree and certificate programs.

All degree and certificate programs (of one year or more in length) at LBCC contain a substantial and coherent program of general education or a program of related instruction. Specific general education or related instruction requirements for each degree and certificate program are published in the general catalog. Departments or programs suggesting changes to the general education requirements must submit them to the college's Curricular Issues Committee. Recommendations from the Curricular Issues Committee are forwarded to the Vice President for Academic Affairs for final approval.

For all AAS degrees and two- and one-year certificates, the general education/related instruction requirements matrix (Appendix 2.1) identifies the courses that fulfill the general education and related instruction requirement. The criteria and activities used to measure whether these are achieved are included in Appendix 2.2.

The Oregon Transfer Module is 45 credits of an associate degree. It is not a degree or certificate. Completing the Oregon Transfer Module allows a student to seamlessly transfer 45 credits of general education requirements to any Oregon community college, Oregon University System institution, or participating Oregon independent college or university. The receiving institution may specify additional coursework that is required for a major, or for degree requirements, or to make up the difference between the transfer module and the

institution's total general education requirements. For module requirements, see Exhibit 2.1.

A. Educational Assessment and Effectiveness

Since 1999, when a group of 20 faculty and managers worked closely with Dr. Ruth Stiehl from Oregon State University to learn how to design and construct curriculum using an outcomes-based model, all certificate and degree programs have moved toward identifying program learning outcomes. (Exhibit 2.3)

The curriculum improvement process at LBCC follows the basic principles of good curriculum design by answering the following questions: (1) What are the intended learning outcomes? (2) What content is most appropriate? (3) What teaching approaches or activities are most effective? (4) How should the learning activities be organized? (5) How will the information from assessment be used to improve student learning success?

Generally speaking, the steps faculty are taking at LBCC follow the order of the principles listed above. It is important to note that curriculum development, assessment, and improvement at LBCC is an ongoing process conducted concurrently at three levels of the college: the institution level, the program level, and the course level.

LBCC continues to move forward with an initiative to establish and assess program learning outcomes for all degree and certificate programs. Currently, all certificate and degree programs have identified program learning outcomes, and a majority of programs have progressed well beyond the initial steps of the process (summarized below) and are using the outcomes model to revise course outlines and develop program assessment plans. (Exhibit 2.3):

Step 1. Identifying the intended learning outcomes for the degree or certificate program.

Step 2. Mapping the curriculum.

Step 3. Developing course outcomes and assessment tasks.

Step 4. Delivering the curriculum and assessing learning.

After engaging in the first three steps described above, the next phase is an ongoing one—delivering the curriculum to students, assessing their learning, and making informed decisions when revising the program curriculum.

Courses and programs are reviewed annually during the development of the general catalog. An in-depth review of program learning outcomes and other success indicators is done as part of the program review cycle. Currently, only career and technical programs conduct these reviews; however, it is anticipated that all programs will become part of a scheduled three-year review cycle.

A Professional Technical Education Program Improvement and Review Plan (Exhibit 2.4) is a systematic process for studying the vitality of a program of study—its relevance, currency, effectiveness, and efficiency. On a scheduled three-year rotation, a program review team (consisting of the department or program chair and faculty of each career and technical program, advisory committee members, and students, assisted by the Academic Affairs Office and Institutional Research staff) collects multiple measurements that indicate the health of the program. The program review plan is a vehicle for pro-action; it allows the faculty to see trends as they evolve; to identify strengths and weaknesses in the curriculum; to compare the program's stated goals with real outcomes as reported by employers and graduates; and, most important of all, to take timely, planned, corrective action as appropriate.

Within the context of measuring the effectiveness of the college, the program review allows faculty and administrators to assess the program's contributions to the college's mission, values, and goals, and to plan immediate multiple-year initiatives that support and enhance the college's effectiveness in serving its students and the community.

An important part of the review for all state-approved career and technical programs is a formative review as evaluated against nine qualitative "process standards," each of which is further defined by quality indicators and considerations. All nine standards must be met. In instances when standards are "partially met" or "not met," the career and technical program must explain why and list improvements needed to fully meet the standard.

Review data are organized into a report that summarizes the findings and recommends desirable action

to improve the program and to enhance its strengths. Recommendations become part of an action plan that delineates activities, personnel, and time lines appropriate to recommendations. As a result of the program review, curriculum may need to be modified, faculty may need professional development to remain current in the field, or equipment may need updating.

The Professional Technical Program Review and Improvement Report (Exhibit 2.4) is a compilation of program results and becomes an institutional document that informs and becomes a part of the college's goal-setting and institutional effectiveness cycle. Program goals will also reflect other college priorities, as indicated in Board-approved, collegewide goals and in the Strategic Plan. The program review cycle is planned to coincide with individual program re-accreditation visits as appropriate, thus minimizing duplicate work. Similarly, as surveys are developed and assigned, instructional staff gather data that can be used in multiple mandatory reports, such as the Collegewide Success Indicators, again trying to minimize time and effort.

LBCC has identified general education outcomes at the program and course level, and faculty have been engaged in assessing these outcomes. LBCC has been most successful at assessing general education and related instruction at the course level.

Several assessment projects have been designed to determine the effectiveness of LBCC's general education program:

1. Arts and Communications Division Assessment Project

The Arts and Communication Division has undertaken an initiative to identify general education outcomes required in AAOT and AS degree programs and to assess them at the "program" level. Faculty have identified core general education learning outcomes for courses that satisfy the arts and letters (AAOT degree) or literature and the arts (AS degree); the social science (AAOT degree) or social processes and institutions (AS); and speech communication (AAOT, AS, and AAS degrees). All learning outcomes identified in these areas will be included in courses that meet these degree requirements; at least one outcome will be addressed with increased breadth and depth as determined by the instructor.

In this project, students are assessed for each of the identified outcomes in a formative process (assessment that is designed to provide prescriptive feedback to students and to inform them and the instructor about next steps in the instructional process). The "focused" outcome (increased breadth and depth) will be assessed in a summative process (quantitative grading and judgment about the student's achievement of the outcome). This summative assessment is reviewed holistically by a group of faculty to determine how successfully the outcomes are being met and where or how potential improvement in instruction might occur. Exhibit 2.5 includes results from the past two years of general education assessment.

2. Curriculum Planning Day Assessment

Each fall inservice since 2003–2004, an entire day for all instructional faculty and managers has been dedicated to curriculum development and planning. During fall inservice 2005, the focus was on the assessment of learning outcomes—primarily on how faculty use assessment results for the improvement of teaching and learning. Half of the day was spent in cross-discipline conversations about program outcomes and assessment, resulting in rich discussions about best classroom and program assessment practices. The results of those discussions were shared with all attendees. (Exhibit 2.6) During fall inservice 2006, the curriculum planning day was used to review various methods and templates for assessing and tracking student learning outcomes, with the intent of developing a model for collegewide application.

3. College and Department Goal Setting

Goal setting as it relates to teaching, learning, and assessment is part of the institutional effectiveness process at LBCC. Goals relating to teaching and learning are set at both the institutional level and at the departmental level; the college's priority since 2004 has focused on the establishment of rigorous student learning outcomes for all programs and the measurement of student learning

through thoughtful assessment strategies. Since the last accreditation visit in 1997, individual department goals have been related to the outcomes assessment theme. (Exhibit 2.7) LBCC's activities relating to the assessment of student learning as part of its Institutional Effectiveness process is referenced in Standard One.

4. Program Effectiveness Teams–Math and Science Division

In 2005, Math and Science faculty formed a Program Effectiveness Team (Exhibit 2.8) designed to work with members of departments and other campus offices to plan and implement a process of continuous improvement. The primary focus of the team is to facilitate the development and determination of indicators and the collection of information to better assess program effectiveness. Each team member is a Program Effectiveness Coordinator for their department.

5. Community College Survey of Student Engagement (CCSSE)

In addition to having conducted the ACT Student Opinion Survey for several years, during the spring of 2006 LBCC administered the Community College Survey of Student Engagement. Results became available for utilization by the college in July 2006. College Council, the Institutional Effectiveness Team, and faculty developed a plan for communicating, understanding, and using the results. The decision to conduct the CCSSE survey and ensuing utilization activities is further evidence of the college's commitment to finding stronger ways to reflect and act upon the quality and integrity of its learning environment. CCSSE "student engagement benchmarks" and detailed results are being integrated with strategic planning and institutional effectiveness efforts as well as reported in the CWSI.

Although specialized accreditation is time-consuming and requires financial resources, it provides an excellent comparison of LBCC programs with similar programs throughout the country and state. It also reaffirms the program staff's belief in the quality of its programs. In addition, the national and state accreditation recognition provides an opportunity for marketing. The following LBCC programs have specialized accreditation (Exhibit 2.9):

- Dental Assistant – American Dental Association, Commission on Dental Accreditation
- Emergency Medical Technician – Oregon Health Division, State Department of Education
- Associate Degree Nursing – National League for Nursing, Oregon State Board of Nursing
- Medical Assistant – Commission on Accreditation of Allied Health Education Programs
- Automotive Technology – National Automotive Technicians Education Foundation

B. Instructional Programs

1. Arts and Communication Division

a. Art

The Art Program aims to build the student's proficiency in the visual arts. Foundation studio classes provide experience in drawing, painting, compositional design, color design, 3-D design, photography, ceramics, digital imaging, and journalism. Lecture courses in art history and understanding art embrace the universal experience presented through art. The curriculum serves the community's needs in general education, lower-division college transfer courses, career and technical training, and personal enrichment by providing a variety of learning opportunities. Historical and cultural perspectives regarding visual expression are explored in all art courses.

Many art courses fulfill the general education requirements for the Associate of General Studies degree, AAOT (Oregon Transfer), AS degree (as mentioned earlier) the Oregon Transfer module, and other areas requiring arts and letters electives for students planning to continue their education at the university level. Students taking art courses consists of those planning a career in architecture, fine art, art history, digital imaging, education, graphic design, interior design, or museum studies. The digital imaging and graphic design curricula rely heavily on Art Department courses as a foundation for their programs.

Studio classes combine traditional lecture/lab format with a requirement for rigorous out-of-class work. Students participate in field trips, facilitated group critiques, and are responsible for a cumulative portfolio of work. Art history and art appreciation

courses are taught with the newest technology, including digitized imagery and Internet resources, as well as traditional lecture format. Online instruction is available for certain photojournalism courses. Classroom instruction is augmented by artist guest lectures and on-campus exhibitions in the college's gallery/lab. Practicum experience is available through the CWE Program where students can earn credit for working at the Corvallis Art Center, local print shops, and other venues. The department currently is transitioning into an all-digital-image collection for use in lecture and research. Diverse student needs are met by working closely with the Multicultural Center, the Learning Center, and Disability Services. Tutoring is available through these programs.

Many improvements in curriculum and facilities have been made recently. Some curriculum improvements include: (1) separating the Art Program from the Graphic Design Program to create an independent Fine Arts Program linked to the AS degree at OSU; (2) establishing areas of concentration within the AS transfer module to reflect specific curricular tracks and areas of focus; (3) establishing a half-time gallery curator position responsible for implementing a robust schedule of exhibitions as well as lectures and related cultural events funded by LBCC. Facility improvements include: (1) remodeling of SSH-211 to accommodate a larger student class size, funded by LBCC Foundation; (2) construction of a new building (North Santiam Hall) to house classrooms, faculty office space, gallery storage areas, and exhibition areas; (3) expansion of the Benton Center Ceramics Lab; and (4) addition of new equipment (sculpture stands, drawing benches, metal easels).

Strengths

- All faculty members are well-versed in presenting classroom instruction via various learning styles. Accommodation of different learning modalities is built into class structure, and instructors are sensitive and responsive to students' learning needs as they arise. Through these student-centered learning philosophies, the staff also works to improve cultural competence in the classroom.
- Course content is strongly supported by rigorous end-of-term portfolio sessions, allowing for faculty self-examination of concepts covered by course work. Course content is monitored to conform to standards taught nationwide.
- Adjunct instructors are strongly supported through routine inclusion in faculty meetings and are encouraged to participate in reciprocal class observations with full-time faculty and in mentor partnerships.
- Each member of the faculty has demonstrated consistent growth in the area of professional development, as witnessed by the selection of two faculty members to teach in international programs in Italy and England during the 2005–2006 academic year. As working artists, each member of the art faculty has maintained a regular schedule of professional exhibitions in local and regional galleries.

Challenges

- With an increase in equipment for the lab classes, current lab space in SSH-211 is becoming overcrowded.

  The department will assess the possibility for remodeling and/or expanding of a room to incorporate storage area/washroom, and explore the possibility of expanding the studio to include part of adjoining music room. Information will be gathered on the ramifications of expanding lab space and the costs to the college. The department plans to work with the Division Dean, Facilities, staff, and LBCC Foundation for grant sources.

- Fluctuations in student enrollment in the first year of the Digital Imaging and Fine Art programs render staffing and scheduling of art classes problematic.

  The department plans to quantify historic fluctuations, identify causes of fluctuations, project future fluctuations, develop retention strategies, and coordinate goals of the two programs (Digital Imaging and Art). Flexibility will be built into scheduling and staffing projections for the 2007 school year, and numbers in the adjunct part-time pool will be increased. Information will be gathered regarding enrollment statistics for digital

imaging, and problem areas for students will be targeted through use of a student survey. This will be done in conjunction with Digital Imaging and Fine Art faculty, the Division Dean, and students. This information gathering process might involve an initial survey of incoming students to determine their short- and long-term goals that would be compared to an end-of-year completion survey. This survey would chart student attrition rates within programs, student satisfaction with the curriculum, and needs assessments for future program changes, additional classes, and other student-related issues.

b. English

The English Department offers courses in writing, literature, and humanities. In support of LBCC's mission, the writing courses available through the English Department aim to improve students' ability to express themselves clearly in written and oral communication; to think clearly; to use sources responsibly; and to read, analyze, organize, draft, and revise their written work. A student can earn the AS degree with a concentration in English: Literature, a concentration in English: Creative Writing, or a concentration in English: Technical Communications.

The English Department serves primarily as a service department offering courses that meet general education and program requirements. The department works closely with area four-year colleges to assure transferability. An increasing number of LBCC's students are part of the Degree Partnership Program with Oregon State University. The department also has a close working relationship with area high schools in the College Now program.

All faculty members emphasize active and collaborative learning, critical thinking, active reading, and formal and informal writing assignments. Many composition and technical communications courses are offered at least one class period per week in the computer classroom. Many composition and literature courses are offered online. Unique to LBCC, the basic composition courses WR115–WR123 are offered in the conference-based writing lab classes on the Albany campus and at all of the centers.

The English Department continues to be successful in preparing students to become effective writers and thinkers despite significant staffing issues over which the department has no control. With eight full-time and 26 part-time faculty, too much time is focused on managing personnel instead of on curriculum development, best practices, and Institutional Effectiveness activities.

The English Department has participated in collegewide outcomes work and developed English Program Outcomes (Exhibit 2.3) as well as Course Outcome Guides for 20 of the 25 current English courses in line with the English Program Outcomes. Several representatives from the English Department are participating in a yearlong assessment pilot project. At the end of the year (summer 2006) an assessment team reads class samples to assess the class's ability related to course outcomes. The English Department has developed outcomes for the LBCC Writing Program (Exhibit 2.10) and completed outcome guides for 12 of 15 writing courses.

Strengths

- One of the major ways student success can be achieved and standards maintained is by making certain that students are taking the writing course that is appropriate for their writing skill level. The CPT exam is administered to all students entering LBCC. The writing score mandates their placement in a particular writing course.
- At the end of the quarter, holistic grading of final writings for WR115 and WR121 also guarantee the student's capability to advance to the next level of writing. The grading of these exams by two instructors other than their class instructor assures objectivity and competence.
- Because adjunct faculty comprise the majority of the department, the department works hard to include adjunct faculty in written communications, department meetings, grading sessions, inservice activities, and curricular planning. New adjunct faculty members are mentored and all adjuncts are given choices and advance notice about their teaching schedules.
- The English Department connects with other departments through a faculty support program that offers

support materials, mini-workshops, and one-on-one consultation to faculty across campus who want to do a more effective job of designing, implementing, and evaluating student writing in their classes.

- The Writing Center offers students individual help on writing assignments on a drop-in basis and the opportunity to engage in self-directed work on computers with the availability of occasional guidance.

Challenges

- The large number of adjunct instructors poses problems for training, communication, and consistent and coherent curriculum.

  The department recommends the use of expanding technology to explore additional methods of communication and training. The college should place a higher priority on department professional development to meet the schedules of faculty who work different schedules and at various locations.

- Class enrollment patterns in English and writing classes seem to be changing, which causes low-enrollment classes.

  The department will review course offerings and scheduling patterns to analyze these changes and adapt to the shift in student enrollments, as well as to develop online and lab versions of courses that can be added at the last moment. A system will be developed for analyzing placement scores early in year to predict demand for WR classes later in the year, and to work with departments to identify appropriate writing prerequisite for classes that require a lot of writing.

c. Foreign Languages

The Foreign Language Program aims to build language proficiency while helping students understand and appreciate the history, culture, and perspectives of other countries.

LBCC's classes support all transfer programs and general education. In addition, several LBCC programs require first-year Spanish. Some examples are Animal Technology: Dairy Management, Horticulture, and Medical Assistant. Currently, Spanish is the only foreign language degree offered at LBCC.

The Foreign Language Department consists of two full-time and two adjunct faculty members. Previously, the department had only one full-time faculty member and four to five part-time instructors. The new ratio has helped integrate a more solid team and has proved beneficial because full-time faculty members have more time and resources to fully commit to the college. The excellent quality of instruction of all foreign language instructors is evident in student evaluation reports.

Strengths

- Adjunct faculty are invited to every departmental and division meeting, and open and frequent communication takes place between adjunct and contracted faculty. Adjunct faculty also take an active role in the department. All share materials, ideas for activities, and talk about issues, best practices and instructional related issues. In a department where traditionally the majority of the instructors have been adjunct faculty, their involvement is a key factor for the success of LBCC's students.
- Foreign Language has made a considerable progress in the development of learning outcomes. Program outcomes have been identified and mapped individually for each course, and the department currently is involved in assessment of the outcomes for the last of the classes in the sequence of the second year. The focus on outcomes has allowed enriching conversations within the department and in the Arts and Communications Division. An obvious result of the implementation of outcomes has been a more cohesive program.
- The department has increased connections with local high schools through the College Now Program.
- Through a collaboration with Oregon State University that was established more than a year ago, LBCC's Foreign Language Department offers six classes per year at the OSU campus. Although the main objective of the collaboration was to help OSU meet the demand for first-year Spanish classes, an additional benefit has been the better articulation between the two programs.

Challenges

- Most students take only two terms of Spanish, resulting in lower third-term enrollments for SPN 103.

  Support services such as tutoring will be increased as a way to increase retention, and the benefits of completing at least one full year of a foreign language will be emphasized in SPN 101 and SPN 102 classes.

- Because adjunct faculty teach many classes, it is important to retain these faculty members.

  The department will attempt to keep or increase the ratio of full-time faculty and part-time faculty and reward their hard work. However, this action requires support from the college administration as well as adequate finances.

- It is a challenge to find and improve assessment tools for program outcomes and the program in general.

  The department will design and implement assessment tools for all outcomes.

- Spanish language skills and understanding of Spanish culture are very much needed in this community.

  The department will continue to talk with community organizations about their needs, and develop courses such as Spanish for Educators or Spanish for Health Care providers.

d. Graphic Arts

The Digital Imaging and Prepress Technology Certificate is a one-year, open-enrollment program. The program operates with two sections of 20 students.

The Digital Imaging and Prepress Technology Certificate Program is dedicated to training students for entry-level positions in the printing and publishing fields. The curriculum provides learning experience consistent with the needs of potential employers utilizing the latest industry-standard imaging software on both Macintosh and PC platforms. Projects provide opportunities for students to deal with clients and to accept responsibility for deadlines and quality control. Courses are highly sequential; only students who follow the recommended sequences for the certificate may be assured of completing the program in one year.

Potential graphics majors make application to the Graphic Design Program upon successfully completing the Digital Imaging one-year certificate (or after demonstrating comparable mastery of the subject matter) in June. A specific submission portfolio format is stipulated in an effort to promote objectivity. Portfolio contents and selection criteria have been developed in conjunction with the Graphic Arts Department Advisory Committee, the Oregon Community College Design Educators group, numerous alumni, and regional design professionals. Up to 20 individuals are then selected to begin the Graphic Design Program.

The Associate of Applied Science degree in Graphic Design qualifies graduates for entry-level positions in the field of design, illustration, packaging, printing, and publishing.

All design classes taught within the Graphic Arts Department are sequential, progressive, and cumulative. In addition, project assignments are designed to review and reinforce digital imaging skills, learned the year before, as well as provide additional challenges for further growth in technical problem solving. Curriculum at all levels emphasizes solid organization and study skills, critical and creative thinking, and teamwork.

Strengths

- Maintaining high standards and consistently producing superior work have always been strengths and remain the focus of the department. This becomes publicly evident each year at the Graphic Design Show in the South Santiam Hall Gallery and with the portfolio presentations and reception for potential employers, alumni, and other invited guests. Members of the industry and working alumni are an invaluable and integral part of the department's assessment process.
- Because of the program's high visibility both on campus and within the community, requests for design work by civic organizations and nonprofit groups are frequent. Graduates are highly sought after, and about 20 percent are employed prior to graduation.

- The department further serves the local community by offering desktop publishing workshops in the evenings, using both PC and Mac platforms. The noncredit classes are practical and hands on. Proceeds support the workshops and the daytime programs.

Challenges

- Although the portfolio presentations provide a capstone assessment experience, the Graphic Arts Department needs to develop processes to ensure that all course and program outcomes are measured.

  The faculty will continue to assess student learning through a portfolio presentation while developing course-level assessment for these outcomes.

- Material and supply costs are high for this program and increase as software and hardware demands increase.

  The Graphic Arts Advisory Committee recommends that the college implement a lab fee to offset these costs. Program faculty will work with the Fees Committee to implement a lab course by fall 2008.

- The Graphic Arts Department's Career and Technical Advisory Committee recommends the development of a one-year certificate in multimedia. Present facilities, hardware, and software could support the certificate. However, the program lacks adequate staffing for offering additional courses.

  The department will continue to work with the advisory committee to develop ways to address this need.

e. Performing Arts

Three program areas comprise the Performing Arts Department at Linn-Benton Community College. The Speech, Theater, and Music programs meet student and community needs for creative development, artistic expression, and personal enrichment.

As an integral part of the Performing Arts Department, the Speech Communication Program seeks to deepen understanding of the communication process and to foster practical skill development. The program offers courses that satisfy the institutional general education requirement for speech communication as well as an Associate of Science degree with an emphasis in Speech Communication.

In the last few years, the Speech Program at LBCC has seen new growth and development. Well-qualified, full-time speech faculty members have been added to the department, and there has been growth in the adjunct staffing. These added resources provide the opportunity for increased depth and breadth of course offerings. Also in recent years new technology has been added across the campus that aids in the support and delivery of a variety of performance-related activities. Speech, music, and theater classes today enjoy more and better technological support than ever before.

LBCC's Theater Program provides students a variety of academic, personal enrichment, and performance opportunities. The curriculum leads to an Associate of Science degree with an emphasis in Theater Arts with transfer potential. The program offers two public productions each year in which students participate as on-stage performers and in backstage production positions. Theater courses fulfill requirement needs for theater and general education transfer programs.

All theater courses taught at LBCC are fully articulated with Oregon State University through the Degree Partnership Program. A close relationship with the University Theater at OSU allows students to work in the program at LBCC and at OSU and receive academic credit for participation in the productions of both schools.

The Music Program at LBCC provides students a variety of academic, personal enrichment, and performance opportunities. The curriculum leads to an Associate of Science degree with an emphasis in Music.

A strong partnership with the OSU Music Department allows students to participate in instrumental ensembles under an LBCC course number and for LBCC tuition. The Music Program presents three public choral concerts each year in which students perform works from standard and contemporary choral litera-

ture. Chamber Choir members perform in the community and participate in regional choral festivals.

Participation in choral groups fosters individual and collaborative skills. Students are actively engaged in the process of their musical education by studying vocal production, ear training, and sight-reading in the rehearsal and performance of standard and contemporary choral repertoire. A student finishing this degree will be prepared to enter OSU as a liberal studies or music student.

Strengths

- Outcomes for general education in speech have been developed that should be of great value to all the programs having a speech requirement for their majors. In addition, arts and literature general education outcomes have been developed to guide a portion of the curriculum for music and theater. (Exhibit 2.3)
- New faculty members in the Performing Arts Department have brought new skills, backgrounds, and experiences that inform their teaching. These new abilities and fresh insights give us greater flexibility in meeting the new challenges that face all of education.
- The new physical spaces and technological enhancements are an added bonus to the teaching process. For example, Takena Hall's room 217, a dedicated speech classroom, has improved video technology capabilities. A newly remodeled theater serves the needs of students, faculty, and the community.
- Closer relationships and increased articulation with OSU have benefited faculty and students.

Challenges

- One challenge this department faces is completing course outcome guides and deriving assessment strategies to test general education outcomes.

  The department is in the process of both revising and creating some course outcome guides for the speech, music, and theater areas. The addition of new faculty has presented the opportunity to recreate this "organic process" with new insights, perspectives, and informed experiences. Assessment strategies for both general education and arts and letters outcomes (which together represent the vast majority of the department's service to LBCC) are underway. Several pull-out assignments have been identified that can be used to gauge initial success in teaching to these outcomes. The first assessment efforts will take place in the speech area in the early summer of 2007. The department is working toward a similar process for the music and theater areas.

- A second challenge is the need to serve an increasingly diverse community and the students represented by this changing environment.

  In order to facilitate and enhance this process, a new member of the Speech faculty has squarely set increasing diversity awareness as a goal for the department and for the college. In just a few months, she has become a member of the Oregon Diversity Initiative and has received a grant from the Multicultural Center on campus. Other faculty from the music and theater areas will begin to seek further opportunities to showcase and celebrate the diversity theme. The Performing Arts Department is uniquely situated to speak to humanity broadly and in all its forms. The department's intention is to seek opportunities in the selection and performance of materials that will support the goal of increasing and embracing diversity.

- A third challenge is to improve the coordination and collaboration with the adjunct faculty and with the Benton and Lebanon centers and Oregon State University.

  In an effort to better integrate adjunct faculty into the Performing Arts "family," the department has increased its communication efforts—in person, by phone, and by e-mail. The belief is that closer communication contact will result in better coordination, less duplication of effort, and increased opportunities for collaboration—all to the benefit of the students. Performing Arts is one of several

departments that have made contracted, full-time faculty available to "satellite" campuses. Contracted Music and Speech faculty teach at the Benton Center on a regular basis, and Theater faculty have made huge strides in coordination and collaboration with Oregon State University. More of the same is needed in order to offer students the best educational experiences possible.

f. Social Science

The Social Science Department provides instruction in the disciplines of anthropology, history, political science, psychology, philosophy, religion, and sociology to support both general education requirements and the requirements of other programs, such as Nursing, Diagnostic Imaging, and Human Development and Family Studies. Courses are offered during the day and evening at all three campuses. In addition, the department offers the Peace Studies Program, which allows students an opportunity to build awareness of nonviolent approaches to conflict resolution on the interpersonal, inter-group, and international levels.

Classes are taught in a traditional classroom setting. Lectures, discussions, collaborative learning, and multimedia tools are utilized to deliver information to the students. In addition, student participation is expected as a way of creating a stimulating learning environment.

The Social Science Department has been through some recent changes that include additional funding for one full-time contracted faculty position and the transfer of the Criminal Justice Program to the Health and Human Services Division.

Strengths

- The increase in the availability of multimedia classrooms has enhanced the information delivery system in the classroom. The technology has helped the faculty engage the students in class discussions and keep their interest high in the subject matter.
- Because the department is interdisciplinary, the expertise of department members in different areas of social sciences has been utilized to develop a collaborative and comprehensive curriculum, which also has led to greater cohesion and camaraderie in the department.
- The department's cohesion is also partly due to its outstanding part-time faculty members, who increasingly must fill the void left by the loss of full-time contracted faculty. Full-time faculty have made extra efforts to include part-time faculty in departmental and division activities. Part-time faculty have, in turn, taken an active role in the department, contributing to such activities as department meetings, outcome development and assessment, and course outline improvement.
- The Social Sciences Department was one of the first groups in the college to develop and assess general education outcomes for classes. Both the part-time and full-time faculty collaborated to generate four outcome statements. Last spring, they also collaborated with other departments to assess one of those outcomes and will continue this process during the coming year.

Challenges

- An area not addressed adequately by the department is service learning for students. Service learning is a good indicator of the ability of students to apply their course materials to real world situations.

  The department needs to help and encourage those students who are interested in social science to perform service learning in the community specific to their field.

- The Social Sciences faculty members also need to improve their communication with social science students in order to advise them on educational and career opportunities. A common misperception among potential students is that disciplines within the social sciences do not offer them viable career choices.

  More extracurricular activities will be provided that allow social science students opportunities to connect with faculty outside of class and explore different career paths.

- Although the increase in the availability of multimedia in the classrooms has increased the use of technology among the Social Sciences faculty, many have expressed the need for additional training to further improve their ability to utilize available technology.

  The department will work with media personnel to provide opportunities for faculty to participate in further multimedia training.

2. Business and Computer Systems Division

a. Business Management

The Business Management Department offers transfer and career and technical degrees in business and economics. The transfer degrees are designed to include lower-division university requirements and the lower-division major requirements for students pursuing a bachelor's degree in business administration or economics. The career and technical degrees prepare students to enter the workforce and include a general education foundation.

Two courses of study are available for students interested in accounting: Accounting Clerk (one-year certificate) and Accounting Technology (AAS). Both programs prepare students for entry-level positions in bookkeeping and accounting. Students who complete the two-year degree can enter at a higher level and advance further. The two-year degree provides course work designed to meet the general needs of both large and small employers in the area. In addition, some courses target specific accounting-related jobs, such as payroll, tax, cost, and governmental accounting.

The Accounting Program requirements are routinely evaluated and revised and, as a result, the program has been highly successful. One program outcome is computer competency using both accounting-specific software and other business software, such as Excel. To target this outcome, computer projects are required in the first-year accounting sequence and continue throughout the second-year accounting sequence. This is in addition to skills courses required in Microsoft applications, QuickBooks, and computerized payroll. Another outcome is the development of critical thinking skills. As a means to cultivate these skills, unstructured accounting assignments have been added to the second-year curriculum. Most of the accounting courses (90 percent, and 93 percent of courses department-wide) have been evaluated recently and individual course outcomes have been developed to meet the goals established by the program outcomes. (Exhibit 2.3)

Students interested in training for jobs in business management have the option of completing a Basic Certificate, an Advanced Certificate or an AAS degree in Business and Supervisory Management. In addition to general education requirements, the programs emphasize supervisory skills and the management of people and business resources. Included is an introduction to a wide range of disciplines within business, such as marketing, operations, and small business management.

The department offers four transfer degrees in business and economics: both Associate of Science and Associate of Arts degrees are offered in Business Administration and in Economics.

Several courses offered by the department meet the general education requirements of the college, particularly in the areas of social science and cultural diversity. Some of the accounting, economics, and law courses are required for students pursuing other degrees, such as health care, agriculture, forestry, and engineering. The management and supervision courses are popular requirements for other degree programs, such as Computer User Support and Culinary Arts, whose students need management skills in addition to technical skills.

Strengths

- The Business and Supervisory Management Program is designed so that the basic certificate feeds into the advanced certificate and the advanced certificate feeds into the Associate of Applied Science degree. Many students are encouraged by their progress in obtaining the certificates and choose to continue their studies by completing the degree. Two business faculty members have international experience.
- The Accounting faculty includes two practicing Certified Public Accountants as well as individuals who bring many years of business and industry

experience to the classroom. These strong, real-world backgrounds help students translate academic studies to a workplace environment.

- The department maintains a very close working relationship with OSU's College of Business faculty and its advising office to ensure that courses align, that LBCC students enter the university as juniors, and that they are prepared to compete in the university system. Joint advising sessions, with advisors from both LBCC and OSU, are held during fall and spring terms on the LBCC campus. Each year the Dean and Department Chair attend a meeting with the Deans or department chairs from all community colleges and state universities, to ensure other transfer opportunities for LBCC students.

Challenges

- LBCC students come from a diverse background, and many do not possess the necessary life skills to be successful in the working world. The college's advisory committees always stress the need for employees who come to them with life skills in addition to their technical skills. In a one- or two-year program of study, it is very difficult to teach skills that, for most, are instilled over a lifetime.

  The department is in the process of articulating a set of student standards designed to teach life skills. Examples of these standards include team projects to teach commitment and deadlines for which students are held accountable. This process will begin in the first class, Introduction to Business.

- One of the challenges for faculty is having time and resources available to identify a sufficient pool of employers willing to provide appropriate, meaningful opportunities for students in career work experience (CWE) and to monitor student progress. During the 2005–2006 academic year, 25 students participated in CWE.

  Improving community outreach efforts will help faculty identify CWE opportunities. To strengthen relationships with area businesses, faculty will make personal contact with community business leaders, invite local business people to speak in their classes, and recruit business leaders to participate on LBCC advisory committees.

- Through partnership with OSU, the department has been notified of several major curriculum changes to the core of the OSU Business Program. The challenge is to maintain LBCC's aligned curriculum and Associate of Science transfer degree with OSU.

  The line-for-line transfer program will require LBCC to modify several existing courses and add several new courses. This transition will begin during 2007.

b. Business Technology

The Business Technology Department encompasses seven major programs. The four AAS degree programs (Administrative Professional, Administrative Medical Assistant, Legal Administrative Assistant, and Medical Assistant) require from 240 to 270 hours of supervised, cooperative work experience (CWE) or externships in local offices and clinics. Three one-year certificate programs are offered (Office Specialist, Medical Office Specialist, and Medical Transcriptionist), plus a 16-credit Office Technology Skills Certificate. The opportunity to apply skills learned in the classroom to actual job settings allows students to gain experience and, in some cases, obtain permanent employment at the CWE job site.

Employment trends for the traditional office settings and legal practices have remained steady during the past 10 years. However, the exponential growth and demand in medical support and training for health care facilities have driven enrollment upward in these areas. The job opportunities for certified coders have increased in both physician- and hospital-based facilities because of HIPAA regulations, which encourage that coders be certified. However, the use of electronic medical records is moving toward becoming the industry standard, and the need for medical transcriptionists will decline as voice recognition technology becomes the norm.

The influence of the computer as a teaching tool has been evident in the delivery of department courses, since most courses involve the use of Internet research and a variety of software packages. Voice recognition software is offered as an alternate method of input technology.

Strengths

- All seven programs have been mapped for outcomes, and 99 percent of the department's 55 classes have been rewritten in outcomes language. This process, along with annual input from advisory committees, has resulted in the development of several new classes in numeric keyboarding, numeric production, and business math.
- Department faculty members are business education leaders on a state and national level. The department chair served as president of the National Business Education Association, a professional association of more than 9,000 members. Members have received state and regional awards for distinguished service and outstanding teaching from the Oregon Business and Management Educators (OBME) and the Western Business and Information Technology Educators (WBITE). Two have served as OBME and WBITE presidents, and two currently are the co-presidents elect for OBME. One faculty member is the director of the WBITE Professional Development Institute. One faculty member recently was certified as an instructor for the AAPC curriculum and was voted "LBCC Employee of the Year" by students.
- Currently, eight classes are articulated with six participating high schools in the area, and standards are upgraded on a yearly basis. In 2005 a total of 240 business technology credits were transcripted from high schools to LBCC. Partnerships with industry through cooperative-work-experience sites provide a variety of opportunities for students to gain experience. Over the past 10 years, more than 150 clinics, hospitals, public businesses, lawyers' offices, and small businesses have provided training sites for second-year students.

Challenges

- Knowing where our students are employed is an ongoing challenge. Because of the large number of yearly graduates (50 to 70 per year) and the variety and number of work sites, the department relies on formal college graduation follow-ups, as well as student and employer informal communications, to track the employability rates and success of LBCC students. Students continue to tell us that they chose this program because of its reputation, and many stay in touch after leaving.

  Continue to monitor employment rates with follow-up surveys and ongoing program reviews with employers.

- The full-time faculty's greatest challenges are finding the time to learn the latest versions of software and textbooks, writing classroom manuals for a variety of classes, and continuing to meet the daily advising and academic needs of a diverse student population. This load is exacerbated by the decline in the number of full-time faculty available to share the responsibilities. Maintaining a pool of part-time instructors for the administrative areas is also an ongoing challenge for the Department Chair and the Program Coordinators at the community education centers.

  Continue to search for qualified instructors and provide mentoring for those instructors who have had background in the discipline but no formal training in education methods. The Department Chair is working with the College of Education at OSU as an advisor, methods instructor, and mentor for student teachers in business education. Well-prepared faculty will allow the department to meet student needs and adjust to the ever-changing curriculum needs inherent in this discipline.

c. Computer Systems

The Computer Systems Department provides three programs for students interested in the computer field: (1) an Associate of Applied Science degree in Network and Systems Administration, (2) an Associate of Applied Science degree in Computer User Support, and (3) for the transfer student, an Associate of Science degree in Computer Science.

The Associate of Applied Science degree in Network and Systems Administration was designed to meet the needs of local employers as identified by the Computer Systems Advisory Committee, which is made up of local community business and university leaders. This program replaced the Business Computer Systems

Program offered previously. The first year of the program includes a sequence of four courses that prepare students who wish to take the examination for Cisco Certified Network Associate® certification. The first year also includes courses in software applications, programming, and Web development. The second year includes a sequence of advanced courses in the administration of client/server network operating systems, script programming, and a course in network and system security. The program develops graduates who are able to successfully enter the job market as network technicians, junior network administrators, and junior system administrators. It also provides foundational skills that support a firm basis for lifelong, on-the-job learning and professional growth. Graduates of this program are able to design, install, administer, and maintain computer networks for hardware and software.

Upon completion, the Computer User Support Program provides students with an Associate of Applied Science degree. Classes in this program prepare students for entry-level positions providing users with technical support, assistance, troubleshooting, training, and documentation to end users, software support, Web support, and network support. The program also includes valuable cooperative work experience both on and off campus in the information technology field. The off-campus cooperative work experience is arranged with one of a number of local public or private organizations. Common entry-level job titles include: end-user computer support specialist, help desk assistant, computer lab assistant, computer services representative, network support assistant, software trainer, and documentation specialist.

The Associate of Science degree in Computer Science at LBCC matches the first two years of the computer science degree offered in the School of Engineering at Oregon State University. It also articulates well with Portland State University's computer science degree and with Western Oregon University's Bachelor of Arts and Bachelor of Science degrees in computer science. Students study programming, data storage and retrieval, and computing machinery. Graphics, artificial intelligence, robotics, and expert systems are some of the products of computer science.

Strengths

- The completion of outcomes for all courses within the department and in conjunction with input from the advisory committee has led to revisions of courses and programs. The addition of the Network Systems Administration Program, non-renewal of the Business Computer Systems Program, the addition of an Information Security and Assurance course, and the continual curriculum alignment and revision are evidence of the resulting enhancements from the outcomes development process.
- The department is staffed by five contracted faculty members, each in possession of a master's degree, educated and experienced in the computer technology field, and committed to regular professional development. Several faculty serve in leadership roles across campus (Faculty Association President and Secretary, Negotiations Team, Academic Affairs Chair) and outside of the college (Co-chairs of Oregon Council of Computer Chairs, LBCC representatives for Community College Leadership Development Initiatives, National Science Foundation Scholarship Representative, and articulation with local high schools). Overall the strength of the department resides in the instructional, educational, technical, and leadership skills of the Computer Systems Department faculty.
- The timely implementation of ideas and advice from the advisory committee keeps programs relevant and flexible. The Network and Systems Administration Program is only in its second year. The number of students entering this program is increasing and, due to the popularity of the program, this trend is expected to continue.

Challenges

- Student enrollment has declined due to a misperception that employment in the field is nonexistent. While it is true that jobs have tightened in the immediate vicinity of Corvallis and Albany, other areas within the state and within a reasonable commuting distance offer growing job opportunities.

Recent marketing efforts have been helpful in increasing enrollment, and a stronger relationship at the departmental level with Oregon State University's Computer Science Program could prove beneficial to both entities. Improved student access via an increase in online course offerings, wireless network implementation, and procurement of laptop computers for a "mobile computer lab" environment would also enhance enrollment.

- Declining budgets have a negative impact on maintaining competent, well-trained staff and a modern, cutting-edge lab infrastructure of hardware and software. Although computer workstations are covered under college budgets, the necessary hardware and software for emerging programs lack any visibility outside of the department. No budget plan exists for these resources, and the reliance on materials and supplies funding has resulted in a patchwork-assembled lab infrastructure.

  A planned, stable budget for other-than-standard desktop computers and resident software is required to ensure that relevant capital improvements are implemented in a timely manner. The continual technological learning curve necessitates a budget separate from campuswide professional development to ensure that instructors are updated on hardware and software improvements. The department has requested a separate budget item for software and hardware updates.

d. Medical Assistant

The primary goal of the Medical Assistant Program is to graduate students who are ready to pass the national Certified Medical Assistant (CMA) examination and to function effectively as medical assistants in a health care setting. To be eligible to sit for the national certification exam sanctioned by the American Association of Medical Assistants, students must graduate from a medical assistant program that is accredited by the Commission on Accreditation of Allied Health Education (CAAHEP). LBCC's program received a 10-year accreditation by CAAHEP (Exhibit 2.9) in May 2005. The CMA exam is offered twice a year, and LBCC is a testing site. The CMA certification provides the graduate with 130 percent of wage potential compared to the noncertified medical assistant.

Medical assistant students take classes in administrative, general, and clinical disciplines, followed by a 90-hour administrative externship and a 180-hour clinical externship. The Medical Assistant Program is an integral part of the Business Technology Department; many of the course offerings are intertwined with other medical office degrees and certificates. One example of this sharing of resources is the series of medical terminology classes. These online and on-campus classes are taken not only by business technology students, but also by students in high school health occupations programs (see the Educational Partnerships section), by LBCC short-term training students, and by employees seeking to enhance or update their job skills. LBCC's three-course Medical Terminology and Body Systems classes currently serve more than 800 students per year. Particular users of this portion of the program include students of diagnostic imaging technology, pharmacy technology, and phlebotomy, as well as current employees at Samaritan Health Systems.

Strengths

- All medical assistant courses have been written in outcomes language as well as the competencies required by CAAHEP. The competencies and methods of assessment are referenced in each appropriate course syllabus. While competencies consist of individual skill sets, outcomes are coordinated, grouped sets of competencies and content.
- Part-time instructors in clinical office procedures, physician's office laboratory, and phlebotomy are actively employed in their fields of expertise and are credentialed as registered nurses or medical lab technologists (MLT). Instructional assistants in these classes are CMAs or MLTs.
- After graduating from the program and passing the national certification exam, 100 percent of the department's students are employed in their field within six months. Students continue to score in the top 5 percent in the nation on the national exam; LBCC students taking the exam have experienced a 99 percent pass rate over the eight years of the

program. In a 2005 employer survey, every returned survey was positive.

- The continuing demand for certified medical assistants in LBCC's extended service area has fueled growth in the program. According to the 2005 Annual Report, LBCC graduated seven students in 2003 and 18 in 2005.

Challenges

- As enrollment in the program has continued to grow, finding a well-equipped, spacious classroom for the clinical component has been a challenge. The increase in enrollment has made scheduling students, staff, and classrooms for the additional sections of clinical and administrative classes difficult. The need for smaller class sizes is driven by safety precautions as well as by specialized accreditation guidelines for classes involving invasive procedures. Supervising increasing numbers of students and additional part-time faculty has been more difficult because of the growing enrollment.

  The college has found a new home for the clinical classes and has made the necessary renovations to have a first-class laboratory teaching facility. The college will continue to upgrade and maintain this facility.

- The two largest health care employers in the area have recently placed additional requirements on students seeking externship opportunities. Current immunization status and criminal background checks are new challenges for faculty to facilitate. All externship sites must have current affiliation agreements with LBCC prior to student placement.

  The faculty will continue to alert students early in their programs to the requirements needed for externship placements, so they will have sufficient time to show compliance. In addition, the department will continue to work with the chief contract officer at LBCC to facilitate the necessary affiliation agreements with new externship sites.

- Finding qualified and available part-time instructors with current skills in the clinical areas is a challenge because of scheduling difficulties in accommodating their working hours.

  The department will continue working with advisory committee members and externship site preceptors to find and develop faculty in specialty areas as required by AAMA accreditation standards.

3. Fiscal and Auxiliary Services Division

a. Culinary Arts

The Culinary Arts Department offers three distinct degrees, Chef Training, Pre-Restaurant Management, and Wine and Food Dynamics, with many of the same core courses offering students flexible educational paths to separate but related careers in the hospitality industry. The college's goal is to provide graduates who are able to reflect a work ethic equal to the high standards of the culinary profession, manage their individual career prospects, continue to maintain currency in the profession, understand and utilize basic and advanced industry specific theory, communicate effectively in business and personal situations using oral and written skills as appropriate, work with team members and successfully interact with internal and external stakeholders, demonstrate leadership, and supervise staff.

Chef Training is the foundation of the department's offerings, and culinary skill is a part of all of the degrees offered. Chef Training is an extensive hands-on, theory-based program that prepares the student for a career as a professional chef. Students gain skill in virtually all aspects of food preparation, including pantry, bakery, garde-manger, grill, sandwich making, a la carte, quantity food production, soups, sauces, and meat preparation.

Chef Training is a comprehensive two-year program based on classical French and European cuisine. Students become skilled at working with virtually all types of standard kitchen equipment and tools. The kitchen provides service for the college's cafeteria, catering functions, snack bar, and working, sit-down restaurant. This excellent learning environment teaches students to care for and maintain a full-service kitchen.

The department's most recent addition, Pre-Restaurant Management is offered in cooperation with Oregon State University and is tailored to the individual seeking a baccalaureate degree in Restaurant and Food Service Management with a strong Culinary Arts component. A thorough introduction to culinary arts, coupled with a strong business core, prepares students for a variety of careers in the hospitality and restaurant industry. After gaining a strong foundation in culinary skills during the first year, students concentrate on business and management skills to prepare for the completion of a bachelor's degree at OSU.

Wine and Food Dynamics focuses on the relationship of food and wine and how to pair wine with food for the enhancement of both. Principles of viticulture, wine making, food and sauce preparation, and tasting and analyzing techniques are explored. The Wine and Food Dynamics Program is for individuals who want to be or currently are involved in the marketing of wine and food, or for any individuals who want to enhance their understanding of wine and food. Because the Wine and Food Dynamics Program features extensive use and tasting of wine, students must be at least 21 years of age. The program uniquely takes advantage of regional resources by partnering with Chemeketa Community College and Oregon State University, which offer several courses in viticulture, wine making, and wine appreciation. Some classes must be taken at one or both of these institutions.

Strengths

- Faculty and staff for the Culinary Arts Program have extensive experience in the culinary arts field. There are two full-time faculty and five instructional assistants.
- The lab (kitchen) is both classroom and working commercial kitchen. This coexistence creates a synergy that offers a rich, unique experience for students. Food Service and Culinary Arts share staff, facility, and food products. Several of the instructional assistant positions are funded partially by Culinary Arts and partially by Food Service.
- Working with area high school programs (many use Pro-Start, a national program) and with OSU, the department offers a seamless path from early high school to both two- and four-year degrees. A very innovative articulation agreement has been forged with OSU; to the department's knowledge, it is the only example of a four-year university requiring attendance at a community college in order to receive a baccalaureate degree.
- The department uses several tools to continually assess and update curriculum; these include informal feedback from employers, students, and graduates, as well as formal processes such as advisory committee input, outcome assessment, and program reviews. A concrete example of the value of these processes is from our most recent session of curriculum "mapping" as a part of outcome development and implementation. We discovered a need for a "new outcome" and will add an outcome addressing the need for graduates to have a sense of ownership.

Challenges

- Coordination with OSU to assure seamless transfer is a particular challenge. Department-to-department coordination is good but is challenging when coordination also involves support departments. Class times, days, and term schedule coordination is a challenge.

  Identifying the scope of challenges that students face is the first task in resolving transfer issues with OSU. Second is identifying process, policies, procedures, and rules at school, institution, and state level that inhibit transfer of information, financial aid, and academic credit between the two institutions. Once identified, expertise from both institutions will be needed to implement change.

- Keeping the kitchen facility that serves as the lab for all culinary programs current with industry advancements continues to challenge budget and facility space.

  Capital improvement to address new and current needs could be addressed by promoting a fund-raising partnership between the college, Foundation, and department (non-general fund). The college is moving in this direction.

4. Engineering and Industrial Technology

a. Automotive Technology

The Automotive Technology Program prepares the student to perform the tasks necessary to enter the automotive industry as an entry-level technician, parts counterperson, service writer, etc. The Automotive Program is certified by the National Automotive Technician Education Foundation (NATEF) in eight areas. (Exhibit 2.9)

Every automotive class helps learners further their understanding of how the automobile works and how the industry operates. Traditional classroom settings are used, along with lab demonstrations and hands-on labs and projects.

A student can earn either a two-year certificate or an Associate of Applied Science degree in Automotive Technology. Many students also use their AAS degree to transfer to various four-year institutions to earn a bachelor's degree in automotive technology.

The department works closely with shop owners and fellow technicians to ensure that graduates are prepared for the current workforce. Students work on customer cars (general public) on a regular basis for a small lab fee plus parts. These projects must fit the main focus of the course and also provide a valid learning experience.

Good progress has been made in identifying and implementing program and course outcomes. Over the last three years a national End of Program Test from ASE has been used. It has enabled students to demonstrate their knowledge level in the eight automotive areas and it provides a comparison to other schools on the national level. The department then can use this information to make changes in course curriculum to ensure that students acquire a thorough understanding of all automotive systems by the time they leave the program. The department is looking at the percentage of students who pass the End of Program Test and will be setting a standard to have a student success rate of 90 percent or above for each area.

Strengths

- The Automotive Technology Program has always had a strong advisory committee comprised of both independent shop owners/technicians and dealership service managers/technicians.
- LBCC's shop area is one of the best in the state because of the number of bays with lifts, overall layout, and equipment. The department continues to look for equipment that will meet the needs of technicians.
- Automotive classes fill up early in the summer. Because the program has a reputation for high quality instruction that provides the employability skills needed by entry-level technicians, students from all over the state attend LBCC. The program currently has students from Klamath Falls, Portland, and Burns.
- Instructors are required to be ASE-certified in the areas they teach. All full-time instructors are Master ASE-certified with Advanced L1 driveability. Instructors are required to attend a minimum of 20 hours of industry training per year.

Challenges

- The Automotive Program's greatest challenges are keeping up with the current technology and locating vehicles to be used as training aids.

  The automotive staff has been working closely with management to obtain a corporate sponsor for the program, which would benefit all parties involved. Students would get updated training materials and projects, local dealerships would get factory-trained, entry-level technicians, and the corporation wouldn't have to hear complaints that this area has a shortage of qualified technicians.

- The department has a hard time finding qualified part-time faculty to teach some classes.

  Keep working with local employers for leads on part-time instructors, realizing that the department must keep investing in part-time staff.

b. Civil Engineering Technology

The Civil Engineering Technology (CET) Program provides a one-year certificate for career and technical students. The goals of the program are to teach the students civil engineering drafting, surveying, and road/utility design. Students in the program are strongly encouraged to improve their employment options by continuing their education. Opportunities for continued education include concurrent enrollment in the Drafting and Engineering Graphics Program at LBCC; following up the one-year civil certificate by completing an associate degree in civil engineering technology at Chemeketa Community College; and completing an associate degree in transfer engineering from LBCC.

The scheduling of CET classes is closely coordinated with the Drafting Program to allow students to complete both programs concurrently. An articulation agreement is maintained with Chemeketa Community College's Civil Technology Program to facilitate the transfer relationship.

The curriculum for CET combines classes from the Drafting and Environmental Technology programs at LBCC. Courses are included in computer aided drafting, hydraulics, surveying, and civil drafting and mapping. Two stand-alone classes are offered as capstones for CET: Advanced Surveying and Road/Utility Design.

Recent upgrades of the program include the use of Global Positioning Systems (GPS) technology and equipment and the use of Geographic Information Systems (GIS) software. A cooperative work experience requirement has recently been added. The program facilities and equipment used are current and in good condition. The drafting lab provides access to industry current software. The surveying equipment is reasonably up-to-date and is well maintained.

Strengths

- The Civil Engineering Technology Program has outcomes and a review process to ensure quality. The program conducts reviews on both an informal and formal level. Program changes are made based on these reviews and are reported to the advisory committee and college. The recent addition of a GIS class and cooperative work experience was suggested by a panel of advisory committee members and students.
- The CET staff is well-qualified to teach the subject. The primary instructor was awarded the annual LBCC Faculty Excellence Award in 2005.
- Articulation agreements allow qualified students to make progress on a CET certificate while still in high school.

Challenges

- The program needs reliable and verifiable methods for acquiring student, graduate, and employer data to enhance decision making.

  To date, student placement and employer, graduate, and student satisfaction have been tracked through informal methods. The department plans to formalize this process. A contact list of graduates and employers will be developed and maintained. Formal surveys will be conducted to determine the satisfaction and performance of students and graduates as well as employer satisfaction.

- The program is challenged by low enrollment.

  Enrollment has historically fluctuated between six and eight students per year. Because most of the core classes are shared with the Drafting and Environmental Technology programs, this has not created a problem; however, an average enrollment of 12 students would provide more graduates for the local and regional job market and provide more program stability. The department plans to conduct a study to determine sources of students and effective marketing methods.

c. Collision Repair

A one-year certificate is offered in Collision Repair Technology with a maximum enrollment of 18 students in the fall. The Collision Repair Program provides variable-credit, hands-on instruction in an industry-type environment.

Each week, students spend four hours learning theory in a classroom and 16 hours in a lab. The class

goes on field trips to local collision repair and refinishing shops and performs hands-on training in a lab environment.

Students in the Collision Repair Program develop the skills and knowledge necessary for vehicle collision repair and refinishing. Individuals become well versed in metal work, painting, and refinishing procedures, techniques, products, equipment, and safety. Students also take one term of Collision Repair Welding, which covers Gas Metal Arc Welding on 20-gauge cold rolled sheet metal.

To improve the students' employability upon graduation, the Collision Repair Department coordinates job search activities with the LBCC Career Center. Career and employment specialists from the Career Center facilitate classroom workshops on resume writing tips, teach interview and job search techniques, and schedule one-on-one job preparation assistance and referrals to job openings.

The lab includes a computer room with three computers for students, a paint storage and mixing room, a paint booth, a paint preparation room, and a tool room. Equipment includes eight portable dent pullers, plasma cutter, fresh air respirator system for painting, two automatic paint gun cleaners, more than a dozen paint guns, and six gas metal arc welders. The tool room consists of various hand tools such as body hammers, dollies, picks, wrenches, auto body files, pneumatic grinders, sanders, and polishers.

Strengths

- Collision Repair has a strong advisory committee. The committee established the Collision Repair Advisory Committee Scholarship and awards up to three $500 scholarships to students each year.
- With the recommendation of the advisory committee the Collision Repair Program added one credit of cooperative work experience (CWE). The students now work in a collision repair and refinishing business for 30 hours.
- CWE activities are designed to provide students an opportunity to demonstrate program learning outcomes. Following the advice received on a CWE employer evaluation, the department increased vehicle masking and sheet metal repair to increase graduates' success. In addition to receiving CWE evaluations from businesses where they work, CWE students take written tests and are evaluated on their lab projects and tasks.

Challenges

- With only one cross-flow paint booth, the students have an extremely tight schedule for priming or refinishing parts or vehicles. Projects become bottlenecked as students waiting for paint booth availability.

  Two paint booths are needed to improve the learning environment. The second paint booth should be a modern, down-draft paint booth to match the booths being used by collision repair and refinishing businesses. The department plans to start a paint booth fund account through the LBCC Foundation.

- Due to a lack of funding, Collision Repair Welding II was dropped. Students need more than one term of welding. If Collision Repair Welding II were added back, the students could take Advanced Gas Metal Arc Welding and Oxyacetylene.

  With confirmation of the advisory committee, the department will drop the Damage Analysis class and add Collision Repair Welding II.

d. Crafts and Trades

The Crafts and Trades degree is subcategorized into the specific trades of Crafts and Trades: Electrical, Millwright, Pipefitter, Welder, and Maintenance Mechanic–Machinist. The degree is designed to correspond with an individual's attainment of journey status in the above trades. A craftsperson who has attained a state of Oregon Journeyman card and has attended the required course work at LBCC will meet the technical requirements for the degree.

Linn-Benton offers the related training course required to attain the above journeyman cards. An individual must be registered as an apprentice with an approved training agent in order to attain the journeyman card. LBCC works cooperatively with area industry to deliver and develop courses that meet state apprenticeship standards.

LBCC utilizes up-to-date electrical, instrumentation, hydraulic, welding, fabrication, and computer labs to deliver many hours of hands-on laboratory classes for students, as well as standard classroom settings for electrical code, apprenticeship math, and theory and fundamental classes.

The Apprenticeship Program is currently under a cooperative development process with the Department of Education and the 11 community colleges offering apprenticeship degrees. It is LBCC's intent to align curriculum with state apprenticeship standards and other colleges offering training to the same trades.

Strengths

- This program works closely with industry to review and improve related training offerings to meet the needs of manufacturing maintenance personnel. Outcomes are closely aligned with state standards for each occupation.
- The Bureau of Labor and Industries reviews each trade committee annually for program compliance. Compliance reviews include curriculum and training program reviews. These reviews are used to identify curriculum development opportunities.

Challenges

- The challenge of this program over the next year is to align LBCC's curriculum with that of the other community colleges offering apprenticeship degrees.

  The department currently is working towards this goal and has completed the draft statewide format for electrical. LBCC's existing Apprenticeship Program aligns well with the proposed statewide program. The pieces currently are in place to make this transition straightforward and relatively painless.

e. Drafting and Engineering Graphics

Drafting and Engineering Graphics Technology's two-year Associate of Applied Science degree program is a technical curriculum designed to assist students in acquiring basic attitudes, skills, and knowledge necessary to successfully enter drafting occupations. The first year of study provides a sound general background, while the second year provides more specific coverage of major occupational areas, such as civil mechanical, electronics, architectural, and technical illustration.

D&EG degrees are transferable for Construction Management at Oregon State University and Oregon Institute of Technology, and the coursework provides a foundation for the Civil Engineering Technology one-year certificate. Most instruction takes place in a newly remodeled drafting lab that includes 24 student computer stations with 17-inch monitors. Computers regularly are updated to the current standard in technology. Software used in the lab for every discipline is the latest version and is upgraded each year to maintain pace with industry. Civil survey classes typically are conducted outdoors on campus grounds using Global Position Systems technology and equipment as well as traditional surveying equipment.

D&EG's advisory committee has recommended changes to the program that will provide D&EG students and graduates with more competitive job-seeking skills (e.g., individual portfolios and interviewing skills). Student portfolios must be updated and reviewed at the end of each term. More faculty assignments include resumes, cover letters, and answers to typical interview questions. Plans for developing mock interviews are in process. The department has responded to the advisory board recommendation to add classes in Geometric Dimensioning and Tolerancing, Technical Electives, and Workplace Survey.

The advisory committee recommended adding a yearly safety presentation geared toward avoiding repetitive movement injuries. D&EG contacted the LBCC's Safety Coordinator, who then made a one and one-half hour presentation. The committee also recommended that more training be offered in subjects to include how to avoid third-party harassment, promoting a professional climate or culture devoid of bias, and possible ramifications due to the lack of adherence to such policies.

Strengths

- The Drafting and Engineering Graphics Advisory Committee steers the department curriculum, program outcomes, and goals based upon the needs of the industries they represent. The committee

provides additional guidance as to how employers implement industry standards and which skills and abilities they seek in prospective employees.

- The program uses a state-of-the-art 3D rapid-prototyping printer. Private individuals or companies can submit files to D&EG to be printed. Students assigned to process the files are exposed to the real-life needs of inventors and employers, including satisfactory turn-around time, problem solving (design, hardware and software), and material replacement. This vehicle provides an informal introduction between the area employers and students.
- D&EG has developed articulation agreements with all local high school drafting programs.

Challenges

- Keeping current with industry hardware and software is an ongoing concern. High school drafting programs are threatened by the rapidly increasing cost of software (Autodesk), which the schools respond to by switching to other low-cost CAD applications. This limits the future of articulation with the district's high schools as they move to non-Autodesk products in order to continue to teach CAD.
- A number of high schools have eliminated their drafting programs.

Methods need to be developed to better articulate with high school programs based upon outcomes versus software issues.

f. Engineering Transfer

The program offers an Associate of Science degree with an emphasis in Engineering Transfer. Enrollment in the program has remained steady, with approximately 70 students entering their freshman year; of these, approximately 45 students will complete their studies at LBCC. Although some students are well-prepared to enter the program with full freshman status, many must spend time working on math and other basic skills. The curriculum contains support as well as engineering courses, and the requirements vary depending on the type of engineering degree the student is pursuing.

The goal of the program is to produce a graduate who has achieved basic skills required by industry and has developed a strategy to succeed in a large university setting. Students are taught to apply knowledge of mathematics and science to formulate and solve engineering problems. They also learn communication skills, the foundation of engineering problem solving, and professional ethics.

The Engineering Program at LBCC offers a full summer session of sophomore engineering courses that draws students from around the Northwest.

The college has moved to an outcome-based approach for program evaluation and modification. The Engineering Transfer Program has completed rewriting all course outlines in the outcome format and will continue to integrate the content and teaching methods of the individual classes into the outcome process. Applying outcomes process requires that feedback be collected on the program. Through a student survey the department has become better informed as to students' opinions and success after they move on from LBCC. Changes and adjustment have been made based on the information gathered.

Strengths

- The Engineering Transfer Program's greatest strength is its partnership with the College of Engineering at OSU. To ensure a smooth transition for students, the LBCC curriculum is modeled on the first two years of OSU's engineering curriculum.
- The 2005 survey of engineering indicated that the relationship between faculty and students was a key in their success. The back section of the electronics lab has been converted into a student study area where faculty in engineering and science can interact with the students.
- Faculty in the Engineering Transfer Program have had extensive training in industry and education. The background of the staff is exceptional when compared to that of many community colleges, where engineering courses often are taught by math and science instructors.
- A four-year grant from the National Science Foundation has provided an average of 15 scholarships of $3,000 a year for students demonstrating financial need. This has encouraged local industry to partici-

pate in the scholarship process. These grants have also provided tutors for the engineering study area and monthly speakers from industry and OSU.

Challenges

- The successful transfer of students to OSU is the biggest challenge that the department faces.

  The electrical portion of the Engineering Transfer Program has identified a barrier to smooth transition of Electrical and Computer Engineering students transferring to Oregon State University. The problem pertains to a capstone project using the OSU TEKBOT. The Electrical and Computer Engineering College at OSU has agreed to make available the TEKBOT at a reduced cost to LBCC students. It is the intention of this department to integrate the capstone project into ENGR 111/112 (Engineering Orientation), ENGR 201/202/203 (Electrical Fundamentals), and ENGR 271 (Digital Logic Design) over the next two years. If successful, the LBCC Engineering Transfer students will perform better in courses that require the TEKBOT at OSU.

g. Environmental Technology

The Environmental Technology Department provides a one-year certificate and a two-year Associate of Applied Science degree in Water and Wastewater Technology. The one-year certificate provides entry-level training for potential operators to enter the job market at the ground level of the profession. The two-year AAS degree provides a much greater background, meeting the long-term needs for people expecting to make a career in the fields of water and wastewater treatment.

Enrollment in LBCC's Environmental Technology Department averages 24 entering students each year. At the end of the first year, 15 percent of the students will complete the one-year certificate program and 85 percent will continue on to complete the two-year AAS degree. Employment opportunities generally are created through new construction of treatment facilities and turnover of operator positions in existing facilities. Extensive increases in regulatory requirements and field-applied technology are creating an increased need for more, better-trained technicians.

The Water and Wastewater Technology Program primarily serves students who are retraining from jobs that have been discontinued (layoffs), students who are retraining due to previous work related injury, students who are retraining after military experience, and students who are making a career change. The average age of the student population is 35; the number of direct high school graduates in this program is low.

Strengths

- All students in this program work are placed as operators in a treatment facility to work 40 hours per week for a minimum of 10 weeks. Job skill work requirements are the direct result of the first-year program outcomes. Participating students are evaluated by both the on-site facility staff and by LBCC program staff at the end of the summer program. Based on this process, program course content is modified as needed.
- Program faculty are working with the Oregon Environmental Laboratory Accreditation Program (ORELAP) Technical Advisory Committee to identify knowledge and skills needed for laboratory technicians. The culmination of this process will be to fine tune the laboratory course outcomes and put together a vehicle (test) to evaluate students at the conclusion of this program.
- Students in this program are allowed to take the Level I wastewater treatment plant operator certification. Program success (outcomes) can be judged in part by successful completion of this licensing exam. The second-year class for 2005–2006 participated in this certification program. Of the class total, 12 students took the Level I wastewater operator certification. All 12 students (100 percent) passed this first-level exam.

Challenges

- An ongoing challenge in the program is the continual review and updating of the design and evaluation of the In-Plant Practicum.

  Department faculty will work more closely with industry to better integrate students during their on-the-job (In-Plant Practicum) experience. A process that better identifies

the training provider's role in helping the participating students complete the program outcomes will be developed.

- Due to state regulations, students are not allowed to participate in the water operator licensing process. The department's goal is to have all of its students acquire both Level I wastewater treatment certification and Level I water treatment certification before completing the two-year associate of science degree program.

  The program will open a dialog with state officials concerning the availability of the state tests to LBCC students. In addition, a connection to a national organization (Associated Boards of Certification) should be made to facilitate this process. It is possible that LBCC students will become eligible to take a national test to fulfill this requirement.

b. Heavy Equipment/Diesel Technology/ Construction and Forestry Equipment Technology

The Heavy Equipment/Diesel Technology curricula lead to an Associate of Applied Science degree, a two-year certificate, or a one-year certificate. An Associate of Science degree is also available, and is transferable to Montana State University Northern, where a bachelor's degree in diesel technology can be obtained. Both programs are currently seeking accreditation by AED (Associated Equipment Distributors).

The curriculum of the Heavy Equipment/Diesel Technology Program is designed to give the student a balance of theory and practical experience gained by diagnosing, servicing, repairing, and rebuilding components and live equipment.

The Construction and Forestry Technology Program is a two-year program leading to an Associate of Applied Science degree. The program develops the technical competence and professional attributes of students to prepare graduates for high-paying and rewarding jobs as John Deere construction and forestry equipment technicians. Students take the same courses as Heavy Equipment/Diesel Technology students but learn to repair John Deere equipment.

Students are selected to parficipate in the Construction and Forestry Technology Program through an interview process with a sponsor John Deere Construction and Forestry Equipment dealership. Selected students receive assistance with tuition and tools from the sponsor dealership, and they participate in a paid cooperative work experience program.

The program is supported in part by the participating John Deere dealerships and by the John Deere Construction and Forestry Division. Students' learning experiences are enhanced by equipment and component donations.

Over the past two years, the department has committed to investing in the latest technology. By working closely with the Heavy Equipment/Diesel Advisory Committee, the latest diagnostic software for a variety of engines and equipment is made available to LBCC students. Recent upgrades to hydraulics trainers also have been completed.

The program supports student participation in Skills USA–VICA. Students raise funds to pay the cost of travel, lodging, and entry fees in the annual state skills contest.

Course content is reviewed annually with the staff and the advisory committees to ensure objectivity in technological and academic upgrading. Cooperative work experience is a requirement of the program. Feedback from CWE experiences and post-graduate follow-up surveys are used for program outcome evaluation and improvement. Student assessment is achieved by tests, lab work, and required projects.

Strengths

- The Linn Benton Community College Heavy Equipment/Diesel Department is the annual host to the state high school skills competition and the FFA mechanic's skills competition, and it is the current host to the Oregon Skills USA competition.
- State-of-the art John Deere and Hitachi construction and forestry equipment is provided by John Deere Construction and Forestry Division and Pape Machinery, the West Coast dealership for this equipment. The latest in software support is also provided

to the college. Students are required to pass level one and level two John Deere technician certification tests.

- All staff members are ASE certified, have had work experience in the trade, and have taught for many years. Instructors continue to upgrade themselves professionally by attending industry-sponsored schools and seminars throughout the year.

Challenges

- Enrollment fluctuates a great deal from one year to the next. One challenge is to increase and maintain enrollment levels at capacity.

  More active recruiting of students into the program is planned. Visits to area high schools will be a priority. Equipment no longer needed in the LBCC Heavy Equipment/ Diesel Program may be donated to selected high schools to enhance high school vocational programs and pique interest in this field. Heavy Equipment/Diesel staff will participate in on-site recruiting opportunities such as career cruises, career fair, and skills contests. The department will work with area employers to establish scholarships and will also encourage the local John Deere dealerships to recruit students.

- Acquiring the latest training aids, with new technology, is expensive.

  The Heavy Equipment/Diesel Department will seek to establish a strong working relationship with area industrial dealerships and other businesses related to this field. Donations of quality equipment and technology will be actively sought from our industry partners.

i. Machine Tool Technology

The Machine Tool Technology curriculum is designed to develop skills in a wide variety of machining processes. Instruction is provided in manual machining as well as Computer Numeric Control (CNC) machining. A combination of classroom instruction, computer lab courses, and hands-on training in LBCC's machine shop is utilized to guide students to competency in a series of skill sets. The program maintains NIMS certification.

Currently being offered are two certificates and one certification: Machine Tool Technology one-year certificate (day courses, 55 credits); CNC Machinist Certificate (evening courses, 21 credits); and the National Institute of Metal Working Skills (NIMS) Level I Certification.

As the local manufacturing community continues to gain momentum, more LBCC students are being placed with manufacturing companies. Job prospects are good for LBCC graduates. This is supported by the results from the CNC Equipment Student Follow-up Study; of the 18 machine tool technology graduates who reported that they are working in the manufacturing field, all are working full time and 12 are earning more than Linn county's average wage.

Construction of the Machine Tool Technology Department's new CNC Lab is underway. This addition will allow the department to stay current with the industry shift toward more CNC machining. The department's computers were moved into a new computer lab, which is adjacent to the new CNC lab. LBCC remains committed to offering up-to-date training in computer-aided manufacturing. These improvements are a part of the department's modernization effort.

Strengths

- Enrollment has increased recently. Fall term 2005 FTE increased 23.42 percent from a year earlier and is up 47 percent for winter term as compared to the same time period in 2005. Spring term FTE is up 43 percent from a year earlier. The department enjoys a good reputation in the manufacturing sector, and LBCC's graduates are successful in finding jobs.
- Program outcomes, which have been endorsed by the program's advisory committee, reflect the skills in demand for graduates in machine tool technology. New courses have been added to reflect these new industry trends.
- The program has added an articulation agreement with Oregon Institute of Technology for students wanting to transfer to manufacturing engineering technology.

Challenges

- Maintaining the program's facility, machines, and curriculum continues to be a challenge. Although considerable progress has been made in the area of modernization, much remains to be done.

  An update of the program's facility, machines, and curriculum is well underway. The latest major facility improvement is the new CNC lab, scheduled for completion during the summer of 2007. After the CNC machines are moved into this new space, the original lab will be reorganized to accommodate a dedicated inspection area to meet needs for better and broader training in dimensional inspection and instrumentation. Two local manufacturing companies have recently donated materials to the program, and the department will continue to seek money for equipment upgrades.

- Although enrollment has made significant gains, the program in underenrolled.

  The department plans to increase enrollment by making additional efforts to recruit students from local high schools. As a result of previous curriculum development work, the department now enjoys a good relationship with several career advisors and retraining companies statewide; this is evidenced by the number of students in the program who are funded through government or private programs. The department will continue to work with these agencies to provide the most cost-effective training available in Oregon.

j. Refrigeration, Heating, Ventilating and Air Conditioning

The RHVAC Program is designed to prepare troubleshooting, maintenance, and repair service technicians for the RHVAC trades (refrigeration mechanic) and related trades (industrial mechanic).

The prime focus of the program is electrical troubleshooting, which is critical for troubleshooting any type of RHVAC or industrial equipment. Training is fast-paced and focuses on fundamental skills for job readiness.

Students are drawn from a wide range of age, economic, and educational backgrounds, from newly graduated high school students to older workers retraining into new careers. The course offers a one-year certificate that enables people to find work and learn quickly on the job. Up to one-third of the students continue their education, either full or part time, to complete a second year and earn an Associate of General Studies degree.

In 2000 the program dropped its second year and completely revised its offerings into an intensive one-year format. Classes are held five days a week from 8 a.m. until noon, with about one hour of lecture and the remaining time in lab activities. The program is competency based, with a final constituting 80–90 percent of the student's grade; biweekly written tests make up the rest of the assessment. Program outcomes have been identified and are linked to all program activities. Additional certifications are being developed in technical areas such as computerized controls and boiler operation to enhance employment opportunities for the students.

The program is full, with a high demand for available positions and a very high demand for its graduates.

Students receive the following certifications: Oregon State Brazing Certification; EPA Certified Technician (CFC license); 410a Safety Certification; Carbon Monoxide and Combustion Analysis Certifications; and Electrical and AC HVAC Excellence Certification. All of these certifications and other improvements have been brought into the program in the last five years.

Strengths

- The program's one full-time instructor has been teaching for more than 20 years and holds a Ph.D. He is the co-author of the textbook Industrial Maintenance and holds an industrial electrical license, EPA Certified Technician certification, and additional certifications through the HVAC Excellence program.
- The program is competency based and uses numerous small trainers that facilitate the learning of

fundamental knowledge, skills, and applications in small groups. Lab equipment is built with industry standard components. Course content is constantly being upgraded in accordance with feedback from graduates' employers and the advisory committee.

Challenges

- The refrigeration and heating equipment in the lab is generally old and should be upgraded. Equipment storage and organization needs to be improved.

  The program instructor is attempting to upgrade lab equipment by soliciting industry donations and forming partnerships with equipment manufacturers. The Division is reorganizing some areas to increase storage space.

- As RHVAC equipment becomes more sophisticated, technicians must learn more advanced electrical and computer-aided troubleshooting skills. This will require new equipment and enhanced lab activities.

  Additional course offerings and training opportunities are being developed to meet the more advanced needs of the RHVAC industry. The curriculum and lab activities are constantly being revised. At the same time, industrial training opportunities are being expanded. To meet these more advanced requirements students need to be much better prepared, mainly in increased reading and writing proficiency and work-ready attitudinal skills.

k. Welding Technology

The Welding Technology Program offers several training options to students who want to prepare for entry-level positions in production welding, maintenance/mechanical repair, and manufacturing metal fabrication methods. A one-year certificate program provides job training in a variety of current industrial welding processes and procedures; safe use of industrial equipment and general industrial safety are stressed, and students are required to demonstrate proficiency in safe operational practices as well as in equipment knowledge. Successful students in the one-year program who desire to further develop their career options may enter the second-year program, which leads to an Associate of Applied Science degree.

The success of the one-year certificate program is indicated by students' success in job placement. More than 90 percent of the students who completed the certificate in the last five years found employment in their field.

Course requirements are reviewed annually with the advisory committee and revised when appropriate. Evening courses are offered for students who wish to upgrade and continue their path of lifelong learning.

The program is in the process of adopting the American Welding Society's National Skills and Training Standards, which the American Welding Society and the National Board of Education are developing along with assistance from the industry. When these standards are adopted they will be implemented into the program.

Progress has been made in assessing program outcomes in curriculum implementation and in making appropriate curriculum adjustments.

For example, the outcome "using appropriate welding processes and equipment" is assessed by testing, welding certification, and feedback from the cooperative work experience class. Students are tested weekly to determine their skills related to the welding curriculum. In some fabrication classes, students are assessed by being asked to select the appropriate welding process for the assigned project. The capstone used for assessing welding processes and equipment is the American Welding Society's welder qualification certifications. LBCC's program has a 95 percent pass rate on all of its AWS welder qualification certifications.

Strengths

- Faculty members have extensive experience in the industrial welding and manufacturing fields, and they are active in industrial societies such as the local chapter of the American Welding Society, often serving as elected officers. The staff continues lifelong education by maintaining industry certification and continual education to stay apprised of current trends in the industry.
- The strength of LBCC's Welding Technology Program shows in its students' accomplishments and

awards. This year—as well as in past years—LBCC's welding students have placed first in the state for the SKILLS USA competition. Winning this award gives the student the opportunity to compete in the national SKILLS USA competition. At this event, LBCC students consistently place in the top 12. In each of the last three years, one of LBCC's students qualified to compete for the opportunity to participate in the world competition.

- In order to provide the optimum learning environment, LBCC has acquired and maintained state-of-the-art welding equipment that replicates the workplace.

Challenges

- It is a challenge to keep pace with changing technology in the welding industry and to maintain a large, modern teaching facility. The school needs a larger lab space where students can learn in a safe, unencumbered environment.

  The department is working to purchase equipment and to support continuing education for faculty. This will be accomplished by ensuring that funds are appropriated for these areas of need. Even though progress has been made in the department's "space" challenge, the work area for the fabrication classes is still crowded. The department needs to meet with the Dean to discuss a plan for more lab space.

- Acquiring students from area high schools is problematic because many of those schools do not promote or fund industrial education programs. Consequently, high school students have no exposure to this profession and do not realize it is a career path.

  The challenge of enrollment will always exist, so we must go into the high schools to inform the students, teachers, and counselors about careers in welding technology. This is being done in conjunction with LBCC's College Now Program, in which this department actively participates.

5. Family Resources and Education Division

The Family Resources and Education Division (FR/ED) is a comprehensive set of programs—several of which are state and nationally recognized—dedicated to creating communities that can ensure the education and welfare of their children. This is accomplished through an extensive set of partnerships with area schools, local and state service agencies, and employers. Within LBCC's service district, FR/ED is seen as the lead agency in providing parent education, information about child care resources, and training for parent educators, child care providers, early childhood teachers, and instructional assistants. FR/ED represents community colleges on a number of statewide committees that influence policy-making about childcare and family support issues. FR/ED collects and distributes statistical data on child care supply and demand. This information helps decision makers spend public dollars on the services that communities need most.

FR/ED's work supports LBCC's Vision Toward the 21st Century: "The College is a critical participant in the community dedicated to strengthening families so that they can effectively raise the next generation upon whom we are all dependent." To this end, FR/ED works with more than 30 partners to provide education and services to three audiences: (1) the current workforce (families with children), (2) the future work force (children growing into educated, productive workers), and (3) the education workforce (teachers of young children and teachers in the K–12 system). Two-thirds of the division's funding is from grants, contracts, and partnerships. FR/ED employs approximately 90 full- and part-time staff each year, with 73 percent of these being supported by funds external to the college.

a. Education/Child and Family Studies

The Education/Child and Family Studies Department offers programs for students who want to become instructional assistants and teachers in preschool, elementary, middle, and high schools. Approximately 350 LBCC students have declared education as their major. In addition to teaching, the department's 2.6 FTE faculty serve as advisors to these students, develop

and maintain the "pathways" through articulation agreements to the local universities, build partnerships with communities in the district, and lead statewide reform efforts.

There are multiple entry points into the ED/CFS program for people who want to work with children, whether in home child care or K–12 settings. For example, high school students can earn college credit through College Now or child care providers can begin with modularized classes that resemble short-term training. The ED/CFS department is committed to career pathways, with many entry and transition options, for students who are sure of their career goals and for those who may not know options existed when they began their coursework.

LBCC offers a one-year certificate and an Associate of Applied Science in Instructional Assistant as well as a 15-credit certificate, a one-year certificate, and an Associate of Applied Science in Child and Family Studies. Instructional assistant graduates help teachers maximize learning for students in K–12 settings. Graduates of the Child and Family Studies Program are prepared to work in child care centers, family child care homes, Head Start programs or parent cooperatives.

The state of Oregon certifies elementary, middle, and high school teachers (K–12). Education programs leading to teacher certification are available only at four-year institutions. Students who wish to pursue these fields can complete their first two years of course work at LBCC and then transfer to a four-year institution.

Goals and outcomes in the career and technical programs are better established than in the transfer program. Both the Child and Family Studies and Instructional Assistant programs have active advisory committees who understand what employers need to see in graduates. Both programs engage in professional technical reviews every three years, obtaining feedback from employers about how graduates perform on the job. This feedback is used to revise program offerings. For example, at the recommendation of employers, a 12-credit practicum was added to the CFS Program that resembles a full-time work experience. Additionally, a local school district now offers a wage increase of $1 per hour for instructional assistants who have earned the Associate of Applied Science in Instructional Assistant.

In order to address the needs of education majors who test below WR 115, a developmental link that combines child development and study skills was developed. The performance of students in the developmental link was tracked for two years (1999–2000 and 2000–2001). Students in this developmental link were compared to students in a second child development class taught by the same instructor. Both classes followed the same course outline, and students took the same four exams. Both years, students in the linked class scored lower on the first exam, which was consistent with their low reading and writing CPT scores. By the final (fourth) exam, students in the linked class scored close to those in the stand-alone class on the objective part of the exam (average 25 compared with 27). They outperformed the comparison students on the essay portion of the exam (average 50 compared with 42). It appears the basic skills development and directed study support allowed students in the developmental link to perform at a level equivalent to those students not identified as at-risk in an unlinked class.

Strengths

- The greatest strength of the ED/CFS Department is attentiveness to student needs, which often results in advocacy for students and the development of partnerships and programs that provide many opportunities and entry points into higher education.
- Articulation agreements with the four-year institutions to which students transfer are updated annually. One-on-one advising helps students navigate the complex pathway of becoming an educator in the state of Oregon.
- Department faculty participate in statewide projects. The CFS program is working with other community colleges to design a "virtual degree" for individuals who cannot access a local college. The education transfer programs around the state are working to align the first two years of course work for education majors, with goals of easing transfer between community colleges and from community colleges to four-year institutions.

- Student retention data for the developmental link have been collected each year since 1999–2000. Through fall term 2005, an average of 85 percent of students enrolled in the link during fall term persisted through winter term (ranging from 58 to 100 percent). Previously, no students who tested below WR 115 persisted into winter term. Because of the high retention rates and success rates for students completing the link, both the Education/Child and Family Studies Department and the Developmental Studies Department have stayed committed to this program. (Exhibit 2.11)

Challenges

- The most significant challenge for the ED/CFS Department is determining program and course outcomes for students who wish to become licensed K–12 teachers. Most teacher education programs in Oregon offer classes at the 400 and 500 levels and have little incentive to work with community colleges. In addition, Oregon has a decentralized approach to teacher licensing, with each university setting its own course requirements for future educators.

  The ED/CFS Department needs to define meaningful program and course outcomes and assessments for the transfer program in teacher education. The statewide curriculum projects may influence department choices.

b. Family Connections

Each year, the Family Connections Department works with more than 1,700 citizens and citizen groups interested in child care. Child care is both an important workforce support for parents and employers and a viable industry. The department has three programs: (1) Child Care Resource and Referral (CCR&R), (2) Lifespan Respite, and (3) Family Support and Connections. Course work is non-credit, and no degree is offered.

The largest program, CCR&R, provides training and technical assistance to the child care workforce, education on choosing quality care for families, and child care data for community planning. Family Connections also contracts with several local employers to provide an enhanced level of work and life services to their employees that is designed to increase employee productivity. These services include referrals for child care, consultation on parenting issues, and on-site work/life seminars.

Lifespan Respite, the second program of Family Connections, provides services to families caring for chronically ill or disabled children and adults. Families are linked with resources and educated about choosing respite caregivers.

Family Support and Connections, the department's third program, supports Linn County families who are at risk of abusing or neglecting their children. Families are visited in their homes and receive one-on-one assistance and training on how to nurture and care for their children.

Strengths

- In 2006 Family Connections was accredited by the National Association of Child Care Resource and Referrals, headquartered in Washington, D.C. It is one of only three accredited sites in Oregon.
- Family Connections has a highly skilled staff: one full-time faculty, eight to 15 part-time faculty, five consultants, and two secretaries. Two staff members provide cultural diversity training and serve non-English speakers.
- Family Connections has increased outreach to child care centers, tailoring classes that meet the stricter guidelines of the Oregon Child Care Division to individual programs. Taking training to individual child care centers in their communities (Sweet Home, Corvallis, Lebanon) has allowed increasing numbers of child care center staff to taking classes to meet licensing requirements.
- The department works closely with the Education/Child and Family Studies Department to help providers transition from trainings into college classes.

Challenges

- The child care workforce is an undereducated, sometimes reluctant student population. Encouraging child care workers to continue professional development despite their low wages and lack of incentives is a challenge.

Child care providers are more likely to participate in training when the classes are free and when financial incentives are available. The department will work to secure funding for incentives to keep the cost of training low, and it will continue to develop creative marketing strategies.

- There is a need to develop assessments for trainings that measure the stated outcomes of each training. The current class evaluation addresses only the student's satisfaction and the student's intent to use the information that was covered.

  The plan for improvement has six steps: (1) review the trainings offered in 2006–2007 for meaningful, written outcomes; (2) train instructors to write outcomes and design strategies for assessing each outcome; (3) develop a meaningful evaluation tool that can be easily tailored to each class; (4) collect and analyze the data from the evaluations; (5) observe classes and workshops; and (6) meet individually with instructors to review the student evaluations and class observations and to determine appropriate strategies for improving each class.

c. Parenting Education

The Parenting Education Department's mission is to "promote the development of knowledge and skills for strong and healthy families." Strong families with healthy parents and children contribute to a healthy society and avoid many of the most persistent community problems: juvenile crime, school drop out, and teen pregnancy.

Approximately 2,000 parents—typically part-time students—take parenting classes each year. Two contracted faculty (1.25 FTE) develop and manage programs and classes taught by 20 part-time faculty.

Sixteen to 20 credit and noncredit classes are offered in 14 communities each term. These include: parent/child classes with a combination of an early childhood laboratory and adult education, family literacy classes for adults and their young children, skillbuilding visits between parents and children in foster care, and topic or age-based classes for parents. Classes for parent educators (individuals working with parents) also are offered.

In 2005, the department worked with Institutional Research to analyze evaluations from 1997–2004. (Exhibit 2.11) Two questions were addressed: (1) Did parents report that classes made a difference in their parenting? and (2) Were there any differences in the responses to individual items among the classes? The percent of respondents who reported a positive change varied, by question, from a low of 21.9 percent to a high of 53.1 percent. Parents reported the greatest change in knowing how to "locate and use community resources." Significant differences among classes were found in four of 14 items. On these items, responses in the Living and Learning with Your Baby classes were more positive those in the classes for parents with older children. This finding reinforces the department's investment in encouraging parents with infants to take parenting classes. The $10-per-term tuition makes these classes affordable for most new parents.

Strengths

- Over the past 10 years, LBCC has worked with many community partners to offer classes appropriate for the wide range of families' needs in Linn and Benton counties. Funding through grants and contracts has provided up to two-thirds of the department's budget.
- Parenting Education began the process of strengthening program improvement efforts in 1992 when parents, faculty, and other stakeholders developed program outcomes. In 1997, a retrospective pre/post knowledge and behavior change instrument was developed to measure attainment of program outcomes.

Challenges

- There is no consistent or specific plan among the department's programs for using the data that is gathered from outcomes assessments. Private and public funders emphasize research-based curricula and evidence-based practices and ask programs to demonstrate and document positive outcomes. These evidence-based practices are an inadequate way of assessing real learning and behavioral change.

The Parenting Education Department needs to determine how well courses are meeting program goals and whether students are successfully meeting course outcomes. One comprehensive plan is needed for purposeful and meaningful assessment of student and programs outcomes. This plan should address the overall question of "are the department's programs successful in helping parents increase their knowledge and skills about parenting?" At the same time, the plan should include the specific change data required by funders. By June 2007 each course will have appropriate assessments. In 2007–2008 strategies will be developed for analyzing behavioral change data. In 2008–2009, behavioral change data will be used to revise class content and instructional activities.

6. Health and Human Services Division

a. Criminal Justice Program

The primary objective of the Criminal Justice Program is to provide students with a balanced inquiry into the complex process of administering justice in our society. A secondary objective is to help students prepare for entry into, and advancement within, a variety of public service careers in the criminal justice field. The program stresses knowledge, understanding, and critical thinking in addition to practical skills.

For students seeking to transfer to a baccalaureate degree program, LBCC's Criminal Justice Program provides support classes for the Associate of Arts (Oregon Transfer) degree. Additionally, a student may earn the Associate of Applied Science degree in Criminal Justice. Approximately 200 students major in criminal justice every year, either to earn an associate's degree or to support a transfer emphasis. Practicum and CWE experiences are offered to second-year students who qualify for placement in area agencies.

Program outcomes align with the skills needed in the profession. The curriculum emphasizes lecture combined with discussion and small-group projects designed to expose students to the actual issues involved in today's criminal justice system. Students also learn how to address complex life and career issues and solve problems in a supportive learning environment. Because the public sector demands superior writing skills, criminal justice courses use story problems, case studies, reaction papers, and essay examinations to foster critical thinking. In 2004, the department added an ethics class to its regular rotation of courses. To the college's knowledge, this was the first criminal justice ethics course offered by any community college in Oregon.

In 2004, the department commenced a project designed to provide online versions of its traditional courses using the Blackboard instructional system. As of 2006, eight different criminal justice courses are available online. These courses have become popular and are drawing students from surrounding states as well as members of the military stationed in Iraq, Afghanistan, Germany, England, and elsewhere.

Strengths

- The Criminal Justice Program employs one full-time and 11 part-time faculty members. The graduate degrees represented are seven master's degrees and two Juris Doctor degrees. The remaining faculty members have baccalaureate degrees and are employed as upper level managers in law enforcement and corrections. All faculty members have engaged in a program of professional development activities over the past five years.
- Course syllabi are upgraded each time a class is offered. If the course is taught by more than one faculty member, it is evaluated for content, relevance, and adherence to professional standards and course outcomes. Course evaluation is accomplished through colleague consultation and advisory committee review. To meet the current needs of the profession, the faculty constantly revise and evaluate the curriculum to make sure students are on par with lower-division students at state colleges and universities.
- Student assignments are designed to encourage use of the library, Learning Center, and computer lab. Learning disabled students are integrated into various levels of the program and curriculum, and the

delivery system is adjusted according to the student's documented needs. Use of tutoring services by students is encouraged.

- The Oregon Association of Criminal Justice Educators arranges articulation with baccalaureate degree programs in criminal justice at other Oregon colleges and universities. In addition, the department has participated in articulation with area high schools to prepare students to enter the Criminal Justice Program, as well as to arrange for high school students to receive college credit for LBCC classes completed. Recently, criminal justice majors at Southern Oregon University have enrolled in LBCC's online course in order to complete their lower-division requirements while simultaneously enrolled in SOU's upper-division courses.
- This department receives consistent feedback from former students that its program provides superior preparation and training for those advancing to the next academic and professional levels. The program relies heavily on the input of its advisory committee and on communications with other colleges.

Challenges

- Students who have children or who are working require flexible scheduling and online offerings. Students in the active military require flexibility in scheduling of exams and assignment due dates.

  The program will continue to develop online options for course delivery.

- Many students are inadequately prepared to express themselves in writing, and their spelling skills are below acceptable standards.

  This department's faculty is dedicated to improving the writing skills of its students. In 2005, Technical Report Writing was added as a requirement for the Associate of Applied Science in Criminal Justice degree. The advisory committee is considering making a recommendation that additional writing courses be required and that minimum writing competencies be established for each criminal justice course individually.

b. Emergency Medical Technician

The Emergency Medical Technician (EMT) Program provides opportunities for both the rural volunteer and the career EMT. LBCC provides training that leads to certification in Oregon for the EMT Basic and Intermediate levels. As many as 50 percent of the students—12 of 24—come to LBCC because they are "resident volunteers." These are college students who live at fire stations and, in return, volunteer as EMTs for that respective fire department.

All first-year courses required for the Associate of Applied Science in Emergency Medical Services are offered at LBCC. These courses culminate in a certificate. Due to low demand for many of the EMT certificate courses, they are not offered each quarter. Consequently, it may take more than one year to complete all courses in the certificate program. The certificate program does enable students to transfer directly as second year students to colleges that offer paramedic programs. Students can transfer to Chemeketa Community College (in Salem, Oregon) if they desire to progress to a paramedic certification and an associate's degree.

The National Department of Transportation (USDOT) National Standard Curriculum and the Oregon (OHDEMS) EMT Intermediate Curriculum author the curricula utilized by the program. Full specialized accreditation was awarded in 2002 by the state of Oregon, with a new accreditation visit scheduled for 2007. (Exhibit 2.9)

Strengths

- All faculty members hold full-time positions in emergency medical services or fire departments in addition to teaching at LBCC. Having active EMTs and paramedics on staff enhances the program's ability to provide the most recent treatment modalities by staying abreast of the constantly changing field.
- The course work for EMT incorporates the use of the Internet and multimedia, group and individual presentations, discussion groups, lectures, specialty speakers, quizzes, exams, group and individual projects, skill testing, journals, self-assessment, and student evaluations. The capstone experience is a

national written and practical exam. Linn Benton's program enjoys a pass rate of more than 88 percent.

Challenges

- The human simulator (HS) is available for implementation into the EMT Program, but finding an opportunity to instruct and train the staff on the use, programming, and maintenance of the equipment has been difficult. Because faculty members are part-time and classes are offered in the evening, there are no other faculty members on campus to mentor and help EMT instructors in this effort.

  EMT partners are interested in allowing their volunteers and employees to use the simulator for training. The Coordinator will work with them to train the faculty and scheduled the equipment for students' use.

- Student demand for the program and the number of EMT jobs in the community are increasing. However, college resources and facilities limit the program to a capacity of 48 students annually. Classes fill on the first day of registration.

  Strong partnerships with EMT employers will help the program grow and keep it current with employer needs. The department will continue to advocate for additional funding.

c. Health and Human Performance

The Health and Human Performance Department offers Associate of Science degree tracks in Health Promotion, Exercise and Sport Science, and degree partnership with Oregon State University. The department also enhances student recruitment and retention by offering a wide variety of activity classes for student recreation as well as for transfer. Course and program outcomes offer students the ability to develop personal fitness and health programs and lead wellness-oriented lives.

Of the courses taught by the Health and Human Performance Department, all can be transferred as lower-division credit; however, students have several motivations for taking them. Fitness courses address the needs of students who are seeking lifetime fitness and recreational skills, those who are striving for fitness development, and those involved in team sports. Health courses meet requirements for technical or transfer programs, enrich learning, and hopefully improve quality of life.

Other services provided by the Health and Human Performance Department include health screenings for staff, students, and community, as well as community education and consulting. The department makes classes accessible by offering them in the evening, on weekends, and on the Web. Some classes include assessment of cholesterol, glucose, Prostate Specific Antigen, body composition, blood pressure, flexibility, stress, diet analysis, and mental health self-assessment. Student evaluation includes exams, group and individual projects, skill testing, journals, self-assessment, and research.

The department has been able to offer challenging curricula while ensuring access and a reasonable opportunity for success to all students. The department serves a population diverse in age, health status, career direction, skill level, and interest in health.

Strengths

- Students have access to a wide variety of instructional environments, including a wellness lab, outdoor sand volleyball courts, media classrooms, track, tennis courts, baseball field, bark trail, gymnasium, aerobics studio, weight room, and a golf area. In the last five years improvements have been made to the golf area, women's locker room, classrooms, weight room, and dance studio. These modifications were intended to improve student learning and encourage more participation.
- Last year the weight training curriculum was revised to offer a flexible schedule, reminiscent of a fitness center, while maintaining the education component essential to the department mission. This gave students greater access to fitness resources and increased their use of the facility.
- The department has improved its advising, focusing on process for uniformity and ease. In the short time since the change was implemented, graduation applications have increased from two or three per year to 10 per year. An important indicator of success for the department includes student access to resources

and successful completion of the program. Retaining students through degree completion is a positive indicator of satisfaction and value.

Challenges

- Because many LBCC students transfer to Oregon State University, the department has made a concerted effort to align its Associate of Science degree with the Health and Human Performance degree requirements at that school. The department also has attempted to ensure that the lifetime health and fitness curriculum meets the general education requirement for most universities. It is a challenge to maintain good articulation agreements.

  Meetings have been held with OSU staff to more closely align the human performance and health classes and to improve LBCC's advising process. Meetings with Linn-Benton stakeholders have revealed a need to include more information about back health in the curriculum. OSU advisors have been invited to speak in the Introduction to Health and Human Performance class to help students understand the importance of advising to successful transfer. The Health and Human Performance Department continues to hold regular meetings with Linn-Benton stakeholders and Oregon State University stakeholders and to expand efforts to include Western Oregon University and other colleges to ensure successful articulation between institutions.

d. Health Occupations and Workforce Education

Accelerated, Short-Term Training

The purpose of accelerated, short-term training programs is to prepare students for entry-level employment in a variety of fields that have a career ladder for advancement. The state-approved certificate programs are offered once a year or as needed, depending on the current openings in the local job market and the number of interested students. The format for these cost recovery programs is intense and condensed. A cohort of students completes all the courses in a certificate program together, attending class for approximately 30–40 hours each week. Programs run from 15 weeks to 6 months, depending on the curriculum. Current programs include Pharmacy Technician, Phlebotomy, and Veterinary Technology. Courses are taught through a mixture of lecture, lab, and clinical experiences, and they emphasize workplace and job search skills.

Strengths

- The short-term nature of the programs gives students the skills to enter into living wage jobs within 15 to 18 weeks.
- Advisory boards actively monitor the course content to keep pace with changing industry needs. For example, new pharmacy regulations regarding clean rooms changed the way in which instructors teach their compounding pharmacy labs, giving students experience in state-of-the-art procedures.
- Cooperative Work Experience is an integral part of each accelerated short-term training program. Often this results in students being hired at their work experience sites.

Challenges

- The original intent of these programs was to get students quickly into living-wage jobs. Aligning college credits with degree programs was not a priority at that time. Over the years, however, more students wanted to continue their education.

  Curriculum review and alignment with associate degree programs will be explored in each of the programs. Conversations with LBCC's Health Career and Animal Science departments will begin with this as a goal.

e. Business Development Center

An important competitive strength of the United States is that it encourages economic experimentation by entrepreneurs. Entrepreneurs are the visionaries who look toward the future to make their dreams a reality. Entrepreneurs create innovative products and services and the vast majority of new jobs.

The Business Development Center (BDC) helps these entrepreneurs achieve success with their economic experiments. BDC business advisors help local business owners identify their possibilities and provide the tools

and information needed to fulfill their dreams. The BDC at LBCC provides confidential one-on-one business advising services, training services, and research assistance to help entrepreneurs start, operate, and expand their small businesses.

Free advising services are provided by staff members who know and understand the basics of sound business management. BDC business advisors assisted 219 clients in 2005. These 219 clients received a total of 1,304 hours of assistance, an average of 5.95 hours per client.

BDC offers a wide variety of training services. BDC training services are affordable and are offered at convenient locations in Albany, Corvallis, and Lebanon. BDC offered 92 training units (seminars and workshops) in 2005. The 92 training events offered by BDC represent a total of 729 hours of training. The 92 training events were attended by 782 people for a total of 10,892 hours of training—another historical high. The average client attended 13.93 hours of training, once again an all-time high for BDC. BDC is increasingly using partnerships with community members to promote training services. The role of online training will continue to increase.

Strengths

- BDC benefits from being part of a national network of centers providing services to small business owners and managers. The LBCC Business Development Center is one of 19 centers in Oregon and more than 1,000 centers in the United States. The 19 Oregon centers have developed and promoted the "Biz Center" brand to increase name recognition.

Challenges

- Funds from the U.S. Small Business Administration and Oregon Economic and Community Development Department have remained virtually unchanged for 13 years. Financial support from LBCC increases annually with inflation, but BDC suffered a 32 percent reduction in LBCC funding six years ago. Consequently, it is difficult to maintain the number of clients served five to seven years ago.

  BDC will expand the Small Business Management Program. Developing long-term programs to serve markets such as members of the Downtown Corvallis Association and the Business Enterprise Center can provide funding to serve more clients.

- Although contracted staff members have been with the program for many years, funding problems have resulted in the increased use of part-time staff. This change has reduced costs but makes it more difficult to ensure high-quality advising services.

  BDC can respond by providing more training to part-time business advisors. A newly created statewide electronic small business development network will make it easy to provide staff with current, high-quality resources. Part-time staff will be used to help expand the Small Business Management Program and will be mentored by the SBM instructor who coordinates that program.

f. Dental Assistant

The Dental Assistant Program is a special admission program in which approximately 24 students earn a one-year certificate annually. The program uses input from the advisory committee, evaluations from local dental offices, and student evaluations to set program outcomes and make curriculum changes to comply with requirements of the American Dental Association. Curriculum includes detailed instruction in all aspects of dental assisting and legal duties according to the Oregon Dental Practice Act.

Program outcomes are driven by American Dental Association's (ADA) accreditation standards. The most recent ADA accreditation was November 2004. (Exhibit 2.9) Assessment of the program's quality is directly linked to DANB licensure test results. In the separate dental assisting accreditation report (ADA), a full accounting is made with reference to how the program is assessed for outcomes and quality and how the assessment results are analyzed for improvement.

The small, two-chair dental clinic was remodeled in 2003 into an open-bay, six-chair clinic to prepare for a possible dental hygiene component. The Dental Assistant Program utilizes both the on-campus dental clinic and community dental offices for student hands-on experience. Students role play as chair-side, roving, and radiology assistants.

Strengths

- LBCC dental assisting students have excelled on their national board examinations. LBCC has been the number one school in the nation in testing on all three components of the national exams for the last 10 years in a row. The dental community is eager to hire skilled, well-trained dental assistants; therefore, the graduate employment rate is high. Pass rates are at the 100 percent level, and hiring rates are at 95+ percent within three months of graduation. (Exhibit 2.11)
- The Department Chair has completed the Mastership Program through the American Dental Assistant's Association, completing 700 hours of continuing education in clinical dental assisting. Currently there are fewer than eight mastership instructors worldwide.
- Dental Link, a partnership between LBCC and Community Outreach, provides additional experience for students. Local dentists volunteer time in the campus clinic to provide low-income patients with dental screenings and treatment.

Challenges

- The department needs updated equipment in the area of radiology. Digital X-ray is needed; 50 percent of the advisory committee members have digital X-ray, and the other 50 percent will have it in the next five to seven years.

  In the past, advisory committee members have assisted the program in acquiring donated equipment. By starting small (two machines) and adding more equipment over time, the program will be able to update to digital radiology equipment.

- The cost of supplies is rising, and course fees currently are not part of the program.

  Increase supply funding for the Dental Assistant Program by having students pay a lab fee each term to cover the expense of barriers, gloves, masks, etc. The college is exploring this option.

g. Diagnostic Imaging

Diagnostic Imaging (Radiological Sciences) is an intensive 18-month program. Students receive a two-year certificate and an Associate of General Studies degree. Students proceed through a progressive, outcomes-based educational format designed to prepare them to practice as proficient, multi-skilled professionals in culturally diverse health care settings; demonstrate outcomes required by the American Registry of Radiologic Technologists (ARRT) and program guidelines; and apply for and successfully complete ARRT certification examinations.

Content matter to teach the necessary skills to perform diagnostic imaging work is categorized into specific modules that serve as tools for measuring student progress in every element of the program. Modules of study include both didactic and clinical. The clinical experience provides students with the opportunity to observe and apply theoretical principles while practicing and performing radiographic procedures under supervision of the clinical staff. Progression in the program is dependent on the student's demonstrating clinical competence on 51 competency evaluations that are specified by the ARRT.

Students move through the program as a cohort, attending class or clinical experience for approximately 40 hours a week. Their education consists of a combination of face-to-face classes, Web-based enhanced instruction, and practical experience in partner health care facilities. Positioning lab instruction includes demonstrations of skills and experiments related to content of courses and it provides the learner with opportunities to improve critical thinking skills. Students are provided objective, one-on-one evaluations and constructive criticism throughout the program, and new and innovative teaching strategies were developed to further enhance instruction for the adult learner.

Strengths

- The program chair has had more than 18 years of experience in the diagnostic imaging field as well as more than 10 years of experience in administrative roles. The other full-time faculty member brings 10 years of teaching experience to the department. In

addition, other faculty bring professional expertise in physics, Web-based instruction, and patient care.

- The program is designed to help the student achieve success through collaborative learning with a team- building and critical thinking emphasis. This methodology, along with one-on-one instruction throughout the program, supports the needs of adult learners.
- The program was awarded a federal grant to develop a distributed education model to reach underserved educational and industry areas in eastern Oregon and the coastal region. To ensure success of all portions of the Diagnostic Imaging Program, LBCC partners with seven other Oregon community colleges to deliver the program to students from each partner's service district. Such collaborative efforts not only extend program access but enhance the overall connectivity among community colleges.

Challenges

- Students seem to view the program as a quick and easy method of getting into the "professional field" and have little if any knowledge of the profession itself or of the expectations of the field.

  Better education of potential students as to the job expectations of diagnostic imaging as well as better methods of evaluating admissions criteria will improve the match between students selected and the occupation.

- The program is limited by competition with other colleges for the clinical sites needed for students to complete the practicum portion of their studies.

  Clinical site access may be improved with continued building of contacts and relationships within the medical network, institutional communication and agreements to collaborate and cooperate around clinical access, and communication between the community college and university systems.

- The program is challenged by limited funds and access to advanced technologies for Web-enhanced delivery.

  Additional grant applications for technology support could increase resources available to obtain needed technology. Leveraging other college budget resources for the purchase and sharing of software and licenses for virtual classroom access also will be explored.

b. Life and Employment Development

The Life and Employment Development Department oversees two different training and workforce programs: Jobs Opportunities and Basic Skills (JOBS) and Turning Point Transitions. Each program offers participants a unique opportunity to explore options available to them as they make life and career transitions. Staff members work closely with other college departments and community organizations to provide educational, professional, technical, and counseling services as part of their comprehensive job training and educational programs.

The goal of the JOBS Program is to enable individuals to make the transition from public assistance to self-sufficiency. Students are referred by the Oregon Department of Human Services (DHS) and work with college faculty and staff to develop individual programs that help prepare them for full-time, unsubsidized employment. Instructional areas include life and career planning; adult basic education; short-term intensive career and technical training; work site training; job search instruction; job retention; and career development.

Turning Point Transitions is a program for single parents, displaced homemakers, dislocated workers, spouses of dislocated workers, and others who are experiencing a major life transition. Participants build self-confidence by improving communication and assertive abilities. They also learn skills such as: time and money management; positive parenting; living alone; wellness; goal setting; decision-making and problem-solving techniques. Career exploration is tailored to the needs of the participants, and need-based child care and transportation help are available.

The JOBS Program has consistent statewide standards: participation in work attachment (class attendance, doing class work or work site experience); and placement (obtaining employment, part-time, full-time, and rate of pay). Quality is assessed by means of two DHS reports: Branch and Service Delivery Area

Data and the Statewide Data. Use of these assessments and the implementation of the new work readiness focus have resulted in marked improvement in meeting standards. (Exhibit 2.11)

Strengths

- The student population has diverse needs, including educational needs, work skills, substance abuse, mental health, domestic violence, and family issues. The program addresses this wide range of needs through individualized and specialized planning.
- The JOBS and Turning Point programs utilize their connections with other college services to move the students toward self-sufficiency. These include: Human Services; Parent Education; child care; Printing Services; ABE/GED; TRIO; ESOL; mentoring programs; career and counseling services; matriculation in LBCC classes; access to GED services; as well as vocational programs such as welding and automotive.
- The JOBS Program has four sites: Albany, Corvallis, Lebanon, and the computer recycling program in Lebanon. Each of the sites has access to computer labs with a range of technological services. The programs all offer workplace replication activities in work sites throughout the communities to enhance job skills and opportunities in real work settings.

Challenges

- A key challenge for the JOBS Program and its students remains student accountability and the program's ability to enhance the students' implementation of and follow through on their individualized assessments and plans.

  Plans are being developed to restructure the program to emphasize work readiness. Plans also are underway to assess the staff members' and students' strengths and weaknesses and, accordingly, realign the staff to enhance the program's effectiveness. This should put the program in a better position to address the students' challenges and to achieve the outcome of transitioning the students from public assistance to self-sufficiency.

i. Nursing

The Linn Benton Community College nursing curriculum leads to an Associate of Applied Science in Nursing. The Nursing Program is designed to prepare highly competent registered nurses oriented to multiple levels of patient care. LBCC's program admits 54 students each fall. In order to assist with local workforce needs, one additional class of 27 students was admitted three years ago. All students enter this program with 35 to 45 credits completed toward a nursing degree. Approximately 25 percent of the members of each class complete transfer requirements for a bachelor's degree in nursing.

Linn Benton's nursing courses are developed around three nursing roles: provider of care, manager of care, and member of a profession. Nursing process, disease prevention, health restoration, and health promotion are the organizing themes. Nursing Program outcomes have been developed and include clinical, professional, and theoretical competencies. The outcomes are derived from an analysis of the current and predicted trends in health practices, and they are used to evaluate the student's capacity in meeting the needs of individual clients, families, and groups. Nursing Program outcomes can be found in the college catalog. (Exhibit 2.1)

The Nursing Program has formal contracts and relationships with many health care agencies in the community in order to expose nursing students to the full spectrum of health care. These include all the Samaritan Health Services, Oregon State University, Salem Memorial Hospital, outpatient service clinics, and public health departments.

The changes made in this program the last three years relate to curriculum and program requirements. Revision of the program philosophy, organizing framework, and admission requirements was completed. Development of program and course outcomes resulted in curriculum restructuring. Students progress from simple to complex tasks in a manner that is consistent with the philosophy and organizing framework.

Classroom and clinical experiences are planned to help the learner incorporate nursing theory into practice. The most recent teaching strategy included in the program is the human simulation lab (HSL). Simulation consists of a role-play clinical situation using a

computerized mannequin. Faculty experts author an algorithm of patient responses by which the mannequin responds to the actions and decisions of the students. Full implementation of the HSL is costly both in time utilization and financial resources; however, it is proving to be an invaluable pedagogy from both the student and faculty perspective.

Strengths

- The National Council of State Boards of Nursing, industry standards, as well as national standards for associate degree nursing programs have provided guidance for the modifications to the LBCC curriculum. The Oregon State Board of Nursing granted the program full approval with commendations in 2004. (Exhibit 2.9) Adjustments within the curriculum include an increased emphasis on critical thinking, technology, evidence based practice, and patient teaching.
- Student success is demonstrated by the high pass rates on the National Council Licensure Examination (NCLEX)—RN. LBCC students enjoy a pass rate average of 97 percent for first-time test takers over two years.
- The program's spring term preceptorship has increased the ability of the students to demonstrate entry-level competence in patient care management.
- Graduate job placement record is above 90 percent within the first six months of graduation.

Challenges

- Over the past few years, the college has replaced experienced Nursing faculty with five nurses who have no experience as educators. Additionally, new clinical faculty are hired every year and almost every term.

  To improve faculty issues, the department plans to address consistency by implementing a more rigorous part-time and new faculty mentoring and orientation program. The department also plans to work more closely with the Center for Teaching and Learning Excellence to support new faculty. To increase the part-time retention issues, the department needs to increase the flexibility of its time and energy with adjunct faculty; this also could result in better student outcomes and improved program consistency.

- The primary challenge for the upcoming year is to establish processes that will assess the consequences of the changes made regarding admission criteria, outcomes, assessment, and human simulation. These efforts are hampered by frequent faculty changes, lack of allotted time and money, and an inconsistency in student response to survey efforts.

  In order to evaluate implemented changes, analysis methods need to be developed and data collection must be improved. The department needs to develop accurate assessment plans and set benchmarks for student outcomes.

j. Nursing Assistant

The Nursing Assistant (NA) Program trains entry-level workers to pass the exam required by the Oregon State Board of Nursing (OSBN) to become Certified Nursing Assistants (CNAs) in the state. The content and structure of this training is tightly controlled by OSBN regulation.

Strengths

- Demand for LBCC's Nursing Assistant training on the part of the health care system is constant. Demand by students for LBCC's Nursing Assistant training also is constant, so much so that waiting lists for classes are sometimes objectionably long.
- Due to LBCC's collaboration with Mennonite Village—a large nursing home in Albany—the NA class can be offered essentially for free. This makes it attractive to the lower-income student and an important workforce development tool.

Challenges

- Health care training programs (such as nursing) that use the NA Program as an entrance requirement, introductory class, or screening tool increase pressure on enrollment, contributing to unacceptably long waiting lists for classes.

  While the use of the NA Program for these other purposes by outside health care training

programs is legitimate, these pressures must be managed to avoid overwhelming the original and primary purpose of the program: training CNAs to work as CNAs. The department is encouraging LBCC's large pre-nursing student community to take CNA classes "off season" to reduce waiting lines during the high-demand summer months.

- Graduates of the NA Program are passing the OSBN-mandated certification exam at lower than the 85 percent rate that OSBN expects (although at about the same rate as the state as a whole).

  The program is working to improve the lab practice component of the course. In an effort to raise the pass rate, lab facilities at both the Mennonite Village and at LBCC are being improved, and the college is working to improve the quality and quantity of hands-on lab experiences.

k. Professional Skills Development and Contracted Training

Professional Skills Development classes provide opportunities for working professionals to increase workplace skills needed for job success and career advancement. Workshops are offered online as well as face-to-face in a classroom. LBCC is the only community college in the U.S. that has an agreement with the Holmes Corporation, the developer of the Society for Human Resource Management (SHRM) Learning System curriculum.

The Contracted Training Program is designed to directly help businesses and organizations access the resources of the college. The staff and faculty of the Contracted Training Program tap the college's resources to provide training, education, and professional development for incumbent workers in our area. The program also provides consulting and facilitation services to the leaders of these businesses and organizations.

This program designs extremely effective learning experiences and recruits the highest quality instructors. Instructors must submit a resume, demonstrate a body of work and experience as an instructor or trainer with content expertise, and participate in an interview process with a project manager. These instructors are also subject to student evaluations after every class.

LBCC's contracted training staff is working at capacity to meet the demands of business and industry clients and their requests for high quality training programs. The department responds to industry need quickly and with flexibility. Computer lab space and classrooms are available for training on the LBCC campus, or the staff can travel to a company site to provide training.

Strengths

- Students leaving the SHRM Learning System Test preparatory class hope to pass a state test to receive certification as a Professional in Human Resources or a Senior Professional in Human Resources. Students in LBCC's fall 2005 class had a pass rate of 100 percent.
- Pass rates in the department's pre-licensing classes, C-STOP, and forklift classes are near 100 percent.
- The department's depth and breadth of resources make it possible to respond to almost any need a client company has. When appropriate, the department will assign college credit for classes and work with other divisions on campus to meet the training or education demand.

Challenges

- The department relies on referral business from the large numbers of companies and individuals who have previously received training. The department could benefit from a well-conceived marketing strategy, and could do a better job in the development of customer databases and production of print marketing.

  The department has contracted with a third-party consultant to help with a software integration process to improve database management.

7. Math and Science Division

a. Agricultural Sciences

Agricultural Science at LBCC includes programs in Animal Science, Agriculture Business Management, Agriculture, and Horticulture. The Animal Sciences

programs provide a unique opportunity for students to gain a blend of rigorous academic course work with practical, hands-on laboratory experience. The program uses the community as a natural instructional laboratory and provides students with knowledge and skills useful for working in production livestock occupations, in entering into livestock-related fields, or in transferring to four-year institutions to continue their studies. The department offers Associate of Applied Science degrees in both Animal Technology and Horse Management. In addition, Associate of Science degrees are available in Animal Science and Equine Science. As a result of these programs, students are able to effectively apply animal husbandry skills and concepts; research nutrition, management, marketing, and health and reproductive issues; and manage financial and record keeping operations.

Although preparing students for the job market or for transfer to the university are the two primary objectives of the programs, numerous students of various ages "drop in" for a class to increase their knowledge or skill level in a particular area. The department also provides two important co- or extra-curricular activities—the livestock judging and equestrian teams.

All program outcomes have been identified and reflect industry and advisory committee expectations. Department members currently are working on completing course outcomes. The goal is to have all course outcomes completed in the next 12 months. In order to evaluate these outcomes, instructors offer a balanced method of assessment options. The department recently began offering an Equine Science transfer degree. This was in response to a number of students who wanted to pursue a Bachelor of Science degree rather than complete the Associate of Applied Science in Horse Management.

Without question the acquisition of the horse center has been the most significant physical addition to the program. This facility provides the only opportunity in the Northwest on the community college level for practical, hands-on experience in the horse industry. Students can be actively involved in all phases of breeding (five foals in 2006) and the training of 10 community-owned horses per year. A school-owned horse center has given the Equine Program a level of stability it has never had in previous years. The seven-acre facility includes 30 stalls, an arena, a portable classroom, a fully equipped, modern breeding lab, as well as a manufactured home for student housing.

The General Agriculture (Agriculture Transfer) and Agriculture Business Management degrees are both Associate of Science options that prepare students to transfer directly to Oregon State University. The General Agriculture degree provides a broad spectrum of classes that prepare students who want to become high school agriculture science instructors or return to the family farm or ranch. The Agriculture Business Management degree provides nearly all the lower-division courses necessary at OSU.

The Horticulture Program provides instructional services for students who intend to find employment in entry- and mid-level technical positions or to enter a four-year college program. Students study principles of horticulture and crop and soil sciences with an emphasis on sustainable production and ecologically sound resource management. They learn to propagate, grow, and maintain horticultural plants. Students also develop the skills to find creative solutions to production, environmental, and other issues in horticultural production systems. Degrees offered include the Associate of Applied Science and a one-year certificate in Horticulture. An Associate of Applied Science in Agriculture is offered for students who want to go into production agriculture. An Associate of Science degree was first offered in the fall of 2006 in response to the growing need for students with a bachelor's degree in the turf and nursery industries.

The construction of a greenhouse in 2002 significantly improved instruction in the Horticulture Program. The greenhouse is used as a teaching laboratory for most courses in the program. Another enhancement has been the development of an organic field and garden area in 2004; this serves as a laboratory for teaching sessions in horticulture as well as crop and soil sciences.

The Horticulture Program works closely with a community advisory committee to adapt instruction to industry needs. Committee members provide yearly in-

put for program improvement. In addition, they provide input during a comprehensive Career and Technical Program Review every three years. Identified program outcomes also reflect industry and advisory committee expectations. Outcomes can be found in the general catalog. Department members currently are working on completing course outcomes.

Strengths

- A strong advisory committee and nationally recognized faculty keep the program up to date. Current faculty members have been chosen LBCC Club Advisor of the Year, National President of the Continental Dorset Club, and LBCC Student Government Employee of the Year. Three advisory committee members have been honored with the Outstanding Advisory Committee Member for the college in the last seven years.
- The College Now (articulation) program with local high schools has seen dramatic growth in the last five years. Since Ag Science is a regional program, the college has articulation agreements with more than 25 high schools, most of which are outside Linn and Benton counties. See (Exhibit 2.13) for a summary of the College Now enrollments.
- The co- and extra-curricular programs have produced student recognition at the regional and national level. The livestock judging team has had numerous top 10 finishes at national contests in recent years. The equestrian team has won several regional meets, and individual students from the team compete on the national level with great success. Also, the equestrian team has been selected LBCC Co-curricular Club of the Year.
- The Horticulture Program provides hands-on learning exercises in the greenhouse, the farm field, and the class laboratory. In addition, industry experts are frequently utilized as guest speakers.
- The Horticulture Program works collaboratively with OSU, local high schools (College Now), and LBCC programs outside the Agricultural Sciences Department. Recent collaborations include those with the Culinary Arts, Visual Arts, Child and Family Studies, LBCC Grounds, and Athletic departments.

  One example of this collaboration is the on-campus production of vegetables and herbs for use in the Culinary Arts kitchens. The Horticulture Program also works closely the OSU Horticulture and Crop and Soil Science departments in the development of an ecological farming curriculum. Four new transfer courses have been created in the last two years.

Challenges

- The primary challenge for the program is assessing program and course outcomes. There are no nationwide, standardized testing mechanisms in the workplace or in academia.

  The division has assembled a Program Effectiveness Team with members from each department. Part of the team's responsibility is to conduct research to help assess program outcomes. Data must be collected to answer questions such as these: Do students complete their AS, AAS, certificates, or BS degrees? Where do students transfer? Is there a specific class that limits students' progress or success? Would prerequisites improve student success? Do students find work in their field of study?

- Another challenge is to make more horticulture courses transferable. A majority of courses currently taught are not transferable despite the fact that LBCC will begin offering a horticulture transfer degree in the fall of 2006.

  The horticulture faculty member is currently working closely with OSU faculty to modify courses where necessary to assign transfer numbers to as many LBCC courses as possible.

b. Biological Sciences

The Biological Science Department's offerings fall into three categories: courses for nonmajors, courses for health occupations students, and courses for those majoring in biology. The majority of students taught in this department are majoring in disciplines other than the biological sciences and take the courses to meet general education perspective requirements for an Associate of Arts or Associate of Science degree.

The second largest number of students are preparing for admission into allied health areas. This course work provides a strong foundation for understanding the structure and function of the human body as it relates to health and disease. Most Anatomy and Physiology (A&P) students anticipate admission to a nursing program. Many programs now require completion of A&P as a preadmission requirement. Credit for A&P courses at LBCC was recently increased to five, and the classes now transfer as upper-division course work at Oregon State University. Because of the increased demand for employees in nursing and related health fields over the past 10 years, the department has doubled the number of course offerings. Based on student input and instructor observations, the prerequisite for the A&P courses was modified.

The last group of students served by the department consists of those majoring in the biological sciences or a related science field, such as pre-medicine, pre-veterinarian, physical therapy, or fisheries and wildlife. The majors' biology sequence consists of a year-long foundation sequence called Principles of Biology. The department offers an Associate of Science degree with an emphasis in Biological Sciences. Although accepted at most accredited four-year institutions, the degree is designed primarily to assist students transferring to Oregon State University, and it helps students become better prepared to enroll in upper-division course work.

The majority of the department's courses have labs associated with them. The lab is an integral part of the course, giving the students hands-on experiences with the course material and with laboratory experimentation. To address the wide variety of learning styles that are encountered in these classes, various instructional methods are used in teaching them, such as active learning, modeling, worksheets, and case.

Most classes for nonmajors are taught by adjuncts. To provide more consistency in lab experiences, course content, exams, and grading, the Biology faculty developed several strategies to help ensure that students receive a good learning experience, whether their instructor is experienced or not. Standardized labs were developed in order to give students similar laboratory experiences. These labs are improved every summer by contracted and adjunct faculty members working together. This year the department has a General Biology Coordinator who supplies adjuncts with a list of course concepts and meets with them on a weekly basis to preview labs for the following week. There also is a Mentoring Coordinator, and the department worked together to develop a mentoring program to strengthen courses taught by adjunct faculty. For the past three years, a mentoring survey was distributed to the adjuncts to get feedback on the program. Adjuncts responded that the mentoring program helps provide them with professional growth. Based on our adjuncts' responses for more specific teaching strategies, the department has been able to give feedback from observations of them in the classroom. There are few mentoring programs in the country, and this one has been beneficial to all those involved— especially the students.

Strengths

- This department offers small lectures and labs that are taught by the same faculty member, allowing for a seamless integration of lecture and lab curriculum. This type of integration helps foster inquiry-based learning in the lab setting. Most of the general biology sections have the high retention rate of 85 percent.
- A prerequisite to the Anatomy and Physiology sequence, BI 112 Cell Biology for Health Occupations has been implemented, requiring students who are entering anatomy and physiology courses to be familiar with basic biochemical and biological concepts relating to cells. This new course appears to have helped increase student preparedness for the year-long sequence.
- Relationships with faculty at Oregon State University are being developed so LBCC can continue to offer comparable classes. This dialogue also maintains accurate advising for LBCC biology majors.

Challenges

- Many more courses are offered than the full-time instructors can teach. This means the department depends on finding high quality adjunct faculty to teach a variety of courses. Finding the time to mentor faculty and to coordinate course content is challenging.

The Biology Program would benefit from another full-time faculty position. Until funding is available, the department will continue to work on strong mentoring and course coordination for adjunct faculty.

- It is a challenge to provide on-line science courses that will meet degree requirements.

  BI 112 Cell Biology for Health Occupations has been developed as an online class to help meet the college's plan.

- The department needs a way to accurately assess whether students are meeting program and course outcomes.

  The division has assembled a Program Effectiveness Team with members from each department. Part of their responsibility is to do research to help assess program outcomes. The department needs to begin collecting data to answer questions such as these: Do students complete their AS, AAS, certificates, or BS degrees? Where do students transfer? Is there a specific class that limits students' progress or success? Would prerequisites improve student success? Do students find work in their field of study? (Exhibit 2.8)

c. Mathematics

The Mathematics Department provides courses for students in the college's technical and professional programs, a full complement of courses for transfer students, and an Associate of Science degree. Based on a strong foundation in math and physics, the Associate of Science degree in Mathematics is for students who plan to transfer to a four-year institution to complete a baccalaureate degree in mathematics or related field. A student with a strong high school math and science background could complete the degree in two years. Course and program outcomes include the ability of students to use mathematical principles, numerical methods, problem solving strategies, and teamwork to analyze information, model real-world problems, and communicate processes and results.

Of the classes taught by the Mathematics Department, approximately 70 percent are developmental math courses—basic arithmetic through intermediate algebra and geometry. The remaining 30 percent are transfer courses. The curriculum of developmental math classes is designed to meet specific required skills of career and technical programs as well as to prepare students for transfer level mathematics. Curriculum at all levels emphasizes the development of study skills, teamwork, and mathematical thinking.

Instructional strategies have broadened in the last 10 years and reflect both a greater recognition of varied learning styles and a transition to the pedagogical standards established by the American Mathematics Association of Two Year Colleges (AMATYC, www.imacc.org/standards/standards). While the "lecture" method is still widely used, all math faculty members incorporate aspects of technology, active learning, open-ended problems, realistic real-world applications, team problem- solving, oral and written communication by students, and discussion groups. The large majority of courses are offered in a face-to-face classroom environment, but in recent years online and broadcast course delivery methods have been included for developmental math courses and for college algebra.

The Mathematics Department has a diverse, well-qualified faculty. Some members have backgrounds in K–12 education, while others bring a rich mix of international or engineering experience. Several members are fluent in French or Spanish.

Strengths

- Members of LBCC's math faculty are involved in regional organizations and are nationally recognized for their curriculum expertise. Math faculty share equally in the responsibilities of teaching and curriculum development of all offered courses.
- The Math Department has been involved with development of outcomes since its inception at LBCC. The department used input from Linn and Benton county community math educators and math users to identify program and general education outcomes necessary for student success in their "next step." Defining program outcomes has led faculty

to include more activities and assessments around communicating mathematics and collaborative problem solving.

- Delivering math courses with consistent academic standards has long been a focus and strength of the department. For developmental math courses, the department has established uniform content, assessment, and learning activities to ensure that students in all sections have similar experiences and expected outcomes. Periodically, instructors grade the same sample test to provide feedback and norm grading. Consistent academic standards in transfer level courses are maintained by the establishment of content guides, mentoring, and regular collaboration prior to and during the term.
- Academic standards are further maintained by a newly developed, intensive mentoring program for part-time and newly hired full-time faculty.
- The department has greatly enhanced connections with area high schools through the College Now Program. Growth in both the number of students earning credit and the number of schools participating has been dramatic over the last several years.

Challenges

- It is a challenge to accurately assess whether students are meeting program and course outcomes.

  The department needs to develop accurate assessment tools and benchmarks. The knowledge and experience necessary to develop assessment tools may be achieved by wholly engaging in the Math and Science Division Program Effectiveness Initiative, connecting with departments involved in outcome assessment at LBCC and other colleges, and creating strong relationships with departments, programs, and the nonacademic community where LBCC students take their "next step." The department has selected a Program Effectiveness Team member to collaborate with other members of the division in finding concrete ways to assess this program. The department also is pursuing better methods of placing students into classes so they can be more successful. (Exhibit 2.8)

- The department needs to find ways to alter offerings to provide greater opportunities for students to meet outcome goals, particularly in areas where students fall short of those goals.

  The department is implementing ways to accommodate different student learning styles and scheduling challenges. For example, alternative developmental courses have been created that allow some students to meet course outcomes at a slower pace. To address unique schedules and life circumstance, most of the developmental courses have been put online in a self-directed format.

d. Physical Sciences

The Physical Sciences Department provides courses in general science, chemistry, geology, and physics. These courses are designed to meet the needs of career and technical programs, transfer programs, and general education requirements, and to provide community residents with opportunities to broaden their educational horizons.

The department offers three Associate of Science degrees: one with an emphasis in Chemistry, one with an emphasis in Physics, and one with an emphasis in General Science. These degree programs provide a strong background in mathematics and physical sciences for students planning to transfer to four-year institutions to complete baccalaureate degrees in chemistry, physics, or general science. However, most of the students taking physical science courses intend to earn degrees in areas such as engineering, biology, the health sciences, education, animal science, or agriculture.

Most classes have embedded laboratory experiences, reflecting the department's philosophy of the importance of hands-on science laboratory experimentation. The instructional environment of the physical science classroom uses a variety of teaching methodologies, including cooperative learning activities and lecture demonstrations. Certain classes incorporate the use of a Personal Response System to allow individual, as well as group, responses to questions posed by the instructor.

The Physical Science Department is staffed by five full-time and several part-time faculty members, as well

as one instructional assistant for stockroom management. All of the instructors work toward providing an atmosphere that fosters critical thinking, problem solving, and an appreciation of the physical universe.

Strengths

- The department has been active in strengthening adjunct faculty involvement. Part-time faculty members are included in department meetings, department e-mail, and social gatherings. Input from part-time faculty is encouraged and valued.
- The department offers classes in response to the needs of the students and the desired outcomes, the needs of programs at LBCC, the lower-division course requirements for transfer to a university, the needs of local industry, and the interests of community residents. Course offerings are revised and updated as needs and interests change.
- The Physical Science Department is offering several general science courses at the community education campuses in Lebanon and Corvallis. Although the classrooms are not equipped as laboratories, instructors have shown versatility in handling this dilemma.
- The department continues to maintain and develop new high school articulation agreements with several high schools in the local area and one in Lakeview.

Challenges

- Faculty members continue to work on departmental program and course outcomes. Because course outcomes are incomplete, assessments have yet to be determined.

  The division has assembled a Program Effectiveness Team with one member from each department. Part of the team's responsibility is to do research to help assess program outcomes. The department needs to begin collecting data to answer questions such as these: Do students complete their AS, AAS, or certificates or BS degrees? Where do students transfer? Is there a specific class that limits students' progress or success? Would prerequisites improve student success? Do students find work in their field of study? (Exhibit 2.8)

- Adequate facilities are an ongoing problem. Faculty and students cope with outdated laboratory classrooms.

  The college is raising money and working with an architect to renovate and add laboratory classrooms on the Albany campus. At the centers, faculty members need space and funding for lab equipment, as well as additional lab assistance. Conversations have begun with center staff to resolve these issues.

8. Student Services Division

a. Adult Basic Education/GED

The mission of the ABE/GED Department encompasses basic skills and academic instruction for adults 16 years and older. Such instruction is intended to provide opportunities for students to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, opportunities for parents to obtain the educational skills necessary to become full partners in the educational development of their children, an alternative to a high school diploma for those unable to complete high school in a traditional way, and lifelong learning opportunities to improve the quality of life for the students and the community.

In addition to academic instruction, the ABE/GED Department is firmly committed to recognizing and enhancing the uniqueness of each student. Students are recognized as individuals who have unique sets of strengths and needs. Members of the department are dedicated to helping students recognize their own self-worth so they might pursue educational and career goals with confidence.

Learning activities are presented in whole-group, small-group, and an individualized format. In addition, a student can request additional help through the volunteer tutor program. Classes are available in Sweet Home, Lebanon, Albany, and Corvallis, as well as at both the Benton County Jail and the Linn County Jail. In several locations, classes are offered both during the day and in the evening.

The program is formally reviewed periodically by a team from the Oregon Office of Community Colleges and Workforce Development, and most recently underwent such a review in May 2006.

Strengths

- The department purposely hires staff members who are student-focused. New staff members are trained to make serving students their primary concern, and staff members support one another in going the extra mile for students. Department support staff have a commendable customer service attitude toward instructional staff and toward students and their families.
- Retention is at the forefront of department attention at all times. Instructors are very conscious that the quality of daily interactions with students, the quality of instructors' relationships with students, and the quality of instruction are the primary retention tools.
- Through the college's Alternative Learning Opportunities Program, the college has strong connections with many of the high schools in the district. This program allows us to help high school dropouts obtain GEDs while they are still young, thus lessening the impact that quitting school will have on their lives.
- The department does a good job of encouraging students to further their education and of connecting students with resources to help them do this. In 2004–2005, 44.2 percent of all LBCC GED recipients who were enrolled in a GED preparation class went on to enroll in credit classes at LBCC.

Challenges

- The department's biggest challenge is the recruitment and retention of students. Some programs have experienced low enrollment in the recent past, and literacy statistics across our district show that we are serving only a fraction of the community's literacy needs.

  The department has put together a recruitment committee that will develop a detailed recruitment plan. This group will examine literacy data for local communities, compare the department's enrollment trends with this data, and begin focusing our marketing and recruitment efforts toward a broader, more balanced, and more representative cross section of the community. The department also maintains a retention committee that will continue to monitor national research on ABE/GED retention, look for examples of programs with high retention rates, and work to incorporate new ideas for retention into LBCC's program.

b. Developmental Studies

The Developmental Studies Department (DS) supports student success through skillbuilding course work, learning resources, and cross-campus collaborations that help students read, write, study, and think at the college level; develop confidence as learners; use resources to set informed educational goals; and devise effective strategies to meet those goals. In 2005–2006, the department's classes registered 1,874 students with diverse goals: some in need of pre-college-level skill development, others preparing for university transfer, and still others concurrently enrolled in career and technical programs.

Department staff work closely with other instructional departments. The Learning Center is a joint effort of Developmental Studies and the Mathematics, Physical Science, and English departments. Collaboration with the Counseling Center and the Office of Disability Services increases our ability to respond to individual learning needs. Ongoing coordination with the ESOL and GED departments results in smoother transitions for students entering credit courses at the college. Partnerships with academic units (Education, Business, Mathematics, and Nursing) support student success in specific programs.

Individual student needs are met through small classes (20–23) at all campuses and individual academic support that is readily available. Classes emphasize active learning, small group collaboration, workshop environments, and community building. Most classes include computer work and use technology in instruction and student support labs; certain courses are delivered through online and ITV platforms. Short-term and self-paced courses allow students flexibility in developing their vocabulary and key study skills.

Developmental Studies staff support student success through student-centered teaching, the removal

of perceived barriers to student success, and constant program improvement. Consistent academic standards are maintained through regular review of curricula, materials, assessment, and teaching methods. The result is a responsive, dynamic program; favorable student response; and productive, collaborative relationships with partners around campus.

Program design is dynamic and responsive. After institutional research in the late 1990s questioned the effect of developmental reading courses on student success in subsequent classes, the department identified desirable learning outcomes and undertook a thorough review and revision of the scope and sequence needed to achieve them, resulting in a new course (RD 070 Foundation Reading Skills) and revised, clearly identified outcomes for the rest of the reading program. Other recent DS curricular improvements include an online "workplace" writing course (WR 085 Writing Refresher Online), an intensive curricular and textbook review for CG 111 College Learning and Study Skills, and a realigned WR 050 course designed to better serve ESOL and GED students as they transition to college classes. Other collaborations include (1) a critical thinking class jointly taught with Nursing faculty, (2) working with the Career Center to integrate career awareness activities into WR 095 College Writing Fundamentals, and (3) a partnership with an ESOL instructor to provide better instruction to ESOL students in WR 050 Survey of Basic Writing Skills.

Strengths

- A key strength is the department's committed staff, including instructional support staff and faculty, both contracted and adjunct. Most DS adjunct faculty have been active department members for upwards of five years and participate in curricular decisions and department initiatives aimed at improving student success. In spite of the fact that many students take DS classes through requirement rather than choice, their responses to instruction are favorable.
- Many collaborative efforts with campus partners address barriers to student success. One program now in its seventh year provides under-prepared education majors with linked courses that offer study skills and writing support. Retention increased compared with students of a similar profile in the year before the program was initiated, and student success compared favorably with a well-prepared control group.
- A multi-year collaboration with the Mathematics Department embedding study skills into basic algebra classes increased the student success rate by 10 percent and improved students' self-perception as "successful students" (e.g., 40 percent indicated stronger note-taking skills).

Challenges

- Initial placement according to CPT results often proves to be inaccurate in lower-level classes. Results are sometimes confounded by unconstructive behaviors of testers and—based on the department's experience and study of the test parameters—the CPT appears to be less accurate and discriminating at lower levels.

  The department can work with Counseling and Assessment to investigate how individualized follow-up assessment by DS faculty for students scoring low on the CPT might be incorporated into the new student orientation process to achieve more accurate placement. In addition, DS can work with Media and with Assessment to develop a short video that will precede administration of the CPT and will emphasize the importance of obtaining an accurate test result.

- Meaningful data about subsequent student success is difficult to obtain. Despite these limitations, the revised reading curriculum needs to be evaluated to determine if changes have improved student outcomes.

  The next step in the course outcomes process is the development of accurate assessment tools to determine if students are achieving these outcomes.

c. English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages (ESOL), also referred to as English as a Second Language, is an academic discipline grounded in several other

disciplines, including linguistics, adult education, and second language acquisition.

The ESOL Department offers English language instruction and academic support services to a diverse community of learners. In recent years, the ESOL Program has served approximately 400 adult students from more than 25 countries each year. Currently, 31 noncredit classes are offered to students with English language skills that range from a minimal to fluency sufficient for passing 100- and 200-level transferable credit writing courses. Students at LBCC who are registered in academic classes outside the ESOL program can receive additional academic support at ESOL Help Desks in Corvallis and Albany.

The objectives of the ESOL Program reflect the self-reported needs of the students. These students, who take part in initial goal-setting sessions during the first week of classes, generally enroll in the program for one of the following reasons: (1) to improve their English language skills; (2) to transition to academic, work, and social settings; (3) to become full partners in the education of their children; or (4) to integrate more fully into the larger community.

The ESOL Program has seen growth in services offered to students since the last accreditation visit. The number of sites where ESOL instruction is offered increased from four to six, and individual tutoring is now available in Corvallis and Albany at the ESOL Help Desks. The Developmental Studies Department has collaborated with ESOL by offering Writing 050 Survey of Basic Writing Skills to ESOL students as a noncredit option. In addition, because of the challenges faced by second language students who are pursuing degrees or taking credit courses, the ESOL Department has developed an academic English course for non-native speakers, ENL 084.

In addition to the expansion of services, the program's instructional design has changed to better meet the needs of students at different ability levels. Since 2004, the ESOL programs at the Benton Center in Corvallis and at the Albany campus have expanded from two levels of instruction to three: beginning, intermediate, and advanced. Since 2005, ESOL courses have also been divided into two major skill areas: listening/speaking and reading/writing.

Strengths

- ESOL faculty members provide an effective orientation for incoming students in which new students are assessed and placed into classes. Fewer than approximately five students each term need to be moved to a more appropriate level of instruction.
- At extended sites, which include Lebanon, Sweet Home, and Harrisburg, instruction is taught in multilevel classes, meaning that students with beginning, intermediate, and advanced level skills are all taught in one classroom with one instructor. This model provides instruction for speakers of other languages in outlying communities who could not otherwise be served.
- In the past two years, the ESOL faculty has developed outcomes for all courses in the curriculum. The course content of ESOL classes throughout the program is now more consistent, as evidenced by course outcomes listed on class syllabi, discussions in monthly faculty meetings, and calibrated writing scores given to students during group faculty scoring sessions each term.

Challenges

- Support for ESOL students who want to transition to (or have already transitioned to) credit classes could improve.

  In addition to staffing the ESOL Help Desk, developing ENL 084, and continuing the noncredit option for the writing class in Developmental Studies, the ESOL Department plans to strengthen the content of the intermediate and advanced writing courses to include more instruction and assignments that are similar to those a student would encounter in credit classes.

C. Special Instructional Programs and Initiatives

1. Cooperative Work Experience/ Service Learning

Cooperative Work Experience/Service Learning (CWE/SL) helps students become productive and successful members of the workforce by providing them with work experiences related to their career choices. CWE gives them the opportunity to increase their skills and knowledge in authentic employment situations related to their academic and career goals, as well as by giving them access to equipment and technologies unavailable on campus. Students participate in CWE as required course work in certain programs or as elective credit for two-year degrees.

CWE has developed significant partnerships with employers and agencies for training sites and supervision of students. Employers participate in training future employees by providing qualified students with meaningful work experience. By using feedback from employers and program participants, college faculty are able to gauge the effectiveness of their programs in meeting the community's training needs.

Significant additions have been made to the departmental course offerings within the last six years. Students may now register for Service-Learning credits in several disciplines. CWE has been incorporated into the following newly developed Accelerated Training programs: Phlebotomy, Veterinary Technology, Pharmacy Technician, Basic Computer User Support, and Radiological Technology.

CWE has maintained moderate growth over the past 10 years. CWE Coordinators strive to meet the needs of diverse learners and work closely with Disability Services. CWE placement, support and evaluations are made on an individual basis with the goal of finding an appropriate match between student and employer.

During the past year, course outcomes for CWE/SL were identified. (Exhibit 2.3)

Strengths

- The 2005–2006 Student Opinion Survey indicates that students are satisfied with work experience opportunities at LBCC. (Exhibit 2.12)
- Membership in Oregon Campus Compact was obtained to provide civic responsibility opportunities for students. A pilot program was offered in 2004–2005, and in 2005–2006 students received $35,000 in scholarships for doing practicum work in nursing, medical assisting, and radiological technology, as well as service work in student government.

Challenges

- The impact of campuswide budget cuts—coupled with an increase in the number of students and programs plus some other factors—has left the department struggling to accommodate all of the students involved in internships. The biggest challenge is to develop greater efficiency in order to serve more students with fewer staff.

  The CWE staff needs to collaborate with Media Services to create a new Web-based database. New software would allow Web access to student files, which would provide an alternative means for students to complete processes.

- Another departmental challenge is to develop a systematic method for collecting data on employer and student satisfaction and outcomes.

  The CWE Department will develop a systematic process for tracking student outcomes and satisfaction and for using the data analysis for continuous improvement.

2. Distributed Delivery of Courses, Certificates, and Degree Programs

Distributed learning courses go through the same rigorous development and review processes as their face-to-face counterparts. All courses receive institutional review and approval through the college's Academic Affairs Office. All distributed learning courses that currently are being offered have received faculty approval. Faculty members have full responsibility for the quality of the courses offered at a distance as they mirror the campus-based courses, and they are expected to deliver the same level and quality of instruction. Distributed education is a delivery option, and the course outcomes are no different than for a face-to-face course.

The design of course instruction at LBCC may vary depending on the discipline, and levels of interaction vary depending on the medium being used. A post-course survey of online courses indicated satisfaction with faculty-to-student and student-to-student interactions is in the 70–75 percent range for all classes. Using Blackboard® as a learning management system, instructors construct threaded discussions, chats, and e-mail interactions to engage students. Instructors provide prompt feedback to students on assignments.

LBCC Board policies address instruction and curriculum evaluation as well as copyrights, patents, and development of instructional materials. Instructors of distributed education courses are evaluated using the same criteria for education and experience that is used for face-to-face instructors. Currently the majority of distributed classes are taught by full-time regular faculty, subject to the appraisal process.

The Media Services Department provides training and support for the faculty in the development and delivery of distributed learning courses in all formats. In addition to providing the initial orientation for faculty, the department offers a variety of classes specifically for distributed learning instructors; the topics include basic and advanced use of Blackboard®. Faculty teaching via live interactive television receives individual training on using the interactive television classroom equipment and on teaching methods. A technician is available to assist with live interactive television classes. Special courses are offered throughout the year on a variety of subjects of interest to the distributed faculty, with an emphasis on teaching with technology.

Students and faculty have access to library holdings both on and off campus. The library Web site provides many links to information for distributed learners. Links include "Information for Students using the Library Services," which covers "Instruction, Training, and Information Literacy Tutorials." A reference librarian is available to answer questions.

The college's technology infrastructure in support of distance learning covers a wide range of formats and includes two downlink C/Ku band satellite dishes, one Albany campus live/interactive television studio/classroom; and two remote classroom receive sites, one at the Benton Center in Corvallis and one at the East Linn Center in Lebanon. Students taking distributed education classes may use the computers in several labs and in the library to complete their classes. Also, the college is a participant in the OregonWin (Wireless Instructional Network), providing instructional programming to that system 24 hours a day, seven days a week. The college maintains its own Blackboard® course management server and provides assistance and support for students enrolled in online courses.

A full-time multimedia technician, reporting to the Media Services Manager, offers support and training in the use of Blackboard® for online classes. Training is provided in a group workshop each term as well as for individual instructors.

The Media Services Web site also provides links to a number of sites of interest to instructors of online courses.

A report on LBCC's distributed education geographic distribution indicates that for the years 2000–2004, 84 percent of the enrolled distributed students were in-district students who obtained access to services by coming on campus; others, both local and remote, gained access via telephone or e-mail. Many services for students are provided on the college Web site. Links to distance education counselors and department advisors are available on the distributed education Web site.

Distributed course information is available in the college schedule of classes in a specially designated area at the beginning of the schedule, and it is also available online through the Student Information System (SIS). The Media Services Department maintains a distributed education Web site that is easily accessible from the college home page; the site has information regarding courses being offered, as well as information for enrolling and technical support. Distributed course information also is available statewide through the Oregon Community College Distributed Learning Association catalog, which lists all community college distributed courses.

The college has made significant commitments to supporting distributed learning with the various technology infrastructures that are in place, including the distributed learning classrooms, cable channels, and

technologies, the online learning management system, and the staff to support these enterprises. Recent investments include purchasing Quality Matters and a faculty Instructional Designer. Over the years, the college has developed state-of-the-art technologies and it continually upgrades and improves delivery systems.

LBCC has a long history of providing distance/distributed learning courses, with more than 12,000 students enrolled in classes in the distance/distributed program from 1997 through 2005. Each year student post-course surveys indicate a desire for additional courses to be offered at a distance as an alternative to face-to-face classes. Each term the college receives requests from students who would like to complete their lower-division requirements online as well as to complete the AAOT online. Based on history and on current technology trends (both nationally and regionally), expectations are that the distributed learning program will continue to grow.

Strengths

- Steady, long-term growth of courses offered and increased enrollments in all courses are indicative of a healthy program.
- A professional, dedicated distributed learning staff provides high quality support to faculty and students.
- A strong committee structure advocates for change and promote distance/distributed learning issues.
- An e-learning plan recently was endorsed and is part of the college's strategic plan.

Challenges

- LBCC needs to meet student requests to offer more core classes online—particularly math and lab sciences. The college also needs to create incentives to encourage faculty to teach at a distance, as well as a clearly defined process and funding base.

  Working through its Distributed Education and Instructional Technology (DEIT) Committee, the college will continue to research and seek alternative methods for providing students greater access to the college curriculum. The current e-learning strategic plan addresses the majority of the challenges cited, including offering the AAOT, the AAS, and other transfer courses; faculty incentives; additional support staff; and technology infrastructure. The plan includes a coordinated, cross-discipline effort to first develop an online offering for the complete general education core, and then target high-demand degrees.

3. Educational Partnerships

Linn-Benton Community College provides a variety of programs and services available to high school age individuals as well as strong articulation agreements (formal and informal) with four-year schools. These partnerships are designed to achieve seamless educational opportunities for the students, and they are in alignment with the college's mission goals.

The multiple opportunities available to high school age students are intended to support and complement the high school programs and services; they are not intended to replace those already available through the respective high schools.

a. Alternative Learning Opportunities (ALO)

The Alternative Learning Opportunities Program provides an avenue for high school students to take LBCC classes and earn credit for both college and high school. Courses range from GED Preparation to advanced math, sciences, and foreign language. The reasons students opt to participate include: (1) completing high school diploma or GED, (2) starting college career early, (3) exploring subjects not available in their high school, (4) taking courses they don't have time to take while in high school, and (5) personal enrichment.

Students are required to meet with the LBCC ALO Coordinator and to complete an Underage Enrollment Form prior to registering for any course. The tuition for these courses may be paid by the school district or by the student. The ALO Coordinator serves as the students' advisor and counselor throughout their time at LBCC and acts as the liaison between LBCC and each participating high school. When requested, progress reports are sent to the high school twice per term; grade reports

follow at the end of each term. Bills for tuition and fees for students who are supported by their high school are sent to the school district at the end of each term.

b. College Now (CN)

The College Now Program is based on a partnership agreement between LBCC and local high schools that award LBCC credit for course work completed as part of the student's high school educational program. The high school teachers are required to meet the same hiring criteria as LBCC faculty, and the course content and outcomes must match the LBCC course. Students pay a one-time participation fee, and the credits are transcripted upon successful completion of the high school course.

LBCC program faculty articulate course content and assessment standards with faculty in the high school program; this strong articulation among programs provides the opportunity for developing a seamless transition for the students. Once students have experienced success in college-level courses and have accumulated college credits, they are more inclined to pursue post-secondary education.

An equally important success measurement relates to how well these students do in higher level courses. The success of College Now students in higher-level writing and math courses is now determined by comparing the success of students who complete WR 121 or MTH 111 through College Now with the success of students who complete WR 121 and MTH 111 through LBCC campus classes. The results are as follows:

	College Now Students	Non-College Now Students
WR 121	3.12 GPA in higher level course	2.75 GPA in higher level course
MTH 111	3.20 GPW in higher level course	2.48 GPA in higher level course

c. Other High School Connections

LBCC provides many other programs and services for high school age students. These include, but are not limited to: (1) Advanced Placement Program; (2) completion of the Adult High School Diploma; (3) career cruises; (4) career academies; (5) the high school Health Occupations Program.

d. LBCC/OSU Degree Partnership Program (DPP – formerly the Dual Enrollment Program)

Due to its close proximity and excellent program alignment, Oregon State University is the next step for the majority of LBCC transfer graduates and non-graduates. In the fall of 1997 a small group from each institution began pursuing the possibility of a dual enrollment program. The first Memorandum of Understanding was signed by the Presidents on May 13, 1998, and the program was started the following year in three pilot programs: Agriculture, Business Administration, and Engineering. The program enrolled approximately 100 students during the pilot year and has grown to serve more than 6,000 total admitted students since that time.

Pre-existing processes and procedures were revised through extensive collaboration, resulting in a model that is being replicated throughout Oregon as well as other parts of the country. The reasons students elect to seek admission are extremely varied, but the primary advantages are:

- By paying one application and one admission fee, a eligible student can be admitted to both institutions.
- Financial aid eligibility is based on total credit hour enrollment at both institutions.
- OSU housing is available to students even if they are not registered at OSU.
- Students have access to program advisors, college services, and scheduled classes at both sites.

This partnership resulted in the development and implementation of the Associate of Science Direct Transfer degree for LBCC students who plan to complete a bachelor's degree at OSU. The completion of this ASDT degree enables the student to enroll at OSU as a junior, having met the lower-division general education requirements for a Bachelor of Arts or Bachelor of Science degree.

The DPP similarly has extremely dedicated, enthusiastic individuals at both institutions who appreciate the value of the program. The DPP has grown significantly because of student success stories and a positive reputation. When implemented, it was the first of its kind in

the nation, and it continues to be one of few programs that truly encourage simultaneous student enrollment.

Graduation Rate for Three-year Transfer Students:
DPP = 19 percent
Non-DPP = 9 percent

Note: Comprehensive data for ALO, CN, and DPP is available. (Exhibit 2.13)

Strengths

- The greatest strength of the High School Connections programs is the staff, both its quality and quantity. With a staff of 3.5 FTE, LBCC is one of the few Oregon community colleges that supports educational partnerships—plus makes a financial contribution for and houses the regional career and technical coordinator.
- The college has strong connections with area superintendents and high school principals. The college also is fortunate to have instructional program managers and faculty, along with managers and staff in Student Services, who see the value in working with the local high schools.
- The college has a lengthy history of working with high schools, which has resulted in an inventory of commendable practices and a positive reputation in the community.

Challenges

- The biggest challenge faced by the Educational Partnership team is the need to continually market the programs that are available for high school students as well as the Degree Partnership Program. With staff turnover in the high schools, at LBCC, and at OSU, it is unrealistic to assume that staff at all levels will be the "voice" for these programs.

  To address this challenge, Educational Partnerships will continue to use all its current marketing efforts: Web sites, newspaper articles, quarterly mailings to home addresses of high school juniors and seniors, open houses, and orientations. New marketing strategies will include: development of a DPP information center, post card mailings to DPP students taking courses at LBCC, development and dissemination of more student success stories, and expanded research efforts that demonstrate student success.

- The approval of Oregon Senate Bill 300 Expanded Options Program created an immediate challenge for all public high schools and postsecondary institutions. At LBCC, most of the processes are already in place for this new legislation because the college's ALO Program has been providing similar educational opportunities for area high school students. However, aligning LBCC's procedures with those identified in SB 300, notifying area high schools of any changes, and preparing to serve more students are immediate challenges for the college's Underage Enrollment Coordinator as well as for college service areas that will be impacted.

  During this year of implementation, areas needing improvement will be identified and steps will be taken toward improving them.

e. Learning Center

The Learning Center's mission is to provide academic support services that empower students to become confident, independent, successful learners in a welcoming, friendly, and encouraging environment. Coordinated jointly by the Developmental Studies and Mathematics departments, the Albany Learning Center offers student assistance in an informal study setting. Help Desks in mathematics, physics, chemistry, biology, reading, writing, study skills, and computers provide individualized, drop-in academic assistance. By appointment, tutors support individual students in more than 50 subjects. Students in targeted, challenging courses may attend Tutor Assisted Study Support (TASS) sessions facilitated by trained TASS leaders.

Thirty-eight networked computers are set up in the Learning Center computer lab, and instructional assistants circulate among them. Students take more than 5,800 tests annually in the 42-seat testing center. "Survival Seminars" on various student-centered topics are centrally coordinated for all LBCC centers; these totaled 32 in 2005–2006.

The Learning Center's advisory committee—faculty members representing each LBCC division, counseling, ESOL, and two center Directors—meets quarterly.

Learning Center Coordinators conduct operations meetings monthly and offer inservice professional development quarterly. Student satisfaction surveys are conducted on a regular basis.

In response to student requests, in 2001 a drop-in Help Desk for science (physics and chemistry) was added. In winter 2006, biology help was added to address the needs of pre-nursing students taking Anatomy and Physiology.

Technology enhancements include overhauling the Learning Center Web page in 2002–2003. At this site, students can learn about services, register for tutoring, and find writing assistance. Since 2001, the Web page has received more than 82,500 visits. A wireless access point for laptops was added in 2003–2004.

In 2004, Learning Center Coordinators and satellite campus representatives analyzed expanding services. Survival Seminars and tutoring by appointment are now available at all campuses. Other services are available via Web site, appointment, or referral.

The Benton Center's Learning and Career Center contains an open study and computer area that includes part-time instructional assistance. The Lebanon Center is minimally staffed by a reading, writing, and study skills assistant/disability services liaison.

Each term during 2005–2006, more than 2,500 individual students logged at least 23 hours in the Albany or Benton Center Learning Centers; more than 2,242 tutoring sessions were conducted; 1,950 tests were proctored; and more than 400 students received writing assistance. During winter 2006, the Math Help Desk tallied 8,328 contacts and the Science Desk logged 404.

During the 2005–2006 academic year 2,242 tutoring sessions were conducted.

A total of 173 individual tutoring sessions were provided in the Benton Center, up from 117 in 2004–2005.

More than 1,200 students visited the Albany, Benton Center and Lebanon Center Writing Desks.

Strengths

- The Learning Center's dedicated staff, informal environment, well-advertised services, and visible, central location contribute to heavy use and high evaluation marks from student.
- Joint coordination by the Developmental Studies and the Mathematics Departments strengthens the base of support for the Learning Center, facilitates collaboration between the two divisions, and results in a more comprehensive array of student services. Help Desks are also operated collaboratively with the Physical Sciences Department and Arts and Humanities Division. A staff that is cross training and funding by the Office of Disability Services enables the Learning Center Reading, Writing, and Study Skills Help Desks to operate longer hours. The Learning Center and Library jointly initiated a Foundation grant establishing a textbook loan program.

Challenges

- Learning Center programs need more space—a message consistently conveyed on student surveys since 1991. During peak usage hours, lines form for access to computers, testing, and writing assistance. Confidential conversations are impossible. Overflow tutoring sessions often take seats from the open study area. Learning Center users do not have direct access to the library, elevators, or restrooms.

  An anonymous donor has helped fund a much-needed remodel of the Learning Center and Library. By winter quarter 2007, collaborative planning will both physically and programmatically link and expand the two areas.

- Budget cuts in 2006 have reduced staff campuswide. Reducing the full-time contracted Information Counter staff from three to two affects services that are integral to Learning Center operations.

  In order to respond to this challenge, learning center hours and testing services are being reduced.

f. Study Abroad

The purpose of the Study Abroad Program is to give students a global perspective by providing them with opportunities to study in other countries. In addition, the program provides faculty members with professional development opportunities to teach abroad. LBCC offers the Study Abroad Program as part of the Oregon International Education Consortium. At present the consortium consists of eight community colleges

in Oregon; LBCC has been a member since April 2004. Currently the consortium partners with the American Institute for Foreign Study (AIFS) to offer two overseas study experiences, one in Florence, Italy, and one in London, England.

In addition to these two programs, LBCC offers two summer programs, one to Costa Rica and one to Mexico. Students participating in the Study Abroad Program receive LBCC transferable credit in areas such as art, history, foreign language, writing, and biology. Credit is not awarded for travel alone. Students are taught by Oregon community college faculty members selected from participating Oregon International Education Consortium member institutions. The program is administered by the Director of Student Leadership, Outreach and Retention in coordination with the Multicultural Center. The Director of Financial Aid and the college Deans work with the Study Abroad Coordinator to ensure that institutional control, academic standards, and credits are the same as those of the college.

D. Outreach Centers

1. Benton Center

The Benton Center delivers LBCC programs to Benton County residents at its facility in downtown Corvallis and at other locations throughout the county. Since the last self-study, the Benton Center's physical plant has more than doubled in size and its curriculum has changed from one that is focused on community education to one in which credit education is increasingly important.

The Benton Center is the second largest of LBCC's sites.

Credit education is the fastest growing program at the Benton Center, with full day and evening programs designed to support the Oregon State University baccalaureate core in general education. In addition, the center supports OSU degrees in education, engineering, and business administration and offers a certificate in basic office technology. Some departments at OSU—notably business, Spanish, engineering, and education—have requested that LBCC offer lower-division classes, either at the Benton Center or on the OSU campus, to help OSU meet its demand for high-enrollment classes.

In addition to its credit offerings, the center hosts the college's largest programs in both community education and English for Speakers of Other Languages (ESOL) as well as an adult basic education program, parenting classes, and a cooperative preschool program.

Since the last accreditation study, the college and community have invested in significant improvements to the center. The newly remodeled building has 19 classrooms, including two computer labs, a ceramics studio, and a fitness studio. Student services include a counseling, career, and learning center; registration; and a bookstore.

Strengths

- One of the Benton Center's chief strengths is its location. Benton County, the home of Oregon State University and of one of the most highly educated populations in the United States, is immensely supportive of and interested in higher education.
- LBCC is a member of the Economic Vitality Partnership, which currently is focused on building a long-range plan for economic development in Benton County.

Challenges

- Most of the current challenges facing the Benton Center derive from the growth in its credit program and the college's efforts to ensure that credit offerings and instruction are consistent throughout the district.

  Currently, some divisions have identified center liaisons to increase communication with regard to programming, scheduling, and instructional needs. If this model proves effective, it will be replicated with other divisions.

2. Linn County Centers

The Linn County centers offer LBCC's programs and services to Lebanon, Sweet Home, and various community locations. The Albany Community Education office on LBCC's Albany campus is also part of the centers' organizational structure.

Since the last self-study, Linn-Benton Community College has invested in new facilities in both Lebanon and Sweet Home. Passage of a $19.1 million bond in

2000 allowed the college to construct a 44,000-square-foot building housing the LBCC Lebanon Center and East Linn Workforce Development Center. The building contains modern classroom, computer lab, meeting room, and office space for LBCC operations. It also houses a One-Stop Center that provides the community with access to employment and training services. The college formed a partnership with state workforce agencies that are tenants in the building. LBCC also constructed the 2,500-square-foot Elkins Annex on the property; it contains two meetings rooms and a kitchen. These meeting rooms are used by the college and by community organizations.

The Sweet Home Center's approximately 5,000 square feet of space is located within the remodeled Sweet Home High School. The new center was completed in September 2004. It houses a commons area, a GED/math area, a counseling office, a testing center, an art room, a conference room, and a computer lab. The center has office space, three classrooms, and access to available high school classrooms.

The old Lebanon Center building in downtown Lebanon was sold following the opening of the new center; however, the building was subsequently donated back to the college and currently is available for use as classrooms, offices, or meeting space. Samaritan Health Services maintains a computer classroom for employee training in this building.

Together the Lebanon and Sweet Home centers offer transfer credit classes, community education, accelerated training, ABE/GED and ESOL classes, remedial programs, and developmental services. Albany Community Education's office oversees community education for the Albany area and for districtwide programs in driver's education, motorcycle safety, and tractor safety. The Lebanon Center has an established evening program of transfer credit classes. Beginning in the 2006–2007 academic year, the Lebanon Center is expanding its daytime credit class offerings.

The major areas of FTE at the Linn County centers include: business technology, mathematics, writing, parenting education, and physical education. The Albany Community Education office generates its major FTE from classes in personal growth and in vehicle safety and operation.

Student services at the community education centers have increased and include: counseling, educational and career advising, registration services, textbook sales, college placement testing, computerized career information, test proctoring, student program representation, and learning center services that include tutoring and survival skills workshops.

The TRIO Program houses a retention specialist at the Lebanon Center and provides a variety of support services. This federally funded grant program supports first-generation and low-income students.

The Linn County centers also have a well-established community education program. A districtwide community education strategic plan is being developed for these centers together with the Benton Center.

Strengths

- The college's significant investment in new facilities reaffirms its commitment to serve all communities within its district and increases its capacity to respond to local educational needs.
- The college is committed to consistency in instructional quality and student outcomes, and to faculty support and supervision across the district, utilizing a collaborative model of shared responsibility among Deans, Center Directors and Department Chairs. During the past year, progress has been made in implementing this model.
- The Lebanon area is attracting new business and industry with its well-organized economic development team. LBCC and the Director of the Linn County centers are participants in local networking and business and education partnerships. The Director also is a member of the college's new Community Council, charged with creating better collegewide responses to emerging community needs.

Challenges

- The Linn County centers need better planning of instructional and student services. Credit classes and instructors are scheduled independently, department by department, which makes comprehensive programming a challenge. The use of part-time

and rotating contracted faculty within the centers presents additional obstacles to joint planning and to creating a cohesive instructional team.

Regular meetings between departments and center staff are helping to create more comprehensive programming and joint planning.

- Although the Sweet Home Center is located within the Sweet Home High School building and the Lebanon Center is located within a mile of Lebanon High School, high school students whose educational plans include college courses are not taking advantage of their proximity to LBCC centers.

The Linn County centers are focusing on increasing their visibility in local communities by strengthening K–12 partnerships, developing a marketing plan, and pursuing additional networking opportunities.

3. Community Education

LBCC Community Education reaches more than 12,000 students (duplicated headcount) a year with offerings from art to vehicle safety. The program provides lifelong learning opportunities to individuals throughout the district. Because of its broad reach, community education has a significant marketing value to LBCC in addition to its education value to students.

In the spring of 2006, LBCC reorganized its community education program from a two-manager, two-county system to a unified program under a management team with a single manager. The management team consists of the Directors of the Linn and Benton County centers and the districtwide operational manager, now Director of Community Education.

Educational programming of community education is generated through Albany Community Education and the Benton, Lebanon, and Sweet Home centers. Offerings are primarily marketed locally, although the college is considering moving to a districtwide, more strategic community education marketing plan.

The direction of community education at LBCC has changed since the last accreditation report in response to the Oregon State Legislature's decision to reduce funding for certain categories of classes. Noncredit tuition has increased 50 percent since fall 2002 with a greater emphasis on program self-support. To the benefit of students, the senior discount has been retained and overall tuition remains one of the lowest among Oregon community colleges and, therefore, still affordable to most.

Strengths

- Overall, class offerings and enrollment have declined only slightly during four years of budget challenges and rising tuition. Evaluations of course content and instruction indicate that excellent teachers and instruction are the backbone of successful classes.
- New and remodeled classrooms at the Benton, Lebanon, and Sweet Home centers have been appreciated by students, according to their written and verbal comments.
- The LBCC Part-time Faculty Staff Development Fund has proven a motivation for instructors to improve their knowledge and skills, especially in the areas of foreign language and physical education.

Challenges

- State reimbursement changes and other factors require a more deliberate approach to program planning. Many factors—including unique local community needs, budget, trends, partnerships, and access—must be weighed when establishing both local and districtwide community education program goals.

LBCC plans to establish districtwide programming goals, along with goals for Albany Community Education, Lebanon, Sweet Home, and Benton centers, to reduce cancellation rates and improve overall and average enrollment measured by increased FTE of state-supported versus non-state-supported courses.

- The reorganization of management creates challenges with planning, staffing, communication, and reporting. Four unique community office and program staffs will need to work more closely together as a team.

Regular program planning meetings will be scheduled with key community education

program staff and management in order to evaluate systems and establish districtwide operations standards, responsive communication, and reporting.

II. Analysis

Strengths

Across the college, many programs identified common strengths. These include:

- LBCC is fortunate to have a highly professional, qualified, and recognized faculty that is committed to students and their success.
- Programs have strong educational partnerships and connections with Oregon State University (Degree Partnership Program) and other four-year institutions. Programs also have strong partnerships with regional high schools (College Now and Alternative Learning Opportunities programs).
- There is excellent collaboration among instructional programs and departments and between the instructional and student support service divisions of the college.
- All instructional programs consist of curricula based upon learning outcomes that have been developed with input from internal and external stakeholders. These learning outcomes are aligned with industry standards, where appropriate.
- Programs have excellent partnerships with business and industry with strong advisory committee participation and customized programs for incumbent workers. Programs also use the community for student learning through career work experience and service learning.
- Faculty use diverse and flexible instructional methodology that is supported by modern technology, equipment, and facilities.
- Community based centers and classes provide educational experiences to citizens throughout the district.

Programs across the institution also share some common challenges. When possible, these challenges need to be addressed on a collegewide basis, allowing flexibility for department and program differences.

Challenges

- Programs need to continue working on the systematic collection and utilization of assessment data and tools for program improvement and on the establishment of benchmarks to determine program quality in the absence of comparative standards. Although programs are involved in at least one of a variety of assessment processes (program review, program effectiveness, learning outcomes assessment, general education outcomes assessment, and institutional effectiveness), these efforts would improve if they were more grounded in data collection and analysis.

  For the past two years, an inservice day in the fall has been dedicated to assessment and curriculum planning. This practice will continue, with an increased emphasis on data collection and analysis. The Academic Affairs Council and Instructional Council will discuss ways to increase the effectiveness of data collection and analysis.

- Programs continue to be challenged with the need to increase enrollment, to meet the training needs of business and industry, to expand educational partnerships, and to address legislative mandates with shrinking budget resources.

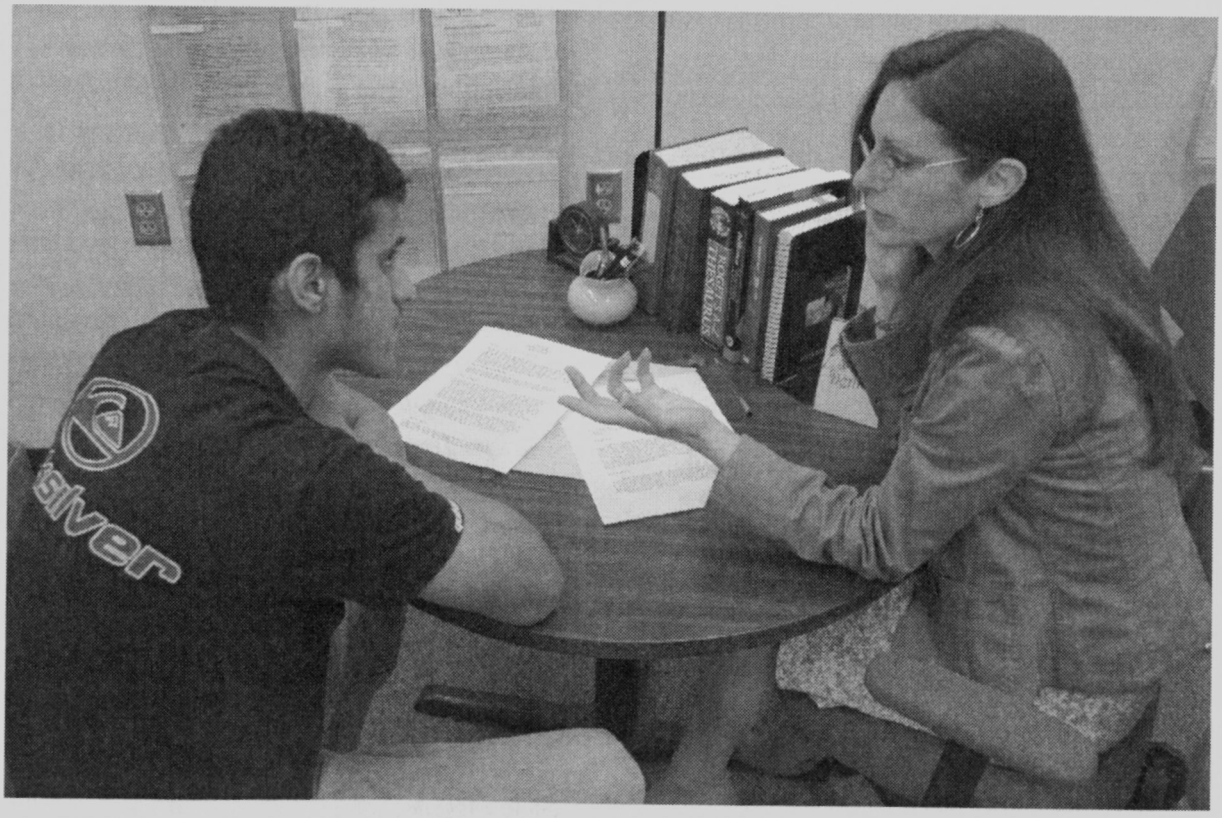
  The college will continue the expansion of educational partnerships in order to leverage faculty and facilities resources. Offering courses in the high schools or on OSU's campus helps LBCC reach new students and make wise use of current resources. The college is conducting a community survey to better understand local and state training need. These partnerships have helped in many of LBCC's career and technical programs and there are more opportunities to be researched and pursued. The college is also increasing financial support and resources for pursuing appropriate grant funding.

- Almost all programs mentioned the challenge of recruiting, retaining, and training contracted as well as non-contracted faculty. LBCC's location, size, and salary schedule contribute to this challenge.

The college needs to continue its commitment to professional development for continuing faculty and expand best practices for orienting and mentoring new and non-contracted faculty. The new faculty agreement includes a five-year salary schedule that improves LBCC's competitiveness with other similar schools. A comparative study of the part-time faculty pay schedule will also be completed.

- College procedures for scheduling credit classes at the centers are confusing, redundant and difficult to coordinate. Departments work independently with each of the centers which means that there are many individual processes for making decisions and sharing information.

  LBCC is in the process of addressing these challenges. In 2005–2006 the college embarked on a collaborative discussion between Division Deans and Center Directors to identify processes to improve. This discussion has continued and includes (1) gathering enrollment and student data to establish a factual basis for decision making, (2) agreeing to standardized processes when appropriate, (3) articulating quality indicators to measure center performance, and (4) developing a process to ensure consistency in hiring, training, and supporting the faculty.



Supporting Documentation for Standard Two

Appendices:

2.1 Related Instruction Matrix
2.2 Inventory of assessment documents
2.3 Degrees and program added or deleted in last five years
2.4 Number of degrees granted by program for last three years
2.5 General education program rationale

Exhibits:

2.1 2007–2008 college catalog and 2006–2007 cchedules
2.2 Instructional Standards and Curricular Issues Committee information
2.3 Program Learning Outcomes, Maps, and Assessments
2.4 Professional Technical Program Reviews from the last five years
2.5 General Education Outcomes Assessment
2.6 Curriculum planning day discussions
2.7 Institutional Effectiveness goals related to outcomes and assessment
2.8 Program Effectiveness Team results
2.9 Specialed program accreditations
2.10 Understanding LBCC's Writing Program
2.11 Program data
2.12 Student Opinion Survey 2005–2006
2.13 Alternative Learning Opportunities, College Now, and Degree Partnership Program data

Appendix 2.1

Related Instruction Matrix

AAS AND CERTIFICATE GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (2007-08)										
PROGRAM	**MATH**	**WRITING**	**SPEECH**	**COMPUTER COMP**	**HUMAN RELATIONS**	**STS**	**CULT DIV /GLOBAL AWARE**	**JOB SEARCH**	**SAFETY**	**ENVIRON AWARE**
Accounting Clerk (1 Yr Cert)	MTH065	WR121	SP100	CIS125D CIS125O CIS125S	BA224 BA285	NA	NA	SP100	BA226	TBA
Accounting Technology (AAS)	MTH065	WR121	SP100	CIS125D CIS125O CIS125S	BA224 BA285	*	BA224 BA285	BA2.597 SP100	BA226	STS Class
Admin. Professional (AAS)	MTH065	WR121	SP218	OA201	OA2.645	*		OA2.616	OA2.645	OA2.645
Admin. Professional-Office Management (AAS)	MTH065	WR121	SP218	OA 202	OA2.645	*	EC115	OA2.616	OA2.645	OA2.645
Admin. Medical Assistant (AAS)	MTH065	WR121	SP218	OA2.524 OA202	BA224	*	BA224	OA2.616	OA2.670	OA2.671 OA2.670
Adv. Supervisory Mgmt. (1 Yr Cert)	MTH065	WR121	NA	CIS125	SD101	NA	NA	SD103 pending approval	HE125	SD103 pending approval
Agriculture (AAS)	MTH065	WR121	SP100 SP111 SP112 SP218	AG111	WE1.280 CSS105	*	**	HT8.102	AG8.130	AG8.130 CSS105
Agriculture (1 Yr Cert)	Based on Placement Test	Based on Placement Test	NA	AG111	CSS105	NA	NA	HT8.102	TBA	CSS105
Animal Technology (AAS)	MTH065	WR121	SP100 SP111 SP112 SP218	AG111	ARE211	*	**	ANS207	ANS231	ARE211
Animal Tech/Horse Mgmt (AAS)	MTH065	WR121	SP100 SP111 SP112 SP218	AG111	AT154	*	**	ANS223	ANS222	AT154

AAS AND CERTIFICATE GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (2007-08)										
PROGRAM	**MATH**	**WRITING**	**SPEECH**	**COMPUTER COMP**	**HUMAN RELATIONS**	**STS**	**CULT DIV /GLOBAL AWARE**	**JOB SEARCH**	**SAFETY**	**ENVIRON AWARE**
Automotive Technology (AAS)	MTH061+	WR121	SP100	AU3.307	AU3.298 AU3.299 AU3.300	*	**	SP100	AU3.307	STS Class
Automotive Technology (2 Yr Cert)	MTH060	WR115	SP100	AU3.307	AU3.298 AU3.299 AU3.300	NA	NA	SP100	AU3.307	AU3.307
Business and Supervisory Management (AAS)	MTH065	WR121	SP111	CIS125	SD101	HST150	BA285	SD103 pending approval	HE125	STS Class
Child & Family Studies (AAS)	MTH061+ MTH065	WR121	SP218	ED101 & HDFS248	ED101 ED103	*	**	HDFS233	ED103	HDFS248
Child & Family Studies (1 Yr Cert)	MTH020 or higher	WR095 +	SP218	ED101 & HDFS248	ED101	NA	NA	HDFS233	ED103	HDFS248
Civil Engineering Technology (1 Yr Cert)	MTH097	WR121	NA	EG4.411	CEM263	NA	NA	TBA	WW6.167	CE6.488
Collision Repair Technology (1 Yr Cert)	MTH020	WR115	NA	CR3.512	CR3.512	NA	NA	CR3.513	CR3.511	CR3.511
Computer User Support (AAS)	MTH095	WR121	SP100	BA271 and pre-requisites	BA285	*	BA285	SP100	CS145	STS Class
Construction and Forestry Equipment Technology (AAS)	MTH061+	WR121	SP100	CT3.132	CT3.643	*	**	SP100	CT3.123 pending approval	STS class
Criminal Justice (AAS)	MTH061+	WR121	SP100 SP111 SP112 SP218	CJ100	CJ201	*	**	CJ210	CJ210	STS Class

AAS AND CERTIFICATE GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (2007-08)										
PROGRAM	**MATH**	**WRITING**	**SPEECH**	**COMPUTER COMP**	**HUMAN RELATIONS**	**STS**	**CULT DIV /GLOBAL AWARE**	**JOB SEARCH**	**SAFETY**	**ENVIRON AWARE**
Culinary Arts & Hosp. Srvc./ Chef Training (AAS)	MTH061+	WR121	SP100 SP111 SP112 SP218	CA8.421 CA8.309	SD101	*	**	CA8.301	CA8.336	STS Class
Dental Assistant (1 Yr Cert)	Entrance Reqrmnt MTH020	DA5.494 DA5.497	NA	DA5.491	DA5.550	NA	NA	DA5.515	DA5.501	DA5.501
Diagnostic Imaging (2 Yr Cert)	MTH111	WR121	SP100 SP111 SP112 SP218	RT5.783	RT5.775	NA	NA	OA2.616	RT5.779	RT5.779
Digital Imaging/Prepress Technology (1 Yr Cert)	MTH065	WR121	SP100 SP111 SP112 SP218	GA3.156 GA3.160	TBA	NA	NA	TBA	TBA	TBA
Drafting and Engineering Graphics Technology (AAS)	MTH097	WR121	SP111 SP112	EG4.465	EG4.465	*	**	EG4.465	TBA	STS Class
Emergency Medical Technician (1 Yr Cert)	MTH065	WR121	NA	EM5.820	PSY101	NA	NA	EM5.801	EM5.810	EM5.810
Graphic Design (AAS)	MTH061+	WR121	SP100 SP111 SP112 SP218	3 term digital imaging sequence	AA228	*	**	AA228	TBA	STS Class
Heavy Equip/Diesel Tech (AAS)	MTH061+	WR121	SP100	CT3.295 pending approval	SP100	*	**	SP100	TBA	STS Class
Heavy Equip/Diesel Technology (2 Yr Cert)	MTH060	WR115	SP100	CT3.295 pending approval	SP100	NA	NA	SP100	TBA	HV 3.308
Horticulture (AAS)	MTH065	WR121	SP100 SP111 SP112 SP218	AG111	HT8.137	*	**	HT8.102	TBA	STS course

AAS AND CERTIFICATE GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (2007-08)										
PROGRAM	**MATH**	**WRITING**	**SPEECH**	**COMPUTER COMP**	**HUMAN RELATIONS**	**STS**	**CULT DIV /GLOBAL AWARE**	**JOB SEARCH**	**SAFETY**	**ENVIRON AWARE**
Horticulture (1 Yr Cert)	Based on Placement Test	Based on Placement Test	NA	AG111	HT8.137	NA	NA	HT8.102	TBA	TBA
Instructional Assistant (AAS)	MTH065	WR121	SP218	HDFS248	ED101A	*	**	ED7.725	ED7.725	ED7.725
Instructional Assistant (1 Yr Cert)	MTH060	WR121	SP218	HDFS248	ED101A	NA	NA	ED7.725	ED7.725	ED7.725
Juvenile Corrections (1 Yr Cert)	MTH065	WR121	NA	CJ201	CJ201	NA	NA	CJ230	CJ203	CJ203
Legal Administrative Asst (AAS)	MTH065	WR121	SP218	OA201 OA2.662	OA2.613	*	EC115 or BA224 or BA285	OA2.616	OA2.645	STS Class
Machine Tool Technology (1 Yr Cert)	MTH060	WR095	NA	MA3.420 MA3.421	MA3.405	NA	NA	MA3.398	MA3.396	MA3.397
Medical Assistant (AAS)	MTH065	WR121	SP218	OA202	SP218	*	BA224 or SPN101	OA2.616	OA2.670	OA2.671 OA2.670
Medical Office Specialist (1 Yr Cert)	OA2.515M	OA2.670	NA	OA202	OA2.670	NA	NA	OA2.616	OA2.670	OA2.671 OA2.670
Medical Transcriptionist (1 Yr Cert)	OA2.515C	OA2.670	NA	OA2.529	OA2.670	NA	NA	OA2.616	OA2.670	OA2.671 OA2.670
Network Systems Administration (AAS)	MTH111	WR121	SP100	BA271	BA285	*	BA285	SP100	TBA	STS Class

AAS AND CERTIFICATE GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (2007-08)										
PROGRAM	**MATH**	**WRITING**	**SPEECH**	**COMPUTER COMP**	**HUMAN RELATIONS**	**STS**	**CULT DIV /GLOBAL AWARE**	**JOB SEARCH**	**SAFETY**	**ENVIRON AWARE**
Nursing (AAS)	MTH065	WR121	SP111 SP112 SP218	NUR101 NUR122	NUR101 NUR102 NUR103 NUR201 NUR203	*	**	NUR222	NUR101 NUR203	NUR201 NUR202
Occupational Skills Training (1 Yr Cert)	MTH060	WR115	NA	TBA	SP100	NA	NA	SP100	TBA	TBA
Office Specialist (1 Yr Cert)	OA2.515	OA2.551	NA	OA202	OA2.645	NA	NA	OA2.616	OA2.513	OA2.645
RHVAC (1 Yr Cert)	Based on Placement Test	Based on Placement Test	NA	Computer course	RH 3.552 RH 3.553 RH 3.580 RH 3.581 RH 3.584 RH 3.585 RH 3.586 RH 3.587 RH 3.588 RH 3.590 RH 3.596 HR 3.597 RH 3.602 RH 3.610	NA	NA	RH3.597	RH 3.552 RH 3.553 RH 3.580 RH 3.581 RH 3.584 RH 3.586 RH 3.587 RH 3.588 RH 3.590 RH 3.594 RH 3.595 RH 3.596 RH 3.597 RH 3.599 RH 3.602 RH 3.610 RH 3.618	RH 3.581 RH 3.584 RH 3.585 RH 3.595 RH 3.597 RH 3.599 RH 3.610 RH 3.618
Water/Wastewater Plant Operations (1 Yr Cert)	MTH060	WR115	NA	See program electives list	WW6.168	NA	NA	WW6.191	WW6.190 WW6.193 WW6.194 WW6.195	WW6.190
Water/Wastewater Technology (AAS)	MTH095	WR121	SP100 SP111 SP112 SP218	WW6.154	WW6.168	WW6.190	**	WW6.191	WW6.190 WW6.193 WW6.194 WW6.195	WW6.190
Welding Technology (AAS)	MTH061+	WR121	SP100	IN1.197	WD4.242 WD4.250	*	**	SP100 WD4.241	WD4.240	WD4.240

AAS AND CERTIFICATE GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (2007-08)										
PROGRAM	**MATH**	**WRITING**	**SPEECH**	**COMPUTER COMP**	**HUMAN RELATIONS**	**STS**	**CULT DIV /GLOBAL AWARE**	**JOB SEARCH**	**SAFETY**	**ENVIRON AWARE**
Welding (2 Yr Cert)	MTH060	WR095	SP100	IN1.197	WD4.242 WD4.250	NA	NA	SP100 WD4.241	WD4.240	WD4.240
Welding (1 Yr Cert)	MTH060	Based on Placement Test	NA	IN1.197	WD4.242 WD4.250	NA	NA	WD4.241	WD4.240	WD4.240
Wine and Food Dynamics (AAS)	MTH061+	WR121	SP111 or SP100	CA8.349	SD101	*	EC115	CA8.301 SP100	CA8.346	STS Class

*Selected from list of approved STS courses
**Selected from list of approved Cultural Diversity & Global Awareness courses

Appendix 2.2

Inventory of Assessment Documents

Program Review

A Professional Technical Education Program Improvement and Review Plan (Exhibit 2.4) is a systematic process for studying the vitality of a program of study—its relevance, currency, effectiveness, and efficiency. On a scheduled three-year rotation, a program review team (consisting of the department or program chair and faculty of each career and technical program, advisory committee members, and students, assisted by the Academic Affairs Office and Institutional Research staff) collects multiple measurements that indicate the health of the program. The Professional Technical Program Review and Improvement Report is a compilation of program results and becomes an institutional document that informs and becomes a part of the college's goal-setting and institutional effectiveness cycle. For copies of recent Program Review results, see Exhibit 2.4.

General Education Outcomes Assessment

The Arts and Communication Division has undertaken an initiative to identify general education outcomes required in AAOT and AS degree programs and to assess them at the "program" level. In this project, students are assessed for each of the identified outcomes in a formative process (assessment that is designed to provide prescriptive feedback to students and to inform them and the instructor about next steps in the instructional process). The "focused" outcome (increased breadth and depth) will be assessed in a summative process (quantitative grading and judgment about the student's achievement of the outcome). This summative assessment is reviewed holistically by a group of faculty to determine how successfully the outcomes are being met and where or how potential improvement in instruction might occur. Exhibit 2.5 includes results from the past two years of general education assessment.

Program Effectiveness Teams

In 2005, Math and Science faculty formed a Program Effectiveness Team designed to work with members of departments and other campus offices to plan and implement a process of continuous improvement. The primary focus of the team is to facilitate the development and determination of indicators and the collection of information to better assess program effectiveness. Results for this division are documents in Exhibit 2.8.

Program Student Learning Outcomes Assessment

LBCC continues to move forward with an initiative to establish and assess program learning outcomes for all degree and certificate programs. Currently, all certificate and degree programs have identified program learning outcomes, and a majority of programs have progressed well beyond the initial steps of the process (summarized below) and are using the outcomes model to revise course outlines and develop program assessment plans (see Appendix 2.3):

Step 1 – Identifying the intended learning outcomes for the degree or certificate program.

Step 2 – Mapping the curriculum.

Step 3 – Developing course outcomes and assessment tasks.

Step 4 – Delivering the curriculum and assessing learning. After engaging in the first three steps described above, the next phase is an ongoing one—delivering the curriculum to students, assessing their learning, and making informed decisions when revising the program curriculum.

Appendix 2.3

Degrees and Programs Added or Deleted in the Last Five Years

2002–2003

Added: Agriculture (AS)
Animal Technology: Dairy Management (AAS)
Construction & Forestry Equipment Technology (AAS)

Deleted: Agriculture Transfer (AS)
Metallurgy & Materials Technology (AAS)

2003–2004

Added: Heavy Equipment/Diesel Technology (1 Year)
Instructional Assistant (AAS)
Pre-Restaurant Management (AS)
Public Safety Dispatcher 911 (1 Year)
Radiological Technology (2 Year)

Deleted: Construction & Forestry Equipment Technology (AAS)
Culinary Arts: Restaurant and Catering Management (AAS)
Electronics Engineering Technology (AAS)
Photography (AS)

2004–2005

Added: Digital Imaging/Prepress Technology (1 Year)
Health and Human Sciences (AS)
Network & Systems Administration (AAS)

Deleted: Agricultural Education (AS)
Business Computer Systems (AAS)
Digital Imaging/Prepress Technology (AAS)
Home Economics (AS)

2005–2006

Added: Construction & Forestry Equipment Technology (AAS)
Equine Science (AS)

Deleted: Practical Nursing (1 Year)

2006–2007

Added: Heavy Equipment/Diesel Technology (AS)
Horticulture (AS)

Deleted: Animal Technology: Dairy Management (AAS)
Nondestructive Testing (1 Year)

Appendix 2.4

Number of Degrees Granted by Program

Major Code	Program Description	2003–04	2004–05	2005–06
TOTAL ASSOCIATE DEGREES		**540**	**586**	**509**
Total Associate of Arts Degrees (AA)		**117**	**101**	**120**
4950	AAOT	117	101	120
Total Associate of Science Degrees (AS)		**81**	**90**	**67**
0506	Business Administration Emphasis	20	28	12
0510	Economics Emphasis		1	1
0550	Computer Science Emphasis	6	2	10
0600	Journalism & Mass Communication Emphasis			1
0606	Photography Emphasis	4		1
0802	Elementary Education Emphasis	7	1	1
1003	Art Emphasis	5	3	1
1005	Music Emphasis		2	2
1007	Theater Emphasis		1	
1012	Fine Art Emphasis		1	1
1014	Speech Communication Emphasis			3
1015	Technical Communication Emphasis	1	2	2
1101	Foreign Language Emphasis	1	1	1
1501	English Emphasis		2	5
1920	Physics Emphasis	1		3
2200	Social Science Emphasis	6	8	2
2210	Child & Family Studies Emphasis	2		
2213	Health & Human Sciences		1	
4920	Agriculture Emphasis		1	
4953	Chemistry Emphasis		4	2
4955	General Science Emphasis		1	
4968	Health Promotion & Education Emphasis	2	5	1
4969	Exercise & Sport Science Emphasis	3	5	8
4975	Engineering Emphasis	9	7	3
4984	Mathematics Emphasis	2	1	3
4986	Home Economics Emphasis		4	1
4987	Biological Science Emphasis	4	2	
4996	Animal Science Emphasis	3	5	2
4999	Agricultural Business Management Emphasis	5	2	1

Total Associate of Applied Science Degrees (AAS)		**223**	**269**	**201**
5002	Accounting Technology	14	25	13
5111	Network and Systems Administration			6
5012	Graphic Design (and 5100, 5108)	11	10	7
5014	Administrative Assistant (and 5005)	3	4	9
5015	Business & Supervisory Management (and 5000, 5004)	18	11	8
5076	Instructional Assistant	3	5	
5097	Legal Secretary	3		1
5106	Business Computer Systems	8	1	2
5109	Computer User Support	4	8	3
5120	Legal Administrative Assistant	2	4	5
5204	Animal Technology Horse Management	8	9	5
5206	Animal Technology	1	1	4
5208	Nursing	36	53	38
5212	Medical Assistant	8	16	18
5214	Administrative Medical Assistant	2	11	3
5306	Automotive Technology	8	11	10
5308	Welding Technology	5	5	5
5310	Electronics Engineering Tech (and 5327)	9	10	
5317	Refrigeration/Heating/Air Conditioner			
5320	Crafts & Trades	2	1	2
5322	Heavy Equipment/Diesel Tech (and 5307)	10	7	3
5330	Construction and Forest Equipment Tech			2
5340	Drafting & Engineering Graphics Tech (and 5302)	2	13	8
5395	Metallurgy & Materials Tech (and 5394)	8	1	1
5401	Agriculture		2	2
5402	Horticulture	6	3	6
5404	Culinary Arts	11	11	7
5408	Water/Wastewater Technology	11	18	13
5500	Criminal Justice	17	12	7
5596	Child & Family Studies	5	11	10
5701	Digital Image/Prepress Technology (and 5700)	12	6	3
Total Associate of General Studies Degrees		**115**	**126**	**121**
5600	General Studies	109	126	121
5601	General Studies Technical Option	6		

TOTAL CERTIFICATES		**284**	**244**	**194**
Total Less-Than-One-Year Certificates		**105**	**92**	**64**
5011	Basic Supervisory Management	8	4	3
5086	Office Technology Skills	11	12	9
5110	Basic Computer Support			
5203	Veterinary Technology	14	21	
5216	Medical Unit Secretary			
5217	Medical Receptionist			
5221	Phlebotomy	19	14	10
5230	Pharmacy Technician	26	26	23
5351	CNC Machinist	13	12	14
5383	Collision Repair Technology			
5498	Farrier Science	14		
5595	Child Care & Education		3	5
5605	Employment Skills Training			
Total One-Year Certificates		**178**	**128**	**106**
5010	Advanced Supervisory Management (and 5015)	1	6	3
5050	Accounting Clerk	10	6	5
5076	Instructional Assistant (and 5075)	10	2	1
5086	Office Technology Skills			
5087	Office Specialist	5	5	4
5202	Dental Assistant	14	24	23
5213	Medical Transcriptionist	9	19	11
5215	Medical Office Specialist	22	22	18
5220	Practical Nursing	36		
5296	Public Safety Dispatcher (911)	9		
5298	Emergency Medical Technician	1		1
5301	Civil Engineering	3	5	3
5307	Heavy Equip Mech/Diesel	5		
5308	Welding Technology	1		
5309	Machine Tool Technology	10	8	6
5326	Occupational Skills			
5328	Refrig/Heating/Vent/Air Cond	18	15	14
5383	Collision Repair Technology	10	5	8
5400	Non Destructive Testing	6	2	4
5401	Agriculture			1
5402	Horticulture	1	1	
5410	Water/Wastewater Plant Operations	1	4	
5501	Juvenile Corrections	4		1
5596	Child & Family Studies	1	2	
5701	Digital Image/Prepress Tech	1	2	3

Total Two-Year Certificates		**1**	**24**	**24**
5222	Radiologic Technician		19	23
5306	Automotive Technology			
5308	Welding Technology		1	24
5317	Refrigeration/Heating/Air Conditioning			
5322	Heavy Equipment/Diesel Technology	1	4	
GRAND TOTAL DEGREES AND CERTIFICATES		**824**	**830**	**703**

Appendix 2.5

General Education Program

Arts & Letters (AAOT degree) and Literature and the Arts (AS degree)

Courses must be at least 3 credits and focus primarily on Literature and the Arts

All Arts & Letters (AAOT Degree) or Literature and the Arts (AS Degree) courses will address all of the following outcomes, and at least one of the outcomes with increased breadth/depth. The determination of which outcome to be the focus of increased breadth/depth will be made by individual instructors.

1. As a result of successfully completing this class students will be able to communicate an understanding of the cultural and/or historical contexts, connections with other disciplines, and relevance to their own lives.
2. As a result of successfully completing this class students will understand the importance of self engagement, take responsibility for their own learning, and interact with others in a respectful manner.
3. As a result of successfully completing this class students will analyze and evaluate using complex thinking.
4. As a result of successfully completing this class students will be able to understand and appreciate creative works by engaging in their own creativity.

(11/05)

Cultural Diversity (AS degree)

Courses must be at least 3 credits and focus primarily on issues related to Cultural Diversity

All Cultural Diversity (AS Degree) courses will address all of the following outcomes, and at least one of the outcomes with increased breadth/depth. The determination of which outcome to be the focus of increased breadth/depth will be made by individual instructors.

1. As a result of successfully completing this class students will demonstrate an understanding of the historical basis of cultural ideas, behaviors, and issues of inequality.
2. As a result of successfully completing this class students will realize how their cultural background influences interactions with others.
3. As a result of successfully completing this class students will be able to sensitively communicate, verbally and non-verbally, with various cultures.
4. As a result of successfully completing this class students will be able to understand and respect diversity by engaging in an unfamiliar cultural experience.
5. As a result of successfully completing this class students will be able to think critically about and interact sensitively with a variety of voices.

(11/06)

Cultural Diversity and Global Awareness (AAS degree)

Rationale: "Societies, in all their social, institutional, artistic, and philosophical complexities, are products of a cultural heritage. To better understand themselves, students should have an understanding and appreciation of the cultural values that shape their attitudes and beliefs. Given increasing world interdependence, students should have exposure to the great diversity of other cultures whose values influence their lives. Selected studies in Culture and global Awareness will provide students a broader perspective for understanding themselves and others."

Courses selected to meet the Cultural Diversity and Global Awareness criteria shall:

1. illustrate the beliefs, behavior patterns, art, institutions or human thought characteristic of a community, and
2. provide information which encourages students to see themselves as citizens of the world.

Difference, Power, and Discrimination (AS degree)

The following criteria must be evident in the content section of the course outline. (Additional inclusion in the description, objectives, methods of instruction, and/or methods of evaluation as appropriate is desirable.)

1. be at least three credits;
2. emphasize elements of critical thinking;
3. have as their central focus the study of the unequal distribution of power within the framework of particular disciplines and course content;
4. focus primarily on the United States, although global contexts are encouraged;
5. provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
6. provide historical and contemporary examples of difference, power, and discrimination across cultural, economic, social, and political institutions in the United States;
7. provide illustrations of ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States;
8. provide a multidisciplinary perspective on issues of difference, power, and discrimination;
9. incorporate interactive learning activities (e.g., ungraded, in-class writing exercise; classroom discussion; peer-review of written material; web-based discussion group); and
10. be regularly numbered departmental offerings rather than x99 or blanket number courses.

(11/7/02)

Mathematics (AAOT and AS degrees)

Upon completing the mathematics requirement, students should be able to...

1. Make reasonable estimates of solutions to mathematical problems and perform basic mathematical calculations to obtain exact answers.
2. Use mathematical principles and concepts (geometry, algebra, descriptive statistics) to model and solve real-world problems.
3. Interpret and analyze information using graphs, charts, tables, mathematical symbols, and appropriate technology.
4. Apply reading, writing, and speaking skills to communicate mathematical concepts, processes, and results.
5. Approach problem solving, individually or as part of a team, with self-confidence, discipline, and persistence, using available resources and seeking help as needed.
6. Appreciate the use of and the 'coolness factor' of mathematics as a tool.

(6/07)

Related Instruction (AAS degrees and certificates)

Communication: LBCC requires specific writing and speech courses for AAS degrees and for two-year certificates; for one-year certificates the requirement is for an identifiable writing component. Those programs not requiring a course in writing are to indicate in the course descriptions and course outlines those writing skills and writing projects already being taught.

Computation: LBCC requires specific math courses for AAS degrees and for two-year certificates; for one-year certificates the requirement is for an identifiable component. Those programs not requiring a course in mathematics are to identify the required courses with a mathematics component. The course descriptions and course outlines for those courses should be revised to reflect the fact that mathematics skills are being developed within these courses.

Environmental Awareness: The following have been identified as major components of environmental awareness (considering emphasis on the ethical, social, moral, and legal components of environmental awareness issues). Each program is to determine which of the following components are relevant for success of graduates and to show how the program addresses or includes these.

- Ethics and environmental responsibility
- Environmental quality

- Conservation
- Recycling/re-use
- Resource depletion
- Work environment
- Disease control
- Handling hazardous materials
- Hazardous materials disposal
- Reactions to spill emergencies

These components can be addressed through a variety of instruction-related experiences or activities. Examples are:

- Making use of MSDS information as it relates to materials used in the specific program/training Making use of OSHA information regarding the handling and disposal of hazardous materials
- Using EPA regulations relevant to the specific curriculum
- Making use of field trips, guest speakers, and videos/films to introduce, identify, and reinforce the ethical implications of environmental issues that arise in the program/career
- Having students research/analyze cost recovery as it applies to recycling/re-use of resources relating to their curriculum.

These components can also be part of a program course(s) such as:

- A short course based on the hazardous materials curriculum
- Business Law (BA230)

Or the components may be part of a required support course(s) such as:

- Personal Health (HE120)

Human Relations: The following human relations skills have been identified as the major components. Each program is to determine which of the following components are relevant for success of graduates and to show how the program addresses or includes these.

- Active participation as a member of a team (working cooperatively with others and contributing to group with ideas, suggestions, and effort)
- Teaching others (helping others learn)
- Serving clients/others (working and communicating with clients and customers to satisfy their expectations)
- Exercising leadership skills (communicating thoughts, feelings, and ideas to justify a position; and encouraging, persuading, convincing, or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies, or authority)
- Working with diverse populations (working with men and women and with a variety of ethnic, social, or educational backgrounds)

Examples of instructional experiences or activities that would achieve this goal:

- Simulating work place activities that require involvement with clientele
- Providing actual service/product for a customer (Santiam Room, auto repair, machining, welding, clinical experiences, etc.)
- Assigning projects to be completed by students working as partners or teams
- Demonstrating and/or information sharing by student
- Requiring case studies
- Sharing work assignments with students from a variety of backgrounds
- Working through a group conflict situation
- Developing strategies for accomplishing team objectives
- Training a colleague
- Exploring possible solutions to a problem in a formal group situation
- Demonstrating an understanding of who the customer is in a work situation
- Dealing with a dissatisfied customer in person or over the telephone

- Using specific team-building concepts to develop a work group
- Using effective delegation techniques
- Demonstrating an understanding of how people with differing backgrounds behave in various situations
- Demonstrating the use of positive techniques for resolving problem situations that arise from differences in background

Job Search Skills: LBCC requires identifiable component for AAS degrees and one- and two-year certificates. The following job search skills have been identified as the major components.

The student must be able to:

- Organize and conduct a search for work
- Prepare a resume
- Write a letter of application
- Complete an application form
- Prepare for an interview

The desired outcome is that each student who wishes to obtain employment in an occupation related to their course of study would be able to do so.

Occupational Safety and Health: LBCC requires specific health/wellness/ safety courses for AAS degrees and for two-year certificates; for one-year certificates the requirement is for an identifiable component. The following have been identified as the major components of Occupational Safety and Health (considering emphasis on mandated regulations as dictated by OSHA). Each program is to determine which of the following components are relevant for success of graduates and to show how the program addresses or includes these.

- Prevention of accidents, injuries, and illness at the work site
- Measures that provide protection from exposure to hazards and hazardous materials
- Legal obligations mandated by OR-OSHA that directly relate to future occupations

They may be part of a program course(s) or a required support course(s). Examples of experiences/ activities are:

- Demonstrate a safety/health talk (2 minutes maximum) to be given by students simulating the role of a supervisor on the job
- Explain the use and purpose of the information contained in a material safety data sheet
- If applicable to vocation, demonstrate and understand the proper use of personal protective equipment
- Explain how to access state and national agencies to obtain safety and health codes and related information

Science (AAOT and AS degrees)

Upon completing the science requirement, students should be able to...

1. Recognize, understand and use fundamental concepts of science to explain natural phenomena.
2. Utilize critical thinking and effective problem-solving skills as well as gather and evaluate information to systematically approach challenges as an individual and as a contributing member of a team.
3. Recognize, understand, and use the methods of science (collecting data, designing experiments, testing hypotheses, drawing conclusions) to solve problems and answer questions about natural phenomena.
4. Demonstrate an interest in, an appreciation of, and confidence in using science and technology as a way of understanding natural phenomena.
5. Effectively communicate concepts related to basic science using a variety of methods, such as writing, graphics, computers and the spoken word.

(6/07)

Science, Technology and Society (AAS degree)

Rationale: Given the impact that science and technology have on our society, a study of the interaction of science, technology, and society is a necessary part of general education. Students should understand the political, social, and economic dimensions of scientific or technological change, the nature of the scientific enterprise and its relationship to technology, and the complexity

of major revolutions in science and technology. Such understanding will provide students a broader perspective for dealing with one of the central forces of contemporary life.

Courses serving the science, technology and society requirement shall:

1. Emphasize the interactions of science, technology, and society (in general or through significant example);
2. Provide a perspective of scientific method and technological approach as a means of understanding and manipulating the world in relationship to a given social context;
3. Examine such social issues as value implications moral and ethical questions, cost/risk benefit analysis, and legal consequences arising out of scientific discovery and technological innovation;
4. Distinguish between science and technology;
5. Encourage students to engage in critical thinking;
6. Be suitable for students from diverse major fields or expose students to professionals from diverse major fields.

(6/1/99)

Social Science (AAOT degree) and Social Processes and Institutions (AS degree)

Courses must be at least 3 credits and focus primarily on a Social Sciences perspective.

All Social Science (AAOT Degree) or Social Processes & Institutions (AS Degree) courses will address all of the following outcomes, and at least one of the outcomes with increased breadth/depth. The determination of which outcome to be the focus of increased breadth/depth will be made by individual instructors.

1. As a result of successfully completing this class students will be able to recognize and articulate the interplay between social and/or natural forces and individuals.
2. As a result of successfully completing this class students will use analytical thinking to draw reasonable conclusions from observations involving multiple sources.
3. As a result of successfully completing this class students will be able to synthesize diverse perspectives that can be expressed in a coherent and applicable manner.
4. As a result of successfully completing this class students will understand the importance of self-engagement, take responsibility for their own learning, and interact with others in a respectful manner.

(11/05)

Western Culture (AS degree)

The following criteria must be evident in the content section of the course outline. (Additional inclusion in the description, objectives, methods of instruction, and/or methods of evaluation as appropriate is desirable.)

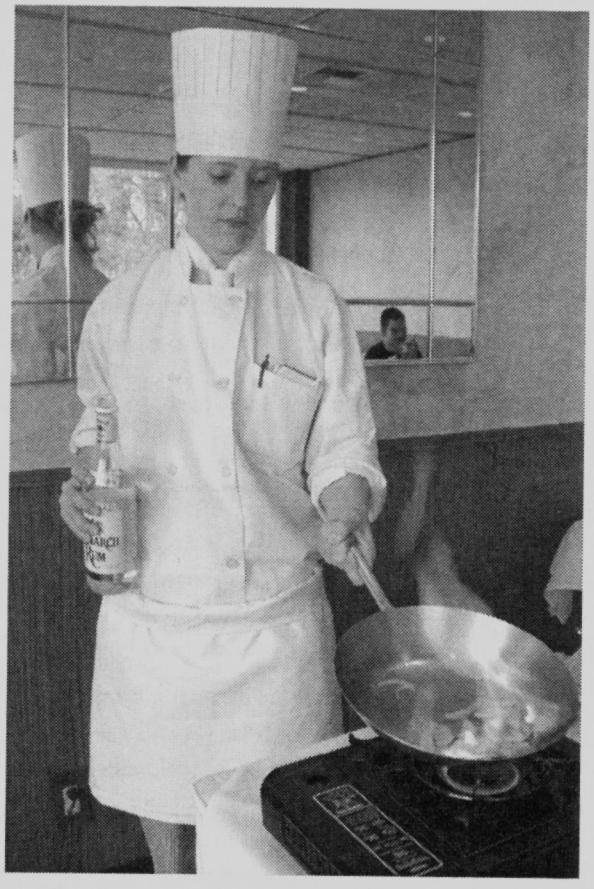
1. Emphasize elements of critical thinking.
2. Place subject in historical context.
3. Demonstrate interrelationships or connections with other subject areas.
4. Study the origins and evolution of important features of Western culture.
5. Place events, movements, ideas or artistic achievements of Western culture in a larger context including the significance they have for contemporary U.S. culture and institutions.
6. Focus on a broad subject area and time period.

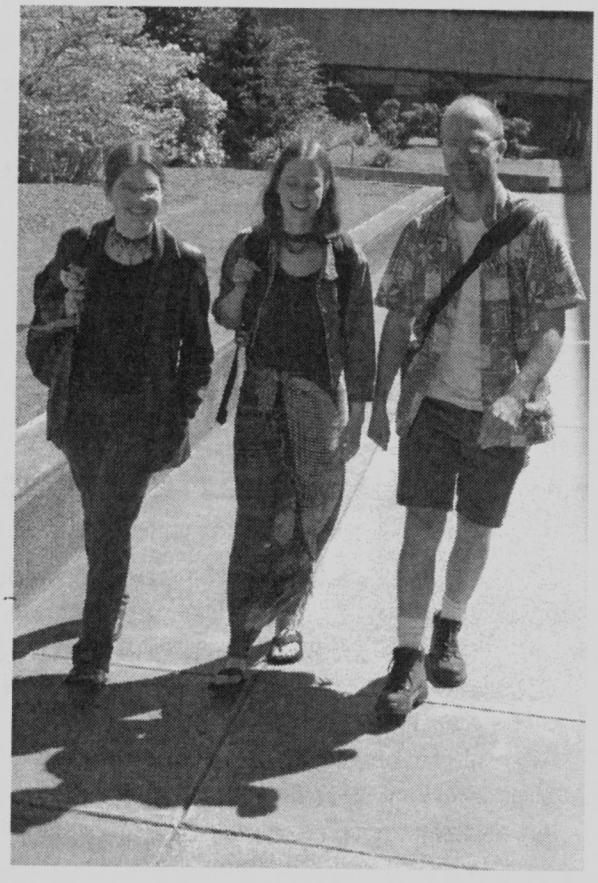
(10/29/99)

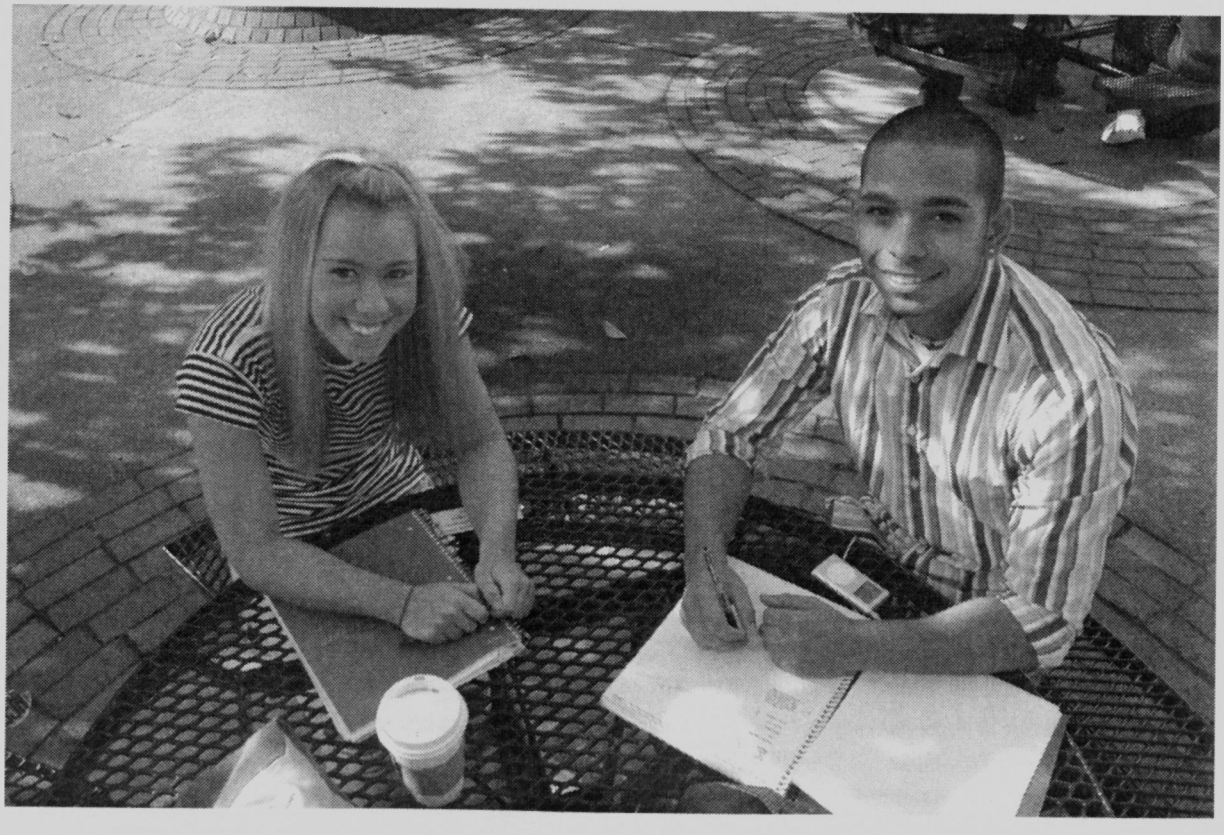
Writing II and Writing III /Speech (AS degree)

1. Emphasize elements of critical thinking.
2. Focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improvement of skills.
3. Provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field.
4. Require significant student practice or performance coupled with evaluation.
5. Encourage appreciation and understanding of language, form and style.

07/10/95

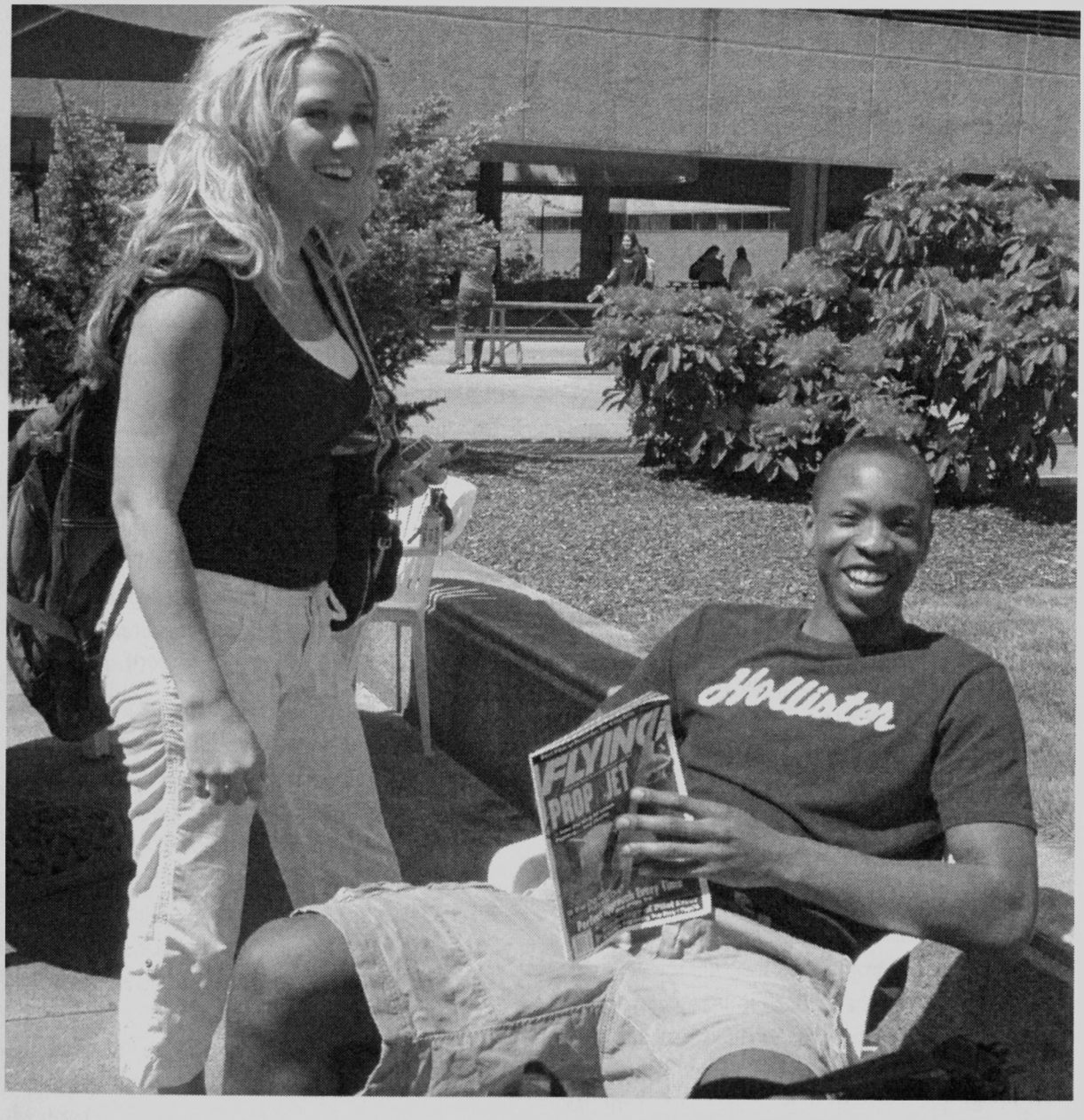






STANDARD THREE

Students



STANDARD THREE
Students

I. Overview

The mission of the LBCC Student Services Division is to promote and support student achievement of educational, career, and self-improvement goals.

The Student Services Division is designed to promote student success by having both services and instruction within one division. Collaboration is highly valued, and there is the belief that the integration of services with instruction provides for a strong student success model. Student Services staff believe that all students have potential and that everyone deserves the opportunity to be engaged in the educational process for the purpose of self-development. The division promotes student self-reliance and empowers students by removing barriers and equipping students with the tools they need to be successful. The division is committed to enhancing diversity and has significantly increased both the size and programming of the Multicultural Center since its inception in 1999.

In 2000–2001 and 2004 the Student Services Division critically examined its organizational structure and functions, resulting in the present structure. (Exhibit 3.1) The Dean of the Student Services Division reports to the Vice President of Administrative and Student Affairs. The Career and Counseling Center, the Office of Disability Services, the Multicultural Center, TRIO Student Support Services, and Student Life and Leadership report directly to the Dean. Although Cooperative Work Experience, Occupational Skills Certificate, Study Abroad, and Non-traditional Careers programs also are under the Dean of Student Services, they are discussed under a different standard in this self-study.

Two Associate Deans report to the Dean of Student Services. The Associate Dean of Student Services: Enrollment Management is responsible for Admissions, Registration, Financial Aid, Veterans Affairs, and Student Assessment. In addition, the Associate Dean of Enrollment Management oversees the Alternative Learning Opportunities (ALO) and Adult High School Diploma programs, which are reported under different standards. The Associate Dean of Student Services: Academic Development and Library Services oversees ABE/GED, ESOL, Developmental Studies, the Learning Center, and the Library, which also are reported under different standards. These instructional components, when aligned with other student services, provide for a strong support system for students.

The Athletics Department, the LBCC Bookstore, the Security and Safety Services Department, and Conference Services work collaboratively with the Student Services staff and are included in this standard, but they report to different LBCC divisions. The Security and Safety Services Department Manager reports to the Contracts and Risk Manager; the Bookstore and Conference Services Managers report to the Director of Fiscal and Auxiliary Services, and Athletics reports to the Dean of Health and Human Services. (Exhibit 3.2)

Student Services Division staff members are highly qualified, with appropriate experience and education. (Exhibit 3.3) Job descriptions provide clear guidelines for job responsibilities and list appropriate academic preparation, experience, and skills. There are appraisal handbooks for classified, faculty, and management to ensure that evaluations are fair, consistent, and include elements that lead to development and goal setting.

Table 3.1 Student Affairs Staff Profile					
	Contracted Staff	**Professional**	**Support**	**Student (Workstudy)**	***Other**
Female:		20	53	19	2
Male:		7	14	5	4
Degrees:	PhD, EdD	2			
	MD, JD, MSW	1			1
	MA, MS	18	3		
	BA, BS	6	9		1
	AA, AAS, Certificate, etc.		32		2
Years experience in field:	none			3	
	less than 5	5	16	1	
	5 – 10		14	2	2
	11 – 15	1	11	2	1
	16 – 20	6	11		
	more than 20	15	15		1
Full-time:	9/10 months	9	7	4	
	12 months	12	47		1
Part-time:	9/10 months	6	2		3
	12 months		11		

**Other: Interim, Interns, OSU Doctorial Students*

Professional development is supported and at times required. The college provides biannual inservice days, and workshops are available to staff throughout the year. Professional development funding is available for in-state and out-of-state travel. Many staff members are involved in professional organizations at the state and national levels. It is not uncommon for several staff in the division to hold leadership positions in a professional organization during any year.

The Student Services Division is very active in the governance of the college. Faculty, staff, and students are sought out to serve on committees and councils. Collegewide, faculty members also are highly involved and serve on committees and councils that support the development of student programs and services.

The Student Services Leadership Team, which meets bimonthly, comprises Managers, Department Chairs, and Program Coordinators within Student Services; Center Directors attend these meetings to ensure that there is continual dialogue to promote consistency in the delivery of services at the centers.

Operation guidelines for student services are established through LBCC Board policy, administrative rules, and committees such as the Instructional Standards Committee. Procedures for review and revision of Board policy, administrative rules, and instructional standards involve faculty, staff, and students. Students have an important voice in policy development and serve on decision-making councils and committees. (Exhibit 3.4) Notification of changes in procedures is given in official college publications such as the schedule of classes, college catalog, student planner, brochures, Web site and intranet. Board policy mandates that tuition hearings be held if a tuition increase is proposed. (Exhibit 3.5)

Operational processes and procedures are followed strictly to ensure that students are treated fairly and consistently. Students may petition a committee of faculty and staff to appeal processes such as selection to programs, graduation requirements, and financial aid decisions. One example is the refund process in which criteria are established, processes outlined, and actions

are recorded to aid in future decision making. There is also a secondary appeal to the Dean of Students. (Exhibit 3.6)

All matriculating students attend a new student orientation that addresses college procedures; student athletes and students with disabilities attend an additional orientation class. At new student orientation, college planning guides, hard copies of catalogs, and schedules are distributed. Catalogs also are available on the Web. (Exhibit 3.7)

The Constitution of the Associated Students of Linn-Benton Community College outlines the function of student government at LBCC. (Exhibit 3.8) General operation guidelines are outlined in the bylaws for both the Associated Student Government (ASG) and the Student Programming Board. (Exhibit 3.9) A manual with operating guidelines is given to clubs and co-curricular program advisors and also is available on the Web. (Exhibit 3.10) The budget process for distribution of student activities fees is outlined in the ASG constitution and the Student Activities and Programs (SAP) handbook. Students, faculty and staff advisors participate in the annual budgeting process and may request additional funding for clubs, co-curricular activities, or services. To ensure consistency and fairness in budget matters, the Student Activities and Programs Student Committee is trained annually at its first fall meeting. (Exhibit 3.11)

The Dean of Student Services is responsible for ensuring that student rights are safeguarded and that student behavior complies with the standards of student conduct as outlined in the Students' Rights, Responsibilities, and Conduct policy. This policy describes the institution's relationship to student publications and student press such as the student newspaper (The Commuter) and ezine (The Muses' Handprints) (Exhibit 3.12) and includes behavioral expectations related to academic honesty, the process for grade appeals, a dispute resolution process, and penalties/sanctions. The formal dispute resolution process contains step-by-step procedures, time lines for notifications, and an appeal process. In adjudicating conduct violations, the goal is to foster student development and responsible behavior while providing a safe learning environment for all students. The Students' Rights, Responsibilities and Conduct document recently was revised and distributed to all staff. (Exhibit 3.13) Students may receive this information in hard copy through the Dean of Student Services or view it on the Web. Information about the document is included in the college catalog and schedule of classes.

Information about campus safety is distributed in compliance with the Student Right-to-Know Act and Campus Security Act; it is available in hard copy at several locations and on the Web. (Exhibit 3.14) Information on the Drug Free Schools and Colleges Act and the Drug Free Workplace Act is in the schedule of classes, on the LBCC Web site, and available in a brochure. (Exhibit 3.15)

The Student Services Division participates in a goal-setting and review process as outlined by the LBCC Institutional Effectiveness Steering Committee. Annually the departments provide an update on the goals or establish new goals, which are posted on the college's intranet system and are available to the college at large. Further, each operational unit within Student Services has a mission statement and goals that tie in with the Student Services Division's mission goal and align with the Mission of the college. (Exhibit 3.16)

Starting in 2006 the Community College Survey of Student Engagement was administered. Data identifying the diverse characteristics of the student population are collected annually through Enrollment Services and the LBCC Institutional Research Office. (Exhibit 3.17) Special needs information is compiled through the Office of Disability Services. The Collegewide Success Indicator (CWSI) annual report tracks student achievements and learning, as do other departmental reports such as TRIO and GED. Further, a number of informal surveys such as the Student Services Survey, Winter 2004 (Exhibit 3.18) provide guidance for service development. The Collegewide Success Indicator report and IPEDS report provide information on student characteristics. The CWSI also provides a table with five years of data on student retention and graduation. The most recent Athletic Program Graduation and Transfer Out Rates are available on the "Right to Know" Web site. (Exhibit 3.19) These reports and assessment

instruments help in identification of student need and program service evaluating and goal setting.

LBCC has been using an integrated computer system, SCT Banner, since 1991. The student system provides accurate information on student progress from admission and registration to graduation. LBCC has an automated degree audit system (CAPP) that greatly helps in providing timely information to students. The Banner Financial Aid System also was added in 1997. The Banner System provides information needed for state reporting through the Office of Community College Unified Reporting System (OCCURS), IPEDS, and federal financial aid reports.

A. Admissions and Registration

The Admissions and Registration Office supports the college mission by providing comprehensive, accessible, and innovative services to connect students with the college's academic offerings. A department in the Student Services Division, Admissions and Registration is responsible for Admissions, Registration, and Albany Campus Evening Services. Services include recruitment, First Stop services, regular admission as well as special admission and international student admission, registration, student records management, college ID card production, survey completion, and student data reporting that supports institutional decision making and meets compliance requirements.

Admissions and Registration operates with adequate staffing and budget; however, to meet the needs of the Strategic Plan, more staff and resources are needed in the areas of recruitment and technical support to accommodate projected enrollment growth.

Offices are located on the first floor of Takena Hall—the main entrance to the college. There is a growing need to reconfigure the space significantly to improve service delivery, the work environment, and additional staff. Some employees have limited desk space. As per the college's capital plan, expansion of facilities has been added to the college's requests for potential state capital project funding.

The Admissions Office coordinates with other offices to have a recruitment representative visit each high school in the district at least twice each year. With the creation of the LBCC/OSU Degree Partnership Program and accelerated certificate programs, LBCC has been invited to visit various out-of-district high schools since fall of 1999. A Recruitment Event Planner and Evaluation form (Exhibit 3.20) is completed for each event involving Admissions; these evaluations are used the following year to determine the value of attending and which programs and materials garnered the most interest.

LBCC maintains appropriate content in its advertising and recruitment materials. The catalog contains accreditation status, descriptions of approved academic programs and courses, and required student information. Recruitment materials are updated annually to maintain accuracy, and staff members who are involved in recruiting are apprised of changes to policy and programs. (Exhibit 3.21)

LBCC embraces its open enrollment mission. Minimum requirements for enrollment specify that a student be 18 years old or have earned a high school diploma or equivalent. Students who are 18 but have not completed high school may meet the requirement by

Table 3.2 Admissions Report

	Evaluation Year (2006–07) 3 Terms	1 Year Prior (2005–06)	2 Years Prior (2004–05)	3 Years Prior (2003–04)
First Time Freshman Applications Received	4,196	4,935	5,054	5,155
Admitted	3,778	4,570	4,632	4,725
Denied	0	0	0	0
Enrolled	2,946	3,615	3,725	3,735

scoring appropriately on the Computerized Placement Test. Students who are under 18 may enter the Adult High School Diploma Program or take classes through one of several Underage Enrollment programs. (Exhibit 3.22) Details about these options are set forth in Standard Two in the Educational Partnerships section.

To be admitted, a student must submit an application for admission (Exhibit 3.23) and pay a one-time application fee of $25. Being admitted allows a student to earn a certificate or degree and receive financial aid. Fully admitted students may attend full time and have priority registration. Becoming fully admitted involves completing placement testing and an orientation. Placement testing is further described in the student assessment section of this standard.

Some academic programs are considered special admission programs due to (1) limited space, (2) prerequisite courses outside the program, (3) requisite work experience, or (4) the requirement of additional reviews of nonacademic records (i.e., criminal background checks, credit history checks). A bulletin for each special admission program is posted annually on the Admissions Web site. Admission time lines and requirements are coordinated between Admissions and the academic department, and they must be approved by the Instructional Standards Committee (ISC). Enrollments, requirements, and processes for these programs are reviewed regularly to ensure that maximum access and success are being achieved.

The Admissions Office has experienced nearly a doubling of application volume and types since the last self-study. (Exhibit 3.24) All of the various types of applications were Web accessible by fall 2000, and applications for new special admission programs are added as programs are approved. Only standard applications are available as paper; all other applications are available only via the Web.

The Registration staff works effectively to maintain student data, course registration systems, credit evaluations, grading, enrollment verifications, transcript requests, tuition refunds, name changes, academic standing, degree verification, Banner student table maintenance, and registration procedure training. The Term Planning Committee establishes priority and open registration dates, add/drop, refund, and withdraw deadlines, all of which are published in the quarterly schedule of classes.

Registration systems have rapidly changed. Telephone registration was successfully implemented in fall 1998, then Web registration was implemented in fall 2000. By fall 2002, the volume of registrations being transacted on the phone system was less than 1 percent of the total registrations, so the phone registration system was retired in spring 2003.

A course's eligibility for credit is based on the course-approval rules established by the state of Oregon and enforced in part by LBCC's Academic Affairs Office. Courses are clearly identified (generally by course number) in the catalog, schedule of classes, Web site, and on each syllabus. Rules and procedures pertaining to academic issues are maintained in the Academic Rules and Regulations Guide. (Exhibit 3.25)

The Instructional Standards Committee (ISC) is an advisory group for admission and registration policies and practices and is a standing subcommittee of the Academic Affairs Council. Members of the ISC participate on the Academic and Financial Aid Suspension Appeals Committee, the Degree Waivers and Exceptions Committee, the Exceptions to Admission Standards Committee, and the Admission Points Petitions Committee for the Nursing and Diagnostic Imaging programs. Decisions made by these committees may be appealed to the Dean of Student Services.

Grading policies are published in the schedule of classes and catalog. LBCC grades on an A–F, 4.00 scale. Students may choose a P or NP option for some classes. Grading practices have been reviewed through the Instructional Standards Committee, with minor interpretive changes, and an effort has been made to clarify the use of various noncompletion grades. All grade definitions are published in the catalog and schedule of classes. (Exhibit 3.26) The process for recording grades has changed in recent years; grade-mailers were discontinued with the implementation of the Student Information System and, in 2001, the office began using scannable grade sheets. More recently, a locally designed Web grading system has achieved overwhelming faculty satisfaction.

The Registrar monitors satisfactory academic progress. These standards are described in the catalog, schedule of classes and on the Web site. Academic

progress is evaluated for full-time students only. Students who become academically suspended are restricted to enrollment of seven or fewer credits. Suspended students must appeal the suspension to the Financial Aid and Academic Suspensions Appeals Committee before being reinstated.

Credit for prior learning is awarded by the Registrar; information about obtaining this credit is available in a booklet, on the Web site, and in the catalog. Any credit for prior learning is transcripted in the "advanced standing" credit block of the student's transcript; it is not commingled with institutional credit. The college awards credit for a number of advanced placement and College Level Examination Program tests, following the recommended guidelines for most exams. Challenge tests are approved by the ISC, administered by the Student Assessment Office, and transcripted by the Registrar.

Credit evaluation is available after a student is admitted. Transfer credit policies are published in the schedule of classes and in the catalog. LBCC accepts credit from regionally accredited institutions; the Accredited Institutions of Postsecondary Education by the American Council of Education is used as the reference for determining an institution's accreditation status. The Registrar evaluates courses for equivalents in general education requirements, while faculty assess courses for use in meeting program requirements. Students may petition for a waiver through the Degree Waivers and Exceptions Committee.

Requirements and guidelines for degrees and certificates and diploma completion are published in the catalog. Graduation worksheets are available on the Web site and in the Admissions and Registration Office. Graduation deadlines are advertised in the schedule of classes, on the LBCC home page, in the student newspaper, and on posters. Students may petition the Degree Waivers and Exceptions Committee for exceptions to published rules, course requirements, or the application of transferred credit. Students may appeal decisions of this committee to the Dean of Student Services.

The Banner Degree Audit system was implemented by the Registration Office in 2003. This system is used primarily to complete degree evaluations and assess student progress for financial aid purposes. Efforts are underway to make the degree audit more broadly available by allowing Web access via the Student Information System (SIS).

The Registration Office is responsible for records maintenance and security. The Registrar, in coordination with Information Services, authorizes staff access of the Banner Student System. Paper records with an archival requirement of more than three years are imaged and stored in college's imaging system. All records are maintained in accordance with state and federal archival rules as appropriate. Paper documents with less than a three-year archival requirement, microfilmed records, and CD-ROM records are kept in a fireproof vault located in the Admissions and Registration area. All electronically maintained records are backed up on a routine basis. The Associate Dean is actively working with a campus committee and two partner community colleges on a plan for recovering records in the event of a major or catastrophic disaster (e.g., closure due to a pandemic or catastrophic earthquake).

Access to student records is governed by LBCC's internal records policies and by the Family Educational Rights and Privacy Act (FERPA). The college's FERPA disclosure and records policy is published in the catalog, in the schedule of classes, and on the Web site. All employees receive a notice detailing the college's directory information and other related student record policies, and the Registrar sends this same notice to new employees each term.

The Associate Dean chairs the college's Student Right To Know Compliance Committee. This committee meets biannually to review changes in the law and to make sure all offices that have a part in compliance are able to meet deadlines.

Contracting with the National Student Clearinghouse has helped expedite student enrollment verifications, degree verifications, and reporting to the National Student Loan Deferment Service. Students are allowed to order and print their own enrollment verification certificates through the SIS.

In conjunction with Information Services, Institutional Research, and the Academic Affairs Office, the Registrar and Associate Dean are responsible for FTE

collection management, state reporting, federal reporting, and survey completion. Institutional FTE audits in 2000 and 2001 included reviews of student records to verify proper determination of residency for reimbursement eligibility. The result of the student records portion of the audits found no discrepancies.

Two new types of programs have had significant impact on Admissions and Registration: the LBCC/OSU Degree Partnership Program (DPP) and LBCC's accelerated certificate programs. The unique work, process adjustments, and additional workload have been accommodated successfully with no additional resources. More details about the Degree Partnership Program can be found in Standard Two.

The adoption of new technology-and new uses of current technology—combine to create a new level of complexity for staff campus-wide and for students who are unfamiliar with college processes. The Admissions and Registration Office has emphasized implementation of Web services for student self-service. With patience and training, the development of additional Web-based services will enhance student experience and reduce staff time spent on routine transactional services.

Progress has been made in transcript processing. To support the Degree Partnership Program and growing "swirl" of students, the EDI-SMART software was implemented in the fall of 2003 so transcripts could be sent via Electronic Data Interchange (EDI). LBCC currently trades with all EDI-capable institutions in the state. The college's development of degree audit, the DPP program, and EDI capability has caused LBCC to be identified as a pilot institution for the design and implementation of a statewide degree audit system, a P-16 integrated data transfer system, and leading statewide EDI implementation.

Through the Institutional Effectiveness process, the Admissions Office has developed relationships with Oregon tribal councils and the Latino community resulting in enhanced enrollments. Admissions also is beginning to build a relationship with the African-American community in the region. Critical to establishing these relationships have been the LBCC/OSU DPP and the college's accelerated health care programs.

In addition to native student diversity, several efforts have been directed toward increasing LBCC's international student enrollment. LBCC was a founding member and has been active with a consortium of schools coordinated by the Portland office of the Department of Commerce. Called "Study Oregon," this consortium attempts to increase the visibility of educational opportunities in Oregon as a state export.

B. Advising

The purpose of academic advising is to provide an ongoing process to help students clarify career goals and make educational plans for realizing these goals. In support of the college's mission to provide services that are innovative and accessible, advising begins as a formal process through which students pass as part of their new student orientation and it continues informally as students access their advisors term by term. Advising is considered part of a teaching faculty's load, and faculty members are seen as best able to advise their majors. Counselor-led advisor trainings are ongoing as changes in program requirements and technology continue to impact the advising process.

The advising program requires that newly admitted students attend a new student orientation session. Students are taken on a tour of the campus and given an orientation to college, which includes information about the term calendar, services available to students, and how to use the schedule of classes and catalog. Students then are delivered to their advisors by major and often are given an orientation to the division or department. Sometimes students are advised in groups and sometimes as individuals; during this advising session they are assisted in choosing classes based on major requirements and placement test scores. Undecided students meet with counselors in a group setting and are given information helpful to undecided majors. Students who do not meet "ability to benefit" levels are advised into appropriate developmental course levels.

The advising process continues to evolve as changes in technology impact student registration. In 2000, LBCC changed to a Student Information System Web-based registration. Because students can register—without assistance—from any computer (including

their home computer) after advising has taken place, this increased use of technology has helped separate the advising system from the registration system. Advisors are required to do less scheduling, freeing them to place more emphasis on advising, orientation, and career guidance.

New students are scheduled for advising sessions through the Admissions Office, which communicates directly with Division Deans about advising days and times. Deans take responsibility for scheduling faculty advisors and advising their students. Advisors also recommend students for graduation and sign off on graduation worksheets.

Changes to the advising system in the last decade include the addition of more advising dates so students can be advised in smaller groups. The Student Life and Leadership Office now assists with new student orientations, giving students tours of campus and providing them with general information about the college. These changes have proved to be positive and have actually enhanced the new student orientation process. A Student Services survey in 2005–2006 indicated that 82.4 percent of students were very satisfied or satisfied with their new student orientation.

Innovations continue to be made. In the fall of 2006 the Developmental Studies Department designed a pilot project to better advise students who scored in the beginning levels of reading or writing on the placement test. Students placing at the lowest levels of reading and writing were individually reassessed during their new student orientations. More than 50 percent of students were then placed into a higher level of reading or writing based on these assessments, thus making better use of the student's time and the college's resources.

In 2006 the Community College Survey of Student Engagement measured LBCC students' satisfaction with academic advising slightly above the national mean. As staff reviewed this and other data regarding advising, a decision was made in 2006 to strengthen the advising system by once again providing for a centralized coordinator. In support of the college's goal to provide services needed for a positive learning environment, a counselor has assumed responsibility for advising coordination and will be assisted by a team from the Counseling and Career Center that makes up the advising goal group. The Advising Delivery Committee—a collegewide committee—has been convened, and outcomes have been set for the more centralized model. (Exhibit 3.27) A process for students and advisors to evaluate the advising system is being planned. The committee plans to pilot a 45-credit check to evaluate students' progress toward graduation and collect data on the usage and effectiveness of the advising program.

In 2000 the Online New Student Orientation System (ONSO) was created to make the advising system more flexible. ONSO walks students through the essential components of the campus orientation, including course placement, registration degree and certificate training programs, student resources, and financial aid. An online advisor monitors student progress through ONSO and responds to students' advising questions. Although ONSO usage fluctuates each term, the number of students utilizing the online orientation increased 100 percent between 2002 and 2005. Evening orientations have been curtailed because working students opt for online orientation and advising.

The advising program has broad campus support, but the question of how to provide ongoing communication with advisees continues to challenge many departments.

C. Athletic Department

The purpose of LBCC's Intercollegiate Athletic Department is to provide student athletes with opportunities to participate in sporting activities that offer a healthy learning environment that is challenging, competitive, and life changing. The athletic program encourages academic learning and personal growth. It provides a physical outlet for students in a team-based competitive environment. In playing sports at the intercollegiate level, students learn responsibility, teamwork, problem solving, ethical conduct, punctuality, discipline, integrity, and concern for quality.

The Athletic Department emphasizes academic performance and student learning. Student athletes' course work and grade point averages are used to determine their success in meeting academic requirements. The LBCC Athletic Department provides its student athletes

with opportunities for attaining athletic and academic scholarships (Exhibit 3.28) and the continued pursuit of a college degree.

Four intercollegiate team sports are offered, including activities for both men and women: women's volleyball, men's baseball, and women's and men's basketball. Athletic policies are set administratively by the Athletic Department for each sport and governed by the LBCC Instructional Standards Committee and the LBCC Board of Education.

LBCC is a member of the Southern Region of the Northwest Athletic Association of Community Colleges (NWAACC). The NWAACC Conference establishes all rules and regulations for intercollegiate athletic competitions. The LBCC Athletic Coaches' Handbook (Exhibit 3.29) is updated routinely to provide guidelines for budget preparation, scheduling, travel costs (Exhibit 3.30), and necessary departmental forms. This handbook describes the goals and objectives of the LBCC Intercollegiate Athletic Program. The LBCC athletic coaches review the handbook twice each academic year, often suggesting new concepts and rules. As one of the eight institutions within the Southern Region NWAACC conference, the LBCC Athletic Department is involved in all of the previously mentioned activities and standards of practice.

The LBCC Athletic Department is chaired by an Athletic Director, who also serves as the Dean of the Health and Human Services Division. Each sport has one head coach and one funded assistant coach. Three of the four head coaches are contracted (1.0 FTE) employees, and one head coach is a .5 non-contracted employee. All head coaches have at least 10 years of experience at LBCC.

Student athletes are admitted via the standard admission process and are held to the same academic standards as all degree-seeking students. Student athletes are eligible for the same state and federal financial aid money that is available to all other students. LBCC student athletes are eligible for program grants and tuition talent grants as defined by NWAACC guidelines.

The major funding source for LBCC's Intercollegiate Athletic Program is a self-sustaining fund generated by student fees (assessed per credit hour). Additional discretionary funding is derived from event gate receipts, gym rentals, concessions, department and sport fundraisers, and from donations made by LBCC Booster Club members.

To increase student athlete retention, the coaches have partnered with the college to provide academic support and guidance. Examples of academic intervention strategies include: grade checks, Learning Center services, advising, mentoring, structured study halls, and counseling or social support services. During the summer and fall of 2005, the LBCC coaching staff worked in collaboration with the Dean of Student Services, the Dean of Health and Human Services, and the college's Vice Presidents to produce a code of conduct document for LBCC athletes. (Exhibit 3.31) This document reflects the LBCC Student Code of Conduct; all LBCC student athletes are expected to abide by its guidelines, with coaching staff enforcement as needed.

Table 3.3 Budget History for Athletics

Sport/Event	2004–05		2005–06		2006–07	
	# of athletes	$$$	# of athletes	$$$	# of athletes	$$$
Athletic Coordination	n/a	6,771	n/a	15,711	n/a	25,689
Men's Basketball	15	35,765	15	37,925	15	32,925
Women's Basketball	15	35,765	15	37,925	15	32,925
Women's Volleyball	15	35,765	15	37,925	15	32,925
Men's Baseball	25	38,567	25	40,997	25	35,997
TOTAL		**$152,633**		**$170,483**		**$160,461**

D. Bookstore

The LBCC Bookstore supports the college's mission by providing high quality educational merchandise to students, faculty, staff, and the college community. The Bookstore strives to meet customers' and students' needs through fair pricing of products and services and by offering employment opportunities to students. The Bookstore maintains an operation that is fiscally sound, self-supporting, and accountable.

The Albany Campus Bookstore provides course materials and supplies for classes offered on the Albany campus, and the staff work closely with faculty to ensure that materials are ordered in a timely manner to support the college's educational programs. In addition, the Bookstore provides a wide selection of discretionary items, including computers, computer software, insignia clothing and souvenirs, convenience food, greeting cards, balloons, and miscellaneous gifts.

In March 2004, the Albany Campus Bookstore assumed management responsibilities for the Benton Center Bookstore. Prior to this, staffing for the Benton Center Bookstore was provided by Benton Center employees, and the textbook department at the Albany store ordered textbooks for Benton Center classes. Since the expansion, responsibility for ordering Benton Center textbooks has shifted from the Albany campus textbook buyer to the Benton Center Bookstore coordinator. This expansion also provided Benton Center an opportunity to add additional supply items as well as "grab and go" food items and espresso service to better meet the needs of Benton Center students.

The Albany Campus Bookstore continues to order all textbooks for classes at the Lebanon and Sweet Home centers. These textbooks are ordered and received by the Albany campus Bookstore employees. Once the textbooks have been received and inventoried, they are shipped to the appropriate center.

The Bookstore's entire operations budget structure of approximately $3 million annually is completely self-sustaining. Retail prices are set at a level to ensure adequate income to cover direct operational costs, including the purchase of inventory to resell, and personnel and benefits expenses.

The organizational structure of the Bookstore consists of 1.0 FTE manager, who reports to the Director of Fiscal and Auxiliary Services. The manager oversees the entire operation of the Albany Campus Bookstore and the Benton Center Bookstore; 1.0 FTE textbook buyer; 1.0 FTE Benton Center Bookstore coordinator; 1.0 FTE general merchandise buyer; 1.0 FTE clothing and gifts buyer, who also is responsible for marketing and promotions for both store operations; 1.0 FTE shipping and receiving coordinator; 1.0 FTE operations coordinator responsible for scheduling, training and supervising 18 to 25 part-time non-contracted employees. At this time, staffing levels are adequate to provide high quality service to the college community.

Prior to 2007, the Albany Campus Bookstore occupied 3,635 square feet of space on the first floor of the College Center Building. In 2006–2007 the Bookstore underwent an extensive expansion and remodeling project that provided additional shelf space for books to support instructional programs, space to display imprinted clothing items, and an area to accommodate long lines of customers during the first week of classes. Students no longer have to queue up outside the building waiting for an opportunity to shop. The remodel also included the addition of a convenience store and an enclosed courtyard where students can gather and study.

The Bookstore has made a concerted effort to assist in student retention by reducing the cost of attending college. In 1998 a calculator buyback program was created, allowing students to sell their graphing calculators back to the Bookstore. In December 1999, the Bookstore began offering textbook purchases online.

In the fall of 2000, the Bookstore created an advisory committee with the goal of providing assistance in its efforts to continuously improve services to LBCC students, staff, and faculty. The committee provides a forum for sharing ideas and information, and it periodically solicits feedback and opinions on current and future Bookstore issues. The committee consists of the Bookstore Manager (chair,) five faculty members each representing an instructional division, two classified employees, and five to eight students.

E. Career Information Services and Student Employment

In partnership with counselors, specialists in Career Information Services and Student Employment provide a broad range of career planning and job search services to LBCC students, former students, and community members. These services support the college's mission to meet the educational and workforce development needs of individuals, businesses, and the communities. Career and employment specialists divide their time among the campus, the One-Stop centers, and the community education centers in Corvallis, Lebanon, and Sweet Home. One-Stops were created in 1999 by the Workforce Investment Act to centralize services involving social service agencies and community colleges. The most comprehensive One-Stop is housed at the Lebanon Center, where partners include LBCC, the state's employment services, the Community Services Consortium, and the Department of Human Services.

LBCC's career and employment specialists provide career information and employment services to students and potential students. Under the supervision of the Counseling Department Chair and with the assistance of the office coordinator and Career Center secretary, the group plans and executes many important career guidance functions for the college. These include an annual career fair that provides students and community members with access to more than 65 employers and attracts more than 600 attendees each year. (Exhibit 3.32) An annual high school youth fair is organized by Career Center staff in cooperation with the local chambers of commerce, school districts, and employers. More than 1,500 high school students attend annually, participating in workshops, program tours, and mock interviews with one of 200 participating employers. (Exhibit 3.33)

Career Services is budgeted $264,549 annually in personnel, which includes two 1.0 FTE, one .75 FTE, and one part-time career and employment specialist. The remainder of the budget covers one 1.0 FTE office coordinator and one 1.0 FTE secretary. The budget for material and supplies was $5,604 in 2006, which adequately met the department's need. At the end of 2005–2006, one .75 FTE career and employment specialist position was eliminated due to budget cuts. In order to avoid compromising the needs of LBCC's Career Services, career and employment specialists were assigned fewer hours at One-Stop centers for 2006–2007.

Career Services is located in the Counseling and Career Center in Takena Hall. Recent remodels at both the Corvallis and Lebanon centers allowed services to be extended, and career and employment specialists were assigned to both centers during 2004–2005.

Career and employment specialists provide individual assistance to students and community members in the use of the Career Information System (CIS), which provides Oregon-based computerized career information. During the 2004–2005 year, 5,044 students and potential students utilized CIS through LBCC.

Career and employment specialists also provide "rapid response services" in partnership with Oregon Employment Service and Community Services Consortium. Career and employment specialists responded to requests for these services five times in 2005, serving an estimated 95 employees. (Exhibit 3.34)

An online student employment database, added in 2004, allows students to complete applications for student employment online. In its first full year of operation, 10,000 students and former students accessed the service. In that same period, 5,619 job referrals were made from LBCC's Student Employment Office.

A booklet given to job seekers to help with their search is now available online as well. It includes information on resume preparation, cover letters, and interviewing. (Exhibit 3.35)

The college's career and employment specialists served on individual committees with other Career Services staff, including the counseling staff, to accomplish the departmental Institutional Effectiveness goals. They serve on the newly appointed advising ad hoc committee, continue work on the marketing committee, and help plan professional development trainings for the Career Center staff.

Reorganizing the physical space of the Career Center and adding computers for student use was an important accomplishment in 2005–2006. Further modifications in space usage are planned now that the Office of Disability Services has relocated to a different building.

Career and employment specialists will be challenged in the coming year by the loss of a .75 FTE employee. A reorganization of work responsibilities continues to be discussed as well as plans for making the center more efficient with the available staff and resources. Better use of Career Center online resources will help in meeting student needs. Discussions have taken place regarding an "online career center" that would provide students with access to career planning tools, employment services, advising, and counseling.

An additional challenge will be helping part-time students clarify their career goals. The Community College Survey of Student Engagement indicated that part-time students' satisfaction with career development services fell below the mean. Because the Career Center's evening hours were eliminated on the Albany campus in 2006–2007, career information specialists currently are working to identify strategies to help part-time students acquire job- or work-related knowledge. Two such strategies are the development of a career exploration guide and development of new procedures for assisting students with career planning. Follow-up will be provided to all students who use the resources. (Exhibit 3.36) Work has begun on the development of new procedures for using online resources that will be helpful at LBCC as well. (Exhibit 3.37) Career and employment specialists and counselors will be working together to outline strategies for addressing the needs. Evening hours remain available at the community education centers.

F. Conference Services

Conference Services at Linn-Benton Community College operates as an enterprise in providing food and scheduling of conference rooms, and it consists of three integrated areas: Hospitality Services, the Food Services Department, and the Culinary Arts Program. A discussion of Culinary Arts is included in Standard Two.

Hospitality Services is responsible for scheduling conference rooms and providing catering for campus-wide and community-sponsored events. Food Services produces menu items on a daily basis to appeal to the maximum number of students and staff while creating a positive workplace and a physical and social environment that supports student success. Food Services also has assumed the responsibility of monitoring all public food events on campus to ensure that the Oregon Health Department's food sanitation rules are followed.

The integration of the Culinary Arts Program with Conference Services has enabled Linn-Benton Community College to employ professionals who are trained at a much higher level than would normally be possible and to provide services that exceed recognized nutritional and mandated health and safety standards. Conference Services is staffed by a 1.0 FTE manager who reports to the Director of Fiscal and Auxiliary Services. There are 12 classified employees totaling 9.479 FTE. Four members of the classified staff are teaching assistants whose duties and payroll are partnered with the Culinary Arts Program. In addition, Food Services employs 25 to 35 work-study and part-time non-contracted personnel. The integrated program provides "real world" experience for culinary arts students. Conference Services' budget is part of Linn-Benton Community College's enterprise accounts which, taken as a whole, are adequate.

The Food Services Department operates the Commons cafeteria, the Courtyard Café, and a campus catering service. Catering and banquet services are available to the entire campus all year except during college closures. Local groups and organizations frequently utilize these services during evenings and weekends for dinners serving up to 500 guests. Because Food Services has met or exceeded additional federal standards, the Periwinkle Child Development Center has contracted for approximately 60 lunches to be delivered daily during the workweek.

Hospitality Services is responsible for scheduling nine conference rooms ranging in capacity from 10 to 500 for campus and off-campus customers. In addition to making room reservations, Hospitality Services posts and distributes event calendars, coordinates requirements for media and maintenance, and arranges for catering when requested.

Recommendations from the 1997 accreditation study have been successfully implemented. Specifically, the opening of the Courtyard Café has greatly enhanced the Food Services Department's ability to serve more customers with significantly more flexibility. This is

most evident during the academic breaks, when is the café offers the only food service on campus.

High performance standards and program quality are continuing goals as Conference Services seeks to maintain excellence and improve efficiency in serving customers. Current levels of satisfaction are very high as shown by the latest ACT Student Opinion Survey in 2004, where Food Services at LBCC rated well above both the state and national averages. (Exhibit 3.38)

The current Institutional Effectiveness goal of Conference Services is to track and increase customer counts in all areas of food service. Between 2003–2004 and 2004–2005, overall customer counts dropped 3.8 percent. The decline in enrollment for the same period was .92 percent. The numbers for 2005–2006 appear to be similar, again reflecting the decline in enrollment coupled with increased expenses. With the rising costs of tuition and transportation, this trend is expected to continue at least for the short term. Because the LBCC Albany campus is located several miles away from any major commercial development, sales are directly proportional to the number of people on campus for any given day. There is little draw from the local community unless people are on campus for meetings, events, or classes. This should change in the future as the Albany community expands and develops closer to campus.

Hospitality Services Catering experienced an increase of more than 20 percent in business from 2003–2004 to 2004–2005. This dramatic increase in event catering emphasizes the need for additional conference rooms, as this trend is expected to continue.

G. Counseling Center

The Counseling Center helps students and potential students make career, education, and life decisions. By providing comprehensive programs and services that are innovative and accessible, the center assists students in removing roadblocks to academic success. Students have access to a wide variety of services including advising, career counseling, retention counseling, crisis intervention, referrals to off-campus services, and instructional support. Counselors are assigned as liaisons to academic divisions, where they consult with staff and meet with students on a regular basis. Counselors teach an array of personal growth classes or workshops such as Career Planning, Assertiveness Training, and College Success Skills.

The Counseling Department budget for 2006–2007 includes $454,562 for personnel and $22,396 for materials and supplies. This provides for seven full-time and one part-time counselor at .67 FTE. A full-time FTE counselor is assigned to the Benton Center in Corvallis and a .67 FTE counselor divides her time between the Lebanon and Sweet Home centers. During budget cuts in 2001, one full-time counseling position was lost. Part-time non-contracted advisors and counselors assist at peak times.

Counselors report directly to the Dean of Students for supervision. In 2003, after a management position in the center was eliminated, the chair of the Counseling Department assumed the supervision of classified staff. He now supervises four career and employment specialists, the office coordinator, and the department secretary. This change has added cohesion to the workgroup and has enabled the faculty and classified staff in the Career Center to function as one team instead of two.

Each of the eight counselors has a master's degree in counseling, and the current staff collectively represents 150 years of combined counseling experience. Professional development is ongoing as counselors endeavor to meet new challenges presented by students and faculty. To meet one of the Institutional Effectiveness goals, seven workshops were provided for counselors and staff during the 2005–2007 academic years. Workshops on suicide prevention, drug and alcohol prevention, diversity training, and brief therapy were provided as community resources became more limited.

Most counseling classes are taught in partnership with Community Education; the Counseling Department Chair approves the qualifications of instructors offering these courses and reviews the curriculum. In 1996 one of the counselors developed an online career planning course that has become a model for other colleges and has received national recognition. Twelve institutions and organizations have contracted with LBCC to offer the online career planning class. Among them are Western Oregon University, Peninsula College, Umpqua Community College, Lane Community College, and Philomath High School.

The Counseling Office is located in the Career Center, which also houses Career Information, Cooperative Work Experience and Service Learning, Employment Services, and the Alternative Learning Opportunities and Adult High School Diploma programs. Admissions, Registration and Financial Aid offices are in close proximity. Counselors enhance student success by providing services that assist student with academic, advising, and personal issues. Counseling services are available on a year-round basis. In 2001 the center began to play a larger role with international students, and a counselor assumed responsibility for international student advising.

Counselors make significant contacts with students in their liaison roles. They serve in a consulting capacity to instructors and see students on site in their divisions. Several counselors have offices in their divisions, where they meet with staff and students. Counselors also have a significant presence in the GED classroom; there they help students make the transition from GED to credit classes. During the 2006 program review, counselors' presence in the GED classroom was cited as the most significant positive change in the program. Visiting staff from the Oregon Department of Education praised it as model for the rest of the state.

Physical changes made in the last five years at the LBCC centers in Lebanon, Sweet Home, and Corvallis have greatly improved counseling and career information services. With funds from a bond measure passed in 2000, a new Lebanon Center was completed in 2002; it houses state-of-the-art computer labs, classrooms, and staff offices. In 2003 bond measure dollars were used to build a new Sweet Home Center, which is located in the high school; this has created a strong partnership between the community college and the high school. The facility offers spacious accommodations and state-of-the-art technology. In 2004 the Benton Center underwent an extensive remodel that added a new career and learning center as well as more counseling offices and classrooms.

Other important issues were addressed in the Institutional Effectiveness goals. An environmental committee sought to improve the Albany campus learning environment by having the office painted and replacing the 40-year-old desks and chairs with new office furniture. The office was rearranged to accommodate four additional computers for student use. A survey of students and staff indicated that this was a positive change, and satisfaction benchmarks were exceeded. (Exhibit 3.39)

As part of the Counseling Center's Institutional Effectiveness goals, a marketing committee developed brochures for staff on recognizing signs of distress in students and how to refer students to the Counseling Center for services. The committee also developed a brochure that points out services and classes that might be helpful to the student whose major is undecided.

The Community College Survey of Student Engagement indicated that students receiving career counseling at LBCC were satisfied with the service. However, LBCC fell below the mean in providing career counseling services to part-time students. Counselors are working with the career information specialists on an action plan to provide greater outreach to part-time students. On the Student Services Survey nearly 80 percent of students surveyed indicated they were satisfied or very satisfied with counseling services.

All recommendations made in the 1997 accreditation report for counseling were met or exceeded. While the Counseling Center continues to be challenged by limited resources and increased demand for services, the staff is high functioning and continually evaluates and sets priorities in order to meet the changing needs. Ongoing trainings, an advising goal committee, and continual evaluation of space needs and prioritization of work activities will occupy the Institutional Effectiveness agenda for the next several years.

H. Office of Disability Services

The Office of Disability Services (ODS) serves students with disabilities and collaborates with faculty and staff to provide opportunities for a high quality education that is appropriate, equitable, and accessible. ODS promotes self-directed learning to develop each student's potential. Services are in compliance with local, state, and federal laws, and they are aligned with the college's mission. ODS informs students of their rights and responsibilities and plans accommodations. ODS provides direct instruction to students and trains faculty

and staff on disability issues and instructional theories to make learning accessible. ODS helps students remove obstacles and achieve their goals and dreams.

During the 2005–2006 academic year, LBCC's Office of Disability Services served 552 students. ODS provides intake; orientation; diagnostic testing referral; academic planning; disability accommodation planning; advocacy; and coordination with faculty, TRIO, Tutoring Services, Student Assessment, Counseling, Academic Advising, Campus Security, and other college departments. LBCC offers the following to students with disabilities: note takers, classroom assistance, test accommodations, alternative formats, taped textbooks, enlarged materials, assistive technology (hardware and software), interpreters, readers, scribes, ergonomic furniture, and other accommodations. All LBCC students have access to tutoring, academic coaching, and instructional support through the ODS Support Lab.

The ODS general fund budget for 2006–2007 was modest: $196,828 for personnel and benefits; $19,867 materials and capital expense; $54,755 in Carl Perkins funds; plus $10,000 in Americans with Disabilities Act (ADA) funds for 550 students ($512 per student). For 2007–2008, LBCC added $58,316 to the ODS budget in general funds, raising support levels to $618 per student assuming flat enrollment. Total fund averaged $500–$550 per student per year prior to 2007. LBCC authorizes spending to meet identified needs even when budget is exceeded.

The department's budget is stressed now that ODS serves more than 500 students, which is two times the 290 students served in 1994 and nearly three times the 185 students served in 1997. Although increased enrollment of students with disabilities is a positive sign of inclusion of an under-represented group at the college, it also is a demand on budgets for staffing, materials, technology, professional development, and policy matters.

The Office of Disability Services is within the Student Services Division and the Coordinator reports directly to the Dean of Student Services. The staff consists of a 1.0 FTE Disability Services Coordinator, a .75 FTE Assistant Coordinator, a .875 FTE instructional assistant, a 1.0 FTE secretary, and part-time instructional assistants, technical support persons, notetakers, classroom assistants, readers, interpreters, tutors, and instructors. In July 2007, we added an Instructional Specialist, a 1.0 FTE position, to teach assistive technology to students and faculty. The ODS Coordinator has a law degree, a bachelor's degree in education, and 20 years of experience teaching adults. The Assistant Coordinator has a bachelor's degree in psychology, 24 credits toward a master's degree in special education, and 32 years of experience teaching students with disabilities. Combined, the ODS team has more than 65 years of experience in education. The 2007–2008 budget will allow for one additional professional employee.

In 2004–2005, ODS increased secretarial support from .5 FTE to 1.0 FTE and expanded management and tutorial hours to year-round staffing. Due to budget cuts for 2006–2007, ODS eliminated the alternate format coordinator position and integrated those services into the duties of the Support Lab team. In July 2007, we added an Instructional Specialist, who also supports alternative formats and technology-based learning. Through efficiencies in forms and systems, ODS staff are just able to keep up with student demands, with a three-to-six week period from "beginning to request services" to "all services in place." Tutoring and academic supports are available to students immediately, even without documentation of disability.

Because laws and technologies are constantly changing, updates must be performed each year or two on forms, brochures, and handbooks. A new disability services database was brought online Spring 2007 and is a welcome addition for managing accommodations and workload efficiently.

ODS has few interpreters available, due to a rural setting combined with infrequency of use. LBCC will have years when no interpreters are requested for daily classes (2004–2005), then will experience a term when six new students request interpreters each day. All interpreting requests are met within four to six weeks of request; this delay frustrates students and staff. To improve services and as a back-up to interpreting, ODS is training real time transcribers for fall 2006.

The ODS Support Lab is a study and tutoring space for all students and a test site for students with disabilities. The Support Lab is equipped with eight to ten

computers, regular and adaptive software, adaptive equipment, and voice scanning and screen reading technologies. It is an open access space to ensure that students with disabilities are integrated on campus and that specialized instruction is available to all students without regard to ability or disability.

In fall 2005, the Support Lab was relocated to a first floor location in the Health Occupations Building, which increased student space by more than 40 percent. In fall 2006, the offices of the Disability Services Coordinator, Assistant Coordinator, and secretary were relocated to the first floor of the Health Occupations Building. The moves added private test rooms, united the ODS team geographically, and created physical proximity to TRIO, Student Assessment, and Campus Security services. In addition, the move created easily accessible study areas on each level of the Albany campus and an additional restroom adjacent to the Support Lab for ease of access by students with disabilities.

The LBCC Albany campus and all community education centers are physically accessible and meet ADA guidelines for access, but one challenge remains: Students who are mobility impaired find it difficult to walk the Albany campus. The campus has only two elevators, separated by more than the length of a football field, for accessing the second floor. The current Library remodel project will add a much-needed third elevator. Taking classes at the community education centers is an alternative for mobility-impaired students, as disability access has been increased at all centers since the 1997 full-scale visit.

ODS computers are regularly upgraded every three to four years. In spring 2005, LBCC upgraded all special technology software as well. All students receive texts in an accessible format.

One limitation persists: ODS needs four to six weeks' notice to acquire taped textbooks in the most affordable manner. When a faculty member is not hired or does not select textbooks until two to four weeks before a term begins, it is a challenge to obtain taped textbooks for the first day of the term. Also, there is no uniform priority registration process for students using taped textbooks. Currently the Office of Disability Services is working with the Registrar to priority register students.

Since 1997, LBCC has added college success and study skills classes, transition academies, individual coaching, and instruction in self-advocacy in ODS intake workshops (orientation for students with disabilities). Through faculty and self-referral, more students are locating and using ODS services (185 in 1997; more than 500 in 2004–2005). More instructors and staff consult with ODS about how to serve students with disabilities; at present, the ODS coordinator receives from 20 to 40 e-mails a day from staff requesting planning for student success. ODS also receives two to six requests a month to attend department meetings or help with trainings, which is a sign of the positive interest in teaching students with disabilities.

In summer 2005, LBCC formed a Mental Health Task Force and created a process for identifying and responding to students in distress. In 2005 the task force and the Dean of Student Services began to train staff in how to respond to distressed and distressing students. A Task Force Report and Students in Distress Guide was published for fall 2006 and distributed to all staff; training of all staff will continue through 2006–2007. (Exhibit 3.40)

LBCC does not offer health services on campus but refers students to outside resources for physical and mental health care through the following providers: Linn County Mental Health, Benton County Mental Health, Benton County Health Department (medical care), Vocational Rehabilitation Services, nonprofit agencies, and Oregon State University's Health Centers (for students in the Degree Partnership Program). Some students still cite unavailability of health care and difficulty accessing a diagnosis of disability. ODS provides helpful handouts and individual assistance to improve access to these services.

ODS works closely with the Dean of Student Services and with counseling and security personnel to ensure that all student have safe, equal access to all classes, services, and activities of the college. Needs are triaged for timing of service. LBCC publishes information on disability access each term, including a notice to the admissions process, which was added in summer 2005. Each year, statements are published in the college catalog, schedule of classes, and Web site to reach

students with disabilities. The office also publishes "faculty guidelines" and trains faculty in how to refer students who are having academic difficulty to ODS for consultation.

ODS staff members consult daily with college personnel to promote student success. In 2005–2006, ODS updated faculty guidelines. Outreach and training to faculty and staff have contributed to the positive climate and a desire for more instruction on disabilities and universal design theory for learning. In the next three years, ODS will bring Universal Design in Instruction workshops to our college. The department also will post to our Web site specific tips and guides for academic success, categorized by particular challenges and disability impacts.

LBCC is a college committed to developing the potential in every student. Disability Services effectively supports all LBCC personnel toward that goal and effectively meets the needs of each student within one to six weeks.

I. Financial Aid and Veterans Office

In direct support of the college's mission of "providing comprehensive programs and services that are innovative and accessible," the Office of Financial Aid and Veterans Affairs promotes access to education by providing timely financial assistance and advising to current and prospective students, as well as informational services to faculty, staff, and the communities the college serves.

The Student Financial Aid and Veterans Office strives to provide the highest possible level of service; assist students in obtaining the maximum financial assistance for which they are eligible; assist and advise students in making informed financial decisions, including credit education and debt management; and administer federal, state, and local aid funds and VA educational benefits with the highest level of fiduciary responsibility through strict compliance with relevant regulations and policies.

The function of the office is to provide the following services: assist prospective and current students, spouses, and parents to learn about and apply for federal, state, institutional, private financial aid, and VA educational benefits; determine student eligibility and award aid based on fair and equitable policies; work closely with other institutions to facilitate student success in the Degree Partnership Program by providing maximum aid eligibility; monitor standards of satisfactory academic progress and review student appeals; and refer students experiencing difficulties or with special needs to appropriate services on and off campus.

Additional office services are to: (1) maintain working liaisons with external entities such as lenders, loan guarantors, and agencies associated with the administration of aid programs; (2) maintain compliance with all federal, state, and institutional regulations and policies; (3) provide continuous staff development and training; (4) complete annual federal and state fiscal operations reports and evaluations, and work with representatives conducting independent audits and federal program reviews; and (5) actively participate in campus, state, regional, and national organizations.

The Student Financial Aid and Veterans Office administers approximately $16.5 million in federal, state, institutional, and private awards annually. (Table 3.4) The Financial Aid Office (FAO) administers the following grant programs: Federal Pell Grant, Federal Academic Competitiveness Grant, Oregon Opportunity Grant, and Federal Supplemental Educational Opportunity Grant. Loan programs administered by the FAO are Perkins Loan and the Federal Family Educational Loan. Services include: thorough entrance and exit interviews to student borrowers; assistance to former students with educational loan repayment responsibilities; and debt management and credit education counseling.

The FAO provides services in support of LBCC scholarship and outside scholarship administration. The services are to publicize private and institutional scholarships, review and award campus-based scholarships, and provide a comprehensive and free electronic scholarship database matching service. Students must obtain LBCC scholarship information and applications from the FAO or on the LBCC Financial Aid Web site. Outside scholarship information and applications are located in a display rack in front of the Financial Aid Office's door.

The office administers and provides services for the VA work-study program and, with the assistance of the Career Center, the college's Federal Work-Study program.

Expanded use of the Web has allowed the Financial Aid Office to display pertinent financial aid information that students can access at will. The office's Web site has many of the financial aid forms available to download and print as well as a great deal of financial aid consumer information, including a link from the home page to a federal and state programs page that provides information on grants, scholarships, and loans. This page also has a link to a Web version of the Guide to Federal Student Aid in both English and Spanish. (Exhibit 3.41) As mentioned earlier, students can access their Banner financial aid records for status updates and award information through the Student Information System.

The office is staffed with 10 FTE, up to 10 federal work-study student assistants approximating an additional two FTE, and three VA-funded, part-time work-study students. The office budget allows for staffing that is adequate at all times other than during peak periods such as registration. The office has a part-time non-contracted staff fund that permits the hiring of additional help on a limited basis as activity warrants.

The contracted staff consists of two Managers, (a Director and an Assistant Director); three financial aid advisors; and five support personnel, including a VA certifying official. Personnel are well-trained and knowledgeable not only in financial aid matters but also in other student administrative services provided by the college. Within the Student Services Division, the Office of Student Financial Aid and Veterans reports to the Associate Dean for Enrollment Management.

In January 2004, a third full-time advisor position was added to the FAO staff, which has increased student access to advising services such as additional drop-in and appointment times. Also, file review time has decreased significantly so students are awarded their aid in a more timely manner. Although the advising staff was increased, the overall staffing level of the FAO remains the same. Due to budget cuts at the college, a full-time financial aid specialist position was eliminated from the Financial Aid Office in May 2006. The duties of that position have been dispersed and absorbed by other positions that were already full-time. The absorption requires training and scheduling time to perform the new tasks.

Table 3.4 – Three-Year Applicant and Recipient Activity

Number of Title IV Applicants	2003–2004		2004–2005		2005–2006	
	6844		6792		6837	
Recipients by Aid Program	**No.**	**$ Amount**	**No.**	**$ Amount**	**No.**	**$ Amount**
Title IV Aid:						
Pell Grant	2,270	$5,199,917	2,124	$4,790,008	1,973	$4,400,778
SEOG Grant	533	$289,888	615	$296,612	621	$292,612
Oregon Opportunity Grant	900	$780,268	773	$720,261	1,015	$950,056
Work Study	174	$259,318	182	$249,972	204	$255,982
Perkins Loans	221	$511,290	217	$448,823	246	$393,031
Stafford–FFELP Loans	1,784	$5,150,949	1,925	$6,195,214	2,705	$6,802,321
Non-Title IV Aid:						
Alaska Loans	10	$70,794	5	$28,131	1	$8,245
Institutional Scholarships	1,389	$542,891	1,364	$785,537	129	$171,061
Non-LBCC Scholarships	462	$590,064	461	$607,264	452	$698,169
Veterans Benefits	328	$2,423,275	337	$2,429,974	320	$2,376,640

Adjacent to the Admissions, Registration, Career and Counseling Center offices, the Financial Aid and Veterans Office is centrally located and readily accessible to all students. Although the current office space is adequate for work areas, there is not enough space for student reception, scholarship displays or record storage. In addition, the new advisor added in 2004 does not have a private office space in which to conduct student interviews. This lack of privacy is a concern because financial aid advising often involves highly sensitive matters. Given the often personal content of financial aid interviews, this privacy shortcoming should be addressed as soon as remodeling funds are available for constructing a private office.

For the past decade, this office has not had a single audit finding or liability cited by the college's independent auditor regarding the Title IV programs. (Exhibit 3.42) There has not been a U.S. Department of Education program review since 1985. In addition, the college's annual Veterans audit has been spotless. In a letter this year from the Education Liaison Representative for the Department of Veterans Affairs it is stated that "Discrepancy free audits are unusual, but (LBCC is) three in a row." These yearly audits (both Financial Aid and Veterans) are a clear reflection of the capabilities of the Financial Aid staff and how well fiduciary responsibilities are performed. Accountability for all financial aid awards is provided by a separation of duties in the disbursement and payment process. The Financial Aid Office awards aid to students and disburses the aid to the students' accounts at the Business Office. The Business Office is responsible for the actual application of aid and distribution of funds to students. Financial aid disbursed amounts are balanced with the Business Office's paid amounts. The Financial Aid and Veterans Office is a well-run, efficient operation with a knowledgeable, highly proficient staff. Student survey results from several years (1998–2004, Exhibit 3.43) also reflect the overall satisfaction of students with services provided by the Financial Aid Office.

LBCC's student loan annual cohort default rates are a continuing cause for concern. Even though the Federal Family Educational Loan (FFELP) cohort default rate of 7.5 for 2004 is not considered high for community colleges, it has increased significantly from the low of 4.4 percent in 2003. Steps have been taken to help prevent a potentially more drastic increase. A formal default reduction plan was previously in place, and 2003 was the last year to reflect the efforts of that plan. The office has now put in place, beginning in 2005–2006, a late-stage delinquency plan with the assistance of our guaranty agency. Letters from the LBCC Financial Aid Office are being sent to students who are delinquent in their loan payments. The letter encourages them to contact the lender to make an arrangement prior to defaulting on a loan. Students also are guided to an online debt management counseling tool as part of the entrance interview process. These two added features are expected to have a positive effect on lowering the FFELP cohort default rate. The Perkins Loan default rate had also been reduced by the previous formal default reduction plan and is currently at 14.39 percent. The Business Office staff continue with collection efforts (such as skip tracing) to reduce the Perkins default rate.

The college's institutional awards program has been centralized and streamlined. The LBCC Awards Committee, chaired by the Director of Financial Aid, reviews applications and selects recipients for each award cycle (fall, winter, and spring terms). The Financial Aid Office also is represented each spring term at the Foundation Scholarship Awards Banquet to help recognize the scholarship recipients for the year. LBCC has developed a searchable database where students are able to look for scholarships both by major and by term. (Exhibit 3.44) LBCC scholarship applications are conveniently available online and also at the Financial Aid Office. Flyers are distributed on campus each term with a summary of all scholarships available for that term. A small scholarship flyer (Exhibit 3.45) is inserted in each award letter and includes Web links to the LBCC scholarship page as well as the Oregon Student Assistance Commission's scholarship Web site. Coordination of the scholarship function in the Financial Aid Office was previously assigned to a part-time staff person. Last year, the scholarship job duties were assigned to a full-time staff person, thus lending additional stability to the process.

In cooperation with the Oregon Student Assistance Commission (OSAC), LBCC and Oregon State University are utilizing the Oregon Financial Aid Exchange

(OFAX) data clearinghouse for automated exchange of financial aid information in direct support of the LBCC/OSU Degree Partnership Program. This feature will become even more important as the Degree Partnership Program continues to grow and additional partners are added.

As one of the Institutional Effectiveness goals to bring the Financial Aid Satisfactory Academic Progress Policy (SAP) more in line with the institutional Academic Progress Policy, two years ago the Financial Aid Office implemented a new SAP policy that was more in line with the school's academic standards rules. The new policy measures progress in terms of GPA and percent of total attempted credits completed. The old policy measured GPA and cumulative credits deficient. The new policy measures maximum time frame in terms of maximum credits allowed for a program, as opposed to the old policy, which measured maximum number of terms allowed. The new policy allows for up to two terms of probation status if a student is making borderline progress. The new policy has been fully programmed and implemented, which has streamlined the end of term SAP process significantly. Fewer students are manually tracked for special handling each term, and the actual SAP letter generation process is fully automated; a self-sealing mailer notifies all financial students when their SAP status has changed. A copy of the college's SAP policy is available from a link on the FAO home page, and hard copies (Exhibit 3.46) are readily available at the Financial Aid Office.

Since the last full-scale accreditation visit, the Financial Aid Office has made significant progress in addressing the issues noted in that report. The default reduction plan was implemented, the cohort default rate was lowered to an acceptable level, and processes are in place to maintain an acceptable level. The institutional awards program has been computerized and centralized, making it more efficient for students to access and for the LBCC staff to administer. In addition, the Institutional Effectiveness goal concerning the Financial Aid SAP policy was completed successfully. Overall, the Financial Aid Office has been able to take advantage of computer programs to process aid and provide students with accurate information in a more timely manner.

J. Security and Safety Services Department

The purpose of the Security and Safety Services Department (SSSD) is to provide to the Albany campus and community education centers security, safety, incident response, and support of logistical support for college programs and services. Responsibilities include effective patrols to ensure safety, crime prevention, safety escorts, emergency first response, incident investigation, timely service, and communication to the college community. The SSSD coordinates all efforts related to the support and enforcement of institutional security and safety policies and federal, state, and local public safety laws on campus.

SSSD provides patrols, incident response, traffic and parking enforcement, emergency planning, building and equipment safety inspections, emergency evacuation drills, locking and unlocking campus facilities, switchboard and public facsimile services, key control, safety escorts, lost and found services, and community relations. The SSSD conducts security audits and makes recommendations for improving security and safety. Safety education and information are communicated by postings, e-mail, and publication in the LBCC student newspaper. SSSD responds to and investigates all LBCC incidents.

The SSSD personnel ($265,622) and benefit budget ($136,492) for 2005–2006 totals $402,114. The Security and Safety Services Department Manager reports to the Contract and Risk Manager, who reports to the Vice President for Administrative and Student affairs. This includes 6.0 FTE Security and Safety Services Department officers, 1.0 FTE secretary, and part-time on-call officers. During 2005–2006, 208 officer hours per week were dedicated to the Albany campus and centers, providing for one officer on duty at any given time on the Albany campus, limited single-officer coverage at the centers, and 80 hours of administrative support from the department's manager and secretary. The SSSD has limited physical emergency support by area law enforcement, and has monitored fire and intrusion alarm systems. The material and supply budget for 2005–2006 was $13,720.

Supporting and filling the increasing needs of the Albany campus and the centers with its limited number of officers is a challenge for the SSSD. The current staffing pattern and budget limitations allow for one officer on duty per shift. This staffing limitation reduces the department's ability to effectively respond to urgent incidents as well as its ability to coordinate services. Officer safety and support is jeopardized by the lack of immediate backup for support and response. Recommended staffing is 2.0 FTE officers per shift on the Albany campus; this is an actual service hour increase of 3.2 FTE. Reliance upon outside agencies and part-time, on-call staff does not promote department effectiveness.

In spring of 2006, the SSSD moved its office to the Health Occupations Building, which is a more central location on the Albany campus. This move provides improved space, access, services, and response time, as well as close proximity to the Disability Services Office. A major plus is an improved medical aid station and recovery area, officer lockers, and storeroom. The location of the Manager's office permits confidential conferencing while allowing for close monitoring of those in a health recovery situation.

K. Student Assessment Center

Student Assessment supports the mission of LBCC by providing appropriate assessments and a high quality testing environment to facilitate student success and access. Student Assessment supports student success by providing a variety of assessments that guide initial course placement, award credit for prior learning, and enhance personal growth. The office is a certified English and Spanish GED examination site. The department offers tutorials to assist students in becoming comfortable with computerized test taking. Testing standards, security, and confidentiality are high priorities. Staff members explain testing procedures and requirements clearly and thoroughly to students. Every effort is made to provide an environment that reduces test anxiety and is physically comfortable.

The Student Assessment Office provides a variety of testing and proctoring services to the community. These include: Accuplacer Computerized Placement Tests (CPTs); approved "Ability to Benefit" assessment instrument; General Educational Development tests (GED); College Level Examination Program (CLEP) exams; standardized challenge exams; Strong Interest Inventory and Myers Briggs Type Indicator; spelling test; Spanish placement test; and an International writing sample.

Student Assessment has adequate resources to provide a full range of testing services. The department is staffed by one full-time testing specialist and one .75 time testing assistant. Several part-time and work-study employees assist the testing staff. Contracted and part-time staff are certified GED examiners. The staff reports to the Associate Dean for Enrollment Management. Student Assessment is budgeted for $166,000 in general funds. The budget is sufficient to purchase enough tests to meet annual demand, and fees are set at appropriate levels to recover costs for other services. Student Assessment has a number of qualities that make it a strong department. Foremost is the quality of the staff, who are student and service oriented. They have great patience, give students positive regard and support, and use communication skills to effectively reduce test anxiety.

A number of changes have been implemented to support Institutional Effectiveness efforts to enhance access. The Spanish language version of the GED was implemented several years ago. In 2004, working with the Educational Partnerships Office, high schools began using the CPT to improve outcomes assessment and development, and to facilitate attendance at LBCC.

An ongoing Institutional Effectiveness goal is to encourage and recruit individuals who have completed the GED to continue their education at LBCC. In order to provide students with accurate information, the staff is continually learning about areas of the college. The department began maintaining a supply of admissions information and GED tuition waiver information. This has been followed by a focused effort to inform all qualified GED completers about the tuition waiver. Though no direct correlation between waiver usage and these efforts can be determined, the department has received compliments about the amount and quality of information provided and about the fact that they care enough to encourage people to "keep going."

In summary, Student Assessment has changed significantly since the last self-study. The department has

sufficient resources to continue to meet service requirements. New facilities will allow for better service and expanded service options. Access to computing technology is ample in meeting the demands of test takers, faculty, and providers. The department has an important role to play in recruitment, retention, and Institutional Effectiveness with regard to becoming a source of valuable information for decision making and planning.

L. Student Life and Leadership

The Student Life and Leadership Department complements the academic program and supports the LBCC mission by giving students opportunities to develop leadership skills, participate in civic engagement activities, pursue social and recreational interests, and enhance their cultural competency levels.

The department is responsible for advising the student leadership team, which consists of the Associated Student Government (ASG), the Student Programming Board (SPB) and the Student Ambassadors (TSAP). The student leadership team is responsible for ensuring a student voice in the affairs of the college by contributing to the social and intellectual development of the student body; providing and promoting opportunities to experience leadership; creating a liaison between students, faculty, and administration; and being the college's ambassadors in the community.

Student Life and Leadership coordinates and staffs the Hot Shot Coffee House, a student managed and operated service that generates money to help fund additional student services and activities. The Multicultural Center is an integral part of the department and houses the outreach and retention specialist for non-traditional careers. Together these programs provide a safe and supportive environment that nurtures self-discovery, enhances educational access, and promotes social justice.

Student Life and Leadership serves as a resource and fiscal agent for all recognized campus clubs. (Exhibit 3.47) The assistance it gives includes: facilitating the chartering process, assisting with fund raising, developing an advising program, training advisors, and making all deposits and withdrawals for club activities. In addition, the department serves as a resource to co-curricular programs such as the equestrian team and Phi Theta Kappa honor society. In conjunction with the athletic director, the department administers the co-curricular intramural and recreational sports program, which is student organized and directed by the intramural sports specialist on the Student Programming Board.

Student Life and Leadership coordinates the Study Abroad Program, which provides opportunities for students to study in London, Florence, Costa Rica, and Mexico each year (reference Standard Two).

In the summer of 2006, Student Life and Leadership began housing the Good Works Center, which provides resources to students who are looking for volunteer or service opportunities and professions. The department also began administering the Students in Service Program as part of the Oregon Campus Compact. Additionally, Student Life and Leadership (1) facilitates programs for student health awareness, including the drug and alcohol program; (2) supervises student activities and civic engagement projects; (3) develops transportation information resources; (4) maintains a housing database and community housing board with up-to-date housing options, including low-income student housing; (5) administers the student contract for Family Connections; and (6) coordinates the community Opera Guild Program.

In January of 1999, the Student Life and Leadership Office was moved to a newly constructed space on the east side of the campus courtyard.

The Student Life and Leadership Department has experienced significant growth and change since moving to the new Student Union. Changes to the department include the addition of the Multicultural Center, the Non-Traditional Careers Program, the development of the Student Ambassador Program, three additional contracted staff members, the opening of the Hot Shot Coffee House, the inclusion of Good Works, the coordination of the Students in Service Program, and an increase in student leadership positions and work-study positions. A current challenge for the department is the physical and human resource incorporation of the Students in Service and Good Works programs. Both programs are deeply rooted in civic engagement philosophy and will further the mission of Student Life and Leadership through additional student engagement

opportunities and services. However, the inclusion of these two additional programs will require the department staff and student leaders to examine the efficiency and interconnectedness of all programs and services in the department.

Since the creation of the Multicultural Center in 1999, the Multicultural Program has served a growing number of students, community members, and college employees. (Exhibit 3.48) In 1999, Student Life and Leadership set an Institutional Effectiveness goal of increasing the involvement of students and community members using the Multicultural Center; in 2001 the department set a goal to increase the number of programs coordinated by the Multicultural Center. Both goals produced significant increases in the numbers of people accessing the center as well as an increase in the diversity of programming. Additionally, the Multicultural Center, in conjunction with the Non-Traditional Careers Program, coordinates approximately 30 communitywide programs each year, including an annual pow wow, Children's Winter Festival, International Night and the Pasos a Seguir para Tu Educacion for local Latino/a youth. The Multicultural Center also serves as a resource to faculty through the work of the coordinator, who facilitates the Multicultural Fellows Program and serves as a cultural consultant on classroom issues.

A challenge that will face the department is the growing need for additional programs that address the retention of marginalized students on campus. This includes students who are returning to college, students with children, and ethnic and sexual minorities. Data collected from the 2006 Community College Survey of Student Engagement (CCSSE) indicate that LBCC is well above the national mean in providing opportunities for students to have serious conversations with others who differ from them in terms of race. The same survey indicates that LBCC students are below the mean in understanding people of other racial and ethnic backgrounds. While these data may seem somewhat dichotomous on the surface, they also suggests that there is an increasing need to provide opportunities to move students beyond conversations and towards a more meaningful interaction creating empathy and understanding. The coordinator of the Multicultural Center anticipates that this will be a focus of the center in the future and she will be developing a plan to address this issue.

Another significant strength of the department is the Student Ambassador Program. Student Ambassadors are chosen each year to utilize student-to-student interaction as a means to influence participation in campus activities, to increase community awareness, and to positively affect student retention and recruitment. In 1999, the Student Life and Leadership Department met an Institutional Effectiveness goal by instituting a Student Contact Center to increase retention of students. Currently, one of the most significant contributions made by the Student Ambassadors is through the Student Contact Center, where an ambassador calls each new student twice per term to assist them in accessing services on campus, answering college-related questions, and serving as a link to the campus community. In January of 2000, the college Institutional Research Office produced statistics that showed a 13.4 percent increase in retention rates over the previous year.

Student Life and Leadership is proud of its accomplishments and has found through 10 years of the collegewide student opinion survey that the changes made in this office have had significant impact on students. Since the new Student Union was built in 1999, student satisfaction with college-sponsored activities has increased and is higher at LBCC than at other Oregon community colleges. Since the creation of the Multicultural Center, student satisfaction with cultural programs and activities is above other Oregon community colleges and ethnic harmony has been at or above the average since 2002. The 2006 CCSSE data also indicate that LBCC is above the mean in encouraging interaction among diverse populations. In addition, college orientation satisfaction has steadily increased since the year 2000; in 2004 it was higher than at any other Oregon community college. Finally, satisfaction with student government has been above average since 2002.

Looking to the future, an emerging challenge for the department will be responding to the changing demographics and expectations of the next generation of community college students. This will require the department to redefine how services and programs are

delivered and to examine the scope of opportunities that are offered. The SL&L staff look forward to the future and believe that, with current staffing and resources, this challenge can be adequately met.

M. TRIO Student Support Services

A U.S. Department of Education grant to fund TRIO Student Support Services at LBCC was approved in September 2005. The goal of this program is to increase academic performance, retention, and graduation rates of eligible students. TRIO offers a supportive climate to participants who are first-generation, low-income, or students with disabilities. Students' academic, career, and personal goals are explored and achieved through workshops, tutoring, advising, counseling, and transfer planning. TRIO supports the mission of LBCC by providing a learning environment that supports core values, builds success, and facilitates the transfer of students seeking to enter four-year colleges and universities. (Exhibit 3.49)

TRIO serves 160 students annually in Lebanon and at the Albany campus. Each campus offers drop-in tutoring for students who need immediate help. TRIO staff members work closely with program participants to ensure that they understand college processes and complete their program of study. Services to students are tailored to meet individual needs. TRIO offers a textbook and calculator checkout program to reduce financial burden. Self-management, personal growth, transfer planning, and academic enhancement workshops are offered each term. Participants in TRIO are eligible to apply for a $250 scholarship once per year. Upon entering the program, students develop a Personal Success Plan that explores their personal, academic, and career goals. PSPs are updated quarterly. Accurate and timely advising, fostering students' accountability, and development of self-reliant behaviors are key elements of the TRIO Program. (Exhibit 3.50)

Both TRIO centers provide a homeroom type environment that promotes spontaneous study groups, as well as a sense of interconnectedness and community. A refrigerator, microwave, and comfortable furniture encourage students to linger. Easy access to TRIO computers allows students to complete homework in a timely manner. Annual field trips to Oregon State University, the University of Oregon, and Western Oregon University provide students with an opportunity to explore potential four-year colleges.

TRIO grant funds are received through the U.S. Department of Education. In 2005–2006, TRIO at LBCC was awarded $219, 980. An additional $5,000 grant was awarded through the LBCC Foundation to provide $250 scholarships. Funding for 2006–2007 is equivalent to the prior year, without adjustments for inflation. Program costs for each participant total $1, 375 per year. Funding for this program is not adequate. Due to flat federal funding and enormous increases in benefits costs, TRIO is facing cuts in services to students. LBCC has agreed to supplement the grant by $35,000 with in-kind support. Should this funding be discontinued, TRIO would suffer severe cuts to personnel and program services. Continuation of the grant would be questionable.

The strength of the TRIO Program lies in its ability to meet the immediate needs of students. Tutoring, advising, and counseling are available on a drop-in basis. The TRIO centers offer a supportive environment that allows students to problem solve and thrive in a college setting. The retention rate for LBCC TRIO students currently is 72 percent, compared with 59 percent for eligible non-TRIO students. As of spring term 2006, 84 percent of TRIO students remained in good standing, compared with 76 percent for eligible non-TRIO students. During spring term 2006, 18 percent (27 out of 150) of all TRIO students achieved a GPA of 4.0. Three percent of the first cohort graduated, and 15 students transferred to four-year colleges or universities. (Exhibit 3.51)

One challenge TRIO faces is a lack of physical space. Because the program serves 160 students on two campuses, there should be a balance of numbers between the centers. Currently, 130 students use the Albany Center, and 30 use the Lebanon Center. The center numbers are disproportionate due to lack of general student enrollment at the Lebanon Center. Overcrowded conditions in the Albany Center during peak hours has limited student access to lab computers, tutors, and study tables. In order to have a more balanced student

population, TRIO is working with the East Linn Task Force to promote usage of the Lebanon Center and to increase student enrollment. During spring term, TRIO students participated in a marketing survey and focus group to identify course needs of East Linn students. Strategies for increasing enrollment were developed as a result of participation in that survey.

Through effective delivery of services and strong support from the LBCC community, TRIO has become a valuable resource in student success and retention efforts at LBCC.

II. Analysis

Over the past 10 years the Student Services Division has significantly increased the variety of services, programming, and delivery capabilities and at the same time some areas have lost staff and service hours due to the budgetary cuts. The TRIO Program was added through a federally funded grant in 2005, and Student Life and Leadership added a Student Ambassador Program, Multicultural Center, Good Works Center, and study abroad opportunities. Student Services was able to branch out in Sweet Home, Lebanon and Benton centers as the result of building and renovation projects. Through Institutional Effectiveness initiatives and the work of the Student Services Distributed and Educational Instructional Technology (DEIT) subcommittee, services became available via the Web in virtually all service areas. (Exhibit 3.52) The Linn-Benton Community College and Oregon State University Degree Partnership Program (DPP) fostered additional service opportunities at both LBCC and OSU.

Through the LBCC/OSU Degree Partnership Program, admission and financial aid processes are coordinated so students may attend both institutions and receive financial aid for all credits taken. Students may receive advising from both institutions, providing them with a more seamless transfer. Housing, health services, recreation, and student life at both locations are available for DPP students regardless of which institution they are attending. Further, transportation on the LBCC/OSU Loop Bus is free for LBCC students between LBCC and OSU through a "pass" program funded by both institutions. Anecdotal information from DPP students indicates that the increased services and student life opportunities are very much appreciated.

Data from the 2005–2006 Student Opinion Survey indicate that 94 percent of students surveyed were satisfied or very satisfied with services. Collegewide Success Indicators show that staff believe there is a strong array of student support services. According to the CWSI, student satisfaction is consistently high within specific categories, such as student activities and services, policies and procedures, college support for diversity, personal security and safety, and cultural programs and activities. LBCC students feel welcomed, connected with the college, and supported. A few services fell slightly below the benchmark, and efforts are being made to strengthen services such as financial aid advising, scholarship information, advising for part-time students, and career guidance for part-time students.

Another success indicator that has been strengthened significantly during the past decade is student retention. In 1997 only 20 percent of admitted students attended LBCC for three quarters during that year. A collegewide enrollment management plan involving both instruction and services was instituted in 1998. (Exhibit 3.53) Some highlights of the enrollment management plan were the development of partnerships, strengthening of the cultural climate, mandatory advising and orientation, creation of the Student Ambassador Program, and new roles for counselors. The result of this collegewide effort was a retention rate above the national average every year since 1999 for full-time, first-time degree, or certificate seeking students returning the next year. The national average for 2005–2006 was 51.05. LBCC's average retention rate of 59.2 for 2005–2006 is more than 8 percentage points higher than the national average.

Diversity has been an important initiative for the Student Services Division. The Multicultural Center has supported efforts to create an environment of understanding and a celebration of differences. Collegewide Success Indicator data show that the number of minority students on campus has increased significantly within the past five years and that there is encouragement for individuals to have contact with those from different backgrounds. However, more work needs to be done in helping students understand people of other ethnicities.

Institutional Effectiveness initiatives, along with the work of the Multicultural Center and Multicultural Council, will continue to strengthen understanding of cultures.

The organizational structure of Student Services, where both instructional programs and services are within one division, helps facilitate collaboration and communication across campus. A recent program review from the Oregon Department of Community College and Workforce Development commended the present organizational structure of Student Services and indicated it should be a model for other community colleges. (Exhibit 3.54) Of particular merit was the close relationship of counseling and GED services, which provides a support system for GED students as they transition to college.

The physical space for many services has improved substantially over the past 10 years, especially Athletics, the Bookstore, Conference Services, Student Life and Leadership, the Multicultural Center, Student Assessment, Safety and Security, and the Office of Disability Services. Capital planning initiatives have also allowed for a more robust array of services at LBCC centers. Student gathering spaces on campus have improved. However, there are still unmet needs in the Counseling and Career Center and the Enrollment Services areas. These unmet needs are included in future capital plans.

Over the past 10 years the Student Services budget has fluctuated, with a series of budget cuts alternating with restoration of some resources. Although the decision package allocations were based on identified needs and a collaborative decision-making process, some areas have experienced significant loss of fiscal resources. Even so, Student Services is rich in talented personnel, many of whom have extremely broad areas of expertise. For example, the Counseling Department has received significant reductions in personnel; however, a number of staff within Student Services areas outside the Counseling Department have master's degrees in counseling and can be called upon during a crisis situation. Internal partnership and collaborative efforts provide help to resolve workloads issues. Further, a qualified pool of part-time non-contracted staff and retirees often are drawn upon as needed. Student Services continues to function at a high level even though the fiscal resources are less than ideal.

Strengths

- Student Services development and support of the LBCC/OSU Degree Partnership Program provides for a strong student success model with coordinated services and enhanced student life opportunities.
- SAT and CCSSE data indicates that students are satisfied with the full range of student services: research indicates that these "best practices" play an important role in student retention, and in turn, the college's commendable student retention rate.
- The use of technology to streamline process, increase access for students, and create efficiencies has greatly enhanced service delivery.
- Expansion of Student Life and Leadership's facilities and programming has increased opportunities for cultural understanding and support for minority populations.
- New and updated student services facilities and gathering areas improved student access and engagement.
- The Student Services Division, containing both services and instruction, is organized for an efficient and effective delivery of services and for student success.

Challenges

- Student Services is challenged by budgetary reductions at the same time that student demand is increasing.

  Although Student Services is challenged by fiscal reductions in areas such as Counseling, Career Center, and Learning Center at the same time an increase in student demand for services, staff in the division is extremely creative and forward thinking. Members of the Student Services leadership team are involved in professional organizations where they share best practices, technology, and resources. In addition, the quality of Student Services staff is impressive; for example, several staff members in the enrollment services areas have served as consultants to other colleges on the Banner System and Degree Partnership Programs. They also serve

on numerous statewide committees and are known for their expertise in this field. The Student Services staff value collaboration and work as a team, and they can be counted on to help one another during "crunch times."

- Student Services is challenged by the increasing number of students with mental health issues, disabilities, and security concerns at the same time program cuts have resulted in less personal counseling and state referral resources have been reduced or eliminated.

  The Mental Health Task Force has provided a plan and a handbook to help the college support students who have mental disabilities. Although referral services are limited, LBCC has an active legislative team and looks forward to supporting initiatives that will help these students. LBCC partnerships have also proven to be particularly beneficial in increasing efficiency. For example, Oregon State University provided LBCC with its Disability Services database software as a pilot.

- It is difficult to streamline processes, stay on the cutting edge of technology and services via the Web when computer, media support, and physical space for staff are limited.

  LBCC media and computer support is limited, but there are plans for redesigning Enrollment Services positions and, in the future, hiring staff with a higher level of technical skills. Although Takena Hall, which is home to Enrollment Services and the Career Center, is outdated, there is a plan for a remodel at some future date. In the meantime Enrollment Services plans to bring in a consultant to see if reconfiguring workspace might facilitate productivity and decrease stress on staff. Counseling has purchased new furniture and rearranged the office, which has helped provide a more useful and inviting center.

- It is a challenge for Enrollment Services to keep up with continual changes in federal and, state regulations that impact data collection and general operating procedures.

  The emerging collaboration between community colleges and the Oregon University System and other initiatives will help streamline processes for students through collective efforts, thereby increasing efficiency and providing better information and service to students.

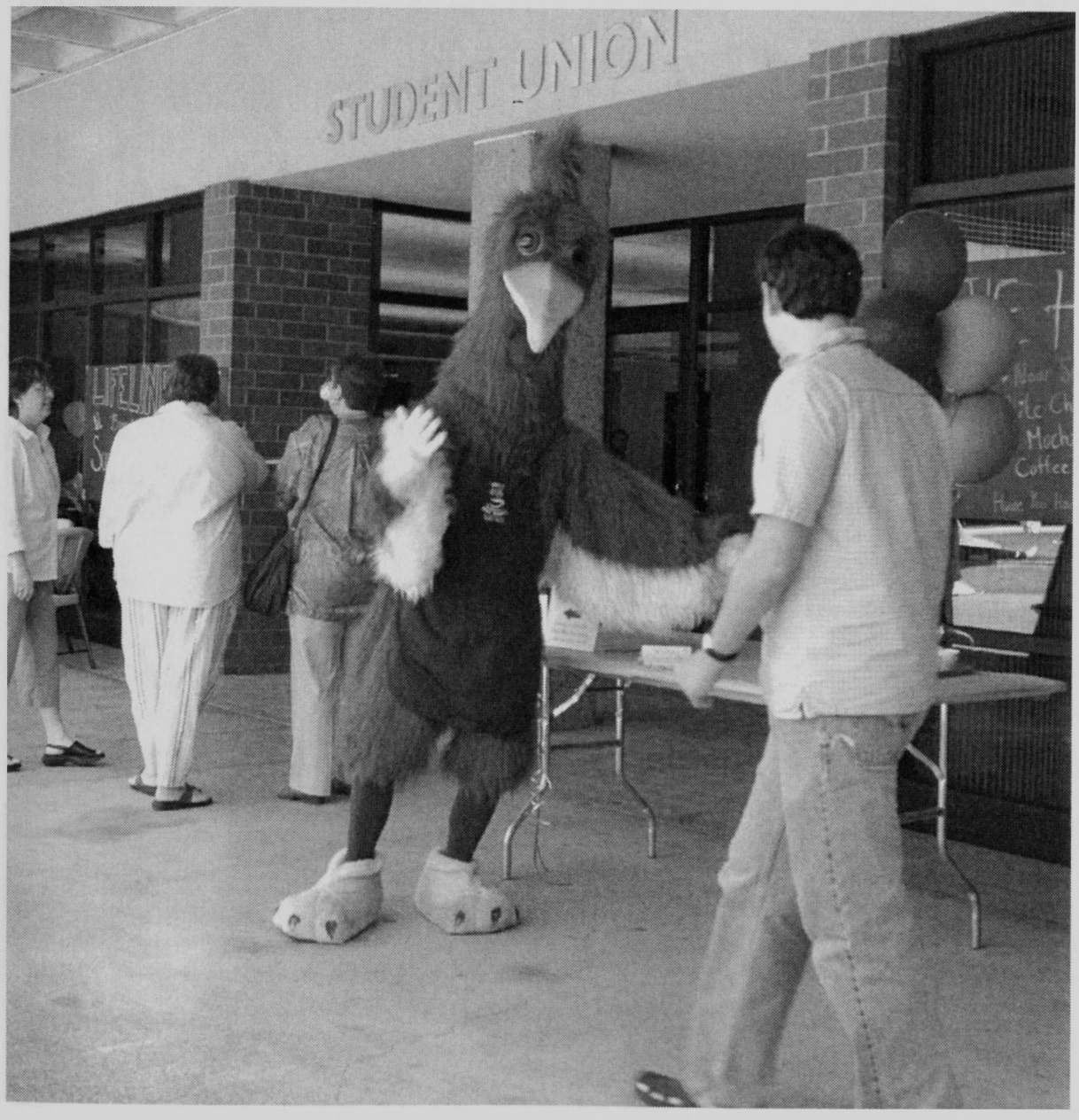
Overall, Student Services has the resources needed to serve students at a high level, but is losing ground on being on the "cutting edge" of proving services for students. The future holds a ray of hope as LBCC's state funding formula moves closer to parity with other Oregon community colleges.

Supporting Documentation for Standard Three

Exhibits:

3.1 Student Services Organizational Chart & Program Review
3.2 Linn-Benton Community College Organizational Chart
3.3 Resumes
3.4 Student Committee Participation
3.5 Board Policy Tuition; and Tuition Dialogue
3.6 Tuition Refund Process
3.7 Planner & Orientation Materials
3.8 Associated Students of Linn-Benton Community College Constitution
3.9 Student Programming Board Constitution and Bylaws
3.10 Operating Guides for Clubs
3.11 Student Activities Programs Handbook
3.12 Commuter and Muses' Handprint
3.13 Students' Rights, Responsibilities and Conduct Handbook
3.14 Campus Security Report
3.15 Drug Alcohol Brochure
3.16 Student Services, Mission, Core Values and Institutional Effectiveness Goals
3.17 Characteristics of Student Body
3.18 Student Services Survey Winter Term
3.19 Right to Know Graduation & Transfer Out Rates
3.20 Recruitment Event Planner & Evaluation Form
3.21 Recruitment Materials
3.22 Underage Enrollment
3.23 Application for Admission
3.24 Application Report
3.25 Academic Rules & Regulations Guide
3.26 Grade Definitions
3.27 Academic Advising Institutional Effectives Goal
3.28 Ford Klimpton Scholarship Application
3.29 Athletics Coaches' Handbook
3.30 Travel Voucher
3.31 Student Athlete Code of Conduct
3.32 Career Fair
3.33 Youth Job Fair
3.34 Rapid Response Chart
3.35 Prepare Yourself for Employment Booklet
3.36 Career Exploration Guide
3.37 Online Resources Development Procedures
3.38 Food Services Survey
3.39 Career Center Staff & Student Surveys
3.40 Students in Distress Guide
3.41 Financial Aid Office Home page Web site
3.42 Audit Report
3.43 Student Response Survey

3.44 Scholarship Web site and Data Base
3.45 Roadrunner Dollar
3.46 Satisfactory Academic Progress Policy Financial Aid Office
3.47 Campus Clubs
3.48 Multicultural Center
3.49 TRIO Brochure
3.50 TRIO Personal Success Plan
3.51 TRIO Outcomes Objectives Report
3.52 Student Services Distance and Educational Instructional Technology Report (doctorial)
3.53 Enrollment Management Action Plan
3.54 Oregon Department of Community Colleges and Workforce Development Program Review and Executive Report



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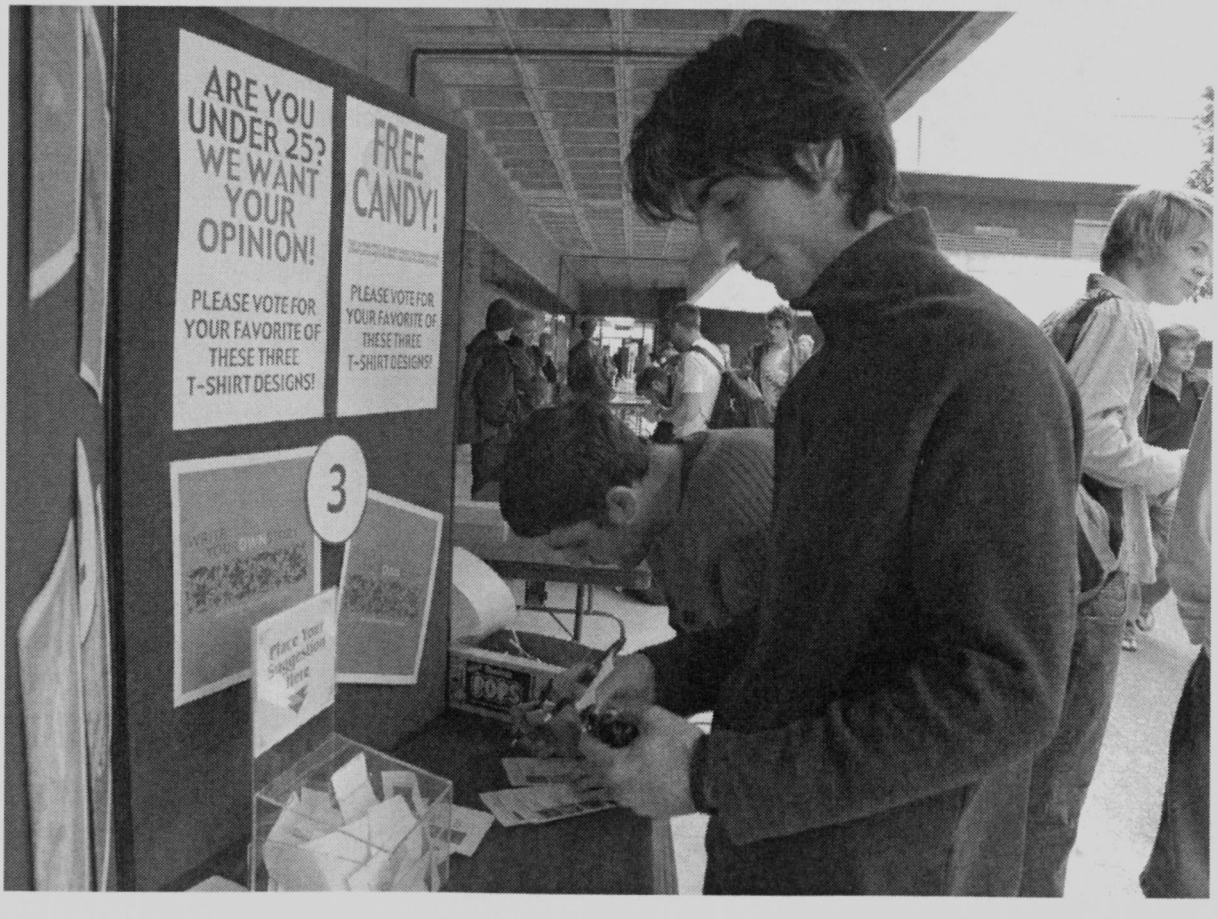
ARE YOU UNDER 25? WE WANT YOUR OPINION!
PLEASE VOTE FOR YOUR FAVORITE OF THESE THREE T-SHIRT DESIGNS!
FREE CANDY!
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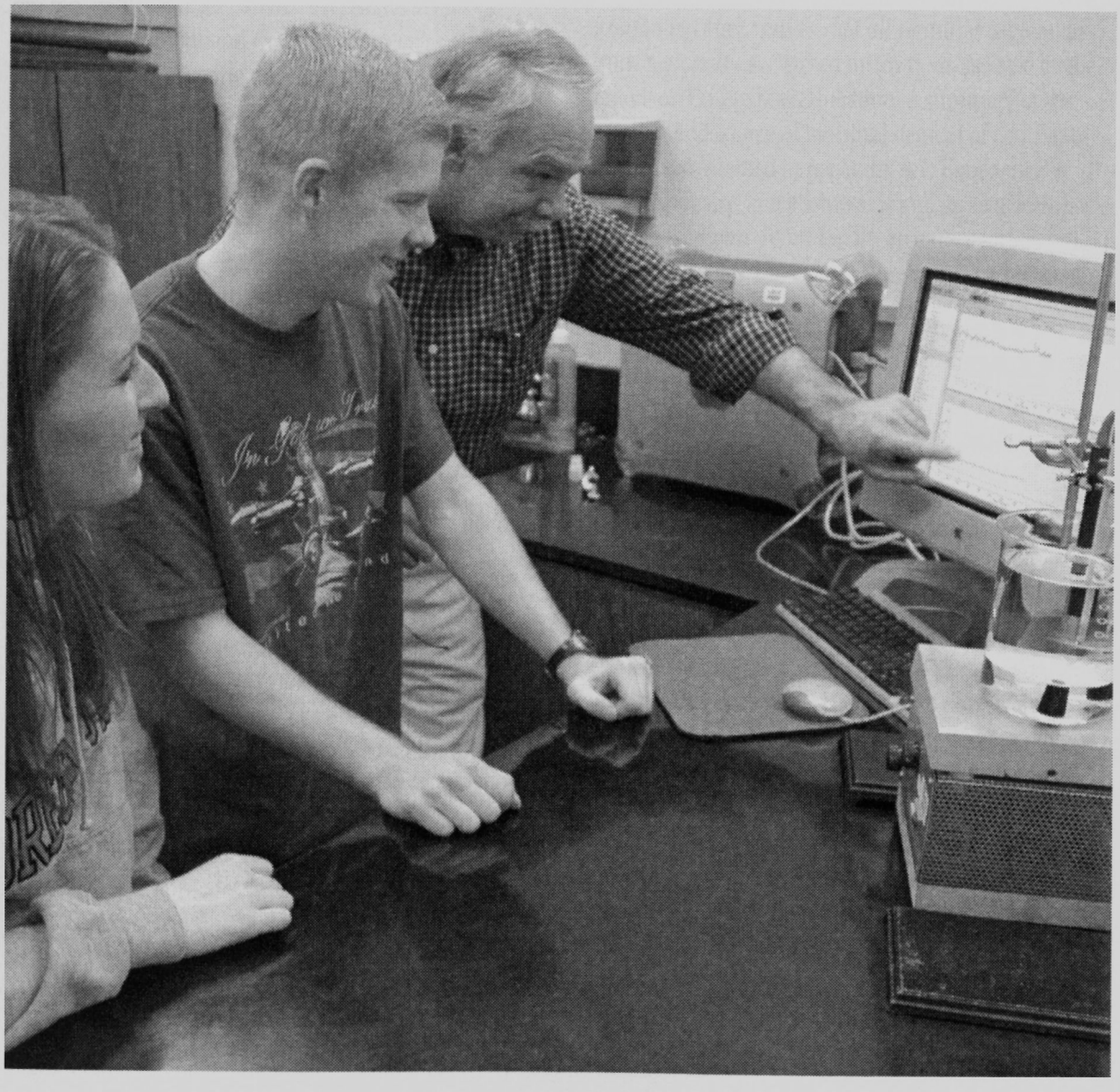
3
Place Your Suggestion Here

STANDARD FOUR

Faculty



STANDARD FOUR
Faculty

I. Overview

LBCC faculty members are highly qualified professionals who are dedicated to the college's mission of "providing comprehensive programs and services that are innovative and accessible." The rich diversity of faculty backgrounds and experiences provides a strong foundation for "meeting the educational needs of individuals, businesses, and our communities through learner-centered and life-changing experiences."

Linn-Benton Community College employs 159 contracted faculty and 328 non-contracted faculty (2006-2007 IPEDS, snapshot as of Nov. 1, 2006). All faculty members hold the same rank at LBCC, and counselors and librarians are part of the faculty team. Due to the college's age (40 years), the last several years have seen a large number of retirements. As a result, 39 percent of LBCC faculty have been hired during the last five years and 28 percent are in Trial Service status. Half of the contracted faculty have been with the college for seven years or less. As of June 2007, 58 percent of the contracted faculty were age 50 or above, so the college can expect to see additional retirements in the near future. (HR statistical data) There are more female than male full-time faculty members; 58 percent of the faculty are female and 42 percent are male. The difference is higher for non-contracted faculty, with 66 percent being female and 34 percent male (2006-2007 IPEDS). The number of female faculty members has exceeded the number of male faculty members for both contracted and non-contracted faculty since 1997–1998 (HR Return on Investment Report 2006). A tabulated summary of the Institutional Faculty Profile as of fall 2007 is given in Table 4.1 below.

The academic backgrounds and professional experiences of LBCC faculty have prepared them to carry out the many responsibilities associated with being successful faculty members at a comprehensive community college. Seven percent of the faculty hold doctorates and 76 percent hold master's degrees. The Human Resources Office verifies that all terminal degrees are from regionally accredited institutions as listed by the American Council on Education. A summary of the number and source of terminal degrees of contracted faculty is contained in Appendix 4.1. Experience in trades, industry, and business as well as academic background is important for faculty in career and technical areas. Tables 4.1 and 4.2 summarize professional experience and industry certification and licensure for faculty. Current professional vitae for contracted faculty are contained in Exhibit 4.1.

All contracted faculty members meet the required minimum qualifications and possess the appropriate degrees and certifications for their assigned disciplines. A contracted faculty member teaching transfer course work is required to have a master's degree in an appropriate field or 27 graduate quarter hours in the primary subject matter. Teaching in a secondary area of subject matter requires at least 24 graduate quarter hours in that discipline. The master's degree/credit hour requirements for teaching lower-division courses may be waived in subject areas in which individuals have demonstrated their competencies and served in professional fields. If this approval is requested, the individual's proficiency and high level of competency must be documented by (1) professional work experience history and relationship to classroom assignment, and (2) signatures of agreement by the appropriate Dean or designee and department chair and indication of support by program faculty. Contracted faculty who

TABLE 4.1 INSTITUTIONAL FACULTY PROFILE

Full-Time Faculty

Rank or Class	Number		Number of Terminal Degrees					Salary, 9 months			Years of Experience at Institution			Total Years of Teaching Experience*			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	Prof Lic	Less than Bac	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Instructor	159	328	11	121	13	4	10	42,620	54,226	71,405	0	8	32	1	12	38	7.5	15	24.138

TABLE 4.2 PROFESSIONAL EXPERIENCE, CERTIFICATION AND LICENSURE

Number of Faculty with One, Two, or Three or More Professional Certificates or Licenses*			Years of Trade, Business, or Industry Experience*		
One	Two	Three or More	Min	Med	Max
17	5	14	0	4	29

** Based on current faculty resumes, June 2007*

teach career and technical coursework must demonstrate subject matter competence through appropriate degree or certification and experience. An appropriate degree and four years of successful work experience, or seven years of successful experience in the area may be used as a standard for approval of career and technical faculty. Faculty who teach noncredit courses demonstrate knowledge of the subject matter through related work experience and/or course work. These requirements are clearly stated in Administrative Rule B001. Minimum and preferred qualifications also are stated clearly in all position notices. The Employment Services Manager in Human Resources oversees the evaluation of qualifications of new faculty as approved by the Dean of Curriculum and Educational Assessment. Documents, Board policies, and administrative rules associated with faculty approval for teaching are contained in Exhibit 4.2.

Contracted and non-contracted faculty members work collectively to help students achieve their educational goals. Most contracted faculty are trained in and participate in academic advising; many are also trained to advise students within the LBCC/OSU Degree Partnership Program to promote seamless transitions for students. Numerous faculty members are involved in recruiting prospective students and/or in supporting the College Now Program, described more fully in Standard Two. Faculty members support student success by interacting with students through direct instruction and providing services in support of that instruction; being available to students through office hours; participating in department, division, and college meetings; working on academic planning and curriculum development; contributing to institutional governance by serving on committees; collaborating with colleagues and conducting themselves in a professional manner; carrying out a process of continual professional development to stay current with trends and curricula in their field; providing input for their own and for colleague appraisals; representing the college in a positive manner with the community; and developing community partnerships.

Faculty assignments vary widely, from coordinating parent education to being a librarian or counselor, from acting as a consultant for small businesses to teaching writing and coaching baseball. Faculty workloads support the college's Mission and Core Values through an assortment of work activities in five primary faculty roles: (1) teaching; (2) learner support and development; (3) communication, collaboration, and professionalism; (4) professional development; and (5) community partnerships. Emphasis on each of these roles varies from person to person and from year to year to reflect

community and program needs and the background, talents, and interests of the individual faculty members. Faculty workload roles and responsibilities are outlined in Article 8 of the LBCC Faculty Association Agreement and also in the Faculty Appraisal Handbook. (Exhibits 4.3 and 4.4)

Faculty in each program are responsible for curricular planning in their areas. Program and Course Outcome Guides are developed by the departments, approved by the Division Dean, and reviewed by the Academic Affairs Office. In addition, advisory committees provide curricular input in career and technical areas.

Beyond their departments, faculty members provide significant input for academic planning through the Curricular Issues Committee and the Instructional Standards Committee. The Curricular Issues Committee reviews courses for compliance with general education objectives and criteria established by general education committees and it provides a beginning discussion point for new curricular issues. Membership includes 16 faculty, one administrator, and two students. The Instructional Standards Committee reviews instructional policies, regulations, and procedures to ensure consistency, fairness, and integrity. This committee also serves as a review panel for suspensions and course waivers to degree requirements. It makes recommendations to the chief academic officer, with review by the Academic Affairs Council. Membership includes 12 faculty, three administrators, and two students.

Faculty members formally participate in broader governance issues in a variety of ways.

- The chairs of all departments are members of the Academic Affairs Council, and one serves as co-chair of the council. The purpose of this council is to initiate and recommend to the chief academic officer academic policies, educational standards, curricula, and academic regulations as appropriate for promoting and preserving a college environment conducive to the highest standards of teaching and learning.
- The Faculty Association President and the faculty co-chair and co-chair elect of the Academic Affairs Council are members of College Council. The primary purpose of this council is to advise the President on the operation of the college and to provide a vehicle for effective transmission of information and ideas. College Council serves as the primary reviewing body for additions, deletions, and modifications to administrative rules.
- Faculty members serve on the Joint Organizational Leadership Team (JOLT). This team, comprising representatives of faculty, classified, and management, was formed in 2006 by the President as part of the process for updating the governance policies of the college. The team was asked to focus on defining and documenting decision-making processes and increasing communication between the faculty and the President.
- The Faculty Association President has a seat at the table during the Board of Education monthly meetings, and a report from the Faculty Association is a standing agenda item.
- Faculty members were involved with the Blueprint Team in the 2004 revision of the college's Vision and Values statements and the team's 2005 development of the new Mission and Mission Goals.
- Faculty participate in the annual President's Retreat and faculty members are actively involved in the updating of the current five-year strategic plan.

In addition to the groups mentioned above, faculty are active in many other formal and informal committees. These include the Diversity and Civic Engagement Council, Distributed Education and Instructional Technology Committee, Professional Development Committee, Safety Committee, Wellness Committee, Insurance Advisory Committee, Staff and Organizational Development Advisory Committee, Issues Clarification Committee, and Computer Resource Management Committee. A comprehensive listing of college councils and committees can be found in Administrative Rule A101. (Exhibit 4.5)

The faculty is an independent union, unaffiliated with any national labor organization. The Faculty Association serves a variety of functions. One is to facilitate conversations with management concerning faculty issues and collective bargaining. It also functions as a social organization, allowing members from across the institution to get to know one another better. Addition-

ally, the Faculty Association provides opportunities for service to the community and campus through the donation of funds or faculty time. The college supports the activities of the Faculty Association by approving use of premises for regular association activities and providing three credits of release time for the Faculty Association President annually. In addition, the faculty negotiations chair is given three credits of release time during a bargaining year. Association rights are outlined in Article 17 of the LBCC Faculty Association Agreement. (Exhibit 4.3) Association officers (president-elect, secretary, and treasurer) are elected annually and the President of the Faculty Association has a seat at College Council and the Linn-Benton Community College Board of Education monthly meetings. Informal meetings between association leadership and college administration occur monthly. One priority of the Faculty Association is the continuation of good relations with management.

As LBCC prepared for this accreditation self-study, the Standard Four team administered a short survey to contracted faculty to gather their views, opinion, and attitudes regarding compensation, workload, and the faculty appraisal system. The survey provided useful feedback, and various results are highlighted in this discussion. The complete results of the Fall 2006 Faculty Survey are contained in Appendix 4.2.

Compensation

The college compensates faculty according to the salary and benefits guidelines in Articles 10 and 16 of the LBCC Faculty Association Agreement. (Exhibit 4.3) The salary schedule is adjusted proportionately for less than or more than a full 168-day contract and/or less than a full-time contracted workload. Initial salary placement is determined at the time of hire by the Employment Services Manager and the Dean of Curriculum and Educational Assessment. Salary placement is the result of a comprehensive process (see Article 12 of the LBCC Faculty Association Agreement, Exhibit 4.3) involving detailed analysis of education and experience of the new hire, and a conversation with the hiring supervisor; it often includes fact-finding conversations with the new faculty member to ensure all relevant information is considered. Seventy-one percent of respondents to the Fall 2006 Faculty Survey reported that information about faculty compensation and benefits is easy to understand.

New faculty members generally are paid for an additional three work days and also receive three credits of release time during their first year at the college. This time allows them to become familiar with their new working environment and to participate in the Instructional Strategies Institute, which is described later in this section.

Faculty members whose assignments in the area in which they are contracted exceed the workload credits required to meet their contractual obligations are paid based on the overload schedule (see Appendix B of the LBCC Faculty Associate Agreement, Exhibit 4.3). Faculty who teach summer courses in their area are also compensated using this schedule. Faculty who teach in an area not related to that for which they are contracted are paid based on the non-contracted faculty salary schedule. (Appendix 4.3)

Faculty who provide training and services paid for by a third party may be compensated according to the guidelines set out in the April 22, 1999 memorandum that covers this topic. (See Appendix E of the LBCC Faculty Association Agreement, Exhibit 4.3.) Guidelines for workload for more individualized instruction as well as proportional pay associated with overly large or small courses are set forth in the proportional pay salary memorandum. (See Appendix C of the LBCC Faculty Associate Agreement, Exhibit 4.3.) Deviations from these guidelines must be approved by the college President and the Faculty Association President.

Faculty who serve as department or program chairs receive compensation as detailed in Article 27 of the LBCC Faculty Association Agreement. Compensation is determined by a point system to ensure consistent placement for compensation for these responsibilities throughout the campus. (See Appendix D of the LBCC Faculty Associate Agreement, Exhibit 4.3.) The compensation may be taken as a stipend or, with approval of the Dean or Director, the amount of compensation may be used to buy release time at the lowest part-time faculty rate. The compensation consists of a flat base rate and may include additional dollars based upon points as-

sociated with the number of personnel in the program or department and the use of advisory committees.

Questions addressing the effect of compensation on the ability to recruit and retain qualified faculty resulted in a relative high number of "No Basis for Opinion" responses. However, of those who did express an opinion:

- 81 percent indicated that new contracted faculty coming into their department are highly qualified;
- 81 percent indicated that non-contracted faculty in their areas are qualified to carry out their work assignments;
- about 78 percent indicated that, when serving on a hiring committee, the first-choice candidate generally accepted the job;
- slightly more than half indicated that faculty members in their department have left because of salary and benefit issues.

TABLE 4.3 COMPARISON OF NUMBER OF FACULTY, 1997–1998 TO 2005–2006

	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	%Chg
Number of Contracted Faculty	163	171	173	179	181	162	153	157	162	-0.6
Number of Non-contracted Faculty During Fall Term	338	Not Available	329	Not Available	325	301	298	327	318	-8.9
Total Number of Faculty	501	Not Available	500	Not Available	506	463	451	484	480	-4.2

TABLE 4.4 COMPARISON OF STUDENT FTE BY TYPE 1997–1998 TO 2005–2006

	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	%Chg
Lower Division Credit	2447	2465	2685	2757	3024	3031	3041	3077	3026	23.7
Career & Technical	1792	1762	1888	1994	2037	1954	1907	1763	1744	-2.7
Dev. Ed.	1122	1079	1285	1332	1342	1126	1065	1074	1086	-3.2
Self Improvement, Non-reimbursable Non-credit	700	704	682	660	664	619	523	561	571	-18.4
TOTAL	6061	6010	6540	6743	7067	6730	6536	6475	6427	6.0

TABLE 4.5 RATIO OF STUDENT FTE TO NUMBER OF FACULTY 1997–1998 TO 2005–2006

	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	%Chg
Student FTE/Faculty	12.1		13.1		14.0	14.5	14.5	13.4	13.4	10.7

(Source for Tables 4.3, 4.4, 4.5: 2006-2007 IPEDS and HR Return on Investment Report 2006)

These results indicate a perceived problem in retaining faculty due to compensation concerns. However, faculty retention does not seem to have been significantly influenced by the compensation schedule. Analysis of general fund contracted faculty positions over the last 10 years shows an annual turnover percentage ranging from 4 to 12 percent. Recent rates of turnover, 4 percent in 2004-2005 and 9 percent in 2005-2006, fall reasonably within the range. The majority of contracted faculty separations from the college over the last 4 years (57 percent) were retirements. An additional 15 percent were nonrenewals of trial service faculty, terminations, or reductions in force resulting from budget reductions. Exit interviews conducted over the last two years show the two most commonly cited reasons for resignation of contracted faculty were "going back to school" and "moving out of the area." Additional information regarding changes in number of faculty and student FTE are contained in Tables 4.3 to 4.5.

To address compensation questions and concerns in preparation for their 2006 contract negotiation, the college and the LBCC Faculty Association commissioned a comprehensive salary study. (Exhibit 4.6) The study included six Oregon Community Colleges: Chemeketa, Clackamas, Lane, Linn-Benton, Mt. Hood, and Portland. Differences in length of contracts or regional living costs were not factored into the report. Although LBCC's salary schedule showed reasonable alignment with the collection of colleges, it was clear that faculty at LBCC move through the salary schedule significantly more slowly than their counterparts at comparison institutions. Peer institutions also typically "pick up" the employee contribution to the state retirement system. The final contract negotiated in 2006 addressed both of these disadvantaging features of LBCC's faculty compensation.

Workload

Faculty workloads are addressed in the LBCC Faculty Association Agreement. (Exhibit 4.3) Article 8 recognizes the need for a flexible definition of workload, given the needs of learners and the comprehensive mission of the college. A faculty workload consists of 168 days, of which roughly 10 days are set aside for inservice activities. A few faculty members have extended contracts consisting of more than 168 days.

A Workload Oversight Committee consisting of three Faculty Association appointees and three college appointees can be called upon to review faculty assignments and ensure they are in conformance with the workload article of the LBCC Faculty Association Agreement. If the committee deliberations result in a tie vote between the association and college representatives, the college President will make the decision.

Prior to the 2006-07 academic year, a full-time load consisted of:

- 15 hours per week of student contact each quarter for a faculty member teaching only lecture courses;
- 22 hours per week of student contact each quarter for a faculty member teaching only lab courses;
- 24 hours per week of student contact each quarter for a faculty member assigned to ABE/GED, Basic Skills, Life Skills, Transitions, specialized training faculty, or any similar assignment;
- 33 hours per week of professional duties each quarter for a faculty member assigned to library and media specialist work, cooperative work experience student coordination, Family Resource work, Disabled Student Services coordination, Learning Center coordination, small business advising, specialized training, instructional computing, or any similar assignment.

In cases where a faculty member's workload consisted of classes with both lecture and lab components, that faculty member's workload consisted of 15 workload credits each quarter, with an hour per week of lecture being one workload credit and an hour per week of lab being 0.682 workload credits.

During the negotiation process for the 2003–2006 LBCC Faculty Association Agreement, the negotiation parties established a Workload Task Force for the purpose of defining, recognizing, calculating, and distributing faculty work load. The Workload Task Force charter recognized that faculty roles and responsibilities had changed over the years and that methods of calculating workloads had not kept pace with the changes. As a result, different types of workloads were not widely understood, all types of work were not equally acknowledged in the contract, and many faculty members experienced an imbalance in workload.

The task force consisted of 12 faculty members selected by the Faculty Association President and six managers appointed by the President of the college; it was co-chaired by a manager and a faculty member. After deliberating and studying the complex issues associated with workload for approximately one and one-half years, the group proposed options and recommendations to address the negative impact of the increasing and complex workload issues.

The recommendations from the Workload Task Force Report (Exhibit 4.7) centered on the issue of workload credit for "lab" classes, acknowledging that activities taking place during times designated as "lab hours" are not the same across campus. Based upon a review process that included the appropriate Dean, department faculty, and the Workload Task Force, each course containing hours credited at the 0.682 rate was examined to determine whether some of these hours would be credited as 1.0 in workload calculations. In addition, ABE/GED/ESOL faculty, who previously carried 24 student contact hours per week for a full-time load, now have a new workload calculation that reduces student contact hours to 19 hours per week for full-time faculty. The recommendations were discussed by the negotiating teams and approved by the college and the Faculty Association. Changes were implemented in Fall 2006.

The report from the Workload Task Force indicated that more needs to be done, specifically in addressing how "other work" is incorporated into a faculty member's workload. Participation in the college's institutional effectiveness and departmental goal-setting processes, work on student learning outcomes and educational assessment, and mentoring and coordination of non-contracted faculty are often cited as tasks that add considerably to faculty workload. The task force report indicated that "other work" continues to grow in quantity and complexity, necessitating more time on the part of faculty. The Fall 2006 Faculty Survey reinforced that a number of faculty members (nearly half of the respondents) believe that release time, overload pay, and workload credit for similar activities is inconsistent across the campus. Also, this additional work can be especially difficult for small departments, where fewer people are available to shoulder responsibilities such as program review, educational assessment, advising, and collegewide committee representation. Generalized concern about equitable distribution of workload is evidenced in the Fall 2006 Faculty Survey, where fewer than half the respondents indicated that the work they do for full-time employment is comparable to the work of other LBCC full-time faculty.

Recruitment and Hiring

Each winter a major recruitment is conducted to fill vacant faculty positions for the coming fall. A comprehensive recruitment and selection process has been developed to ensure fair and equitable selection processes. Detailed job descriptions are reviewed or developed for faculty positions as part of the recruitment process. These include job duties, faculty responsibilities, and minimum requirements as approved by the Dean of Curriculum and Educational Assessment. Positions are recruited locally through the college's Web site, local newspapers, and established posting sites throughout several states. Faculty are also recruited statewide—and in many cases nationwide—through the Chronicle of Higher Education's Web site and on posting sites throughout several states. During the selection process the college complies with the established minimum qualifications as detailed in the recruitment materials.

The recruitment process is designed to be fair to all applicants and to ensure that only qualified candidates are considered by the selection committees. The Human Resources Department offers training sessions that provide information and guidelines for good practice. Interview committees are composed of an administrator and faculty members from the instructional area. The supervisor receives a hiring packet from the Human Resources Department containing information, guidelines, and checklists to assist in the process. (Exhibit 4.8)

The recruitment and selection of a diverse workforce is a goal of the college. In 2005–2006, employees who identified themselves as members of ethnic minority groups comprised 5 percent of the college's contracted faculty and 6 percent of non-contracted faculty. Although these numbers are low, they have increased over the last 10 years. During 1997–1998 underrepresented minorities made up 2 percent of contracted faculty and 3 percent of non-contracted faculty.

Institutional personnel policies and procedures are published and available to faculty. The LBCC Faculty Handbook highlights regulations, policies, and procedures that are particularly relevant to faculty. The LBCC Faculty Association Agreement details policies and procedures that were developed through collective bargaining. This agreement is distributed to all bargaining unit employees and to administrators. The LBCC Faculty Association Agreement, the LBCC Faculty Handbook, and all policies and administrative rules approved by the Board of Education are available on the college intranet. (Exhibits 4.3, 4.9, and 4.10)

Information affecting all employee groups is shared though various orientation processes for new employees. The Human Resources Department conducts orientations with all new contracted faculty members to address such topics as salary schedules, workplace safety, workers' compensation, sexual harassment training, employee tuition waivers, and emergency leave. The Center for Teaching and Learning Excellence provides employee orientation for new non-contracted faculty.

Academic Freedom

LBCC fosters and protects academic freedom for faculty. This freedom is clearly stated in Article 26 of the LBCC Faculty Association Agreement. (Exhibit 4.3)

"Academic freedom is essential to the purpose of an institution of higher education and is applied to both teaching and research. The manifestations of academic freedom are found in the free search for truth and its free exposition. Within the education process, an open atmosphere will exist to permit freedom of thought, intellectual exploration, and exchange of ideas. The future of the community, state and nation depends upon a continuing strong educational system which is based upon the highest principles of academic freedom."

This freedom is echoed in Board Policy 4090, Academic Freedom and Responsibility (Exhibit 4.11), and it applies to the results of scholarship, research, and artistic creation.

Non-contracted Faculty

Non-contracted faculty members play an important role for LBCC. They allow the college greater flexibility to meet changing needs of the community, enable quick decisions in response to unforeseen enrollments, help to ensure that current industry standards are brought into the program by practitioners working in career and technical fields, and provide an opportunity to capitalize upon specific expertise in areas with insufficient need to warrant a full-time position. LBCC is fortunate to be positioned in communities that contain a number of qualified potential non-contracted faculty. However, some areas have difficulty finding non-contracted faculty due to limitations in the available pool or the comparatively low compensation when compared with other employment opportunities in those fields. Nursing, engineering, computer science, and physics are examples of fields where it is challenging to find non-contracted faculty.

The Human Resources Department maintains pools of interested applicants for a variety of non-contracted faculty positions. New pools may be established at any time there is an unfilled need. All pools are posted on the college's Web site and advertised each month in newspapers throughout the district. Recruitment materials clearly state the required minimum qualifications for each position. To ensure equal opportunity, all pool recruitment materials are listed on the college's Web site and posted in more than 100 locations throughout the nearby four-county area.

Non-contracted faculty are hired on a term-by-term basis. The hiring process is not as formal and complex as the one for contracted faculty and it may vary among departments and programs. The Human Resources Department provides a checklist for hiring non-contracted faculty. (Exhibit 4.8) Qualifications for part-time faculty members are in alignment with those for full-time faculty members. Applications are screened to verify minimum qualifications and official transcripts are required upon hiring. The instructor approval process for non-contracted faculty is the same as that for contracted faculty.

Non-contracted faculty are not eligible for membership in the LBCC Faculty Association, and the non-contracted faculty salary schedule is not referenced in the LBCC Faculty Association Agreement. The schedule—published by the Human Resources Department—has eight steps, and the top three steps of the non-contract-

ed salary range overlap with the first three steps of the overload schedule for contracted faculty. (Appendix 4.3) Non-contracted faculty do not receive health benefits, but they are eligible for a tuition waiver valued at up to three credits after they have taught three credits or 30 hours in the previous term, or since they last used a waiver. Non-contracted faculty can participate in tax sheltered annuities; they receive PERS retirement benefits if they work at least 600 hours in a 12-month period; and they may take advantage of educational software discounts. Non-contracted faculty are also covered for Social Security and workers' compensation.

New non-contracted faculty members who are teaching credit courses are paid to attend a mandatory three-hour orientation at the beginning of their first term of teaching at LBCC. During the orientation, they learn about the college, resources and support available to them as part-time faculty members, the college's Web-based system for class lists and grading, and the college's methods of appraisal for part-time faculty. They receive a packet of material with information on media services, the LBCC Library, the salary schedule, payroll dates, and more. The LBCC Faculty Handbook (Exhibit 4.9) is designed to provide a broad base of information for both contracted and non-contracted faculty. It includes general information about the college, and it gives an overview of services available to support faculty and students. This handbook is available on the college's intranet. Some departments, especially those with a higher number of non-contracted faculty members, also provide department orientations, non-contracted faculty handbooks, and mentoring programs.

A. Faculty Appraisal

The faculty appraisal process at LBCC has undergone significant change in the last 10 years. In the spring of 1998, the Academic Affairs Office formed a committee of faculty to lead a comprehensive review of the faculty appraisal system. In addition to responding to the general recommendation contained in the 1997 accreditation team report (that the college revamp its faculty appraisal system to achieve greater consistency and provide faculty with more timely feedback), the college recognized that the existing system did not honor the diversity of faculty and faculty roles nor did it place sufficient emphasis on professional growth. After the Faculty Appraisal Committee had been meeting for a little more than a year to establish direction, administrators were added to the committee. The current appraisal process is the result of input from the faculty in the form of surveys and forums as well as many hours of work by the members of the Faculty Appraisal Committee and ad hoc groups. Discussions and decisions about appraisal were made in a collegial and collaborative spirit. That same spirit is now an integral part of faculty appraisal at LBCC.

Professional growth is the primary purpose for faculty appraisal. Appraisal emphasis is tailored to individual job duties, and self-reflection and introspection are important components. The process is collaborative in nature in order to maintain strong working relationships. The supervisor gathers information for the appraisal process from many sources—learner/client, peer/colleague, support staff, administrators, and self-reflection. Appraisal is ongoing, formal and informal, and wide ranging; it provides a basis for professional growth and establishes a pattern of performance over time to be used for personnel decisions.

Results of the Fall 2006 Faculty Survey reflect positively on the new appraisal process. Of those who responded, 77 percent agreed that their professional growth is emphasized in the final appraisal conversation between the manager and faculty member, and 79 percent indicated satisfaction with the final appraisal conversations. Although self-reflection in creating the self-appraisal portfolio is time consuming, 62 percent of respondents indicated that this time is valuable to them.

The Faculty Appraisal Handbook (Exhibit 4.4) clearly outlines the processes for trial service, non-trial service, and non-contracted faculty. The Faculty Appraisal Handbook and copies of feedback forms are available to all faculty on the College intranet. An overview of the faculty appraisal process is also contained in Article 22 of the LBCC Faculty Association Agreement. (Exhibit 4.3) Appraisal processes are reviewed with new contracted faculty as part of the Instructional Strategies Institute. Appraisal processes for non-contracted faculty are discussed at the non-contracted faculty orientation and individually with the supervisor.

The appraisal process focuses on faculty responsibilities in five major roles: teaching; learner support and development; communication, collaboration, and professionalism; professional development; and community partnerships. These roles are defined in the Faculty Appraisal Handbook and in Article 8 of the LBCC Faculty Association Agreement. Assignments for a faculty member may include responsibilities in any or all of these major roles. Faculty and the managers who supervise them have established more detailed descriptions to clarify the job elements and roles that are relevant to specific faculty groups. Of the respondents to the Fall 2006 Faculty Survey, 93 percent indicated that they understood the five faculty roles upon which the new appraisal process is based. Faculty members and supervisors work together to identify which roles are appropriate and the percentage of emphasis that will be given to each role for appraisal purposes. This ensures that expectations are clearly communicated and that faculty performance appraisals address teaching effectiveness as well as the fulfillment of other instructional and noninstructional faculty responsibilities.

During each appraisal cycle, multiple sources of feedback are gathered by the supervisor. These include feedback from learner/clients, peer/colleagues, and support staff. The appraisal system nurtures new contracted faculty during the trial service period (generally the first three years with the college) through (1) detailed and progressive guidelines for self-appraisal feedback, (2) the use of a three-member Faculty Review Team that provides formative feedback each year, and (3) annual appraisal summaries. Faculty who have moved from trial service status are no longer required to have a Faculty Review Team and they move to a longer appraisal cycle. Nontrial service faculty are appraised on a two-year cycle until their 10th year with the college, when they move to a three-year appraisal cycle; their self-appraisal feedback guidelines are broader to allow for appropriate reflection and discussion based upon where they are in faculty development and the current focus of their ongoing career development. Copies of feedback forms and sample self-appraisal portfolios are contained in Exhibit 4.12.

After an academic term is over, the faculty member, supervisor, and Vice President for Academic Affairs receive copies of the individual numeric reports from each class appraised. Faculty members on trial service have appraisal questionnaires completed in every class. Appraisal questionnaires are completed in four classes each year for faculty who are no longer on Trial Service. Summary reports of student appraisal feedback are generated and reviewed by the Vice President for Academic Affairs at the end of each term. These reports provide useful information to guide professional development opportunities and discussion groups for faculty. Feedback and training is provided by the Center for Teaching and Learning Excellence in specific areas that show the greatest need for attention. In a recent two-year period, significant improvement was documented in the targeted areas of the student appraisals, particularly in the areas of instructor feedback. Exhibit 4.13 contains examples of summary reports of student appraisal feedback.

Elements of non-contracted faculty appraisals are similar to those for new, contracted faculty. However, due to the nature and variety of non-contracted faculty teaching assignments, the process allows for flexibility in frequency and complexity. All non-contracted faculty who are teaching credit courses have their first appraisal summary conference by the end of their third term of employment within a department. Thereafter, the frequency of appraisal depends on the individual circumstances, taking into consideration issues such as number of classes, how often the classes are taught, change in course assignments, and length of employment with LBCC. In all cases, non-contracted faculty are appraised at regular intervals at least once every three years. Appraisal cycles can be shortened by either the supervisor or the faculty member.

Faculty Appraisal Summary reports for contracted faculty are completed at the end of each appraisal cycle, signed by the faculty member and supervisor, and sent to the Academic Affairs Office for review by the appropriate Vice President(s). Reports are then maintained in personnel files in the Human Resources Office. Faculty members are expected to meet or exceed standards in all roles that have a non-zero percentage of emphasis for appraisal purposes. The supervisor's overall rating of the faculty member's performance is noted on the appraisal summary. Ratings are defined in the Faculty

Appraisal Handbook. When a rating of "satisfactory, with concerns" is given, the "Summary and Guidance for the Future" section of the appraisal summary should contain specific guidelines detailing expectations for movement to satisfactory performance. This rating may reflect the early stages of progressive discipline, as outlined in the LBCC Faculty Association Agreement. A rating of "unsatisfactory" is associated with progressive discipline as outlined in the LBCC Faculty Association Agreement. This rating may be given when concerns addressed in previous appraisals or disciplinary actions have not been satisfactorily resolved. Specific information regarding disciplinary action is contained in Article 23 of the LBCC Faculty Association Agreement. (Exhibit 4.3)

B. Professional Development

LBCC faculty members are committed to excellence and are actively involved in a broad array of professional development activities ranging from book groups to maintaining currency with changing industry standards to attendance at national conferences. Most members of the Math Department, including part-time faculty, attend a statewide math conference together each year. A theater instructor spent time at the Oregon Shakespeare Theater in Ashland, Oregon, learning new ways to teach Shakespeare. A heavy equipment/diesel instructor participated in a John Deere three-day factory training during the summer. An art instructor made use of time at a conference to visit several art museums and bring new ideas back to her classes. Three faculty members took a course offered through another community college on teaching hybrid courses and integrating Blackboard™ into their curricula. Many faculty members complete advanced degrees and/or industry certifications while working full time, and many more take courses that enrich their teaching. Exhibit 4.14 contains a complete listing of professional development activities that were funded by professional development grants since 2001–2002.

Professional growth is a priority at LBCC. The faculty appraisal process requires each faculty member to place an emphasis of at least 5 percent on professional development. At the end of each appraisal cycle, faculty members are required to complete a portfolio that includes a discussion of these activities.

Every academic year the college sets aside nine faculty contract days before classes begin, including one college closure day and one day for a faculty retreat. These inservice days provide time to bring all staff together to recognize outstanding achievements, and they also provide time for department and division meetings. Speakers often are brought in on the college closure day. During the nine days there are opportunities for growth professionally. A variety of workshops and activities provide staff with information about the college, and there is time for divisions and departments to set goals and work on outcomes, do curriculum planning, advisor training, supervisor training, technology training, and much more. LBCC also has one college closure day in April for inservice. This is designed to refresh staff and it provides a time for personal growth, creative workshops, and interactive activities.

A real mark of the commitment to professional development at LBCC is the Center for Teaching and Learning Excellence. A full-time faculty member coordinates the center. Due to budget constraints, this position was vacant for three years after the previous Coordinator retired. The position was refilled in the spring of 2005 as a result of faculty advocacy. The center is dedicated to professional growth for all faculty, as well as for the rest of the college staff. A staff development assistant works with the Center Coordinator to process professional development applications and classroom appraisals and to assist the Coordinator as needed. The Center for Teaching and Learning Excellence offers to the faculty services such as classroom consultation, individual coaching, workshops or consultations on teaching methodologies, mentoring, Small Group Instructional Diagnosis, and more, depending on the needs of the individual faculty member or department. Each term the office produces a Teaching and Learning Calendar, which lists workshops and activities that staff are encouraged to attend. Faculty members have offered workshops on facilitation, writing and handling e-mail, meeting skills, Shakespeare, and many other topics. The Coordinator also assists faculty in researching professional development opportunities and conferences nationwide.

Contracted faculty may apply for professional development funds, and each individual may be awarded up

to $2,500 on a rolling, two-year basis. The Professional Development Committee, a faculty committee that is appointed by the President of the college and is representative of all areas of the college, reviews the applications and decides whether to recommend granting the funds. The recommendation goes to the college President, who makes the final decision. Carryover funds may be used by faculty to bring in trainers to work on campus, and this money also is accessible should the faculty professional development fund be depleted.

Non-contracted faculty are eligible to apply for up to $400 per year in support of professional development activities. A committee of managers and non-contracted faculty reviews the applications and makes the final decision regarding funding. Professional development fund application forms for contracted and non-contracted faculty are contained in Exhibit 4.14.

Along with the individual professional development funds, both contracted and non-contracted faculty have dollars available for in-house training activities. In addition to support provided by the college, each department may also contribute funds toward the professional development of its faculty, and many do so.

LBCC sponsors two professional development opportunities that are open to faculty as well as to classified and management/exempt staff. The Multicultural Fellowship began in 2005–2006. Individuals apply to participate by identifying a year-long project with cross-cultural or diversity objectives. The group meets once a month to discuss diversity topics and to support each other's growth and projects. Projects range from preparing to host the Oregon Diversity Institute at LBCC in 2007–2008 to developing curriculum for a history class that includes a Native American perspective, to finding ways to recruit a more diverse student body for LBCC. Participants are paid or may receive release time; they also have funds available to attend two diversity conferences and pay for materials for their projects.

The second opportunity is Leadership LBCC. Applications for this yearlong program are accepted from all college staff. The group meets for a full day once a month and spends time exploring leadership issues, developing a personal philosophy of leadership, and exploring all aspects of LBCC. In the course of the year participants read and discuss "Leadership from the Inside Out," by Kevin Cashman. Participants are supported by their departments with coverage for the days they meet.

LBCC's Foundation offers grants of up to $5,000 for scholarships, teaching excellence, or student enrichment. A total of $35,000 is available for grants during each calendar year. Applications are accepted at the end of every term and are reviewed by the College Advancement Team, with final approval coming from the Foundation Board. A new funding category at the Foundation will provide opportunities for faculty to work over the summer in their field of expertise, bringing back real-life experience into the classroom.

Also available to faculty are Distributed Education and Instructional Technology grants. These curriculum development grants enable faculty to develop online courses or integrate technology into their curriculum. Faculty may receive either overload pay or release time for this, depending on the needs of their department.

The college supports faculty development by providing tuition waivers for both contracted and non-contracted faculty. Contracted faculty or their dependents can take up to nine tuition-free credits per term. Non-contracted faculty who have worked at least three credits or 30 hours for the college during the prior term or since they last used a tuition waiver are eligible for waiver of three credits of tuition. During the 2005–2006 year, contracted faculty utilized tuition waivers valued at $125,324 and non-contracted faculty utilized waivers valued at $34,649.

An important part of professional development for new faculty members is learning about the processes and culture of their new professional home. To facilitate this, new contracted faculty participate in the Instructional Strategies Institute (ISI) during their first year. The institute is facilitated by a retired, experienced, long-time faculty member and by the Coordinator of the Center for Teaching and Learning Excellence. A comprehensive orientation to LBCC, this is considered a new faculty member's professional development for the first year.

ISI is a cohort program that meets for two and one-half days before the start of fall inservice. On the first day, the new faculty are welcomed by the President

and Vice Presidents of the college. During the day, they visit the gym and meet the LBCC Wellness Coordinator, who leads them through some get-acquainted games. They spend time in the Library and the Media Center, then meet with the Disability Services Coordinator and a counselor, who discuss "What to do if... ." They have lunch in the Multicultural Center and meet with a panel of students who talk about their experiences at LBCC. The second morning is spent in a learning styles workshop, and the afternoon is divided into two sessions with LBCC senior faculty members: "Creating a Class Syllabus" and "The First Day of Class." On the final day the new faculty members spend the morning with OSU Professor Emeritus Forrest Gathercoal, who talks to them about "Creating a Positive Learning Environment," then with a panel of faculty who discuss classroom management. Each day is ended with a time for reflection and evaluation.

The cohort meets once a month during fall term, once during winter term, and once during spring term. Each three-hour session during the school year includes dinner and time for faculty to ask questions, support one another's growth, and bring up issues they may have faced in their classrooms or work areas. Other faculty members often are invited to share their expertise. Agenda items include matters such as assessment and outcomes, LBCC's faculty appraisal system, the question "What can I do when students are disruptive?" and a discussion of The Courage to Teach by Parker Palmer; again, each session closes with reflection and evaluation. The entire experience ends with a celebration attended by the President and Vice Presidents. The cross-department collegiality and connections created during ISI establish a valuable support network for new faculty.

C. Scholarship, Research, and Artistic Creation

Although LBCC is not a "research" institution like many four-year institutions, and it does not require research and publication, LBCC's faculty are actively engaged in scholarship, research, and artistic creation. Research is conducted on both a formal and an informal basis by many faculty members. Whether they are investigating new teaching methodologies, new technologies, ways to incorporate diversity into their curricula, assessment strategies related to outcomes, or doing research as part of their pursuit of advanced degrees, faculty members conduct research continually.

Faculty members have wide latitude in deciding what type of growth activities to pursue. The college believes that faculty members themselves know best what will benefit their teaching and their students, and a request for financial support for professional development is rarely denied. The LBCC Faculty Association Agreement (Exhibit 4.3) ensures Academic Freedom in Article 26 and details Intellectual Property Rights in Article 18. These also are covered in Board Policies 4090 and 6060. (Exhibit 4.11)

One area of research in which most LBCC faculty are engaged is the scholarship of teaching and learning. Faculty activity in this area is readily evidenced in the numerous curriculum development projects that are supported throughout the campus. There is increasing emphasis on activities associated with analyzing program effectiveness through assessment of learning outcomes and measures of student success. Analysis of the results of holistic grading of writing samples, examination of follow-up success rates for students participating in the College Now Program, and critical study of student retention and attrition patterns are examples of systematic, evidence-based efforts to continually improve teaching and learning.

Institutional support for scholarship and research is described in Article 19, Professional Development, and Article 20, Leaves, in the LBCC Faculty Association Agreement. (Exhibit 4.3) In addition to a generous professional development allowance for each faculty member, the college will grant the equivalent of two, full-time professional development leaves each year. A faculty member may apply for leave time of up to a year or may choose to take less time, which would permit more than two faculty members to participate during any one year. Professional development leave provides for opportunities such as learning new instructional techniques; conducting specific research; creative efforts related to the faculty member's instructional area; or enrolling in studies to gain knowledge or to complete the requirements for a related degree, certificate, or

license. Faculty salaries are fully funded and their benefits continue during the leave period. Since 1997–1998, 10 faculty members have taken advantage of this opportunity for projects such as degree completion, curriculum improvement, doing research in their discipline, participating in UCLA's Online Teaching Program, gaining real-life experience in their fields of expertise, and overseas travel to research cultural activities and artifacts. The Professional Development Committee reviews all professional development applications, including those for leaves, and makes approval recommendations to the President.

LBCC faculty members both attend and present at professional conferences all over the United States. Each presentation requires research and scholarship that will then benefit participants from institutions throughout the country. Many LBCC faculty members also serve in leadership positions in their professional associations. Examples of faculty leadership roles include: president of the Western Business and Information Technology Educators, president of the National Business Education Association, treasurer of the Work Experience Coordinators of Oregon, president of the Oregon Career Development Association, and member of the Oregon Nurse Leadership Council. The faculty's participation benefits LBCC and the educational community through cross-fertilization of ideas, teaching strategies, technologies, and expertise. Several of the college's faculty members have also won national awards as outstanding instructors.

LBCC has an extremely active and dedicated group of instructors who are working in the field of distributed education, developing courses both for distance education and for hybrid courses using Blackboard™ and Starboard technology. Once the curricula are completed, the courses are available for others to use as part of LBCC's ongoing efforts to increase accessibility for students. The college provides technical support for Blackboard™ and instruction for both students and faculty in the use of new technologies is readily available on campus.

LBCC has two venues for exhibiting art: the South Santiam Hall Art Gallery and a new exhibition space in North Santiam Hall. Both art galleries feature exhibits by LBCC faculty, students, and outside artists, often from other community colleges. The galleries enrich the campus and the community by hosting talks by the artists and incorporating art into the lives of students, staff, and visitors. The lists of exhibits for the last two years is in Exhibit 4.15.

LBCC faculty spend a great deal of time engaging with the community in activities that benefit and enrich all parties. Culinary Arts faculty teach students real-life skills in the college's Santiam Restaurant while providing a dining venue for community members and campus visitors. Math and Science faculty, staff, and students provide a booth at the local DaVinci Days Festival in nearby Corvallis, where they introduce children and families to math and science through hands-on activities. Career and technical faculty sponsor regional skills contests for local high schools, and students in LBCC's career and technical programs participate in national competitions. Agriculture faculty members coach teams in livestock judging, where they engage area producers in the development of student expertise. The college hosts Career Cruises and a Youth Career Fair to allow high school students to explore career options. The Dental Assisting Department provides a dental clinic for low-income children in partnership with United Way and local dentists. Each year, the college sponsors a Job Fair that allows students and community members to explore job opportunities with local employers and also an annual holiday children's party for families in the community. Horticulture faculty and students tend an organic garden and sell produce to the Culinary Arts Department, students, and staff, and they involve children from the Periwinkle Child Development Center in gardening activities. Mathematics faculty work with faculty from other departments and institutions to sponsor an annual New and Future Teacher's Conference that gives pre-service teachers from institutions throughout Oregon the opportunity to begin professional development toward their careers in education. LBCC's Art faculty is extremely active with exhibits on campus and in the community. One Art faculty member alone has listed 24 exhibits in several Oregon cities and beyond since 2002. Other faculty members have created music CDs, a poetry chapbook, math textbooks, a book on Shakespeare, and a business column for the local paper that also is published on the Internet and seen by thousands. Exhibit 4.15 contains examples of artistic creation, scholarly activity, and research by faculty.

Exhibit 4.16 contains representative examples of the institutional and public impact of faculty scholarship. Exhibit 4.17 contains a summary of faculty involvement with public services and community services.

Faculty are also very much involved in less formal types of research and scholarship. For example, a group of literature instructors developed a list of new books that they agreed to read; a faculty librarian started a book group within the Student Services Division, offering a choice of books to read and facilitating small discussion groups among faculty and other employees. A group of faculty from Developmental Education and GED read books on reading instruction and met to discuss the theories and practices. Faculty members must prepare a portfolio as part of the faculty appraisal process, and the time for reflection that this requires proves to be a valuable part of their professional growth. Faculty members often work together across disciplines to more fully develop their ideas and their curricula, enriching their departments and their classes.

Faculty at LBCC are committed to their own development and to the development of their peers and colleagues both within their own discipline, across the campus, and across the state. Finding the time to create, reflect, study, and write can be difficult. In the Fall 2006 Faculty Survey, more than half the respondents indicated their workload did not include sufficient time for professional growth, and 80 percent indicated that their workload did not include sufficient time for self-reflection and interaction with colleagues. Although workload issues remain to be addressed, institutional support and faculty involvement in artistic, creative, and scholarly activities is strong.

II. Analysis

The faculty at LBCC has been in a state of transition over the period of this accreditation cycle. Many experienced faculty, some of whom had been with the college since its creation, have retired and been replaced with newer faculty. This has brought both the challenges of loss of institutional memory and shifting faculty prioritization of issues, and the opportunity for students and staff at the college to be exposed to fresh ideas and instructional techniques.

While the makeup of the faculty has changed over the past few years, faculty members still use many of the same phrases to describe the climate at the college. They describe the atmosphere as "respectful," "collegial," and "family like." Faculty-management and faculty-classified relationships continue to be strong, though recent staffing reductions and prolonged contract negotiations may have had some short-term impacts. Continuing this culture of mutual respect and family often is described as a high priority among faculty.

A number of mechanisms are in place to ensure good communication and to facilitate conflict resolution. The Board Policy 6010 describing the general personnel philosophy (Exhibit 4.10) and the Joint Philosophy, Mission and Values Statement in the preamble of the LBCC Faculty Association Agreement (Exhibit 4.3) clearly demonstrate the commitment to strong, positive working relationships. The joint faculty and management Workload Oversight Committee defined in Article 8F, the joint commitment to address continued workload concerns outlined in Article 8E, the Issues Clarification Committee and processes defined in Article 24, and the Grievance Procedure outlined in Article 25 of the LBCC Faculty Association Agreement further demonstrate the built-in mechanisms for conflict resolution and open communication of all concerns. The significant faculty involvement in college councils and committees reveals the dedication to joint responsibility for the governance and operation of the college. The strength of these relationships is reflected in the fact that between 1997 and 2006, no grievance has gone to arbitration. During five of these nine years, no grievances were filed at all.

Increases in faculty workload continue to be an issue of significant importance. The nationwide trend toward increases in accountability requirements for educational assessment and institutional effectiveness have added to faculty responsibilities. Faculty workload is no doubt impacted by LBCC's flat administrative structure and the commitment to faculty participation in broader planning and governance processes. Additional increases in workload have resulted from faculty turnover at the college in recent years. Beyond the time committed to hiring processes, there is the ongoing effect of having fewer seasoned faculty available to shoulder the broad responsibilities while newer faculty learn and develop.

Orientation and mentoring processes for new contracted faculty and the coordination and support of larger pools of non-contracted faculty can be especially time consuming, particularly in larger departments. Technological changes and new innovations in instructional technology place demands on faculty time. Advising and other tasks are not evenly distributed among faculty due to significant differences among departments and programs. Faculty in the smaller departments are spread especially thin.

Oregon continues to see low levels of funding for its community colleges. Budgets are tight, and LBCC has been forced to make some significant budget reductions during the last 10 years. In some areas, costs for materials, supplies, and transportation costs associated with field trips have risen faster than the associated budgets, resulting in changes in course offerings or modifications of learning activities. More faculty are finding the need to look to grants or other funding sources. The uncertainty of state financial support and the changes necessary to maintain fiscal stability have been challenging for many departments.

The faculty appraisal process has undergone significant change during the last accreditation period. This initiative was faculty driven and achieved its goal of creating a flexible, authentic appraisal system that (1) works well for the full spectrum of faculty at LBCC, and (2) focuses on professional development throughout a faculty member's career. This is a multifaceted program that continues to develop in depth and breadth. The Faculty Appraisal Committee—consisting of both managers and faculty—continues to meet regularly, and faculty are encouraged to provide the committee with ideas for additional materials or processes related to faculty appraisal.

The faculty appraisal process for non-contracted faculty was revised during 2005–2006. The process that had been developed earlier did not adequately take into account differences in professional development needs of the wide variety of non-contracted faculty working for the college. A non-contracted faculty member who is gaining experience as a teacher with the goal of a career in community college teaching has very different needs and schedules than community professionals who share their expertise by teaching one class per year in their specialty areas while maintaining alternate careers. The process has been changed to allow flexibility based on the needs of the non-contracted faculty member and the department.

The process of student appraisal feedback for faculty teaching online/distributed courses moved from its pilot stage to more complete implementation during 2007. However, response rates from students in online or distributed learning courses continue to be low in courses that do not incorporate significant incentives for completing the survey. In addition, some faculty members hesitate to collect student feedback in online or distributed formats due to concerns that technology issues or course characteristics out of the faculty member's control will have a negative impact. In order to allay some fears, the pilot program lasted an entire year, participation in the program was voluntary, and results of the online and hybrid appraisal feedback were NOT shared with the faculty supervisor. The number of faculty willing to participate in the pilot increased over the course of the pilot year. The Tech Initiatives subcommittee of the Distributed Education and Instructional Technology Committee is working on providing alternate means for students to provide feedback on technical concerns or course design.

Strengths

- Faculty members are highly qualified, dedicated, and committed to high quality teaching and learning.
- Faculty are involved in all aspects of curriculum development and academic planning.
- Faculty representation is strong on major councils and committees, ensuring faculty participation in budget development, strategic planning, and general governance.
- Faculty members are committed to collegial relationships and maintaining institutional processes that facilitate conversation and conflict resolution.
- The college and faculty are committed to working together to address workload and salary issues.
- The new faculty appraisal process adapts to the many varied jobs among faculty and to the changes in job duties from year to year, is a collaborative process that emphasizes professional growth and development, and applies to both contracted and non-contracted faculty.

- LBCC has an active, engaged, and creative faculty committed to professional growth. The college provides substantial encouragement and financial support for faculty professional development.
- The position of Coordinator of the Center for Teaching and Learning Excellence has been funded, and the office provides a broad range of valuable services to faculty. A new faculty position, Instructional Designer, has been funded beginning Fall 2007. This person will work closely with the Center for Teaching and Learning Excellence to provide support and services for online and distributed education.
- The Instructional Strategies Institute (for contracted faculty) and the Non-contracted Faculty Orientation provide information, support, and encouragement to new faculty members.

Challenges

- Workload demands on contracted faculty, especially around duties outside the classroom, are still a concern.

  The college will continue to address the remaining issues. Specific attention will be given to how "other work" is identified and incorporated into workload calculations. In article 8E of the LBCC Faculty Association Agreement (Exhibit 4.3), the college and association agreed to appoint a task force for the purpose of defining, recognizing, and calculating non-instructional or collateral workload duties. The task force will deliver its recommendations by March 2008.

- Use of non-contracted faculty needs to be more thoroughly examined, especially in areas of high reliance. Decision making and planning is thwarted by the lack of an intentional agenda for gathering data related to the use of non contracted faculty and student access to contracted faculty.

  The college will develop processes to better understand and monitor the use of non-contracted faculty in departments and programs. The college will track and review patterns of utilization across campus and support and disseminate best practices among departments and programs. The college has invested in an application tracking program that will go live in Fall 2007. This will help standardize the part time non contracted faculty recruitment and hiring process and enable us to produce specialized reports. The college will build upon its existing data collection to provide decision makers with useful and timely data.

- Funding from the state has been very tight, resulting in a number of budget reduction cycles over the last few years. These reductions have negatively impacted student learning opportunities in areas where costs have escalated.

  Expansion of the revenue stream is a major component of the college's current Strategic Plan. The college has set aside funds for 2007-2008 to provide additional support for faculty members who are writing grants. In Spring of 2007 the college began a systematic process for utilizing fees for select courses in which the costs of materials, supplies, and field trips have become prohibitive.

- As outlined in the Strategic Plan, LBCC needs to develop better systems for identifying learner goals, enhancing student success, and recruiting and retaining diverse student populations.

  Faculty were encouraged to present proposals that would further the Strategic Plan. Selected proposals received additional attention during the budget development process, and collaboration around similar projects was encouraged. Funding has been dedicated to support faculty initiatives. The college will continue to involve and support faculty in actions to implement the Strategic Plan.

- Manager workload associated with appraisal of large numbers of contracted and non-contracted faculty can be oppressive. In addition, not all managers are comfortable and well-versed in every aspect of the appraisal process. Emphasis on and interpretation of student feedback for appraisal purposes may vary among faculty and their supervisors.

  The Faculty Appraisal Committee is developing a handbook for managers who supervise faculty; this will include comprehensive data-

based information and training materials to enhance the ability of faculty and managers to understand and use numeric reports associated with the Student Appraisal of Classroom Teaching. The Vice President for Academic Affairs is committed to increasing training opportunities, including the sharing of best practices and strategies, to help managers with the increased workload associated with faculty appraisal.

- Student appraisal processes for online and distributed learning courses need to be strengthened.

  New appraisal processes for online and distributed learning courses have been implemented. The Faculty Appraisal Committee will continue to discuss ways to increase response rates to ensure validity. In addition, the Distributed Education and Instructional Technology Curriculum subcommittee is providing training in designing online and hybrid classes that meet the Quality Matters standard. This should help staff and students differentiate course feedback from instructor feedback.

- The appraisal process for non-contracted faculty teaching non-credit community education courses needs further development.

  The Director of Community Education has met with the Faculty Appraisal Committee to begin work on this project, which will continue through the 2007–2008 year.

- Although faculty are very active in professional development, obtaining participation from busy faculty members in on-campus professional development activities continues to be a challenge. Because their busiest time is during the inservice weeks before classes begin in the fall, it is difficult to involve counseling faculty in on-campus activities. Because of their abbreviated time on campus, participation in professional development opportunities can be a challenge for part-time faculty.

  The Center for Teaching and Learning Excellence is working on developing online or hybrid professional development activities for faculty. It also is exploring creative scheduling options so all faculty members can be including in professional development activities.

Supporting Documentation for Standard Four

Appendices:

4.1 Number and Source of Terminal Degrees of Faculty

4.2 Self-Study Survey Results

4.3 Non-contracted Faculty Salary Schedule

Exhibits:

4.1 Current Professional Vitae for Faculty

4.2 Documents, Administrative Rules, Board Policies Associated with Instructor Approval

4.3 LBCC Faculty Association Agreement

4.4 Faculty Appraisal Handbook

4.5 Administrative Rule A101

4.6 A Comparison of Contracted Full-time Faculty Salaries at Six Oregon Community Colleges

4.7 Workload Task Force Report

4.8 Human Resources Department Hiring Packet and Non Contracted Faculty Hiring Check-List

4.9 LBCC Faculty Handbook

4.10 Board Policy Series 6000 – Personnel, and Administrative Rules E Series: Human Relations

4.11 Board Policies 4090—Academic Freedom and Responsibility, and 6060—Copyrights, Patents, Development of Instructional Materials

4.12 Faculty Appraisal Feedback Forms and Sample Self-Appraisal Portfolios

4.13 Summary Reports of Student Appraisal Feedback

4.14 Faculty Professional Development Application Forms and Summary of Professional Development Grant Awards

4.15 Summary of Artistic Creation, Scholarly Activity and Research

4.16 Examples of the Institutional and Public Impact of Faculty Scholarship

4.17 Summary of Faculty Involvement with Public Services/Community Services

Appendix 4.1

Number & Source of Terminal Degrees of Faculty

Institution Granting Terminal Degree	Number of Degrees		
	Doctor or JD	Master	Bachelor
Antioch University		1	
Arizona State University		2	
Ball State University			1
Bank Street College of Education - NY			
Boise State University		1	
Brigham Young University		1	
California Polytechnic State University – San Luis Obispo		1	
California State University		1	
California State University – Fresno		1	
California State University – Hayward		1	
California State University – Northridge		1	
California State University – Sacramento		2	
Central Washington University		1	
Colorado State University		2	
Eastern Washington University		2	
George Fox University		1	
Goddard College		1	
Green Mountain College			1
Harvard Graduate School of Education		1	
Howard University	1		
Idaho State University		1	
Marylhurst College		1	
McGill University		1	
Montana State University		1	
New York University		1	
Northern Arizona University		2	
Northern Montana College			1
Oregon Health Sciences University		1	
Oregon Institute of Technology			1
Oregon State University	6	40	6
Pacific Oaks College		1	
Portland State University		1	
San Jose State University		1	
Simmons College		1	
Southern Illinois University		1	
Stanford University		1	

Institution Granting Terminal Degree	Doctor or JD	Master	Bachelor
Stanislaus State University		1	
Texas A & M		2	
The Ohio State University	1		
Thunderbird: Garvin Graduate School		1	
University of Alaska		1	
University of Arizona		2	
University of California		1	
University of California – Berkeley		1	
University of California – Irvine		1	
University of California – San Diego		1	
University of California – Santa Barbara		1	
University of Florida		1	
University of Idaho		3	
University of Kansas		2	
University of Leicester		1	
University of Lincolnshire and Humberside		1	
University of Louvain		1	
University of Massachusetts		1	
University of Missouri	1	1	
University of Missouri – Kansas City		1	
University of Nevada		1	
University of North Dakota		1	
University of Northern Iowa		1	
University of Oregon	1	4	
University of Portland		1	
University of Vermont		1	
University of Washington		2	
University of West Florida		1	
University of Wisconsin – Madison		1	
University of Wyoming		1	
Utah State University		1	
Washington State University	1	1	
Weber State University			1
Western Baptist College			1
Western Carolina University		1	
Western Oregon University		5	1
Western Washington University		1	
TOTAL	**11**	**121**	**13**

Appendix 4.2
Self-Study Survey Results

7–Nov. 06

As LBCC prepares for its Accreditation Report, the Standard 4 Team needs your input. To this end, we have developed a short, 13-question survey on faculty views, opinions, and attitudes. Please take a moment to give us your input; we need to present as complete and accurate a faculty profile to the accreditation team as possible. Thank you for your help!

Number of responses: 102

1. I understand the five faculty roles upon which the appraisal process is based (teaching; learner support and development; community partnerships; communication, collaboration and professionalism; and professional development).

Strongly Agree	39	38%
Agree	56	55%
Disagree	7	7%
Strongly Disagree	0	0%
No Basis for Opinion	0	0%
Total	**102**	**100%**

2. My workload includes sufficient time for my professional growth.

Strongly Agree	6	6%
Agree	43	42%
Disagree	25	25%
Strongly Disagree	11	11%
No Basis for Opinion	17	17%
Total	**102**	**100%**

3. The work I do for full-time employment is comparable to the work of other LBCC full-time faculty.

Strongly Agree	6	6%
Agree	43	42%
Disagree	25	25%
Strongly Disagree	11	11%
No Basis for Opinion	17	17%
Total	**102**	**100%**

4. Information about faculty compensation and benefits is easy to understand.

Strongly Agree	7	7%
Agree	65	64%
Disagree	22	22%
Strongly Disagree	6	6%
No Basis for Opinion	2	2%
Total	**102**	**100%**

5. Faculty in my department have left because of salary and benefit issues.

Strongly Agree	18	18%
Agree	21	21%
Disagree	26	25%
Strongly Disagree	7	7%
No Basis for Opinion	30	29%
Total	**102**	**100%**

6. The time I spend in reflection while creating my self-appraisal portfolio is valuable to me.

Strongly Agree	6	6%
Agree	57	56%
Disagree	22	22%
Strongly Disagree	10	10%
No Basis for Opinion	7	7%
Total	**102**	**100%**

7. My workload includes enough time for self-reflection and for interaction with colleagues.

Strongly Agree	0	0%
Agree	19	19%
Disagree	52	51%
Strongly Disagree	29	29%
No Basis for Opinion	1	1%
Total	**101**	**100%**

8. My professional growth is emphasized in the final appraisal conversation between my manager and myself.

Strongly Agree	12	12%
Agree	56	55%
Disagree	18	18%
Strongly Disagree	5	5%
No Basis for Opinion	10	10%
Total	**101**	**100%**

9. When I have served on a hiring committee for a faculty position, our first choice candidate generally accepted the job.

Strongly Agree	11	11%
Agree	44	43%
Disagree	12	12%
Strongly Disagree	3	3%
No Basis for Opinion	32	31%
Total	**102**	**100%**

10. I am usually satisfied with the final appraisal conversations I have with my manager.

Strongly Agree	36	35%
Agree	45	44%
Disagree	10	10%
Strongly Disagree	3	3%
No Basis for Opinion	8	8%
Total	**102**	**100%**

11. New, CONTRACTED faculty coming into my department are highly qualified.

Strongly Agree	18	18%
Agree	47	46%
Disagree	14	14%
Strongly Disagree	1	1%
No Basis for Opinion	22	22%
Total	**102**	**100%**

12. The release time, overload pay, workload credit, etc. that I receive is consistent with what other LBCC faculty receive for similar activities.

Strongly Agree	4	4%
Agree	44	43%
Disagree	14	14%
Strongly Disagree	10	10%
No Basis for Opinion	30	29%
Total	**102**	**100%**

13. I feel that NON-CONTRACTED faculty in my area are qualified to carry out their work assignments.

Strongly Agree	22	22%
Agree	51	50%
Disagree	13	13%
Strongly Disagree	4	4%
No Basis for Opinion	12	12%
Total	**102**	**100%**

Appendix 4.3
Non-Contracted Faculty Salary Schedule

Part-Time, Noncontracted Faculty Salary Schedule 2007/2008

Effective: First Working Day Following the Last Day of Summer Term, 2007

	STEPS							
	1	2	3	4	5	6	7	8
TABLE I (per 1 workload credit equivalent) All Credit Classes	$521	$537	$557	$575	$593	$611	$640	$670
TABLE II (per hour) Teen Career Camp Drivers' Training Lecture	$30.17	$31.02	$31.87	$32.73	$33.58	$34.43	$36.15	$37.96
TABLE III (per hour) Non-credit Contact Hour Classes Driver's Training (Behind the Wheel) Tractor Safety Lab Parent Ed Lab Hours Planning and Coordination Professional Development and Meetings Advising Curriculum Development	$20.41	$21.13	$21.86	$22.58	$23.31	$24.03	$25.10	$26.24

STEP PLACEMENT AND ADVANCEMENT

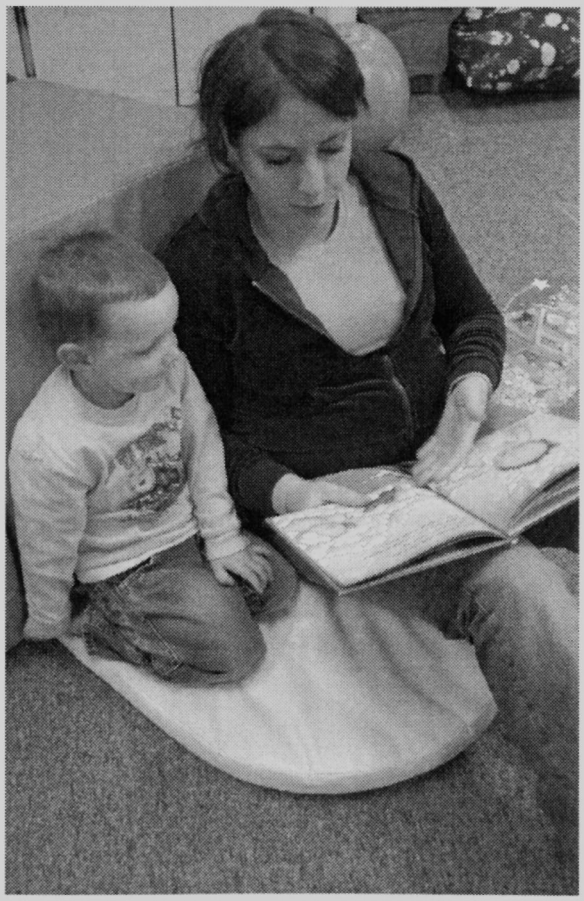
Step 1 — No prior experience at LBCC.

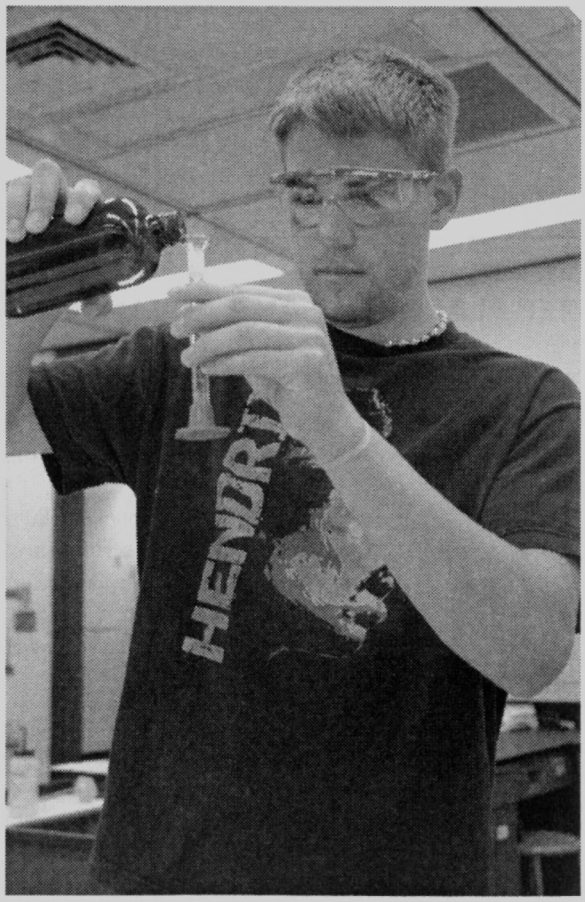
Step 2 and subsequent steps — To advance a step, a part-time faculty must have:

- Accumulated 18 credit hours or 180 contact hours or equivalent combination since the last step increase or initial hire. Hours are totaled Summer through Spring Terms.
- Hours not used toward step advancement will be carried forward and included in total for the following year.
- An increase of only one step is allowed each year with the exception of part-time faculty honorees.

PAYING FOR SUBSTITUTE HOURS

Table I Classes: Use Credit Equivalents chart to calculate compensation.
Table II Classes: Use hourly rate.
Table III Classes: Use hourly rate.





STANDARD FIVE

Library & Information Resources

STANDARD FIVE
Library & Information Resources

I. Overview

Standard Five covers the Linn-Benton Community College Library and the Information Services Division. The Library is part of the Student Services Division. The Information Services Division includes four departments: Media Services, Network and Personal Computer Support, Institutional Research, and Banner. This division works closely with eight computer lab specialists, who also provide instructional support but report to various instructional divisions. All departments support the Vision and Values, Mission Statement, Mission Goals and Strategic Plan.

Both the Library and Information Services support student learning at Linn-Benton Community College by providing resources and services and by distributing and maintaining equipment to aid students and faculty. Although in different divisions, these departments share the common goals and priorities of being responsive and serving the teaching and information-related needs of the college community.

A. Library

The Library mission, updated in 2005, states, "The Library is committed to providing resources, services and an environment that support the mission, goals, and curricula of Linn-Benton Community College."

The basic principles underlying Library operations come from three sources: the Library's mission statement, the Selection Guidelines and Criteria (Exhibit 5.2), and the following goals:

- to support the instructional programs of the college;
- to provide access to information that is outside the scope of present instruction;
- to provide the public with access to library resources and services;
- to assist library users in developing their skills in research, evaluation, and comprehension of information;
- to provide training in information literacy;
- to enable the faculty and administrative staff to keep abreast of developments in their fields of interest; and
- to provide an atmosphere conducive to study and research.

Materials in the collection support and supplement the college curricula and instruction and, to a lesser degree, faculty professional development. The library acquires new books and standard works in the disciplines that are taught at the college. Classroom faculty and the three faculty librarians recommend most of the print titles added to the library. Since the funds for books are not allocated by department, faculty members identify and recommend books directly to the collection management librarian. This personal relationship, developed and fostered through personal contacts, meetings, and e-mails, ensures communication between individual faculty members and the library to build a collection that offers the most benefit to the students. Additionally, the Course Outline form contains a Library/Media Impact statement that requires a consultation with the librarian about resources before new classes and programs are approved. (Exhibit 5.2)

The library catalog includes 45,775 books, 62 current periodicals, 1,600 reserve items, 8,064 media (acquired by Media Services), and 7,167 e-books. The catalog contains records for all holdings in the library collection on campus and at the Benton, Lebanon,

and Sweet Home centers. Usage statistics show a slight decrease in circulation of the general collection. The most heavily used subject areas in the book collection are local history, social sciences, current issues, art, and math. The numbers of video and DVD loans to faculty are consistently high. (See Exhibits 5.3 and 5.4) In 2006–2007 librarians and faculty participated in an aggressive weeding project in anticipation of the facility remodel. Many print and nonprint items that had become dated or were no longer appropriate for the collection were withdrawn.

Online databases provide students and faculty with current articles for library assignments, research projects, and professional development. Faculty members are consulted when usage or availability of databases require their reconsideration or recommendation. The library subscribes to more than 30 databases through the statewide database licensing program and through individual subscription. The library Web site lists and links users to all the databases with off-campus access requiring a user ID and a password. EBSCOhost's Academic Search Premier and MasterFILE Premier are the databases most frequently accessed. (Exhibit 5.12)

The Oregon Community College Library Association's 2006 statement defines information literacy relative to statewide general education outcomes:

> "The primary goal of general education is to instill the foundations of lifelong learning. Information or library literacy (IL) is a foundation skill for independent lifelong learning as well as for student learning and academic success, especially in the 21st century. A student should be able to formulate a problem or research statement, determine the nature and extent of information needed, access that information effectively and efficiently, evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system, and understand many of the economic, legal, and social issues surrounding the use of information."

During fall term 2006 through winter 2007 academic librarians statewide are presenting IL outcomes and criteria in efforts to revise general education/Associate of Arts Oregon Transfer (AAOT) outcomes.

At LBCC, the librarians collaborate and consult with classroom faculty on their curricular and library support needs to create library instruction and other services. Student learning outcomes for library skills instruction, based on the Information Literacy Competency Standards for Higher Education, are defined on the LBCC Library's Web site.

By teaching course-integrated instruction sessions, the instructional services librarians (including the librarian hired in 2007) play the key role in ensuring that students learn information literacy competencies and learn how to use specific library resources. These classes, which are held primarily in the library instruction room, are targeted to specific courses that require research projects. At the centers, library skills instruction is available upon request. During the last four years, the instructional services librarian has given an average of 42 library skills classes to 593 students per year. Fall term 2006 saw a dramatic increase of classes taught. (See Exhibit 5.3) After providing library skills instruction, the instructional services librarians often meet with students for one-on-one research sessions that focus on their individual research topics. In addition, several instructors schedule one or more class meetings in the library to enable the librarians to assist their students with assigned research projects.

Library reference staff work to develop online course or subject guides in cooperation with individual instructors. The guides provide students with selected resources that support requirements in a particular course or program.

In 2006, "Resources for Faculty Web pages" was developed to support faculty needs in the library. The Web pages offer information and assistance in library instruction, information literacy, library services, and tutorials. During the staff's fall inservice, two well-attended faculty workshops were held. Library staff now plan to offer faculty workshops at least once a year.

Librarians provide one-on-one assistance 37.5 hours per week at the reference desk. Trained classified staff provide 14 additional hours of limited reference service. Library faculty and staff conduct short tours of the library as part of new student orientations; these have averaged 105 tours for 1,204 students each year for the

last four years. Staff members now have trained the Student Ambassadors to conduct these tours.

Students check out books and reserve materials and may view media in the Library. Only faculty and staff may remove media for class instruction. Students and staff at the Benton, Lebanon and Sweet Home centers as well as distance learners may request that materials be sent to them via campus mail or to their homes.

Community members may borrow books and use library computers. Although the library is not a member of a local or state consortium or union catalog, any LBCC staff member or student may apply for a free card for the Corvallis-Benton County Public Library or purchase an Oregon State University Valley Library card for $1.

Library staff provide services using SirsiDynix staff interface software (Sirsi Workflows) for circulation, academic reserves, reports, and cataloging. Interlibrary loan activity is conducted using the Online Computer Library Center. The library's technical services staff members catalog, classify, and integrate all materials in the collection using OCLC and they notify appropriate faculty about new arrivals. The library computer specialist maintains all the computers, administers the library system, develops Web pages and online training aids, and conducts usability testing and short trainings. (Exhibits 5.6 and 5.7)

The library general fund budget supports purchases for new books, serials, database subscriptions, materials and supplies, and personnel expenditures. Two LBCC Foundation accounts slightly augment this budget for resources and supplies. (Exhibit 5.9) Media Services both purchases media titles for the collection and supplies media equipment to the library. Grants approved through the Foundation have funded small special collections in children's literature, for the Transitions Turning Points Program, and for reserve textbooks.

The library has promotional brochures, bookmarks, pens, and note pads. (Exhibit 5.1) The library always staffs a table at all-campus picnics and at the multicultural student welcoming event. The library hosts an annual open house with a banned book display and celebrates National Library Week. Librarians make presentations annually at new faculty orientations.

Several ongoing efforts by staff increase awareness of library resources. To highlight the new books, the library staff strategically places them near the entrance and circulation desk. Technical services staff regularly use personal e-mail to alert the faculty of new materials. The main page of the Library Web site includes a weekly feature and timely resources helpful for students.

During the accreditation visit, the library will be located in temporary quarters. The library and the Learning Center are in the midst of a remodel scheduled for completion in March 2008, thanks to a generous donation and college financing. Although ideally located on campus, the facility was dated. During the summer and fall of 2007 and winter of 2008, access to the collections—specifically the periodicals and reference collection—will be somewhat limited. A smaller number of computers, tables, chairs, and carrels will be available. Library instruction classes will be held in classrooms and labs across campus; services such as reserves and interlibrary loan will remain in place.

Major components of the remodel include:

- updating the facility to be forward-looking and flexible;
- connecting the floors by installing a new elevator and stairs;
- rearranging and creating spaces for the variety of ways that people use the library;
- designing and renovating for better accessibility, lighting, acoustics, and comfort;
- improving the general ambience and usability of the library.

Library staff consulted the Association of College and Research Libraries' Standards for Libraries in Education Web site for guidance with regard to this planning. Square footage and other needs were based on readings or Web sites such as "The Library as Learning Environment" and "Building Libraries for the 21st Century."

In September 2006, a core team made up of four managers, five faculty members and two members of the classified staff began meeting weekly beginning to plan this remodel. Core team members made two field trips to new community college libraries early in this process. A master list of needs was compiled. Square

footage needs were submitted in October so preliminary contingency and remodel plans could be initiated. (Exhibit 5.5)

With regard to user assessment, campus staff and students had multiple opportunities for input into the planning process. An initial inservice forum was held for staff in September 2006. A capital planning Web site kept staff informed of core team meeting minutes, master lists of needs, and photographs. Two student forums were held in November 2006 followed by the distribution of surveys to students over a two-day period. Design plans were posted for comments, and feedback was collected.

Every term the Library is open from 8 a.m. until 8 p.m. Monday through Thursday and 8 a.m. to 4:30 p.m. on Friday. During an average month, more than 15,000 users enter the library. (Exhibit 5.3) Between terms and during summer term the library is open from 8 a.m. until 3:30 p.m.

On the public-access computers, users have access to Microsoft Office applications, online databases and the Internet, governed by computer use policy and guidelines. The library supplies paper and does not charge for printing. There is wireless access to the Internet and one designated wireless printer.

The Library maintains a customized online catalog, a product of the SirsiDynix Corporation. The library Web portal, including 240 pages, serves as the gateway to recommended Web sites, databases, and customized resources that include request forms, subject guides, evaluation and plagiarism guidelines, and tutorials. The new layout provides an updated, more user friendly look, includes a weekly feature and a customizeable search hosted by Google, and is accessible to people with disabilities.

At the centers, online library resources and services allow the student to "visit" the library from any campus networked computer location. Center staff members can facilitate students' use of the library Web pages, and they distribute library guides and bookmarks. Members of the LBCC Library staff work cooperatively with them to raise awareness about the library resources, especially electronic books and research databases.

A library guide is sent to all distance education students every term. The library is working on a distributed learning goal for the Distributed Education Information Technology (DEIT) student services subcommittee. The goal is to create and assess library Web pages for distributed learning. The Blackboard administrator created an LBCC Library external link button as a default addition to new Blackboard course templates and added a link to the library portal.

The current library staff includes (Exhibit 5.7):

- three librarians with faculty rank;
- two library specialists;
- one library computer specialist;
- three part-time staff in reference, computer work, and technical processing;
- four work-study students.

The Library is in LBCC's Student Services Division. In anticipation of a future library/learning center remodel, the Associate Dean of Student Services became the Library administrator in 2005. The new unit, called Academic Development and Library Services, also includes the Developmental Studies, Adult Basic Education/General Equivalency Diploma (ABE/GED) and English for Speakers of Other Languages (ESOL) programs. The Associate Dean provides Library leadership and supervises the three faculty librarians. One of the faculty librarians serves as Department Chair and supervises the Library's classified staff.

One of the elements of the Library's strategic plan is to encourage and support staff development. Staff members attend Soaring to Excellence Web casts, the Online Northwest conference and state and national library conferences. Library staff participate in inservice activities and other workshops and trainings. Four staff members have participated in professional development opportunities with others in Academic Development and Library Services.

The Department Chair is a standing member of Academic Affairs Council and the Student Services Leadership Team. The library's computer specialist is a member of the Computer Support Committee and the DEIT student services subcommittee.

The technical services/collection management librarian is the current president of the Oregon Community College Library Association (OCCLA), a Faculty Appraisal Committee member, a campus faculty representative for three national scholarships, a Core Remodel Team member, and is involved with the Linn Library League. The instructional services librarian is currently the secretary of the American Indian Library Association (AILA), the co-chair of AILA's Development and Fundraising Committee, a member of the American Library Association's (ALA) Committee on the Status of Women in Librarianship and a representative of ALA's Spectrum Scholar Interest Group. She serves on LBCC's Multicultural Council.

The circulation coordinator serves on the Transitions Committee Advisory Board and mentors a student in the Turning Point Transitions Program. The computer specialist is a member of the Computer Support Committee, the DEIT student services subcommittee and the Core Remodel Team. Two staff members serve on the Academic Development and Library Services Professional Development Committee.

The Library faculty encourages participation and feedback from the college community in collection development, Web page development, and with improvements to instructional services. Communication and relationships between librarians and other instructional faculty and staff are fostered through office and casual visits, committee work, and department meetings. The Library Advisory Committee is to be designed to offer a means for the faculty and students to offer their views about library collections, policies and services.

The Library strategic plan (Learners) goal for 2006–2008 is to integrate IL learning outcomes systematically and strategically into the LBCC curriculum. Library faculty and staff will map the current and potential IL instruction program to LBCC's curriculum and create a system for analyzing data on IL instruction. Data on previous IL instruction sessions will be used to identify programs and instructors that already expect their students to learn IL competencies.

The instructional services librarians will meet with selected Department Chairs, Program Coordinators, and faculty to articulate IL learning outcomes for their program, to identify the best course(s) in the program in which to teach these outcomes, to discuss ways to integrate these learning outcomes into the course outline(s), and to discuss the development of program-level assessments for these learning outcomes. Once the courses that will be included in IL learning outcomes have been identified, the instructional services librarians will work with the course faculty to decide on the best method to deliver IL instruction (face to face by librarian or instructor, online tutorial, etc.) to develop instructional activities, design research assignments, and create assessments to measure student learning. (Exhibit 5.6)

The instructional services librarian attended an English Department meeting in October 2006 to discuss this goal and its related activities. At that meeting, a group of faculty members agreed to work on integrating IL outcomes into WR121 and other writing courses.

Reference services and library instruction are assessed through evaluations and as part of the librarians' appraisal process. Assessment measures or surveys are conducted to gain feedback regarding the quality of service and collection adequacy.

In January 2006 the college approved a new Mission with 10 "Commitments," a Vision Phrase, Core Values, and a Strategic Plan through 2011. In conjunction with these collegewide statements and in order for the library to best serve the LBCC community and to continuously improve resources and services, the Library developed a 2006–2011 strategic plan:

Support learners and student success:

- Enhance information literacy based on student learning outcomes and goals.
- Collaborate with faculty and staff.
- Offer equitable services to on-campus and online learners.

Support library staff:

- Support and share staff development.
- Promote an atmosphere of self-reliance.
- Recognize and promote accomplishments.
- Promote a positive working environment.
- Encourage interlibrary activities.

- Facilitate social opportunities.
- Facilitate the taking of staff leave.

Promote library resources and services:

- Increase awareness of library resources in the LBCC community.
- Work more actively with faculty to enhance library instruction and strengthen the collection.
- Deliver and sponsor presentations.

Establish annual and long-term plans to address concerns:

- Establish and implement assessment schedules.
- Use assessments in order to set goals and enact improvements.
- Establish a library advisory committee.
- Encourage faculty to weed the collection.

Remodel facility:

- Solicit users and staff input in planning.
- Coordinate with Learning Center staff from planning through completion.

II. Analysis

In 2002–2004 and 2006–2007, the LBCC Library faced position reductions. One full-time faculty librarian was eliminated, although this position was reinstated and filled for the 2007–2008 academic year. The Library did receive personnel funds to help cover services with part-time assistance. When the full-time technical specialist position was eliminated, one part-time staff member was hired. Currently part-time staff members are employed to fill the duties of technical, computer and circulation assistants. There is the hope that, with the creation of a combined circulation and reference desk during and after the 2007 remodel project, the understaffing challenges formerly faced by the library may have been addressed adequately.

The older facility suffered from poor lighting and outdated design that did not conform to modern learning needs and uses. A library/learning center redesign project is underway with improvements centering on study rooms, seating, and improved lighting. Between the fall of 2006 and the spring of 2007, much time and effort was spent deliberating over plans and preparing for the move. As a result, some goals, activities, and duties planned for the year were unrealized or delayed.

The budgets for books and materials remain stagnant even though demands for current resources and instructional supplies—such as books, printer/copier paper and library guides—increase. Circulation has decreased overall, though instructors continue to heavily borrow media for classroom instruction. Usage of databases is high among students. In 2005–2007 purchases of textbooks through two LBCC Foundation grants made a huge impact on circulation, demonstrating students' needs for library textbook reserves.

In surveys and on suggestion forms, students remark that computer availability needs to be expanded and that other computer-related ideas be embraced (e.g., laptops for checkout). In the remodel project, a larger instruction room is planned and new computers have been requested. Additionally, some students want hours to be expanded in the early morning, later in the evening, and on weekends and they think the holdings are too few and outdated. Faculty survey responses show that librarians need to be more proactive in the promotion and instruction of electronic resources. On the positive side, staff members are perceived as helpful and knowledgeable, very responsive, professional and competent, providing exceptional service, and friendly. (Exhibit 5.6)

Strengths

- Staff members consistently receive highest satisfaction ratings on surveys.
- Librarians are available for students at reference desk 9 a.m.–5 p.m. daily.
- Student learning outcomes are being developed for library instruction, now with help from the newly reinstated librarian position.
- Staff supports IL goals and activities leading to student success.
- Staff is committed to building positive and productive staff relations.
- The courtyard entrance enjoys excellent accessibility and visibility, and remodel is ongoing.
- The collection is well-organized and accessible, and current books are displayed.

- The library offers wide access to electronic and cataloged resources on campus, districtwide, and online.
- A Web-based library system is in place, administered by the library computer specialist and hosted by two servers.
- Customized and secure computers are available and wireless access is provided.
- Staff maintains many Web pages, a customized catalog, and browser.

Challenges

- Having experienced staff reductions, the library is limited in providing improved instructional services and related assessment that address information literacy and critical thinking outcomes.

  The staff is re-evaluating and prioritizing service needs and instructional services. An additional librarian has been hired for 2007–2008. Librarians are developing additional learner-centered, course-specific instruction, guides, and assessments with an emphasis on faculty collaboration.

- The college is not able to maintain a current library collection, to enhance access to all electronic resources, and to adequately promote library resources to ensure their importance and relevance in student learning.

  Library staff will become stronger advocates for the value of collaborative engagement in collection development and enhanced support and more investment in the library by showing how the library builds and strengthens the LBCC community. A library advisory committee will be established.

- There is not an adequate library service program for distance learners and for individuals needing services when the library is closed.

  Library Web pages solely directed at these off-campus learners are in development. The library will survey faculty who are using Blackboard about their needs and perceptions of library resources and services. The staff will increase and promote access to and purchases of electronic purchases.

B. Information Services Division

To support the academic mission and administrative needs of the college, Information Services works collaboratively across the college to integrate technology into teaching, learning, and services, and to continually improve the educational experience of students, faculty, and staff.

Consistent with the overall mission and objectives of the college, the vision, goals, and objectives of the Information Services Division meet the educational needs of the students and faculty. The division provides the following instructional services:

- classroom media equipment;
- distance and distributed learning services; Web project design and development;
- faculty instruction and training; media materials preview and acquisition;
- multimedia production and duplication; and
- video engineering, production and technical services.

The Information Services Division also provides technical support and assistance for:

- personal computer use;
- e-mail and shared calendaring;
- network and Internet access;
- telephone and voice mail;
- institutional research support; and
- the college's enterprise resource planning (ERP) software, Banner™, which provides financial, financial aid, payroll, and student records services.

The Information Services Division annually identifies specific projects for continual improvement of services and resources. These projects provide a benchmark against which to measure the overall

effectiveness of the division. In addition, the division evaluates its work through a yearly strategic planning process. The strategic plan includes goals and outcomes for each year. The division has focused on identifying internal and external information technology trends and changing needs that will influence the ability to provide effective information resources. These annual reports reflect ongoing use and continued growth of the services. Faculty satisfaction surveys are an ongoing activity used to evaluate customer attitudes regarding quality of service. An outside consultant reviewed the college Web site in 2003 and the recommended changes are being implemented.

LBCC places a high priority on student and staff access to information resources and services. Each year a significant investment is made in equipment and support services to help students and staff use information technology effectively and independently. In 1997, management of personal computers and infrastructure was centralized. The equipment and technology reserve fund was established through an annual transfer from the general fund. In order to stabilize and provide consistency, a four-year replacement schedule for PCs was established as well as a commitment that all contracted employees should have PCs at their desks. This fund also purchases collegewide software such as e-mail, virus protection, and network connectivity. Servers and telephone equipment are also on a regular replacement schedule using this fund. The Information Services management team maintains a three-year strategic plan for technology purchases from this fund. The infrastructure strategic plan budget for the last five years is included in the exhibits. (Exhibit 5.9)

The Information Services Division maintains a close link to the institution's curriculum and services needs through two advisory groups: the Distributed Education and Instructional Technology (DEIT) Committee and the Computer Resource Management Committee (CRMC). These committees act as advisory groups for policies and spending decisions related to information technology equipment and services. Membership is structured to include representatives from every instructional and service division across the college, and minutes are sent electronically to all areas. (Exhibit 5.18) Initially envisioned as a policy-making body, the CRMC has recently made more individual spending decisions. In 2007, the CRMC was restructured to focus on the larger policy issues of managing the technology investment.

The Information Services Director's responsibilities include the overall vision, administration, and budget of all division functions and activities. She is responsible for the equipment and technology fund and the technology fee fund and chairs the Computer Resource Management Committee. One full-time secretary provides clerical support for most of the division; Media Services also has a full-time secretary. The Director was a founding member of the Oregon Community College Information Technology Association (OCCITA) in 1993 and is the current secretary/treasurer. Meeting quarterly, OCCITA shares best practices, professional development, and group purchasing with the 17 state community colleges. It is also the main liaison for statewide data processing projects including sharing information with K–12 and higher education.

Before users are authorized for network, e-mail or Banner access, they and their supervisor must sign an authorization form agreeing to the LBCC Computer Use Policy. (Exhibit 5.15) Network passwords expire every 120 days. Accounts and access are reviewed annually to ensure security.

Each technical staff member in Information Services has primary responsibility for activities within their area of expertise. These areas overlap and are well-integrated within the division. A strong customer service approach creates a healthy work environment. All staff members have the appropriate degrees and experience for the positions they hold. Position descriptions clearly describe the role and responsibilities of each employee. (Exhibit 5.10)

The Information Services Division has four departments: Media Services, Network/Personal Computer Support, Institutional Research and Banner. A description of each department follows:

1. Media Services

The Media Services Department became part of the Information Services Division in 2000. The department

consults with instructional departments and individuals to develop and implement classroom technologies and teaching solutions. Through the DEIT committee, faculty members have a strong voice in shaping future services and directions of technology and distance learning activities.

The department provides multimedia equipment for most classrooms at the Albany campus and at the three centers. Equipment inventories are well-maintained and are current with state-of-the-art technologies. A system has been developed for depreciating and replacing this equipment on a three- to four-year schedule, which provides a five- to 10-year planning window for equipment replacements. (Exhibit 5.4) Funding is stable, with student technology fees supporting classroom equipment infrastructure. The college established a technology fee of $1 per hour in 1995 and increased it to $2 per credit hour in 2004 to support more and better classroom technology.

The department supports the academic mission of the college by providing access, quality instruction, learning resources and services, and supplemental learning experiences to students beyond the constraints and barriers of time and place through a wide range of formats and technologies. The department works with college teaching staff and committees to design distributed education delivery systems, technologies, and programs and to network with other state agencies, community colleges, higher education, and K–12 districts to provide distance learning opportunities. The department provides a wide range of technologies, modalities, and delivery systems, including online instruction (Blackboard), interactive television (ITV), telecourses over cable TV, satellite teleconferencing, and instructional television fixed service-educational broadcast service (ITFS-EBS).

In 2006 Media Services, through the DEIT Technology Initiatives subcommittee, developed an e-learning plan for the college. (Exhibit 5.16) This multiyear plan sets out several activities intended to improve and expand LBCC's distributed learning offerings. During the strategic planning retreat in September 2006, this plan was implicitly included in the enrollment initiative. As a first part of implementation, the department submitted a request for an instructional designer position which was approved starting with the 2007–2008 academic year. Another part of the e-learning plan is to create a peer review system of distributed courses. The Oregon Community College Distance Learning Association (OCCDLA) funded participation for all the Oregon community colleges starting in 2007 for membership in the Maryland Online, Inc. Quality Matters program.

Media Services provides training and support for faculty in using Blackboard, the college's learning management system, which was implemented in 2001. The department supplies staff training in areas of distributed education teaching methods and pedagogy and classroom multimedia equipment utilization and operations. (Exhibit 5.17) The department jointly manages the college Web site with the College Advancement and Marketing Department.

Media Services supports the curriculum through the review and purchase of various forms of media. Policies and procedures for selecting, evaluating, acquiring, and withdrawing materials have been established. The materials selection policy (Administrative Rule B201) allows faculty, staff members, and students to recommend media acquisitions. (Exhibit 5.2) The Media Services manager approves all media purchases. For controversial material, the department follows the College Academic Freedom and Responsibility Board Policy 4090 (Exhibit 5.2) and the Library Bill of Rights and Freedom to Read Statement adopted by the American Library Association. The department regularly reviews the media collection cataloged and housed in the library. Media Services provides services and resources to develop, master, and duplicate materials in many different formats, including videotape, CD, and DVD. To ensure that legal and ethical guidelines are followed for duplication and reproducing materials, Media Services follows the college copyright and off-air videotaping Administrative Rule C321. (Exhibit 5.2) The department maintains a copyright Web site to provide information and guidelines to faculty.

The work areas include space allocated for audio duplication; video, CD-ROM and DVD recording and duplication; and media equipment delivery, repair, and fabrication. A video editing suite and cable head-end

broadcast operations also are housed in this area. The staff is responsible for the design, installation, operation, and maintenance of classroom multimedia stations in more than 96 classrooms and labs. The Media Zone, a computer resource lab, was established in 1997. It is equipped with state-of-the-art technology for training faculty and support staff on a wide range of technologies and programs. Small group workshops and individual trainings are available throughout the year.

Agreements for the reception and distribution of Annenberg/CPB programming are in effect, and LBCC has been the regional carrier of this programming on an educational cable channel since 2004. LBCC is also a participant in a consortium with several other Oregon colleges and universities as a member of Oregon Wireless Network (OregonWIN), providing educational programming throughout the state over a wireless educational network. (Exhibit 5.11)

The Media Services Department includes a manager, a secretary, and five technical support staff members. All staff positions are full time with one exception, which is nine months in duration. The Media Services Manager is responsible for the administration and supervision of all department functions and activities, provides leadership and planning, and supervises the acquisition of media materials and distance education activities. The Manager participates in planning for statewide distance learning initiatives through involvement with the Oregon Community College Distance Learning Association (OCCDLA) as well as with OregonWIN. College involvement includes participation in Instructional Council, Academic Affairs Council, and DEIT, including chairing the Tech Initiatives and Tech Infrastructure (Tech Fee) subcommittees. Media Services and the Library have had a strong working relationship for many years.

2. Networking, Personal Computing, and Communications Support Department

This department covers many services that staff and students take for granted. These services include providing personal computer equipment for all student computer classrooms and labs as needed by the instructional programs and supporting eight computer lab specialists, who assist students in various instructional programs. E-mail for students also is provided on request.

The department provides a personal computer for each contracted employee; this includes connection to the Internet, e-mail, and basic software to support their jobs. E-mail is available to all full- and part-time faculty and staff to facilitate collaboration and communication across all areas of the college. Shared calendaring for staff appointments and conferences is provided; the department supports a collegewide calendar and event schedule viewable on the Web, and it provides training to staff in using e-mail and calendaring tools.

Network connectivity for the college also is provided. This invisible service includes maintaining switches, routers, wiring infrastructure, and more than 40 servers that provide campus departments with shared file space and services. Internet bandwidth supports instructional and service needs to the Albany campus and three centers. The department recently expanded wireless access for students outside of computer labs. All server files are backed up regularly and copies of this precious resource are stored securely in multiple locations. An ongoing challenge is to provide virus, phishing, spyware, and spam protection. A major expansion in bandwidth capacity was completed in August 2007.

The department provides telephone and voice mail at every employee desk collegewide. Equipment is maintained and replaced as needed, and training is provided to staff in using phone and voice mail features. In addition, this department provides telephone connectivity for other services such as faxes, credit card machines, payphones, and ATMs; it is responsible for maintaining the auto attendant for the main switchboard to enable 24/7 customer self-service, and it publishes the campus phone directory, as well as maintaining college listings in white and yellow page directories throughout the district.

Department offices are located primarily in College Center (CC), with several staff in other locations. Published hours of operation are 8 a.m. to 5 p.m. Monday through Friday, with staff working early and late shifts to provide expanded service coverage. The central computer server room in CC is the hub for the college

telephone and network infrastructure. T1 lines were installed in 1997 to link in the three centers. In 2005, this server room was remodeled with a dedicated air conditioning system to protect the equipment and data.

The staff is responsible for support of more than 1,500 personal computers, 43 servers, and 955 telephones and the associated wiring infrastructure. Computers used by students in labs and classrooms have grown 50 percent since 1997.

Staff members provide a telephone helpdesk during normal office hours so college employees have a single point of contact.

In 1997, management of personal computers and infrastructure was centralized. The Equipment and Technology Reserve Fund was established through an annual transfer from the LBCC General Fund. In order to stabilize and provide consistency, a four-year replacement schedule for PCs was established, as well as a commitment that all contracted employees should have a PC at their desks.

The department includes a network manager who also is the Assistant Director for the division; a network administrator; two network specialists; 4.5 FTE PC support specialists; and a telecommunications specialist. Additionally, eight computer lab specialists are coordinated by the Information Services Network Administrator; they report directly to various instructional programs and are physically located throughout the college to be close to the programs they support. The support staff has a highly visible presence on campus and an excellent reputation for fast, polite, and competent service.

3. Institutional Research

Institutional Research (IR) reports to the Information Services Division. IR facilitates campus accreditation and strategic planning by preparing information that helps determine the overall direction taken by individual departments and the college to improve the quality of services and the future stability and growth of the college. IR supports departments collegewide by developing, designing, and analyzing collegewide success indicators (CWSI) for measuring institutional effectiveness. IR coordinates the Community College Survey of Student Engagement (CCSSE) and Student Support Survey (SSS) at LBCC, support departments applying for grants, and tracks grant applications.

The office is located in the Service Center and is open from 8 a.m. to 5 p.m. Monday through Friday. Equipment for other departments to scan and tabulate "bubble" surveys is available in the office. The office maintains longitudinal research data and is the principle contact for state, federal, and ad hoc reporting. The IR department consists of 1.75 professional level staff. The staff members serve on College Council, the College Advancement Team, and various committees to maintain a connection with college planning. The IR department participates in the Oregon Community College Council of Institutional Researchers (OCCCIR), a statewide association of institutional researchers at the 17 Oregon community colleges.

IR is active in working with the LBCC Community Relations Council to design and implement a community survey as part of the LBCC Strategic Plan. This survey is intended to be an ongoing assessment of various sectors of the needs for business, industry, and government in our area for workforce training. The proposal aligns with the statewide Career Pathways program for workforce training and rotate through the various market sectors. It is intended to be both a needs assessment and a performance measurement tool for the college.

4. Banner

Another "invisible" but vital service is maintenance of the Banner™ ERP used for integrated college services in finance, payroll, financial aid, and student records. Banner is customized to provide site-specific needs such as state reporting, student placement testing, and faculty appraisals.

Members of the Banner support staff are located in College Center and are available from 7 a.m. to 5 p.m. Monday through Friday. For security and environmental reasons, Banner servers are located in the central server room. Banner has evolved as a product since the most recent accreditation; all online services to staff now are provided through a Web interface. Student self-service has been available over the Internet for

registration, financial aid, billing, and academic history information since 1998, enabling students and faculty to access their information 24 hours a day, seven days a week from any location.

The Banner team consists of one manager, four programmer analysts, one user support specialist, and one computer operator. The manager is a trained database administrator who has worked with the Banner product for many years. He coordinates upgrades and regulatory updates and manages customization requests from users, advised by a group of "super users" who represent the principle stakeholder departments using Banner.

II. Analysis

Continued change represents both the strengths and challenges facing the Information Services Division. Changes and additions to the staff have created a well-rounded, balanced division, with some long-term employees as well as recent hires, who have brought new expertise.

Technological trends and implementation of new technology for classrooms, services, and distance learning have far-reaching implications, both from a planning and from a budgetary standpoint.

Strengths

- The division enjoys a reputation with the faculty and staff for providing high quality customer service in a timely and friendly manner. In general, staffing patterns and budgets are currently sufficient to provide high quality services. All staff are contracted employees. Department morale is high, and staff members take great pride in the services they provide.
- Multimedia classrooms have grown from four classrooms in 1997 to more than 96 classrooms currently at all college sites. Each room has a podium equipped with a computer connected to the Internet, a video projector, DVD/VHS player, document camera, switching technology, and sound equipment. As the technology in the classrooms has evolved and become more consistent, a more user-friendly environment for faculty has been established.
- The equipment and technology reserve fund provides stable funding for replacing desktop computers collegewide as well as other college infrastructure technology, such as the telephone system and network servers. Funding for new and replacement multimedia classroom equipment is provided through a student technology fee, which creates a stable funding base from which to project long-term replacement costs.
- The Blackboard online learning management system has enabled the college to deliver more than 100 classes each year with approximately 2,500 students enrolled.
- Students, faculty, and staff can access their information electronically without the boundaries of place or time using the LBCC Web site, Banner, and the Internet.

Challenges

- Working space continues to be an issue, particularly for equipment setup, repair, and maintenance. Staff office space also is cramped. Several staff members must share office space, and some staff offices are actually in equipment or storage rooms. Space for major projects is limited.

  The division has been participating in crafting the college master plan for buildings. Flexible shifts and telecommuting help relieve the stress of sharing small office spaces. Large projects are planned for the summertime, when classroom space can be "borrowed" for equipment setup.

- In the last accreditation report, the addition of an instructional designer was recommended; this person would help ensure quality learning experiences by working with faculty in order to increase the college's online offerings and by assisting with the development of pedagogy for online classes. As the use of technology grows in all areas of college operations, additional staff are needed to support PC/network services and Banner.

  Although college decision makers have supported Information Services by not recommending any staffing cuts during the last

two rounds of budget reductions, this office will need to request additional technical positions in the future. A request for an instructional designer position was approved as part of the 2007–2008 budget.

- The changes in technology and learning innovations are a challenge for division staff, requiring the constant upgrading of skills and knowledge, especially as the Web becomes the delivery mode of choice.

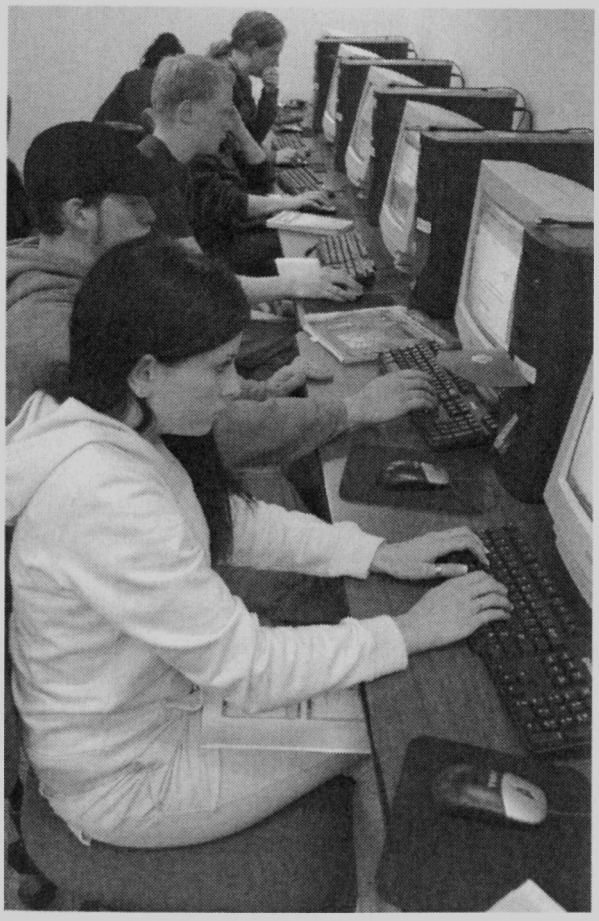
  Information Services is taking advantage of group trainings available through OCCDLA and OCCITA in conjunction with the college's vendors. Staff are encouraged to keep current with their skills by attending conferences, participating in listservs, and reading technical journals.

- Support for the college centers in Corvallis, Lebanon, and Sweet Home, weekend and evening activities on the Albany campus, and the delivery of services and distance learning over the Internet often impact the current staff outside of "normal" hours. As newer technology is implemented, the staff must use their off hours to support and maintain the equipment and services even though funding for these extra hours is not available.

  These requests are being monitored to gauge how often off-hour support is needed. When staff members work evenings or weekends either for a planned project or to cover an emergency need, they either work flex time or they are paid comp time. Staff members have guidelines for when an off-hours request will be deferred until normal work hours. IS also tries to manage service expectations from faculty and students by posting clear hours of operation.

- Budget limitations will restrict the quality of customer services the division provides as technology is incorporated into more and more programs and services. The fact is that budget limitations impact this office's ability to respond to any of the division's challenges.

  Through the institutional effectiveness and the strategic planning processes, IS plans several years ahead to meet the constantly changing landscape of learning technologies and services. This ongoing review will allow the IS staff to be proactive in requesting budget or helping the college understand why some particular technology is not available.



Supporting Documentation for Standard Five

Exhibits:

5.1 Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities.

5.2 Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding.

5.3 Statistics on use of library and other learning resources.

5.4 Statistics on library collection and inventory of other learning resources.

5.5 Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services.

5.6 Assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs both on and off campus.

5.7 Data regarding number and assignments of library staff.

5.8 Chart showing the organizational arrangements for managing libraries and other information resources (e.g. computing facilities, instructional media, and telecommunication centers)

5.9 Comprehensive budget(s) for library and information resources.

5.10 Vitae of professional library staff.

5.11 Formal, written agreements with other libraries.

5.12 Computer usage statistics related to the retrieval of library resources.

5.13 Printed information describing user services provided by the computing facility.

5.14 Studies or documents describing the evaluation of library and information resources.

5.15 Computer Use Policy (Administrative Rule B301)

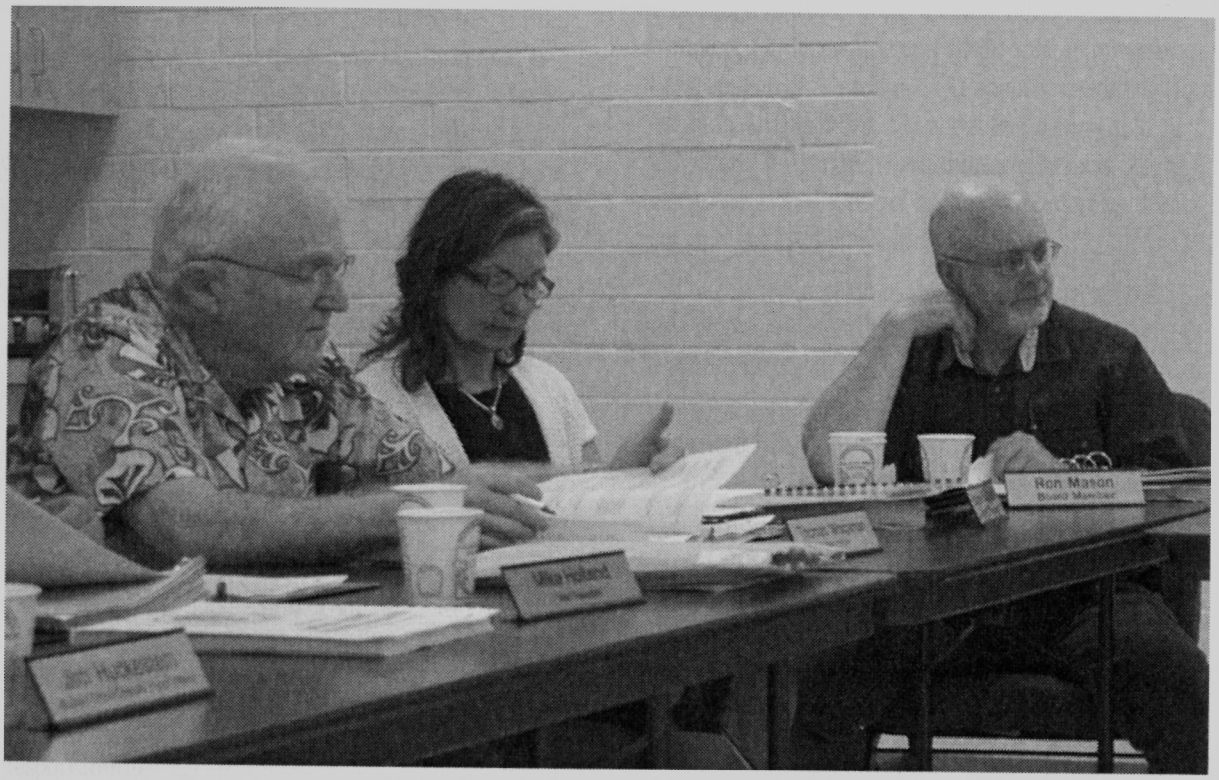
5.16 Media Services e-Learning Plan and Media Service Strategic Plan 2006–2007

5.17 Instructor Training Schedule and Teaching & Learning Calendar offerings

5.18 DEIT Year End Reports 2004–2005, 2005–2006 and 2006–2007

STANDARD SIX

Governance & Administration



STANDARD SIX
Governance & Administration

I. Overview

A. Governance System

The college's last statement on governance was written in 1991 by President Jon Carnahan. In 2005, President Rita Cavin led the college community in crafting a new statement of governance philosophy as well as instituting charters for all standing councils. Dr. Cavin also convened a Joint Leadership Team, with faculty, classified, and management leaders, to define decision-making processes and increase communication among faculty, staff, and the President. In spring 2007, an annual governance documents prototype was distributed to all employees to further encourage the entire college community to become even more involved with the governance process.

Linn-Benton Community College is governed by a seven member, locally elected Board of Education. The district was formed in 1966 pursuant to ORS 341.025 through 341.283. The college with its Board of Education is a political subdivision of the state, authorized to carry out the state's educational policies as set forth in ORS 241.009. (Exhibit 6.1)

The system of governance delineating the authority, responsibilities, and relationships among and between the Board of Education, administration, faculty, staff, and students is described in board policies, administrative rules, and other official college documents. The President, with input from the President's Staff and College Council, determines the administrative structure and oversees the operations of the college.

B. Governing Board

The Board of Education of Linn-Benton Community College is ultimately responsible for the quality of the college and the integrity of its practices and procedures. Among the Board's duties and responsibilities, as outlined in Board Policy 2020 are to: (1) select the President, (2) determine and adopt policies governing the operation of the college, (3) appoint candidates to vacant Board positions, (4) adopt the annual college budget and levy taxes, (5) authorize contracts, award bids for good and services, and authorize budget transfers, and (6) establish tuition and fees.

The seven members of the Board are elected by zone by the residents of Linn and Benton counties in accordance with Oregon law, and they reflect the diversity of the residents of those counties. Information on current Board members can be found in Appendix 6.1. In keeping with Oregon law, Board members must reside in the zone from which they are elected and no current employee of the college can serve as a Board of Education member. Board members serve a four-year term; there is no limit on the number of terms. Board members receive no compensation for their work, but they are reimbursed for legitimate expenses.

The Board is organized according to Oregon state law. At its annual organizational meeting, usually held in July, the Board elects from its membership a Chair and Vice Chair to serve one-year terms. Board members are assigned to serve on annually appointed standing committees and are appointed to ad hoc committees as the need arises.

Regular meetings of the full Board are held each month, usually on the third Wednesday. Most meetings take place on the Albany campus, but one meeting each

year is scheduled at the Corvallis, Sweet Home, and Lebanon centers, respectively. Special meetings and work sessions are convened as needed. As required by Oregon's open-meeting law, Board meetings are public unless the subject of discussion relates to a topic authorized for executive session by the state. All formal Board votes and actions take place in public.

The Board acts only as a committee of the whole. No member or subcommittee of the board acts in place of the Board and, according to Oregon law, cannot legally do so even by formal delegation of authority, as all decisions made by a subcommittee must be formally approved by the entire Board.

From LBCC Board Policy Series Number 2020: "Board members shall have authority only when acting as a Board legally in session. The Board cannot be bound in any way by statements or actions by individual Board members. Any duty imposed upon the Board, as a body, must be performed at a regular or special Board meeting at which time a quorum is present and a motion is carried by a majority of the Board members of the total Board and must be a matter of record."

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board are clearly defined in published policy documents available both in hard copy format and on the Internet at the LBCC Web site. (Exhibit 6. 2) The ethical conduct requirements for the Board of Education have been agreed to in the past as conforming to Oregon law. The current Board of Education approved a written updated Code of Responsibilities and Ethics at its April 18, 2007, meeting.

Board Policies 3010, 3020, 3030, 3040, and 3050 outline the process for the selection, appointment, and evaluation of the college President, as well as the relationship between the Board and President and the President's authority and responsibility. The Board evaluates the President annually, basing that evaluation on clearly defined and public criteria, as well as goals for the President determined to the mutual satisfaction of both parties. Since the appointment of the current President, the evaluation process has included a survey that was sent to a sample group of stakeholders throughout the college. Board members consider these survey responses in the evaluation of the President's performance.

The current Board approved a new mission for the college on June 17, 2006, by approving Board Policy 1020 as the official college mission.

The Oregon State Board of Education has the authority to approve new programs, but it does not have administrative authority over the operation of the college (e.g., personnel, logistical, or facility decisions) as long as that operation remains consistent with state laws and regulations. The LBCC Board of Education approves all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas, but cannot create new programs without the approval of the Oregon State Board of Education.

In its most recent evaluation work session (October 2005), a consultant from the Oregon School Board Association (OSBA) met with Board members to evaluate their performance as a Board based on both a self-assessment survey completed by Board members and on accomplishment of annual goals set forth in the fall of 2004. Board goals for the 2006–2007 academic year were determined in the summer of 2006, in conjunction with the President's goals for 2006–2007.

The Board regularly reviews and approves all policies of the college, having a first (informational) reading of the policy at one regular Board meeting and a second (approval) reading at a subsequent Board meeting.

The organization of the college is delineated by Board Policy 3030 (President's Authority and Responsibility), which outlines the chain of authority and delegation within the college structure. Also present in that policy is the procedure for Board review and approval of any major change to the college organization and, by definition, the college's organizational chart. (Appendix 6.2)

The Board ensures that the college is organized and staffed to reflect its mission, size, and complexity as delineated in Board Policy 6010 (General Philosophy), which guides personnel decisions. Paragraph one of that policy reads:

"The goal of the Board of Education is to provide an educational program of the highest quality

possible. Success in attaining this goal is dependent in large measure upon the competency of the Linn-Benton Community College staff. It shall, therefore, be the policy of the Board of Education that the highest caliber personnel shall be recruited for positions with the District." In response to its responsibilities under this policy, the Board reviews a Return on Investment report each fall. This report is an annual summary of various administrative performance indicators on such matters as worker safety, affirmative action progress, employee grievances, and employee turnover.

The entire LBCC Board of Education serves as half of a 14-member Budget Committee. The other half of the Budget Committee is comprised of appointed citizen representatives from all seven LBCC zones. Budget Committee meetings are held prior to regular Board meetings in April and May; the college budget, after the opportunity for citizen hearing, is adopted in June of each year. To ensure that Board members are constantly made aware of the ongoing fiscal state of the college, monthly fiscal audit reports are a standard part of each Board agenda.

The President and accreditation liaison regularly report to the Board regarding the ongoing self-study and accreditation process, and the Board is involved as appropriate.

C. Leadership and Management

The President of the college serves as the chief executive officer. The President sets annual goals and develops mission goals, a strategic plan, and a critical improvement plan. The administration and staff are organized to support the teaching and learning environment, which results in the achievement of the institution's mission and goals. The President implements the Board's policies through administrative rules. (Exhibit 6.3)

The President's contract specifies that the President's full-time responsibility is to LBCC. The President has a contract that is renewed on an annual basis by the LBCC Board. Presidential contract renewal is based both on satisfactory appraisal and mutual consent.

The job description for the LBCC President identifies the full-time, executive-level responsibilities of the position. Delegation of Board responsibilities to the President is described in Board Policy series 3010.

LBCC clearly defines and describes the duties, responsibilities, and ethical conduct requirements of the college's employees in Board Policy 6240 and Administrative Rule E014. Administrators' duties and responsibilities are included in the position descriptions on file with Human Resources (Exhibit 6.4). LBCC administrators act in a manner consistent with those documents.

LBCC has been highly successful in attracting and retaining qualified administrators. These college administrators provide effective educational leadership and management. In the hiring process, the college provides a screening and selection process that is very thorough. Search and selection committees include representatives from every employee group. Administrators' qualifications are evidenced by their vitae and their regular administrative appraisals. (Exhibit 6.5)

The administrator's evaluation process is initiated by Human Resources. All individuals up for periodic review are notified, along with their supervisors, at the beginning of the academic year. The supervisor and administrator work collaboratively over the span of that year to complete the appraisal process. Administrators are evaluated using the 360-degree appraisal method. Input is collected from the employee, colleagues, subordinates, and the employee's supervisor to ensure a balanced evaluation. The job description, goals, and "Administrative Traits" are components of the appraisal system. The administrator and supervisor work collaboratively to develop goals, which are reviewed jointly at the end of the evaluation period. Exhibit 6.6 provides administrators' appraisal documentation. When required, specific performance improvement plans are developed for administrators who are not meeting performance standards.

Since the last full-scale accreditation visit, the college has elevated the importance of institutional advancement and fund-raising efforts to improve its financial vitality and diversity.

The LBCC Foundation, formed in 1972, is an IRS 501(c)(3) nonprofit corporation. It was created as the

vehicle to "accept and manage gifts and donations for the betterment of the college and its students." The Foundation is dedicated to "advancing and promoting excellence" by providing "a means to support projects and programs that are beyond the scope of the college general fund." (See Standard Seven for additional details.)

The College Advancement Team coordinates grant requests, reviewing applications for alignment with the college's Strategic Plan and collegewide funding priorities. It also serves as a communication link between the college and the Foundation. Members of the College Advancement Team, along with President Cavin, are the two Vice Presidents; the Dean of Curriculum and Educational Assessment; the Directors of College Advancement, the LBCC Foundation, and Development; and the manager of Institutional Research.

LBCC conducts its annual budget planning on a schedule that allows the Board to approve it during the spring of each year. In the fall of 2006, the budget planning process was changed in order to gather more information from college staff regarding budget priorities and to ensure that the budget process was closely aligned with the newly adopted Strategic Plan.

The budget planning process formally begins with the President's annual fall retreat and a discussion of initiatives needed to advance the college's Strategic Plan. Attending the retreat are representative leaders from all employee groups. The results of this retreat are shared with campus divisions, then the proposed work of the individual divisions—and the collective effort this work represents in advancing the college Strategic Plan—is discussed by various councils and employee groups.

When these discussions have been completed, the President prepares a "Critical Choices" memo for review by the Board of Education. The memo outlines those broad budget policy choices that seem likely to secure progress on the college's Strategic Plan. The budget for the following year is developed according to the direction provided by the Board of Education following its review of the Critical Choices memo.

Actual budget development starts with budget projections created internally by college finance staff. The projections then are provided to the Vice Presidents who, in the fall quarter, task Deans and Directors with the development of budget decision proposals. The budget decision process is designed to encourage faculty input. All departments make their budgetary needs known in both informal conversations and in departmental requests.

Deans and Directors, in consultation with their departments, prioritize and share these budget needs with the Vice Presidents. The budget cycle permits time for consultation and negotiation in the winter quarter of each year. Budget decisions that are an enhancement of existing budget amounts are processed as "Decision Packages."

The policies, procedures, and criteria for the appointment, evaluation, retention, promotion, or termination of administrators and staff are published in Administrative Rule No. E005, in the MESA manual (Exhibit 6.6), and in the collective bargaining agreement with classified staff.

Performance appraisals for classified staff are completed at regularly scheduled intervals based on time in the position with a focus on improvement of performance and individual growth. Appraisals also are used to determine the desirability of retention, probation, or termination of all college personnel.

The college participates in and obtains the results from several annual compensation surveys relevant to Oregon community colleges. Examples of these surveys have been included as exhibits. (Exhibit 6.7) LBCC provides its contracted staff a comprehensive compensation package that includes competitive salary; employer-paid contributions in the Public Employees Retirement System (PERS); medical, dental, and vision coverage; long-term disability; life insurance; Section 125 Flexible Spending Account; and tuition waiver. LBCC's compensation package is comparable to other Oregon community colleges of similar size. (Exhibit 6.8)

As LBCC prepared its self-study, the faculty, classified staff, and midlevel management were surveyed to obtain input on college governance. In consultation with the LBCC Institutional Research Office, this short online survey was conducted in spring 2006. The time frame was early in the college's work to craft a new governance philosophy and define council responsibilities. A substantial number of faculty and classified respondents appeared "unclear" about their role in in-

stitutional governance, department and college budget processes, strategic planning, and policy development. A substantial number of midlevel management respondents appeared "clear" about their role in institutional governance and most clear in strategic planning and budget. A significant number of all survey respondents did not appear to understand their role in policy development. The complete report is found in Exhibit 6.9.

A membership list of all standing councils and committees with contact information is in Exhibit 6.10.

D. Governance Roles

1. Faculty

At the course and program level, the faculty plays the primary leadership role at the college. Faculty members decide course content, design curriculum, choose instructional methods and assessment methods, and determine classroom expectations and grade requirements. Within departments and instructional divisions, faculty members also play a significant role. Most department decisions are made by faculty and staff in the departments, and the faculty has an influence on division-level decisions that impact instruction.

The Academic Affairs Council, whose voting members are the college's department chairs and academic deans, exists to ensure the exchange of ideas and information among the faculty and the administrators responsible for the delivery and support of instruction at the college. This group initiates and recommends academic policies, educational standards, curricula, academic regulations, and other educational issues to the Vice President of Academic Affairs (the chief academic officer). It also proposes administrative rule and Board policy recommendations to the College Council.

Faculty also are members of other major councils and committees, including College Council, Multicultural Council, Instructional Standards Committee, Curricular Issues Committee, Faculty Professional Development Committee, Workload Task Force, Faculty Appraisal Committee, and the Distributed Education and Instructional Technology (DEIT) Committee. In addition, faculty representatives participate in 13 other official college committees as well as numerous smaller task forces and ad hoc committees. The Faculty Association President or designee sits at the board table for every board meeting and delivers a monthly report to the Board.

Contracted faculty are members of the Faculty Association, which acts as the collective bargaining agent for the contracted faculty. The Faculty Association President is involved in various collegewide decisions and appoints faculty members to some college committees. The Faculty Association also acts as the contracted faculty's advocate on contractual matters, including carrying forth grievances and negotiating a collective bargaining agreement with the college.

2. Classified

The primary responsibility of classified staff is to help carry out the Mission, Vision, and Core Values of the college by supporting students, faculty, and managers. Classified staff members participate in the governance system by using their wealth of experience in operations, instruction, student services, and technical areas. The Classified Association President serves on the College Council and the Joint Leadership Team and sits at the table during Board meetings and delivers a monthly report. Classified staff attend the annual planning retreat, and they participated in the development of the Mission, Vision, and Values statements as well as the Strategic Plan. The Classified Association President or designee sits at the board table for every board meeting and delivers a monthly report to the Board.

3. Students

The students of Linn-Benton Community College have written a constitution to ensure that students, through their Associated Student Government (ASG) and Student Programming Board (SPB), have a voice in the affairs of the college by contributing to the social and intellectual development of the student body, providing and promoting opportunities to experience leadership in ways not available through most classroom procedures, and creating a liaison between students, faculty, and administration, thus assuring that LBCC provides the highest possible quality of comprehensive education.

Elections for the Associated Student Government are held during the eighth week of classes during winter term each year. The Associated Student Government board

develops and prepares a budget to expend all student fee monies provided to the ASG. It makes recommendations to the Dean of Student Services regarding the withdrawal or nonrenewal of nonathletic talent grant awards. The group also makes recommendations to the Dean of Student Services concerning allocations of Student Activities Program funding to co-curricular programs. The ASG and the SPB groups are visible on two collegewide councils and 15 different collegewide standing committees, having up to 34 different student representatives.

The constitution of the Associated Student Government can be found in Exhibit 6.11. The Faculty and Classified Staff associations' constitutions or bylaws and meeting minutes are in Exhibit 6.12.

E. Other Governance Issues

LBCC is committed to equal opportunity in all of its programs, policies, procedures, and practices. The college acts in accordance with the requirements of federal and state law, and the decisions of the college are made without regard to an individual's race, color, sex, sexual orientation, marital, or parental status, religion, national origin, age, mental or physical disability, Vietnam or disabled veteran status, opposition to safety and health hazards, application for workers' compensation benefits, or any other status protected under applicable law, unless it is a bonafide occupational requirement reasonably necessary to the operation of the institution, as allowed by law. The college's nondiscrimination policy is found in Board Policy 6090.

The college has an active range of efforts and groups to address affirmative action and nondiscrimination. These include: (1) Diversity and Civil Engagement Council, (2) Non-Traditional Careers Subcommittee, (3) Access and Academic Subcommittee, (4) Multicultural Scholarship Subcommittee, (5) Disability Awareness Subcommittee, and (6) Workforce Diversity Subcommittee.

LBCC's collective bargaining process has been marked by cooperation and mutual concern for the mission of the college. Collective bargaining has been generally positive and congenial, although recent bargaining has been protracted.

The Faculty Association, an independent collective bargaining unit representing the contracted faculty at LBCC, negotiated its first contract with the college in 1973. Over the next 10 years, there were three or four elections considering the possibility of affiliating with OEA (Oregon Education Association), AFL–CIO, and other labor organizations; in each case, the faculty voted to remain an independent union.

In July 1997 the Classified Association voted to break ties with the Oregon School Employee's Association and form an independent bargaining unit, the Independent Association of Classified Employees (IACE). Four classified contracts have since been bargained in a collaborative manner with the Independent Association.

The IACE, the Faculty Association, and the college view bargaining as the tool to outline expectations of work environment, pay, benefits, and administrative authority. The college as a whole endeavors to use the tool of labor relations to better the teaching and learning environment, putting students first and furthering the mission of the college. Part-time faculty members are not represented in the collective bargaining process or governance.

In recent years collective bargaining and contractual obligations have been of increasing importance to both the college and the associations because of the necessity to make increasingly difficult financial decisions that involve reduction of contracted staff. There are also concerns among both full-time faculty and part-time faculty about the competitiveness of part-time compensation.

The faculty and classified associations' current collective bargaining agreements are found in Exhibit 6.13.

II. Analysis

Strengths

- LBCC has a very collaborative organizational culture with open and direct conversations grounded in mutual respect. The nature of this culture encourages individuals to freely pursue ideas and issues using either established councils and committees or an ad hoc approach. To further promote and perpetuate this culture, the college's Center for Teaching and Learning has initiated college-wide work on conversational skills using the work of Paul Axtell.

- The LBCC Board of Education clearly distinguishes its role and responsibilities from those of the President of the college, and it facilitates college decision-making via delegated responsibilities. Board members enjoy collegial working relationships among themselves and with college administrators. The entire college community benefits from this positive administrative leadership and governance model.
- The President has initiated several new venues for her interaction with faculty and staff. Examples of this increased access to the President include annual conversations between the President and representatives of each division, the annual state of the college address, expanding the membership of College Council, increased meetings between the Academic Affairs Council representatives and the President, and open forums with the President during the academic year.

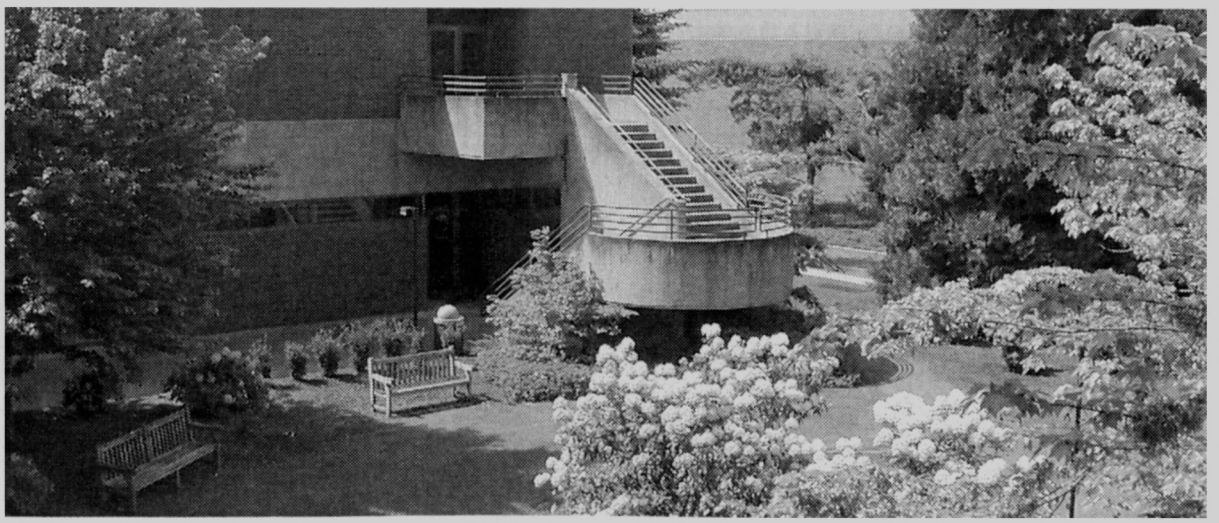
Challenges

- As this accreditation report is being written, one important challenge is the imprecise nature of the definitions that the various college staff use in conversation and documents when referring to "governance." Important academic and instructional decisions made by faculty may be considered by some as part of "teaching" while others see it as an aspect of "governance." At time of this writing, it appears likely that it will take more time and energy to develop consensus on shared definitions. In addition, the college promotes a culture of collaboration and inclusiveness with decision-making. However, faculty, students, and classified staff struggle with the time commitment of active and full participation. Also, members of councils and committees are unclear with the question of who do they represent when serving on committees or councils—themselves or their associations?

  As a dynamic and future oriented organization, LBCC will need to take the time and energy to allow students and staff to discuss decision making. The revitalization of campus committees in the past two years has been a significant first step in refocusing peoples' attention to these issues.

- Because the Classified Association President is often the only (classified) representative in college forums, the classified employees at LBCC believe that they do not have a forum to discuss issues or concerns and, therefore, do not have a decision-making or consensus-building voice of their own.

  Although the Classified Association President attends College Council meetings, there is not always information to bring back to the membership. College Council is changing its structure to be more collaborative and the association President is obtaining more information in order to keep the classified employees updated.



Supporting Documentation for Standard Six

Appendices:

6.1 Board membership including background statement on each board member.

6.2 Organization chart and list of administrative and academic changes since the last (1997) accreditation visit.

Exhibits:

6.1 Articles of incorporation and by-laws – Early formation results and Oregon Community College Election Law.

6.2 Board policy manual together with the agenda and minutes of the last three years of meetings.

6.3 Administrative policy manual/rules.

6.4 Administrative position descriptions.

6.5 Administrators' resumes.

6.6 MESA manual with performance appraisal documentation.

6.7 Examples of compensation surveys.

6.8 Salary data including ranges of administration and staff.

6.9 On-line survey results of LBCC managers, faculty and classified.

6.10 List of currently active committee and task forces with names and on-campus phone numbers of committee or task force chairs (ARA 101).

6.11 ASG constitution.

6.12 Faculty and Staff Associations constitutions or bylaws with minutes of meetings for past three years.

6.13 Collective bargaining agreements: Faculty and Classified Associations

Appendix 6.1:
Linn-Benton Community College Board of Education

Zone 1 – South & East Linn County

Ms. Janice Horner, a Certified Public Accountant, serves as a partner with the office of Sundburg, Rauch, Benneth, Horner and McFetridge in Lebanon, Oregon. She has represented South and East Linn County on the LBCC Board of Education since September 1998 and was re-elected for another four-year term in May 2007.

Zone 2-3 – North & West Linn County

Mr. Claus Sass is President and General Manager of DLF International Seed, headquartered in Halsey, Oregon. The only seed company in the United States that provides USDA certified organic forage, lawn, and cover crop seed, DLF Organic employs approximately 30 workers and posts $35 million in revenues annually. Mr. Sass was elected to a two-year term in May 2007.

Zone 2-3 – North & West Linn County

Mr. Dick Running is a Certified Public Accountant who has lived in Albany since 1976. He has a bachelor's degree in business administration from Pacific Lutheran University and an MBA from the University of Denver. Mr. Running was elected to a four-year term in May 2007.

Zone 4 – Lebanon Area

Mr. Harold (Hal) Brayton, who represents the city of Lebanon, has been a Board member since July 1996. Currently serving as Chair of the Board, Mr. Brayton was re-elected for another four-year term in May 2007.

Zone 5 – Rural Linn & Benton County

Mr. Ron Mason, a retired LBCC math instructor, taught at the college for many years. He represents rural Benton County and two precincts of Linn County. A Board member since May 2005, Mr. Mason currently is the Vice Chair.

Zone 6-7 – City of Corvallis

Dr. Tom Wogaman is a retired K–12 school superintendent who represents a portion of the city of Corvallis. He has served on the LBCC Board since January of 1992, which makes him the longest serving member of the Board.

Zone 6-7 – City of Corvallis

Dr. Ann Brodie is a retired Oregon State University professor who represents a portion of the city of Corvallis. She has served on the Board since July of 2003 and currently is the Past Board Chair. In May of 2007 she was re-elected to the Board for another four-year term.

Appendix 6.2:

Organization Chart & Principal Administrative Changes

Linn-Benton COMMUNITY COLLEGE

Board of Education
Hal Brayton, Dr. Ann Brodie, Janice Horner, Ron Mason, Dick Running, Claus Sass, Dr. Tom Wogaman

President
Dr. Rita Cavin

Academic Affairs
Carol Schaafsma, Vice President

College Advancement
Marlene Propst, Director

Development
John McArdle, Director

Administrative & Student Affairs
Dr. Mike Holland, Vice President

Curriculum & Instructional Programs
Elizabeth Lundy, Dean

Health & Human Services Division
Dr. Jim Bell, Dean

Student Services Division
Dr. Diane Watson, Dean

Fiscal & Auxiliary Services
Jim Huckestein, Director

Arts & Communication Division
Gary Ruppert, Dean

Math & Science Division
Daniel Lara, Dean

Family Resources & Education Division
Dr. Beth Hogeland, Dean

Human Resources
Marsha Fugate, Director

Business & Computer Systems Division
Dr. Jerry Wille, Dean

Benton Center
Dr. Colleen Clancy, Director

Health Occupations & Workforce Education Division
Ann Malosh, Dean

Facilities
Kevin Nicholson, Director

Engineering & Industrial Division
Fred Haynes, Dean

Linn Centers
Dawn McNannay, Director

Information Services
Ann Adams, Director

07/01/07

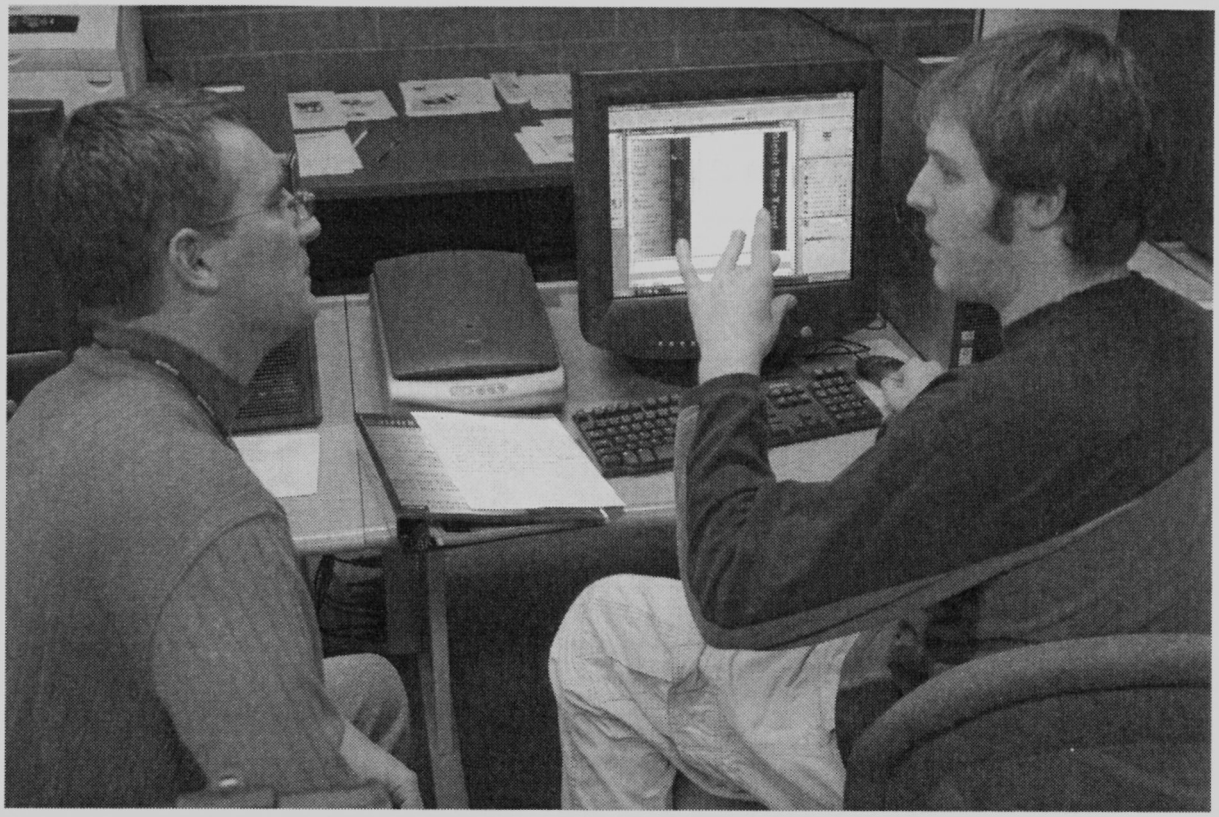
Principal Administrative Changes Since the 1997 Accreditation Visit

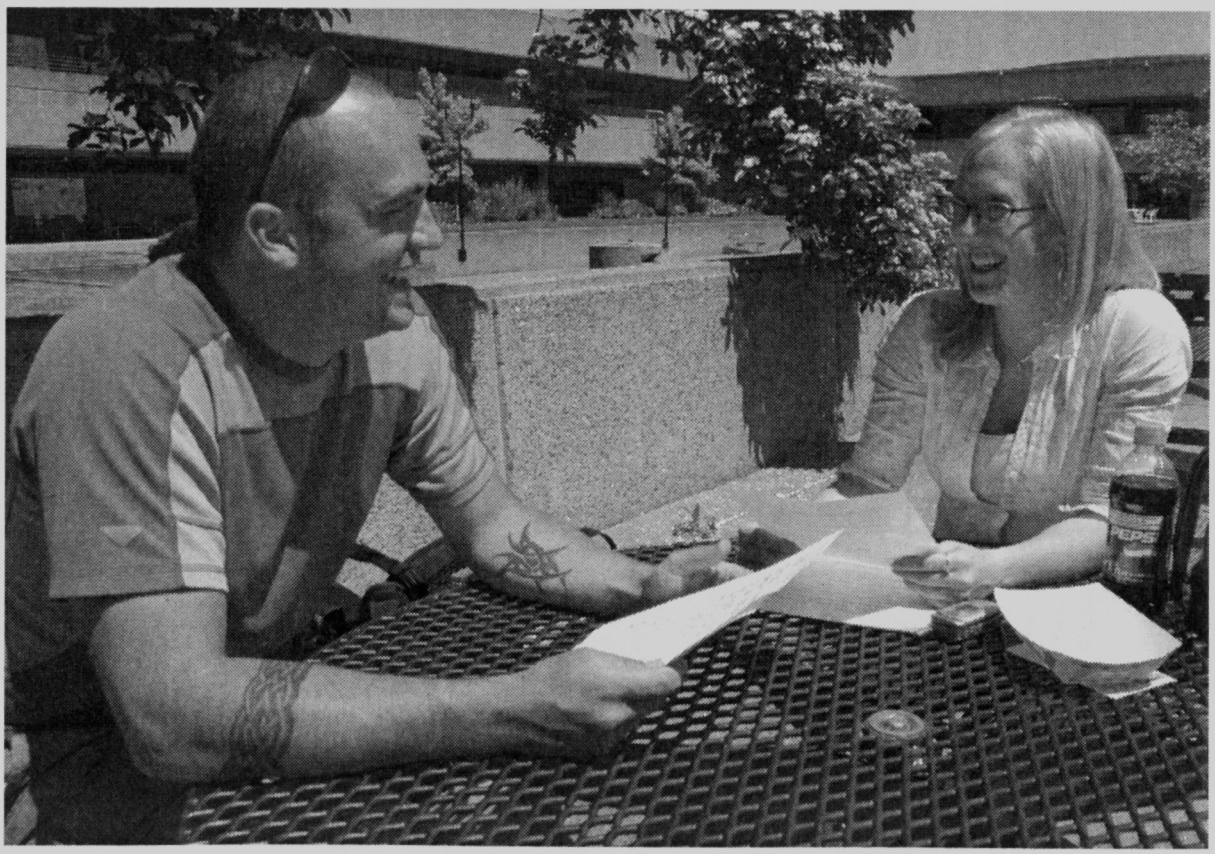
President

Rita Cavin appointed to replace Jon Carnahan.

Vice President of Academic Affairs

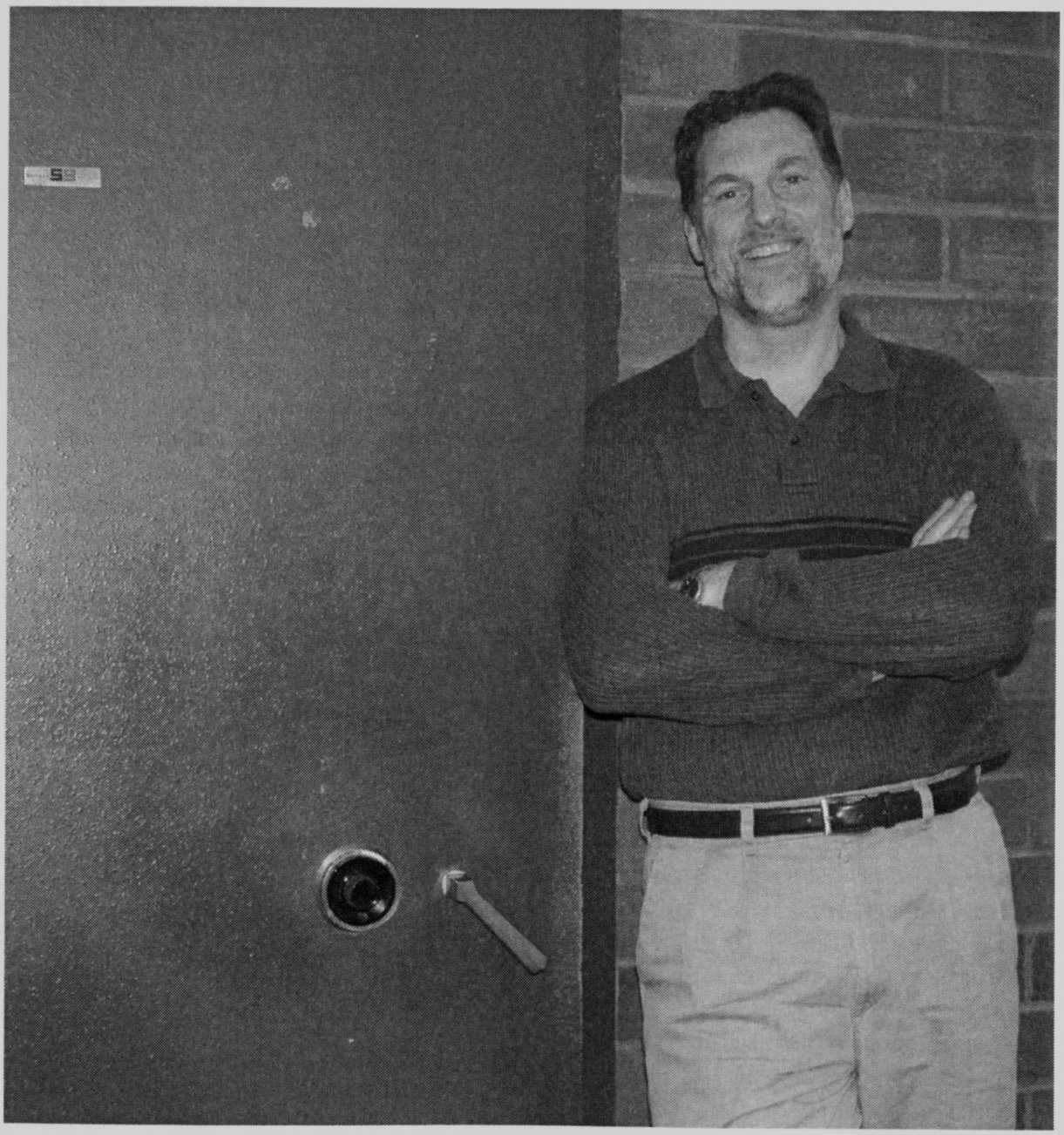
Carol Schaafsma appointed to replace Edwin Watson.





STANDARD SEVEN

Finance



STANDARD SEVEN
Finance

I. Overview

Linn-Benton Community College's history of financial planning, building reserves for stability, preserving investment in infrastructure, and managing the drama around financial factors outside the college's control has been critical to the institution over the last decade. Maintaining or growing reserves have demonstrated considerable fiscal discipline, and these internal buffers have mitigated to some extent the instability of state funding. The college has been able to make major improvements to all the facilities at the community education centers, as well as some improvements at the Albany campus, while keeping debt low. Permitting departments to grow during times of declining resources through a self-support model has been instrumental in keeping classes available to students. Grant and contract activities have enhanced the diversity of LBCC's revenue streams. The college's primary fiscal challenges include (1) creating a stable funding environment and maintaining adequate reserves in a climate of enduring financial uncertainty, and (2) balancing LBCC's response to cost pressures from health insurance, utilities, retirement costs, salaries and self-financed construction with the goal of providing students affordable, high quality educational programs.

A small number of changes in financial operations and significant improvements in infrastructure have taken place over the last 10 years, with large impacts for students. The greatest changes have been increases in tuition rates and tuition revenues due to dramatic decreases in state funding levels.

A number of front-end operations have been transformed through Web-based delivery. With the introduction of Web-based registration and payment, as well as a direct deposit options for financial aid and student refunds, a large portion of students now transact their education-related business without frontline staff involvement. These Web services are available in a nearly 24/7 environment.

LBCC was fortunate to have passed two bond issues in 1994 and 2000 for $11.6 and $19.1 million, respectively, that addressed major maintenance and infrastructure needs across the college. New facilities include the East Linn Workforce Development Center in Lebanon, the Sweet Home Center within Sweet Home High School, the Horse Management classroom and stables in Albany, and the North Santiam classroom building. Remodeled facilities include the Benton Center in Corvallis and the Activities Center in Albany, as well as a number of smaller projects. LBCC issued pension obligation bonds effective Feb. 27, 2004, to offset the college's unfunded actuarial liability in the Public Employees Retirement System. The college began using the Government Accounting Standards Board 35 reporting model in June 2003.

II. Financial Planning and Management

Board Policies 3010 and 3030 (Exhibit 7.1) designate the college President as the responsible party for administering the college. Board policy 3040 (Exhibit 7.2) designates the President to develop and submit the annual budget. The LBCC Board of Education annually designates the budget officer through resolution. (Exhibit 7.3) The business officer is responsible for accounting for all funds. (Board Policy 5030) (Exhibit 7.4)

The college has a history of strong and deliberate financial planning. A four-year financial projection is utilized to keep resources and requirements on a balanced trajectory years into the future while maintaining a target for fund balance that provides a buffer for revenue declines. Three- or four-year projections for computer-related infrastructure and major maintenance needs inform budget requirements. Roof replacement requirements are projected for up to the lives of the roofs. Capital planning and related debt requirements are incorporated into the financial planning process.

The college's budget process is established by Oregon Statute (ORS 294). The budget calendar is approved by the LBCC Board in October; it outlines the elements of the budget process and ensures legal compliance. (Exhibit 7.5) Prior to the public budget process, the budget officer uses financial models to project the revenue and expenditure outlook for the subsequent fiscal year. A Board work session in November is utilized to set the framework for budget development, incorporating strategic plan elements as well as general budget direction. The proposed budget for the general fund is built based on the current year, with known changes in personnel expenditures due to contractual obligations and adjustments for expected changes in benefits costs, materials, services, and capital outlay. A decision package process is used to address requests for additional budget. The budget goes through a series of iterations and updates as it passes between the Vice Presidents and budget managers in the divisions and departments, resulting in an administration recommendation of a proposed balanced budget for review by the Budget Committee. The Budget Committee is comprised of the seven members of the LBCC Board of Education and seven appointed representatives of the community.

A recent development for the college has been revision of the budget planning process to make it more transparent and inclusive. During fiscal year 2005–2006, with another round of reductions anticipated for the 2006–2007 annual budget, the President formed a special budget advisory to examine budget assumptions and the college staff's suggestions and preferences for making budget decisions. A survey was administered to all contracted staff to distill the staff's preferences in relation to macro budget decisions. The committee delivered a set of budget decision principles to guide the development of budgets (Exhibit 7.6), and it also recommended two new committees, which are looking at revenue enhancement as well as entrepreneurial activities and efficiency.

Additional changes to the budget planning process have been developed and were utilized for the first time during fiscal year 2006–2007 for the 2007–2008 budget. (Exhibit 7.7) The primary goals of the new process are to link resources more closely to the strategic plan, to provide more input into the planning process, and to be more transparent in decisions that allocate resources. In the last few budget cycles prior to the development of the 2007-2008 budget, the college had not updated its strategic plan and so had no links within the budget for strategic investments. The college has budgeted primarily by organizational unit rather than program, so programmatic investments were more difficult to observe.

The college has utilized general obligation bond financing for the majority of its capital projects. General obligation bonds are referred to voters and repaid through property taxes assessments that are outside tax limitations. When bond financing is not available, or when other revenues are available to cover the debt, certificates of participation or full faith and credit obligations are used to finance capital construction. Non-bond obligations are modest in size to ensure there is not an unreasonable drain on resources needed for educational purposes. The college has identified specific needs for self-funded capital investment, specifically a Health/Science building coupled with renovation of the existing science and technology building, as well as the Library and Learning center renovations. The college is working on funding for these projects from a variety of sources, such as private and public giving, matching funds from state and federal governments, with the balance of funds to come from borrowing. Balancing the sources, timing, and costs of the funding streams within the colleges planned allocation for debt, while minimizing costs to students remains a concern.

Board policy 5035 guides the use and limits of debt. (Exhibit 7.8) Oregon Revised Statute 341.675 limits the

amount of bonded debt to 1.5 percent of real market value within the college's taxing district. Policy 5035 is more restrictive, at 65 percent of the statutory limit, but the college is well below the policies debt limits. As of June 30, 2006, the college's general obligation bonded debt was $17,286,333—roughly 10 percent of the statutory limit. Debt for capital projects is reviewed periodically, controlled carefully, and justified. Exhibit 7.8 shows the college's debt service schedule for 2006–2007 to 2016–2017 for general obligation bonds, certificates of participation, and pension obligation bonds.

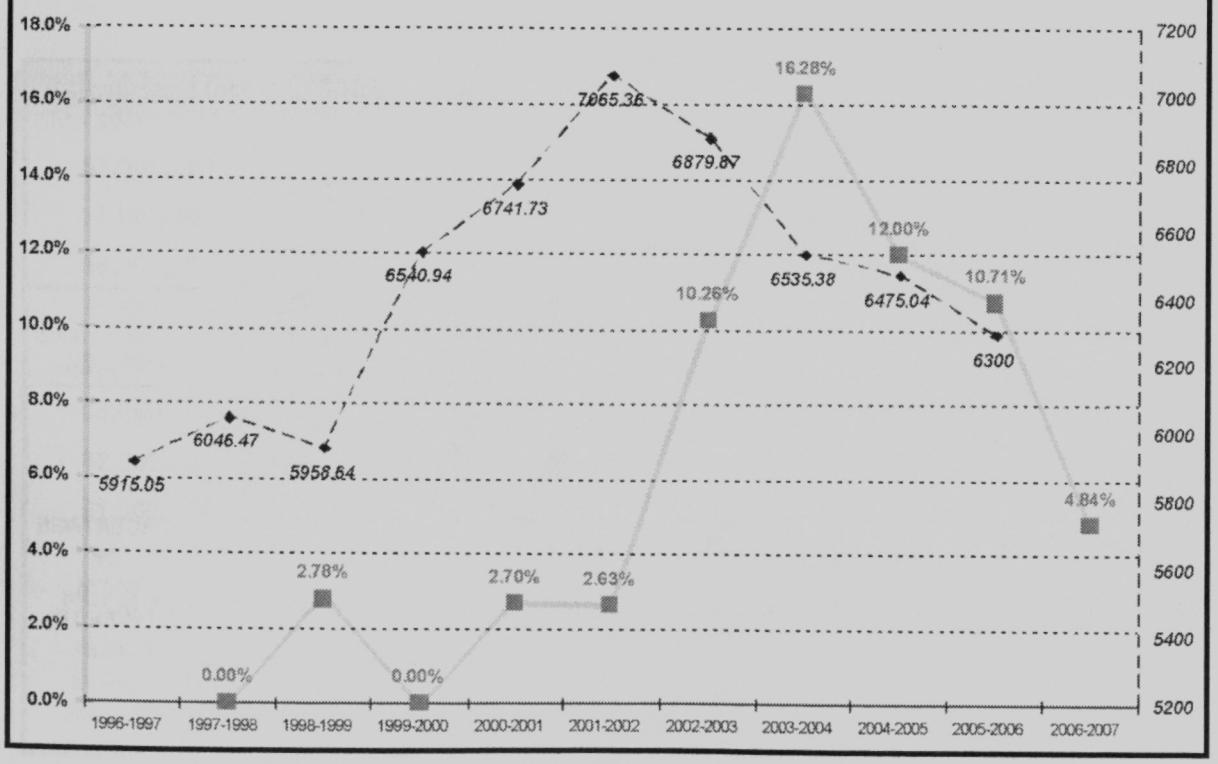
A. Adequacy of Financial Resources

1. Revenue Factors

In the late 1990s a transition from being funded primarily from property taxes to being funded primarily from state resources was completed. The shift resulted from passage of ballot measures 5, 47, and 50. As state resources became a larger share of total resources, additional emphasis was placed on the inputs and outputs of the state funding formula. Initially, in order to maintain relative shares of state resources, Oregon's community colleges were induced to grow at the statewide rate in terms of FTE. Colleges that grew faster than the statewide average could generate additional state resources, while colleges with below average growth experienced an accelerated decline in state resources. Overall this caused accelerated headcount and FTE growth statewide during the period between 1998–1999 to 2001–2002. (Exhibit 7.2 FTE and Headcount trends 1994–1995 through 2004–2005) In the middle of the 2001–2003 biennium, the downturn in the U. S. and Oregon economies brought about a rapid decline in state funding. LBCC's 2001–2002 budget was prepared with a figure of just over $17 million in state revenue. By 2002–2003 the college's actual state resources had declined to just $14.4 million.

The state of Oregon budget has an unusual set of factors that exacerbate the fluctuations in available state resources. If state general fund revenues exceed projections made during budget preparations by more than 2 percent, the entire excess must be rebated to tax-

Figure 7.1: Tuition Rate Increases and Total FTE



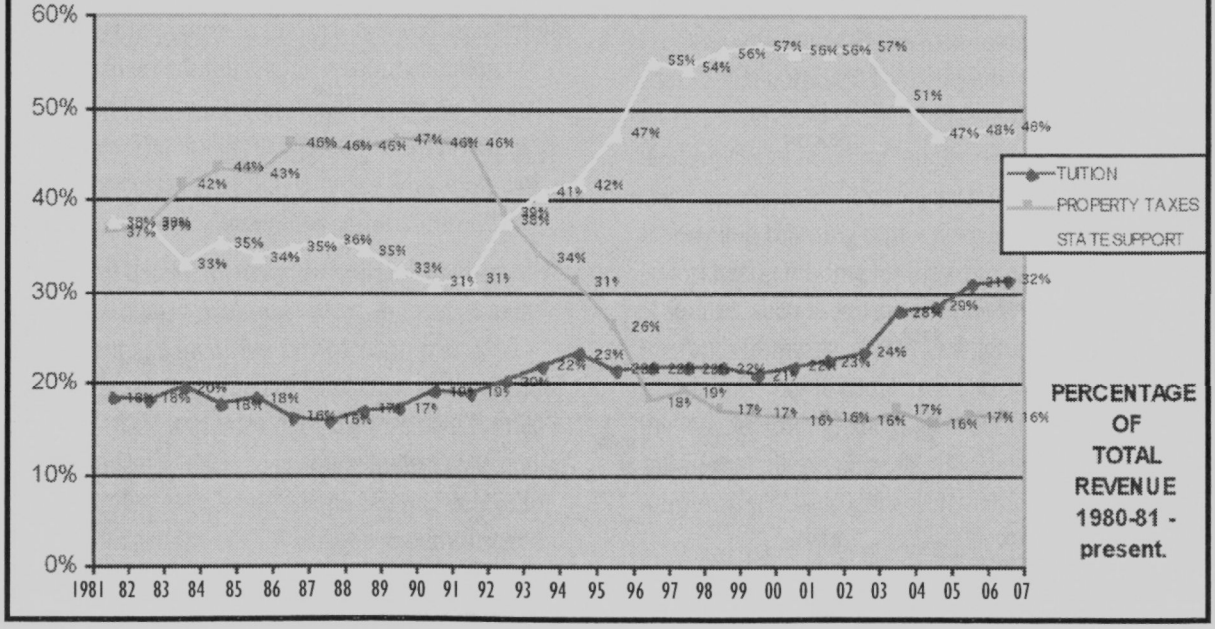
payers. The state has no rainy day fund or buffering if revenues fall below projections. This model removes the feast but leaves the famine when fluctuations occur in income tax revenues. There are no savings to cushion revenue shortfalls. In the middle of the 2001–2003 biennium, five legislative special sessions were conducted to reduce appropriations and rebalance the state budget.

One critical piece of legislation the legislature passed was Senate Bill 1022, which allows the state to delay the final payment for community college support each biennium to July of the first year of the subsequent biennium. This means the college must plan to receive three payments in the second year of a biennium and five payments in the first year of a biennium, further complicating cash management. Since Oregon is heavily dependent on income taxes, which are in turn highly reactive to both individual earnings and capital gains and losses, the college must be prepared for the sudden funding losses that can occur with market downturns.

The funding formula for distribution of state resources has been under discussion and revision for many years. While its primary driver is FTE, the resources to be included in the formula for distribution were in dispute. An outcome of the last property tax limitation measure was the introduction of permanent inequality of tax rates between Oregon's community colleges. This has caused large differences in resources available to individual colleges from property taxes. LBCC's property tax resources are among the lowest on a per FTE basis of the 17 Oregon community colleges. (Exhibit 7.3) Eliminating this inequality has been addressed in the current funding model, with full equity of public resources to be realized over a six-year period. The final year of implementation is expected to be 2010–2011. In each of the six years of implementation, all colleges will move incrementally towards the statewide average of public resources per FTE. With an FTE-driven formula, the college must sustain or increase its share of reimbursable FTE in order to stabilize or grow state resources.

Property tax revenue has become the smallest of LBCC's three major revenue sources. With a pair of independent limitations on individual property tax assessments, it will continue to fall as a percentage of total revenue. Taxes cannot increase more than 3 percent per year on existing individual properties, and taxes for education are also limited to 5 percent of real market value on individual properties. New property additions can cause overall tax revenue to increase in excess of the 3 percent limit. All taxing districts, including the

Figure 7.2: Percentage of Total Resources 1981–present. (Source: LBCC financial statements)



college, have been assigned permanent rates and have no ability to increase them.

Tuition has been the only resource over which the college has control to maintain or grow its offerings. Together with program and service reductions, large tuition increases have been necessary to slow the decline in the number of sections offered and to partially replace declines in state support. Between 1997–1998 and 2002–2002 annual tuition increases were below 2.8 percent, with two years of zero increase. Between fiscal years 2002–2003 and 2005–2006 tuition increases were between 10.2 and 16.3 percent. As illustrated in Figure 7.1, reductions in state support beginning in FY2001–2002 caused declines in total FTE as well as tuition increases many times the normal rates. The increase for fiscal year 2006–2007 was a more modest 4.8 percent. (Figure 7.1) Historical tuition rates are in Exhibit 7.4.

The LBCC Board of Education has been in the difficult position of maintaining access for everyone at the cost of affordability for some. Smaller tuition increases would have necessitated the elimination of many additional sections. Offering as many courses as possible to maintain schedule availability was deemed to be more important than the access created from having the lowest tuition in Oregon.

Tuition and fees rates are relatively transparent at LBCC. Rates are primarily charged on a per-credit-hour basis, with few individual course fees. LBCC's tuition and fee rates are among the lowest in the state. See Exhibit 7.5 for rate comparisons.

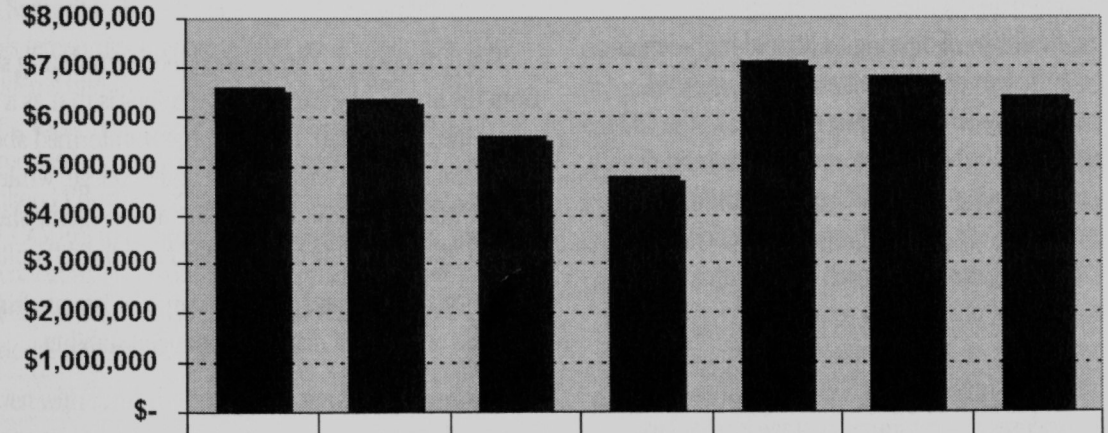
Figure 7.2 illustrates how funding from major revenue sources has shifted over the years from property taxpayers, to the state (through income taxes), to students (through tuition and fees).

2. Expenditure Factors

At a time of rapidly declining state resources, a number of cost drivers intensified the difficulties in balancing resources and requirements. Systemic characteristics of the public employees retirement system (PERS) and stock market declines after 2000 caused projections of 200 percent rate increases from the FY2003 level to cover unfunded pension liabilities. Additional factors driving up costs are the large increases for utilities and health insurance premiums and contractual increases for personnel and benefits.

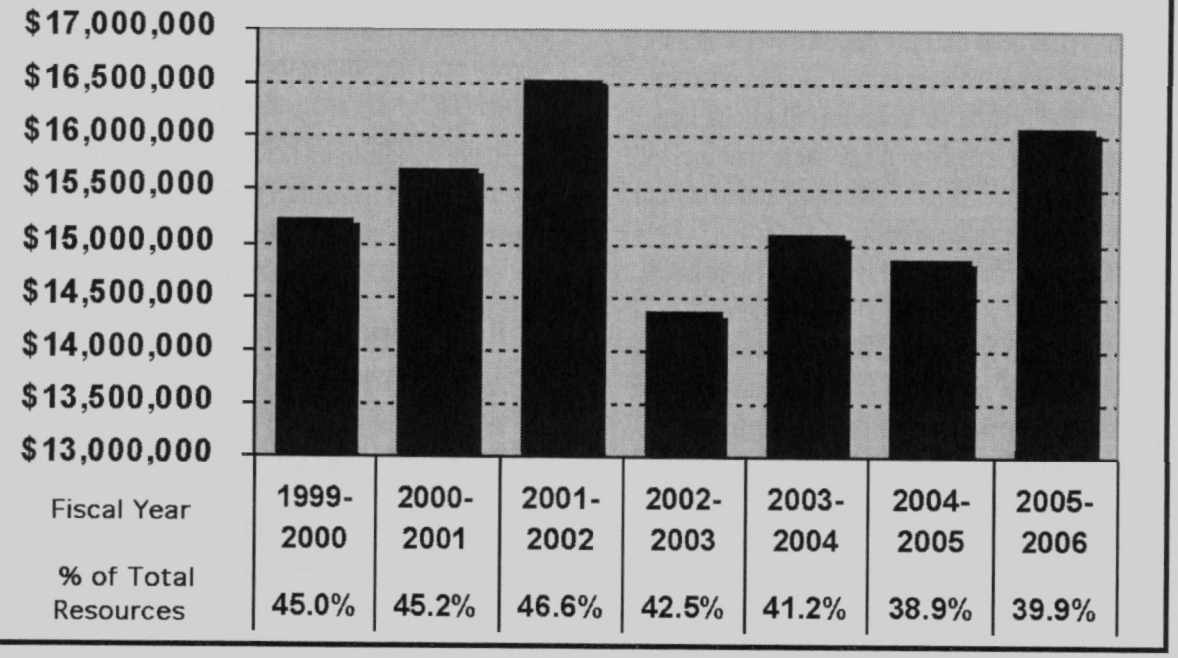
The college has responded to declines in state revenue with a series of service-level reductions initiated within the regular budget planning cycle. Use of carryover to maintain budgeted levels of service within

Figure 7.3: Ending Fund Balance



Fiscal Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
% of Total Resources	19.5%	18.3%	15.8%	14.2%	19.4%	17.8%	15.9%

Figure 7.4: State Resources



each budget year has allowed for a thoughtful and deliberate response in the following year's budget. The college made budget reductions of $1.3 million in FY2002–2003 and $2.8 million in FY2003–2004, added back $500,000 in FY2004–2005, and then cut $1.3 million in FY2005–2006.

FY2004–2005 also saw the introduction of budget authorization for self-supporting classes, which could be offered only if tuition covered the direct costs of instruction and an overhead rate. This allowed departments the flexibility of offering additional high-demand courses if sufficient enrollments could be generated. While the PERS system was being reformed in the 2004 legislature, LBCC bonded for its unfunded actuarial liability in an attempt to further reduce pension costs over the next 23-year period. Current projections for pension cost increases are 30 percent more than 2003 levels as a percent of salary. In response to ongoing utility cost increases, a series of energy saving improvements have been made in an effort to slow increases in utility expenses as new square footage is added to campus facilities.

3. Ending Fund Balance

Due to the volatility of state resources combined with the delayed payment strategy, the college tries to insulate students and staff from large fluctuations in annual revenues by utilizing a healthy fund balance in the general fund. This proved critical in reacting to declines in state revenue, as illustrated in Figures 7.3 and 7.4. The recovery of the fund balance in 2003–2004 was, in part, due to an insurance recovery resulting from a building fire.

The down side of doing a good job of insulating staff from the drama of financial fluctuations is that as a whole the college staff are somewhat uninformed about the macro financial environment at the college. While going through successive years of reductions, some staff are still unaware of the extent of the financial difficulties.

Non-general funds have maintained adequate fund balances and have a history of financial stability.

4. Reserves

A series of reserves for technology, maintenance, and roof replacement plus a healthy general fund balance are maintained and act as buffers during revenue shortfalls; they also reduce the need to borrow funds for

operations due to delayed state payments. Requests for reserve resources are managed either centrally through committee structures such as the Computer Resource Management Committee, or they are incorporated into facilities maintenance planning, as is the case with roof and major maintenance reserves. Because it has reserves for equipment replacement, the college has been able to continue funding annual computer and equipment replacements—even when resources were falling—without incurring debt for the purchases.

5. Transfers and Interfund Borrowing

Transfers among major funds and interfund borrowing are restricted by local budget law and require LBCC Board approval. Annually the board approves a resolution authorizing interfund borrowing, while transfers among funds are brought to the board and approved individually if necessary. The record of budget transfers has been consistent with college financial policies and local budget law.

6. Other Funds

LBCC is committed to seeking revenue from a variety of sources to enhance services and strengthen programs. The college was able to leverage the construction of the Lebanon Center in 2002 with a community need for a One-Stop center. A large part of the lower floor of the building is rented to tenants involved in the One-Stop program, which provides additional revenue to the college. LBCC's Nursing Program has received funds from Samaritan Health Services for faculty support as well as temporary support to offer an additional cohort of students into the program for FY2003 and FY2004. During fiscal year 2005–2006 the college applied for and received grants and contracts such as TRIO, Early Childhood Educator, Radiological Sciences Education, and CCAMPIS to improve student success efforts, provide educators professional development, and provide child care subsidies. The LBCC Foundation provides additional resources for programs.

Even with funded reserves, strategies employed to lower pension and utility costs, and changes to the funding formula, the college was forced into a series of budget reductions and historically large tuition increases over the last six years. From its peak in 2001–2002, FTE has declined from 7,065 FTE to 6,426 in 2005–2006. During the same period tuition has increased from $39 to $62 per credit hour. The general fund budget reflects the volatility of the college's revenue and expenditure streams. (Exhibit 7.6) Because of the reserves and long-term viewpoint, LBCC was able to make the necessary reductions over a series of years in a thoughtful and careful manner, within the regular budget planning cycles. Mid-year budget reductions were relatively minor and felt more opportunistic than reactionary. The net effects of these reductions have been (1) a decline in the college's capacity to serve students in both classes and support services, (2) a decline in affordability for some students, (3) an increase in student borrowing, and (4) an increase in college staff workload.

Historically the college has allocated a larger portion of its resources to the budget categories of Instruction, Instructional Support, and Student Services than the statewide average; however, that has changed over the last few years, and now the college is slightly below the statewide average for these areas. The portion allocated to college services has garnered a larger share. Instruction and instructional support accounted for 60.58 percent of general fund expenditures in FY2005 compared to 66.59 percent in FY2000. College support increased over the same period from 17.01 percent to 22.33 percent. The primary reason is LBCC does not allocate costs such as postage, utilities, telecommunications, nor centrally purchased computer equipment to multiple programmatic areas. The portion allocated to plant operations was virtually unchanged, while the portion allotted to student services increased from 8.29 percent to 9.09 percent. Exhibits 7.9 and 7.10 show a statewide comparison of general fund expenditures percentage by category for the fiscal years 1999–2000 and 2004–2005.

LBCC identifies the sources of student financial aid for current enrollments and provides evidence of planning for future financial aid in light of projected enrollments. It monitors and controls the relationship between unfunded financial student aid and tuition revenues. The structure, rules, and logic of our administrative software system's (Banner®) financial

aid module are utilized to help plan for future student usage of financial aid. For example, the Financial Aid Office maintains a "new year plan" for federal financial aid, an "overcommitment" projection based on prior year history, and tracks proposed tuition increases throughout the budget calendar and enters any changes into Banner's financial aid packaging module. Banner provides excellent tools for analyzing and monitoring student financial aid programs. Because Banner software is widely used in educational institutions, SunGuard HE keeps their programs updated for the latest changes in federal aid regulations.

7. Auxiliary Operations

The college has three auxiliary operations: the Bookstore, Food Services, and Printing Services (which includes convenience copiers). Overall, the auxiliary operations are responsible for generating sufficient revenues through sales of goods and services to cover personnel and all other expenses. All three auxiliary operations make nominal annual payments to the college for overhead, as well as a percentage of their profits. In addition, the Bookstore will pay approximately $63,000 annually for debt incurred for the 2006 remodel of the store. College operating funds are not used to support Printing Services or the Bookstore. The Food Services operation is integrated with the Culinary Arts instructional department, and the cafeteria operation acts as an instructional lab, providing students with practical experience in food service operations. Culinary Arts and Food Services support each other, sharing staff, coordinating food purchases, and otherwise enhancing the quality of both programs.

B. Financial Management

LBCC's Board of Education policies provide direction for reporting both the current and projected fiscal year end financial positions on a monthly basis. The board reports are presented by the Director of Fiscal and Auxiliary Services at the monthly board meetings. The Director of Fiscal and Auxiliary Services is responsible for all financial operations of the college, including budget, financial planning, cash management, accounting, and investments. The Director of Fiscal and Auxiliary Services holds a degree in accounting as well as an MBA, and reports to the Vice President of Administrative and Student Services. The Director of Business Services is responsible for fiscal operations. The college budget team shares responsibility for decision making when there are financial implications. The college budget team consists of the President; the Vice Presidents; the Dean of Curriculum and Educational Assessment; and the Directors of Fiscal and Auxiliary Services, Human Resources, and Business Services. The budget team meets twice a month to monitor and analyze financial and budgetary information, discuss trends, current events, operating results and policies with financial impacts, and make planning adjustments and decisions.

The Business Office staff is well qualified; with the necessary training, education, and experience to perform their duties. The staff's experience with LBCC ranges from two years to 25 years.

The college utilizes SunGuard SCT Banner to integrate all administrative functions and provide both real time and point-in-time financial reporting. The Banner system is used to record transactions and control expenditures, and it serves as the primary tool for budgeting, planning, and auditing. The subsidiary modules for student, accounts receivable, human resources, financial aid, and budget—as well as financial data from custom interfaces—feed into the Banner finance module to provide accurate and reliable real time information to budget managers and administrative staff. Business process rules (such as purchasing approvals) and budget controls are integrated into the Banner system. This empowers departments to generate some of their own transactions (purchase orders), reducing process time and reliance on centralized functions. Accounting and financial procedures are based on generally accepted accounting principles. While the chart of accounts developed to control and report expenditures and revenues is adequate for internal purposes and financial statement reporting, additional reporting requirements from external constituencies are increasingly difficult to comply with. As state revenues have become the largest revenue stream, the additional reporting requirements of expenditures and budget information in new and more detailed ways continue to grow. The Department of Community Colleges and Workforce Development

(DCCWD) currently is examining changes to expenditure reporting and budget formats as well as the timelines and methods of reporting to DCCWD. Many of the contemplated changes are to increase transparency in budgeting, comparability with K–12 and higher education budgets, and allow manipulation of the data for further analysis by the state's legislative fiscal office.

Board Policy 5030 and Administrative Rule D017 (Exhibits 7.4 and 7.11) detail the investment policy of the college and comply with state statute. The policy seeks to preserve capital, maintain liquidity, and guide the college's risk vs. return expectations. An independent auditing firm performs the annual audit of the college's financial records and financial statements. The audit firm is selected by the Board of Education through a request for proposal process and reports its findings directly to both the professional services subcommittee of the board and the full board. LBCC's most recent audit reports were created under Government Accounting Standards) rule 35's business-type reporting model, which the college adopted starting with the fiscal year ending June 30, 2003. The results of the audit are included in the published annual financial report. (Exhibit 7.12) Annual financial reports and comprehensive annual financial reports also are posted on the college Web site. The college has been the recipient of the Government Finance Officers Association certificate of achievement in financial reporting every year since 1994, indicating a strong desire on the part of the college to improve the report and its usefulness to readers. The audit includes an opinion on the overall financial reporting of the college as well as a separate opinion on its compliance with its major federal programs. The college has not received a management letter in more than 10 years as a result of the controls in place.

Appendix 7.1 shows the current fund revenues, current funds expenditures and transfers, and the summary report of revenues and expenditures based on reporting under the GASB 35 model.

III. Fund Raising and Development

The Linn-Benton Community College Foundation is an a 501(c)(3) Oregon nonprofit corporation organized pursuant to ORS Chapter 61 and operating subject to the Charitable Trust and Corporation Act, ORS 128.610 to 128.750. The Foundation maintains an arm's-length relationship with the college that is defined in an agreement between the two entities. (Exhibit 7.13)

The LBCC Foundation exists for the express purpose of raising and managing funds for the benefit of Linn-Benton Community College and its students, faculty, and community and for advancing and promoting the interests and development of Linn-Benton Community College. The LBCC Foundation consists of a 16–30 member voting Board of Trustees (currently 21) that is separate from the college's Board of Education. At least two members are appointed from the LBCC Board of Education to act as liaisons and attend Foundation Board meetings to enhance the working relationship between the college and the Foundation without attempting to control the Foundation Board. The Foundation Board is guided by its own bylaws and polices. (Exhibit 7.14)

The Executive Director of the Foundation is responsible for managing its activities Foundation. The treasurer is responsible for financial reporting to the Board of Trustees, but may delegate responsibility to a fiscal officer for current accounting and regular reporting of fiscal activities. The college provides accounting services for the Foundation and together the Foundation and college keep complete records of all gifts. The Foundation's finance committee is responsible for investment management within the Foundation investment and endowment policies, and has both self-directed and professionally managed investments. The Foundation uses the investment firm of Edward D. Jones as well as The Commonfund to manage and diversify its investments. The Foundation reports its income annually on IRS Form 990 and is audited annually by an independent firm of certified public accountants on its financial statements. Table 9 provides a summary of annual contributions and endowment fund.

The college has established a College Advancement Team that constantly assesses the needs of the college and advises the Foundation on the college's highest priority projects and needs. The President, both Vice Presidents, the Director of College Advancement, and the Foundation Development Director serve on the team.

IV. Analysis

Strengths

- The college utilizes an integrated administrative software system that provides managers and administrative staff with real time reporting of financial status.
- The management has demonstrated the fiscal discipline to maintain adequate general fund reserves that mitigate unexpected short-term loss of revenues.
- The college has established and funded reserves for maintenance, roof, and technology, which insure that the investment in infrastructure is maintained, current, and meets the expectations of the public for good stewardship.
- The Budget team conducts deliberate and ongoing financial planning for operating funds, capital funds, and reserves.
- LBCC has a history of entrepreneurial activities that enhance the college's ability to achieve its mission in times of reduced resources.
- Business Office staff members have good working relationships with departments across the college and are seen as a resource to aid in problem solving.
- The college's Comprehensive Annual Financial Reports consistently have been awarded the GFOA certificate of excellence in financial reporting for the last 12 years.
- The Foundation has a successful track record of generating additional funds for student aid, program support, and capital improvement projects.

Challenges

- The college must respond to state revenue instability. Recent history indicates that community colleges and higher education fare worse than average among those receiving state funds in times of funding declines.

  Continue statewide leadership in funding issues for community colleges, with an emphasis on systemic stability of state resources. Diversify revenue available to the college through fund raising, grants, contracts, and new ventures. Entrepreneurial and fee committees will examine strategies to increase revenues, reduce costs, and advance projects for the benefit of the college mission.

- The college staff has not been well connected to information about the college's macro financial situation.

  Fiscal Services will provide all college staff with user-friendly financial reporting dashboard and update and improve the Financial FAQ's on the college intranet.

- Fiscal Services spends considerable resources responding to ad hoc information and financial reporting requests from the Department of Community Colleges and Workforce Development, in a manner consistent with the other independent Oregon community colleges.

  Improve budget and expenditure reporting to meet the diverse needs for transparency of financial information. Continue leadership role with Department of Community Colleges and Workforce Development and other Oregon community colleges to implement common fiscal information standards and reporting requirements. Seek to add context to fiscal information so both college and external decision makers are aware of the full impact of decision making.

- Fiscal Services must create visible links in the budget to strategic plan objectives and investments. The absence of an updated strategic plan in the past few years lead to budgets that were devoid of links to strategic plan objectives.

  The college is committed to improve the budget development process and the budget presentation to better convey investments

in programs and results of strategic plan initiatives. We plan to show budget changes and strategic investment in programs from multiple perspectives, and supplement the numeric presentation with narrative to highlight investment in programs. In future years we will incorporate strategic plan targets and measures into the budget document.

- The college must balance the need for planned capital construction projects with available resources for self-funded debt, while making full use of the state's capital construction matching program.

  The college will work with local legislators, student government and community leaders to restore or enhance capital investment at the state level for LBCC and other Oregon Community Colleges. The budget team will create a more comprehensive financing plan for all college funded capital projects.

Supporting Documentation for Standard Seven

Appendices:

7.1 Tables showing current fund revenues, current fund expenditures and transfers, and summary report of revenues and expenditures based on reporting under the GASB 35 model.

Exhibits:

7.1 LBCC Board policy 3010 and 3030 – Authority
7.2 LBCC Board policy 3040 – President's Job Description
7.3 Resolution 25–06 – Establish budget Officer
7.4 LBCC Board policy 5030 – Accounting, Investment and Maintenance of College Funds
7.5 Budget Calendar – Budget Year 2007–2008
7.6 Budget Decision Principles
7.7 Budget Planning Process – Budget Year 2007–2008
7.8 LBCC Board policy 5035 – Debt Management
7.9 Statewide General Funds Operating Expenditures by Category 1999–2000 & 2004–2005
7.10 Statewide FTE by program by Institution 1999–2000 & 2004–2005
7.11 Administrative Rule D017 – Administration of College Funds – Investments
7.12 Annual Financial Report – July 1, 2005 – June 30, 2006
7.13 Agreement between LBCC and LBCC Foundation
7.14 LBCC Foundation Bylaws and Policies
7.15 Multi-Year Financial Planning Model
7.16 Multi-Year Computer Infrastructure Plan
7.17 Budget Planning Process – Budget Year 2008–2009
7.18 Resolution 21-06 Designating Depositories and Authorizing Signatures –2006–2007
7.19 Resolution 22-06 Authorizing Interfund Borrowing-2006–2007
7.20 Financial Section of IPEDS report, 2003–2004, 2004-2005, 2005-2006
7.21 Adopted Budget-Linn-Benton Community College 2006–2007 & 2007–2008
7.22 Operating Budget-Linn-Benton Community College Foundation–2007, annual report, and audit.
7.23 Default rate for two most recent years as provided by U.S. Department of Education.

Appendix 7.1

Tables showing current fund revenues, current fund expenditures and transfers, and summary report of revenues and expenditures

STANDARD SEVEN - FINANCE - TABLE 1: CURRENT FUNDS REVENUES

Source (IPEDS Report)		ACTUAL						PROJECTED					
		Year 1 (2003-04)		Year 2 (2004-05)		Year 3** (2005-06)		Year 5 (2006-07)		Year 6 (2007-08)		Year 6 (2007-08)	
		Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Tuition and Fees		10,331,614	18.4%	11,261,051	21.6%	12,370,918	20.0%	12,989,464	23.4%	13,444,095	20.0%	14,116,300	23.4%
Government Appropriations													
Federal		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
State		18,667,675	33.2%	11,186,426	21.4%	19,752,338	31.9%	12,520,257	22.6%	22,828,002	34.0%	14,250,000	23.6%
Local		6,685,368	11.9%	6,974,305	13.4%	7,467,826	12.1%	7,841,217	14.1%	8,233,278	12.3%	8,644,942	14.3%
Government Grants & Contracts													
Federal	Unrestricted	5,759,878	10.2%	5,360,738	10.3%	4,874,285	7.9%	4,386,857	7.9%	4,474,594	6.7%	4,787,816	7.9%
	Restricted	3,088,652	5.5%	3,067,155	5.9%	2,409,929	3.9%	2,410,000	4.3%	2,458,200	3.7%	2,630,274	4.4%
State	Unrestricted	775,265	1.4%	720,261	1.4%	950,056	1.5%	883,552	1.6%	1,165,405	1.7%	1,083,827	1.8%
	Restricted	599,913	1.1%	677,114	1.3%	569,067	0.9%	642,477	1.2%	539,680	0.8%	609,299	1.0%
Local	Unrestricted	593,914	1.1%	377,361	0.7%	386,686	0.6%	386,686	0.7%	394,458	0.6%	402,347	0.7%
	Restricted	154,918	0.3%	128,932	0.2%	173,075	0.3%	185,500	0.3%	187,355	0.3%	206,091	0.3%
Private Gifts,	Unrestricted	390,093	0.7%	389,878	0.7%	6,640	0.0%	6,640	0.0%	6,773	0.0%	6,908	0.0%
Grants, Contracts	Restricted	73,400	0.1%	2,877	0.0%	2,818	0.0%	2,818	0.0%	2,874	0.0%	2,961	0.0%
Endowment	Unrestricted	-	0.0%		0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Income	Restricted	217,410	0.4%	216,745	0.4%	398,787	0.6%	592,693	1.1%	395,128	0.6%	395,128	0.7%
Sales and Services of Educational Activities		-	0.0%	-	0.0%	-		-	0.0%	-	0.0%	-	0.0%
Auxiliary Enterprises		4,013,315	7.1%	4,104,438	7.9%	4,230,531	6.8%	4,230,532	7.6%	4,358,293	6.5%	4,489,042	7.4%
Hospitals (Including Transfers)		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%		0.0%
Other Sources		4,950,375	8.8%	7,769,620	14.9%	8,236,989	13.3%	8,401,729	15.1%	8,569,763	12.8%	8,741,159	14.5%
Independent Operations		-	0.0%	-	0.0%		0.0%	-	0.0%	-	0.0%	-	0.0%
Total Current Funds Revenues		56,301,790	100.0%	52,236,901	100.0%	61,829,945	100.0%	55,480,422	100.0%	67,057,899	100.0%	60,366,092	100.0%

* Percentage of Total Current Revenues

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

STANDARD SEVEN - FINANCE - TABLE 2: CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS

Functions (IPEDS Report)	ACTUAL						PROJECTED					
	Year 1 (2003-04)		Year 2 (2004-05)		Year 3** (2005-06)		Year 4*** (2006-07)		Year 5 (2007-08)		Year 6 (2008-09)	
	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Education and General Expenditures												
Instruction	21,000,215	41.2%	22,011,405	42.0%	22,596,874	41.3%	24,178,655	41.8%	25,629,374	42.1%	27,167,137	42.4%
Research 10000-6800	114,827	0.2%	128,575	0.2%	139,932	0.3%	146,229	0.3%	152,809	0.3%	159,686	0.2%
Public Service	194,180	0.4%	179,884	0.3%	182,419	0.3%	190,628	0.3%	53,000	0.1%	55,385	0.1%
Academic Support (Excluding Libraries)	2,424,390	4.8%	2,291,943	4.4%	2,607,674	4.8%	2,725,019	4.7%	2,874,895	4.7%	3,033,015	4.7%
Library Expenditures	405,752	0.8%	419,585	0.8%	462,375	0.8%	553,182	1.0%	578,075	0.9%	604,088	0.9%
Student Services	2,876,232	5.6%	2,958,999	5.6%	3,391,517	6.2%	3,544,135	6.1%	3,873,621	6.4%	4,047,934	6.3%
Institutional Support	5,641,528	11.1%	5,632,466	10.8%	6,112,128	11.2%	6,387,174	11.0%	6,674,597	11.0%	6,974,953	10.9%
Plant Operations & Maintenance	2,871,290	5.6%	2,798,382	5.3%	3,133,528	5.7%	3,274,537	5.7%	3,421,891	5.6%	3,575,876	5.6%
Scholarships & Fellowships	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Awards from Unrestricted Funds	7,257,698	14.2%	6,604,896	12.6%	6,628,971	12.1%	6,927,275	12.0%	7,239,002	11.9%	7,564,757	11.8%
Awards from Restricted Funds	590,064	1.2%	607,264	1.2%	698,169	1.3%	729,587	1.3%	762,418	1.3%	796,727	1.2%
Educational & General Mandatory Transfer	265,784	0.5%	266,036	0.5%	306,894	0.6%	376,186	0.6%	376,186	0.6%	376,186	0.6%
Total Educational & General Expenditures/Mandatory Transfers	43,641,960	85.6%	43,899,435	83.8%	46,260,481	84.5%	49,032,606	84.7%	51,635,869	84.8%	54,355,744	84.9%
Auxiliary Enterprises (Including Transfers)	4,086,456	8.0%	4,298,593	8.2%	4,265,377	7.8%	4,457,319	7.7%	4,657,898	7.6%	4,867,504	7.6%
Depreciation	1,637,130	3.2%	1,596,850	3.0%	1,664,334	3.0%	1,739,229	3.0%	1,817,494	3.0%	1,899,282	3.0%
Hospitals (Including Transfers)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Independent Operations (Including Transfers)	1,600,023	3.1%	2,592,973	4.9%	2,542,532	4.6%	2,656,946	4.6%	2,776,509	4.6%	2,901,451	4.5%
Total Current Funds Expenditures & Mandatory Transfers	50,965,569	100.0%	52,387,851	100.0%	54,732,724	100.0%	57,886,100	100.0%	60,887,770	100.0%	64,023,981	100.0%

* Percentage of Total Current Revenues

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

STANDARD SEVEN - FINANCE - TABLE 3: SUMMARY REPORT OF REVENUES AND EXPENDITURES

	ACTUAL			PROJECTED		
	Year 1 (2003-04)	Year 2 (2004-05)	Year 3** (2005-06)	Year 4*** (2006-07)	Year 5 (2007-08)	Year 6 (2008-09)
	Amount	Amount	Amount	Amount	Amount	Amount
Education and General						
Revenues	52,288,475	48,132,463	57,599,414	51,249,890	62,699,606	55,877,050
Expenditures	46,879,113	48,089,258	50,467,347	53,428,781	56,229,872	59,156,477
Transfers - Mandatory	265,784	266,036	306,894	376,186	376,186	376,186
Transfers - Non Mandatory	636,705	769,437	1,309,000	1,231,562	1,151,719	1,152,719
Net Excess (Deficit)	4,506,872	(992,268)	5,516,172	(3,786,640)	4,941,829	(4,808,332)
Auxiliary Enterprises						
Revenues	4,013,315	4,104,438	4,230,531	4,230,532	4,358,293	4,489,042
Expenditures	4,086,456	4,298,593	4,265,377	4,457,319	4,657,898	4,867,504
Transfers - Mandatory	2,000	2,000	1,000	2,000	2,000	2,000
Transfers - Non Mandatory	127,345	116,901	62,195	225,143	207,850	210,673
Net Excess (Deficit)	(202,486)	(313,056)	(98,041)	(453,930)	(509,455)	(591,135)
Net Operational Excess (Deficit)	4,304,386	(1,305,324)	5,418,131	(4,240,570)	4,432,374	(5,399,467)

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

STANDARD SEVEN - FINANCE - TABLE 4: SOURCES OF FINANCIAL AID

	ACTUAL						PROJECTED					
	Year 1 (2003-04)		Year 2 (2004-05)		Year 3** (2005-06)		Year 4*** (2006-07)		Year 5 (2007-08)		Year 6 (2008-09)	
	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*	Amount	%*
Source												
Annual Private Contributions	370,411	2.9%	377,404	2.9%	386,506	3.1%	405,831	3.1%	420,035	3.1%	434,737	0.0307
Government State Aid	782,517	6.1%	719,454	5.6%	950,475	7.5%	997,999	7.5%	1,032,929	7.5%	1,069,081	0.0754
Federal Aid (PELL, SEOG, WS)	5,500,252	42.7%	5,093,648	39.8%	4,618,609	36.6%	4,849,539	36.6%	5,019,273	36.6%	5,194,948	0.3664
Endowment Earnings (Non-Foundation)		0.0%		0.0%		0.0%		0.0%		0.0%	0	0
Institutional Unfunded Aid	1,301,662	10.1%	1,158,111	9.0%	1,528,133	12.1%	1,604,540	12.1%	1,660,699	12.1%	1,718,823	0.1212
Federal Student Loans	4,909,542	38.1%	5,456,181	42.6%	5,118,062	40.6%	5,373,965	40.6%	5,562,054	40.6%	5,756,726	0.406
Nonfederal Workstudy Aid	7,160	0.1%	4,698	0.0%	4,729	0.0%	4,965	0.0%	5,139	0.0%	5,319	0.0004
Total Financial Aid	12,871,544	100.0%	12,809,496	100.0%	12,606,514	100.0%	13,236,840	100.0%	13,700,129	100.0%	14,179,634	100.0%

* Percentage of Total Financial Aid

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

STANDARD SEVEN - FINANCE - DEBT SERVICE SCHEDULE

Future Bonded debt requirement for the 2001 issue are as follows:

	Principal	Interest	Total
2006-07	1,019,857	90,143	1,110,000
2007-08	970,312	134,688	1,105,000
2008-09	925,537	179,463	1,105,000
2009-10	905,469	229,531	1,135,000
20010-11	869,009	275,991	1,145,000
20011-12	840,001	329,999	1,170,000
20012-13	807,891	382,109	1,190,000
20013-14	772,598	432,402	1,205,000
20014-15	749,382	490,618	1,240,000
20015-16	720,203	539,797	1,260,000
Total	$ 8,580,259	$ 3,084,741	$ 11,665,000

Future Bonded debt requirement for the 2002 issue are as follows:

	Principal	Interest	Total
2006-07	871,991	68,009	940,000
2007-08	892,410	112,590	1,005,000
2008-09	901,512	163,488	1,065,000
2009-10	887,480	212,520	1,100,000
20010-11	891,297	268,703	1,160,000
20011-12	880,048	324,952	1,205,000
20012-13	866,791	388,209	1,255,000
20013-14	858,826	456,174	1,315,000
20014-15	835,832	519,168	1,355,000
20015-16	819,887	590,113	1,410,000
Total	$ 8,706,074	$ 3,103,926	$ 11,810,000

Future Bonded debt requirement for the 2004 issue are as follows:

	Principal	Interest	Total
2006-07	-	1,562,186.00	1,562,186
2007-08	110,000	1,562,186	1,672,186
2008-09	185,000	1,558,503	1,743,503
2009-10	265,000	1,551,825	1,816,825
2010-11	355,000	1,541,092	1,896,092
2011-12	450,000	1,525,611	1,975,611
2012-13	555,000	1,505,118	2,060,118
2013-14	670,000	1,478,772	2,148,772
2014-15	795,000	1,446,632	2,241,632
2015-16	925,000	1,407,701	2,332,701
2016-17	1,070,000	1,361,478	2,431,478
2017-18	1,230,000	1,306,941	2,536,941
2018-19	1,400,000	1,243,018	2,643,018
2019-20	1,590,000	1,166,857	2,756,857
2020-21	1,795,000	1,080,362	2,875,362
2021-22	2,015,000	982,713	2,997,713
2022-23	2,250,000	873,098	3,123,098
2023-24	2,505,000	750,697	3,255,697

STANDARD SEVEN - FINANCE - DEBT SERVICE SCHEDULE

	Principal	Interest	Total
2024-25	2,785,000	612,171	3,397,171
2025-26	3,080,000	458,160	3,538,160
2026-27	3,400,000	287,836	3,687,836
2027-28	1,805,000	99,817	1,904,817
Total	$ 29,235,000	$ 25,362,774	$ 54,597,774

The following is a schedule combining the 2001, 2002 and 2004 outstanding bond issues:

	Principal	Interest	Total
2006-07	1,891,848	1,720,338	3,612,186
2007-08	1,972,722	1,809,464	3,782,186
2008-09	2,012,049	1,901,454	3,913,503
2009-10	2,057,949	1,993,876	4,051,825
2010-11	2,115,306	2,085,786	4,201,092
2011-12	2,170,049	2,180,562	4,350,611
2012-13	2,229,682	2,275,436	4,505,118
2013-14	2,301,424	2,367,348	4,668,772
2014-15	2,380,214	2,456,418	4,836,632
2015-16	2,465,090	2,537,611	5,002,701
2016-17	1,070,000	1,361,478.00	2,431,478
2017-18	1,230,000	1,306,941.00	2,536,941
2018-19	1,400,000	1,243,018.00	2,643,018
2019-20	1,590,000	1,166,857.00	2,756,857
2020-21	1,795,000	1,080,362.00	2,875,362
2021-22	2,015,000	982,713.00	2,997,713
2022-23	2,250,000	873,098.00	3,123,098
2023-24	2,505,000	750,697.00	3,255,697
2024-25	2,785,000	612,171.00	3,397,171
2025-26	3,080,000	458,160.00	3,538,160
2026-27	3,400,000	287,836.00	3,687,836
2027-28	1,805,000	99,817.00	1,904,817
Total	$ 46,521,333	$ 31,551,441	$ 78,072,774

STANDARD SEVEN - FINANCE - DEBT SERVICE SCHEDULE

Bond Debt Service
Full Faith and Credit Obligations, Series 2007

	Principal	Coupon	Interest	Debt Service	Annual Debt Service
05/01/2007	-	-	-	-	-
12/01/2007	-	-	74,972.92	74,972.92	-
06/01/2008	90,000	4.000%	64,262.50	154,262.50	229,235.42
12/01/2008	-	-	62,462.50	62,462.50	-
06/01/2009	105,000	4.000%	62,462.50	167,462.50	229,925.00
12/01/2009	-	-	60,362.50	60,362.50	-
06/01/2010	110,000	4.250%	60,362.50	170,362.50	230,725.00
12/01/2010	-	-	58,025.00	58,025.00	-
06/01/2011	115,000	4.000%	58,025.00	173,025.00	231,050.00
12/01/2011	-	-	55,725.00	55,725.00	-
06/01/2012	120,000	4.000%	55,725.00	175,725.00	231,450.00
12/01/2012	-	-	53,325.00	53,325.00	-
06/01/2013	125,000	4.000%	53,325.00	178,325.00	231,650.00
12/01/2013	-	-	50,825.00	50,825.00	-
06/01/2014	130,000	4.000%	50,825.00	180,825.00	231,650.00
12/01/2014	-	-	48,225.00	48,225.00	-
06/01/2015	135,000	5.000%	48,225.00	183,225.00	231,450.00
12/01/2015	-	-	44,850.00	44,850.00	-
06/01/2016	140,000	5.000%	44,850.00	184,850.00	229,700.00
12/01/2016	-	-	41,350.00	41,350.00	-
06/01/2017	150,000	5.000%	41,350.00	191,350.00	232,700.00
12/01/2017	-	-	37,600.00	37,600.00	-
06/01/2018	155,000	4.000%	37,600.00	192,600.00	230,200.00
12/01/2018	-	-	34,500.00	34,500.00	-
06/01/2019	160,000	4.000%	34,500.00	194,500.00	229,000.00
12/01/2019	-	-	31,300.00	31,300.00	-
06/01/2020	170,000	4.000%	31,300.00	201,300.00	232,600.00
12/01/2020	-	-	27,900.00	27,900.00	-
06/01/2021	175,000	4.000%	27,900.00	202,900.00	230,800.00
12/01/2021	-	-	24,400.00	24,400.00	-
06/01/2022	185,000	4.000%	24,400.00	209,400.00	233,800.00
12/01/2022	-	-	20,700.00	20,700.00	-
06/01/2023	190,000	4.000%	20,700.00	210,700.00	231,400.00
12/01/2023	-	-	16,900.00	16,900.00	-
06/01/2024	200,000	4.000%	16,900.00	216,900.00	233,800.00
12/01/2024	-	-	12,900.00	12,900.00	-
06/01/2025	205,000	4.000%	12,900.00	217,900.00	230,800.00
12/01/2025	-	-	8,800.00	8,800.00	-
06/01/2026	215,000	4.000%	8,800.00	223,800.00	232,600.00
12/01/2026	-	-	4,500.00	4,500.00	-
06/01/2027	225,000	4.000%	4,500.00	229,500.00	234,000.00
Total	$ 3,100,000		$ 1,528,535.42	$ 4,628,535.42	$ 4,628,535.42

STANDARD 7 - FINANCE TABLE 9 OPERATING GIFTS AND ENDOWMENTS						
	ACTUAL			PROJECTED		
	Year 1 (2004) Amount	Year 2 (2005) Amount	Year 3 (2006) Amount	Year 4 (2007) Amount	Year 5 (2008) Amount	Year 6 (2009) Amount
Annual Gifts						
Operations Unrestricted	0	0	0	0	0	0
Operations Temp. Restricted	315,962	163,415	142,298	235,000	175,000	175,000
Endowments Exclusive of Foundation Gifts	0	0	0	0	0	0
Plant Operations	0	0	0	0	0	0
Ratio of Gifts to Operating Revenue	0.011	0.006	0.005	0.008	0.006	0.006
Endowment Fund Balance						
Permanent	1,330,221	1,427,976	1,502,913	1,502,913	1,502,913	1,502,913
Temp.	872,156	926,148	1,165,312	1,246,884	1,309,228	1,374,689
Quasi	442,951	472,354	541,864	525,000	535,000	545,000
Total	2,645,328	2,826,478	3,210,089	3,274,797	3,347,141	3,422,602

Foundation Fiscal Year Jan 1-Dec. 31

STANDARD SEVEN - FINANCE - TABLE 10: CAPITAL INVESTMENTS

	ACTUAL			PROJECTED		
	Year 1 (2003-04)	Year 2 (2004-05)	Year 3** (2005-06)	Year 4*** (2006-07)	Year 5 (2007-08)	Year 6 (2008-09)
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Cost	2,752,670	2,767,003	2,917,629	2,996,888	2,996,888	2,996,888
Additions	64,726	150,626	79,259	-	-	-
Deductions	(50,393)	-	-	-	-	-
Ending Cost	2,767,003	2,917,629	2,996,888	2,996,888	2,996,888	2,996,888
Buildings						
Beginning Cost	34,639,282	38,177,023	43,694,025	45,578,360	47,461,852	50,319,466
Additions	4,158,393	5,520,658	1,997,527	2,020,227	3,000,000	-
Deductions	(620,652)	(3,656)	(113,192)	(136,735)	(142,386)	(150,958)
Ending Cost	38,177,023	43,694,025	45,578,360	47,461,852	50,319,466	50,168,508
Furniture and Equipment						
Beginning Cost	13,237,720	12,609,473	12,322,326	12,023,810	11,829,629	11,726,391
Additions	619,265	1,067,867	538,290	767,724	825,000	2,550,000
Deductions	(1,247,512)	(1,355,014)	(836,806)	(961,905)	(928,238)	(895,750)
Ending Cost	12,609,473	12,322,326	12,023,810	11,829,629	11,726,391	13,380,641
Construction in Progress						
Beginning Cost	-	-	-	-	-	-
Additions	-	-	-	-	-	3,750,000
Deductions	-	-	-	-	-	-
Ending Cost	-	-	-	-	-	3,750,000
Debt Service						
Principal	1,832,976	1,920,000	1,945,619	1,926,848	2,187,722	2,222,049
Interest	621,252	1,572,749	1,644,692	1,726,025	2,090,778	2,147,105
Depreciation **(Private Institutions Only)**						

** Most recent fiscal year for which audited financial statements are available

*** Budget for Current Year

STANDARD EIGHT

Physical Resources

STANDARD EIGHT
Physical Resources

I. Overview

During times marked by restricted revenues, Linn-Benton Community College continues to maintain appropriate facilities to fulfill its mission to "provide comprehensive programs and services that are innovative and accessible." For broad accessibility, LBCC has a major presence in four communities. The Albany campus is located on 104 acres in the mid-Willamette Valley, two miles south of Albany. Two smaller centers in Lebanon and Sweet Home serve eastern Linn County, while the Benton Center in Corvallis serves citizens in Benton County. In addition to these main facilities, the college owns, rents, and—through partnerships—uses many other facilities throughout its two-county district. To support comprehensive programs, LBCC has more than 500 classrooms, shops, and specialized instructional laboratories and facilities designed and equipped for work, study, and research by students, faculty, and staff.

As it engages in physical resource planning, LBCC is guided by its commitment to provide adequate facilities. The college has been challenged in its planning by the introduction of new programs coupled with aging facilities. Since 2000, LBCC has added 13 new programs, many of which require special facilities to support the instructional function. LBCC has responded to this growth in programs with thoughtful and comprehensive resource planning, resulting in remodeling and expansion of many of its facilities.

A. Facilities – Recent Improvements

1. Albany Campus

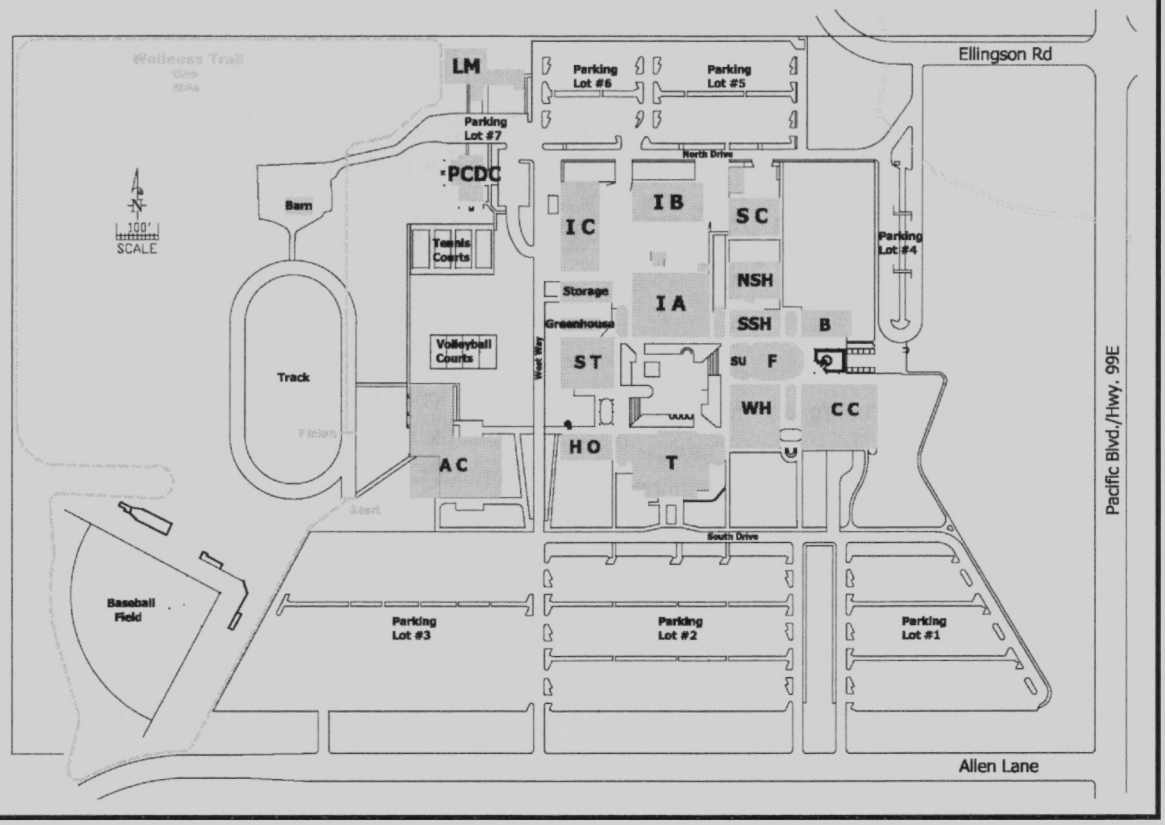
In 1974, when LBCC's Albany campus was dedicated, it comprised 11 brick buildings connected by covered walkways around a landscaped, open courtyard. Takena Hall, completed five years later, became the "front door" to the college and the central location for most student services. The state legislature approved a capital construction funding plan for community colleges in 1987, enabling LBCC to build the Family Resource Center—now named the Periwinkle Child Development Center—for parent education and childcare. In 1992 the Workforce Education Building, constructed with funds from a JOBS Program state grant, was dedicated, marking the 25th anniversary of the college.

Construction began in 1998 on new offices in the Forum Building for Student Life and Leadership and the Courtyard Café in Takena Hall. Finished in 1999, the additions included a recreation room, student lounge, and the Multicultural Center.

In the year 2000, LBCC's ongoing commitment to providing up-to-date facilities was reflected in the passage of a $19.1 million bond measure. On the Albany campus, a $3 million, 22,000-square-foot building, attached by an overhead walkway to the original campus complex, was completed in 2005. Named North Santiam Hall, it provides additional classrooms, office space and a welcoming space where students can gather and study. During the summer of 2005 the Activities Center was remodeled, adding approximately 5,000 square feet of new space to house a weightlifting and workout room, fitness education center, and multipurpose classroom.

An arson fire in the Workforce Education Building on Dec. 4, 2003, caused damage totaling $1 million. It was decided that retrofitting the building would be the most cost effective action, so the damaged north wing was rebuilt and the rest of the building's interior received extensive restoration. During reconstruction, bond funds were used to expand the building to house Printing Services, and the building reopened in 2005 with a new name: the Luckiamute Center.

Figure 8.1: Linn-Benton Community College Albany Campus



The LBCC Foundation's Comprehensive Gift Campaign resulted in a $500,000 donation earmarked for renovation of the 500-seat Takena Theater. The renovation included new seating, lighting, and sound systems; in honor of the generous donor, the theater was dedicated and renamed the Russell Tripp Performance Center in 2005.

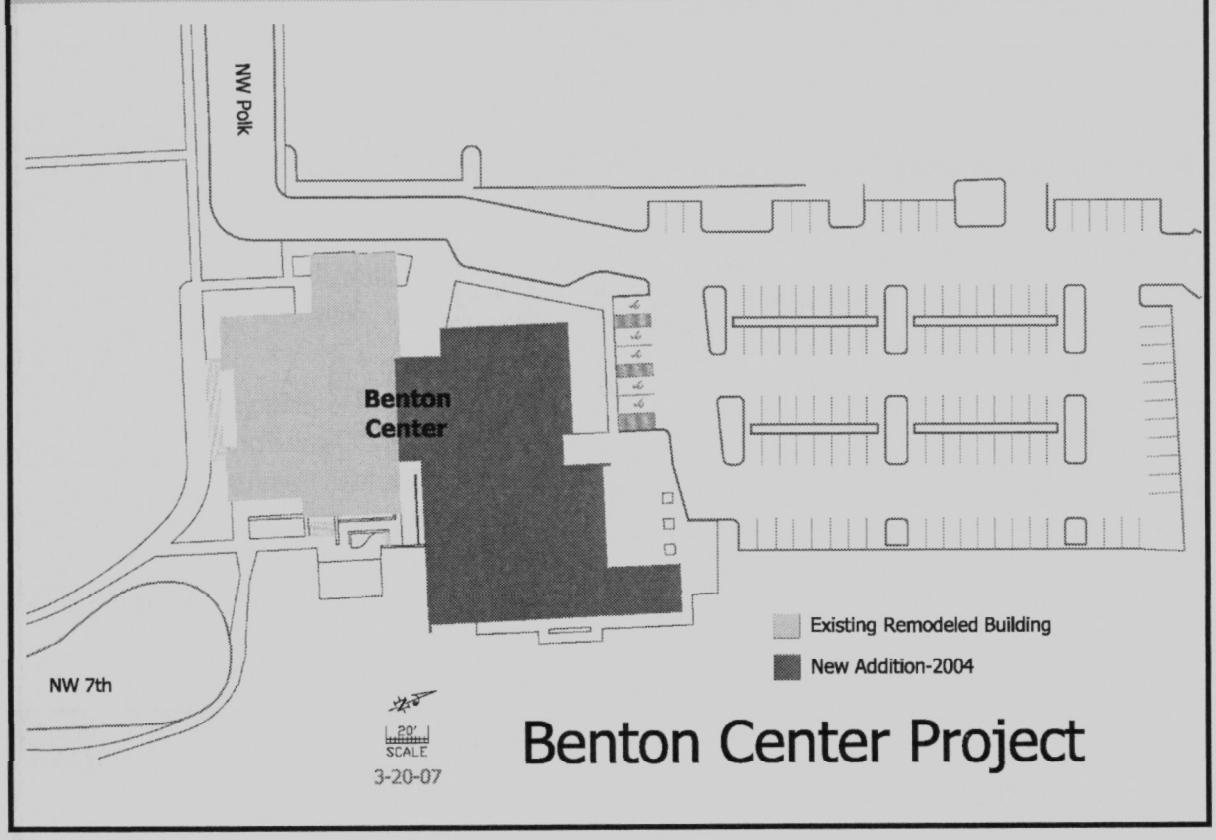
During 2006 the college began the first phase of the health and science remodel project, which included remodeling the first floor of the Health Occupations building and the second floor of Takena Hall. This first phase increased accessibility to disability services, updated and enlarged the nursing skills lab, and placed Campus Security closer to student activities in Takena Hall.

The bookstore, located in the College Center, and Health Occupations and Workforce Education (HOWE) in Willamette Hall were remodeled and expanded during 2006 to better serve student needs and increase efficiency of operations. These projects were funded by revenue generated by the bookstore and HOWE. The final part of this capital project consisted of covering the atrium between the College Center and Willamette Hall to provide additional student gathering space. The Albany campus as it is today is shown in Figure 8.1.

2. Benton Center

The Benton Center, situated in Corvallis and serving Benton County residents, was opened in temporary quarters in 1971; in September of 1977 it moved to the former Washington Elementary School. With money from the successful 1994 bond measure, the center installed an elevator and ramps to meet requirements of the Americans with Disabilities Act (ADA). Passage of the $19.1 million bond in 2000 allowed LBCC to begin an extensive and much-needed expansion and renovation of the Benton Center. After partial demolition, the original elementary school was remodeled and an addition constructed; this new area houses the state-of-the-art O. Robert Adams Ceramics Studio, a fitness center, student area, learning and career center, bookstore, faculty and staff offices, and eight new general-use

Figure 8.2: The Benton Center Campus



classrooms. The Benton Center now serves Corvallis and Benton County within a contemporary college facility. (Figure 8.2)

3. Lebanon Center

The Lebanon Center was located in a former J.C. Penney building in downtown Lebanon until the new center was constructed in 2003 with proceeds from the 2000 bond measure. (Figure 8.3) The Lebanon Center is now located in the East Linn Workforce Development Center (ELWDC), which also houses the Department of Human Services, Community Services Consortium, Oregon Employment Department, and Linn County Economic Development Program. Through these partnerships, LBCC better serves the residents of East Linn County, including Lebanon, Crabtree, Brownsville, Sodaville, Lacomb, and Scio. A second building, the Elkins Annex, was constructed on the grounds and serves as a primary meeting center for LBCC, its partners, and community groups. In 2005, LBCC reacquired the former Lebanon Center/J.C. Penny Building, which is used primarily by HOWE, the JOBS Program, and LBCC's partner Samaritan Health Services.

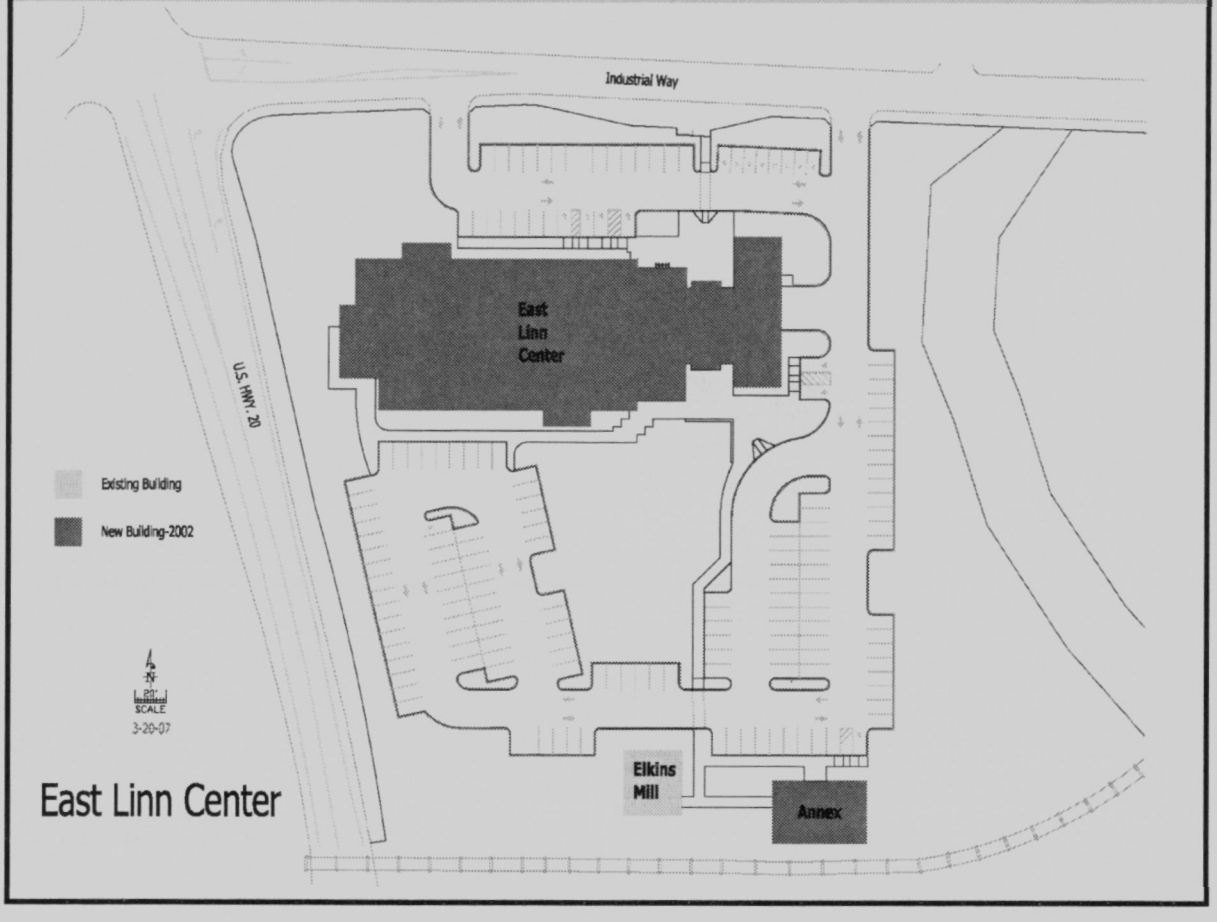
4. Sweet Home Center

The Sweet Home Center experienced several moves prior to being located in the new addition to Sweet Home High School in 2004. (Figure 8.4) Using bond dollars and through a partnership with the Sweet Home School District, the 5,000-square-foot center now includes a computer lab, two general classrooms, offices, and convenient access to adjacent high school classrooms.

5. Horse Center

Funds from the 2000 bond measure enabled LBCC to purchase the seven-acre Lucky 7 Stables located on 53rd Avenue in Albany, only a short distance from the college. The facility is now home to the Horse Management Program.

Figure 8.3: East Linn Center



B. Facilities Management

Use of college facilities is governed by Board policy and administrative rule. (Exhibit 8.1) The college gives priority to instructional and Board of Education use of facilities but also opens its doors to nonprofit and private organizations. LBCC attempts to accommodate groups and individuals who seek to come to the college to advocate, political, cultural, religious, or other similar causes. At the same time, through regulations, the college balances the educational requirements of the college with the rights of visitors.

LBCC's facilities are managed and maintained by a number of campus departments. This distributed management allows the college to be responsive to its commitment to create "physical and social environments that support student success and a positive workplace climate" —one of the college's 10 commitments by which effectiveness in accomplishing the college's mission is measured. The Board of Education approves capital projects that have been identified and prioritized by the Capital Planning Task Force, based on staff input. The Vice President for Administrative and Student Affairs plays a decisive role in the management of campus facilities.

The Facilities Department oversees new construction, maintenance, custodial services, and grounds upkeep. The Campus Security Department provides security, physical access, and parking control. The Information Services Department maintains campus networks, computing, media, and telecommunications equipment. The Business Office conducts inventories of furniture and equipment.

Other departments also provide special services related to physical resources. The Office of Disability Services works to ensure access for all students, while the Human Resources Office does the same for staff. Administrative staff at the centers and departments help manage appropriate portions of buildings and spaces,

and this cooperative effort results in well-maintained, useful facilities.

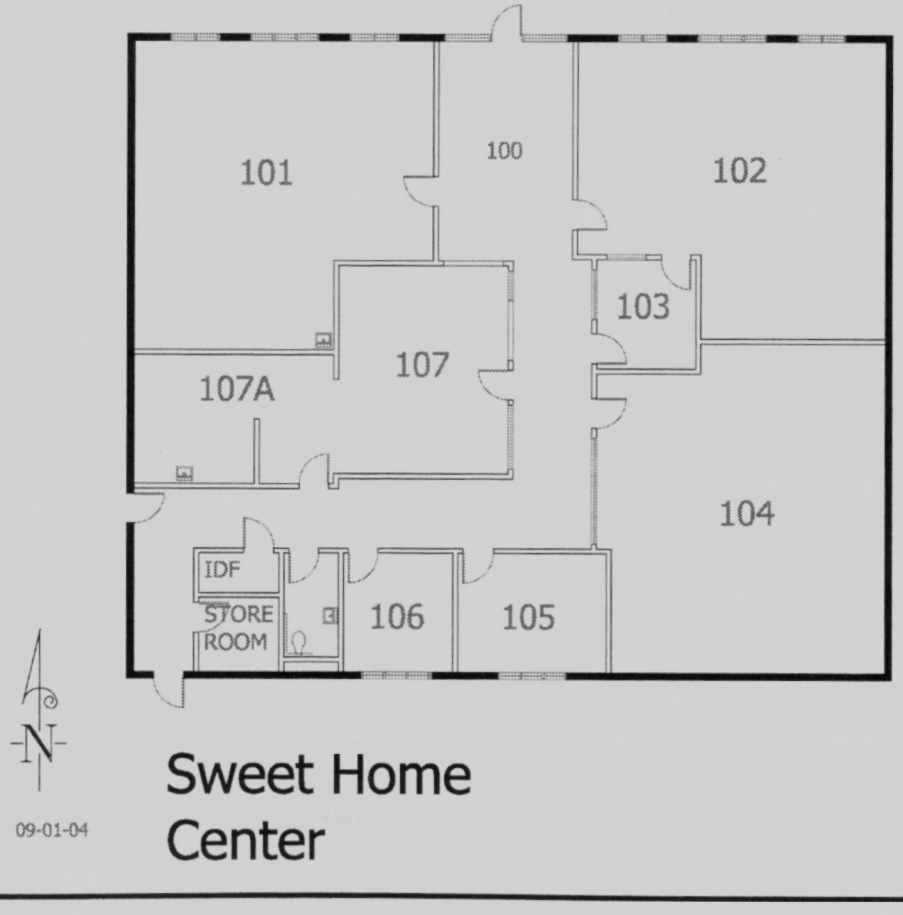
In 2006, LBCC purchased EMS Enterprise 3.0 software in order to better manage facility usage districtwide. The software program also is a useful marketing and public relations tool that allows the public to view college events. EMS has transformed the college's ability to select facilities appropriate for instructional functions and the needs of users. All facilities are categorized by type, capacity, set-up possibilities, and equipment availability.

LBCC departments typically order furnishings with assistance from the Purchasing Office after receiving approval from the department head and supervising Vice President. When purchases exceed the department budget, replacements or additions are requested via the annual budget process. Outdated furniture is moved to other departments or goes into storage, where departments check for available furniture before they purchase items. Although furnishings are adequate, current budget pressure limits expenditures for updating furniture. The Business Office maintains a furniture inventory that is audited each year as a portion of its fixed assets control.

Construction plans prompt review of furnishing needs, and 10 percent of the budget for new construction or remodel projects is set aside for furniture requirements. Campus programs and departments determine their needs for new furnishings and the adequacy of the current inventory.

Assessment of the quality and adequacy of facilities is made on several levels. Student appraisals of credit classes allow for comments on the learning environment, while noncredit course evaluations specifically ask participants to rate the adequacy of the facility for each course and encourage comments. Results and

Figure 8.4: Sweet Home Center



comments are shared with the instructor, the Division Dean, the Center for Teaching and Learning Excellence, and the Vice President of Academic Affairs. If a facility isn't adequate for an instructional purpose, departments work with Academic Affairs to find a more appropriate facility, or with the Facilities Department to improve the current classroom or lab.

In 2005 a Facilities Management Customer Satisfaction Questionnaire was administered to staff and students. The questionnaire measured satisfaction and importance in relation to facility's environment and equipment, building services, and service procedures. (Exhibit 8.2) Overall, staff and student responses indicated satisfaction with college facilities and services. Even so, the college responded to areas that the survey highlighted for improvement. Future construction and remodeling projects plan for additional elevators, and all new construction plans have incorporated increased student gathering spaces. The normal classroom size standard was increased from 900 square feet to 1,000–1,200 square feet. Results also indicated a need for improved communication regarding work orders; this was addressed with the purchase of new facilities software and a shift in clerical support.

The facilities at LBCC are adequate for the programs that are delivered with the exception of the science and health labs, which are approximately 35 years old and have never been refurbished. LBCC is engaged in a campaign called the LBCC Science and Health Project, which is focused on remodeling these spaces with a budget of $10 million. The project will expand and remodel science labs, classrooms, prep and storage space, and offices in the Science and Technology Building and the second floor of the Health Occupations Building. A new science building will also need to be constructed.

C. Facilities Maintenance and Operations

The Facilities Department at LBCC is guided by its mission to "maintain the physical surroundings of the college and provide quality service to ensure educational success for staff, students, and the public." The department provides maintenance of building and grounds as well as custodial services. As the unit responsible for implementing capital improvement recommendations, the department also oversees major maintenance and construction projects.

The Facilities Department is administered by a Director, who reports to the Vice President of Administration and Student Services, and an Associate Director. The Director oversees major maintenance and construction projects and the management of the department, while the Associate Director oversees the custodial and grounds units. The maintenance unit consists of five staff members and one lead maintenance employee. There are 14 custodial staff and two lead custodians, as well as two grounds staff with one lead.

The maintenance unit is responsible for the college's physical plant, infrastructure, and related equipment and adheres to federal, state, and local standards and regulations. The unit also monitors utilities and oversees sign maintenance.

In addition to lawn, tree, and shrub maintenance, the grounds unit is responsible for grounds construction projects, irrigation system maintenance, and sidewalk and corridor maintenance. Keeping the parking lots clean also is a function of the unit.

LBCC's custodial unit maintains high standards by following detailed cleaning specifications and schedules for all rooms and facilities. Moving furniture and equipment is the responsibility of the unit, as well as setting up rooms for meetings that are scheduled the following day. Custodial staff also serve as building emergency coordinators and are trained in evacuation and hazardous materials procedures.

LBCC's Facilities Department has invested significant time and thought during the last two years into streamlining and improving its processes. In 2005, the department implemented use of a comprehensive, computerized maintenance management system, MPulse Maintenance Software; it includes a work order function that allows users campuswide to request facilities-related tasks. The MPulse system has improved tracking of work orders and has enabled Facilities staff to communicate the status of a job in a more effective and timely manner. Overall, the department's ability to plan more thoroughly and accurately for the future needs of the college has improved.

D. Health, Safety, and Access

LBCC's Campus Security Department has the primary responsibility for protecting the safety and security of the campus community, its people, vehicles, buildings, and property, as well as for providing general assistance to students, employees, and visitors. The college's Board of Education has authorized Campus Security to ensure compliance with state and local laws and LBCC's administrative rules. The college's Risk Manager, who reports to the Vice President for Administrative and Student Affairs, oversees campus safety and security and ensures compliance with LBCC's policies pertaining to possession of weapons and workplace violence, alcohol and drug usage, medical emergency procedures, smoking and tobacco use, door security systems, hazardous materials, traffic and parking, and health and safety. (See Standard Three for a full discussion.)

Campus safety at LBCC is a team effort among the administration, faculty, staff, and students. The college's Safety Committee serves to think strategically about collegewide safety and risk management issues and to develop recommendations. The committee analyzes accident and incident trends and it receives, evaluates, and refers staff safety complaints and suggestions as appropriate. Secondary safety committees operate at the college centers. Additionally, the college's Drug, Alcohol, Harassment, Violence, and Abuse Committee promotes awareness and prevention resources.

LBCC publishes security information, policies, and crime statistics annually as required by federal law. In addition, the college provides periodic summaries of criminal activity in the weekly student newspaper (The Commuter) and on the student information system.

Free parking is provided for students, staff, and visitors on a first-come, first-served basis. Some areas are designated for specific uses, such as parking for persons with disabilities, motorcycles, and bicycles. Although permits are not required, they are recommended so Security can locate car owners in case of car problems or an emergency.

LBCC is a partner in the Linn-Benton Loop Transit System, which provides transportation to residents of west Linn and Benton counties. In 2000, LBCC established a pass program for students and staff that is particularly popular with students in the LBCC/OSU Degree Partnership Program. Funding for the Loop Transit System and the pass program is provided by the general fund and student fees.

The college's support of students and employees who have disabilities as defined by the Americans with Disabilities Act (ADA) is guided by college policy. (Exhibit 8.1) Human Resources assists employees with disabilities, while the Office of Disability Services, located administratively in Student Services, assists students who have disabilities that create barriers to their education. The support lab for students with disabilities and the related offices were moved to the ground floor of the Health Occupations Building in 2005 and 2006 with the goal of increasing accessibility to disabilities services.

LBCC performs audits of all college facilities utilizing the ADA Checklist for Existing Facilities and takes corrective action when needed. As its standard, the college has adopted the technical requirements outlined in the ADA checklist, and all repairs and remodels are performed to be in compliance with these standards. In addition, LBCC uses the college's architect of record for all major renovation and construction to ensure that facilities comply with building code and ADA requirements.

Although crime statistics indicate that LBCC is as safe as or safer than other colleges, it is not crime free. On Dec. 4, 2003, just before 1:00 a.m., a fire in the Workforce Education Building caused damage totaling $1 million. No one was injured in the fire, which was set in a trash receptacle outside the building and spread into the building via the attic. Also in 2004, the college sustained a loss of $34,000 due to theft of media equipment from classrooms. LBCC responded to these incidents with increased frequency of security patrols and a rigorous procedure for locking classrooms.

The college is in compliance with regard to its use, storage, and disposal of hazardous materials, and inspections performed by the Oregon Department of Environmental Quality, the Occupational Safety and Health Administration, and the local fire marshal have been satisfactory.

Parking space is limited. Parking at the Lebanon Center is sufficient, but the parking at the Albany

campus is crowded during peak hours, and parking often is unavailable at the Benton Center. Lighting of the Albany campus parking lots is another issue of concern. Although Security will escort individuals to their vehicles in the evening, students, staff, and visitors would be better served with brighter lighting.

Although LBCC has not been audited for ADA compliance by the U. S. Office of Civil Rights, the college has been proactive in ensuring it is in compliance with ADA standards. The college performs self-audits of its environment and takes corrective actions when areas of noncompliance are found. At this time, all college classrooms, aisles and hallways are ADA compliant, and new construction is focusing on increasing accessibility.

E. Equipment

College departments are largely responsible for their own instructional equipment needs. Each department has a materials and supplies budget to cover consumable equipment needs. Capital equipment is requested during the annual budget process via equipment decision packages. Departments prioritize their requests, then the college budget team prioritizes all requests in relation to funds available.

The college obtains business personal property insurance on equipment, the value of which is based on inventory maintained by the Business Office and an appraisal performed by the underwriting insurance company.

A student technology fee of $1 per credit hour was established in 1996 and increased to $2 in 2003. This provides funding for updating the media equipment in classrooms and for distributed learning equipment and the college's course management system, Blackboard. A collegewide group, the DEIT Technology Fee Committee, oversees the technology fee fund. Exhibit 8.3 includes inventory and replacement schedules.

In 1995, LBCC centralized management and funding for all personal computing (PC) purchases. An amount is set aside each year from the LBCC General Fund budget into a reserve fund to support the technology infrastructure, which includes the telephone system, the college network of wiring and servers, licensing for shared software such as e-mail, the college Internet lines, the Banner ERP computers, laser printers, and PC replacements. Each part of the infrastructure is on a separate replacement cycle depending on type. The college established a four-year replacement schedule for PCs based on available funding balanced with the life cycle of the equipment.

Because the inventory of PCs prior to 1995 had been purchased over time, it took awhile to smooth out the "hills and valleys" in the inventory, but now the college can accurately predict that budget will be available to replace a computer when it is four years old. Each year, a collegewide committee that oversees the computer replacement reserve fund examines the inventory and the cost of replacement CPU boxes to establish a replacement list; this list then is given to the divisions to prioritize. Generally, computers used by students are given first priority and are replaced during the summer term, when the use of student labs and classrooms is not as heavy. Division Deans prioritize the rest of the recommended replacement list by quarter. Replacements are spread out over the year due to a shortage of technicians during the summer. Each year there is a balance of approximately $100,000 in the computer replacement reserve fund that is used to purchase instructional equipment. See Exhibit 8.4 for PC inventory and replacement schedules.

The Facilities Management Customer Satisfaction Questionnaire completed by students and faculty during 2005 indicated overall satisfaction with the quality and quantity of equipment and available technology in buildings, classrooms, and offices. The college has an effective process for funding and replacing media and campus computing equipment. Replacement of department instructional equipment, although sufficient, has lagged during times of budget restrictions.

F. Physical Resources Planning

LBCC's Facilities Department has established schedules for routine, preventative maintenance tasks for all its facilities. Planned maintenance tasks are converted automatically into work orders on the due date by the MPulse software, which also tracks completion and inspection. The Facilities Department has realized enhanced effectiveness in its ability to balance planned

maintenance responsibilities with corrective work order requests during the last year.

The college maintains a major maintenance fund and a roof reserve to cover extraordinary, yet anticipated, maintenance expenditures. Each year, during the annual budget process, the Director of Fiscal Affairs and the Director of Facilities review the average annual major maintenance expenditures for the current fiscal year and update projections for the upcoming year. Once this budget has been established, funds are transferred from the major maintenance fund to cover anticipated expenditures. At the same time, the Director of Fiscal Affairs reviews the reserve balances, interest earned, and projected expenditures and makes recommendations for future funding of the reserve funds. Examples of annual major maintenance expenses include:

- exterior wall sealant, caulking, and moisture prevention—$25,000;
- floor covering—$60,000;
- asphalt and overlays—$50,000;
- concrete and sidewalks—$75,000;
- HVAC and energy controls—$50,000;
- electrical and lighting—$50,000.

In addition to annual major maintenance planning, the Facilities Department reviews the long-term maintenance needs of the college and projects near-term (within five years) and long-term (beyond five years) investment needs. This projection is based on a review of the current state of the college's various infrastructure systems, e.g., roofs, roads, sidewalks, HVAC, and anticipated critical investments. (Exhibit 8.5)

During the late 1990s the LBCC Board of Education, through a strategic planning process, developed a plan that would assure ongoing support of the college. This plan included initiating an $8 million major gift campaign through the LBCC Foundation and asking voters to approve a $19.1 million general obligation bond, both of which took place in 2000. The strategy also included the development of a master building plan. (Exhibit 8.6) Prior to the bond election and campaign, the college community identified and prioritized the immediate and future needs of the college using initiatives that supported the college's mission and goals. With the passage of the bond measure, the college created and utilized a Capital Planning Task Force (CPTF) to manage bond expenditures. The CPTF prioritized projects, developed cost estimates, and ensured that all projects reflected an integrated and complementary vision of college services.

Since completion of the projects funded by the $19.1 million general obligation bond, capital projects have been funded through self-financing, gifts, and some state funding, which has narrowed the scope of the projects undertaken. Currently, the college utilizes a formal, focused capital planning process in which the President and Vice Presidents formulate plans that are then reviewed by the Budget Team and approved by the LBCC Board of Education. LBCC's capital planning projects are detailed in Exhibit 8.7.

II. Analysis

Strengths

- New construction and remodeling has improved significantly the adequacy of facilities for the special needs of varying instructional programs.
- New construction and remodeling at centers has increased accessibility for students throughout the district.
- LBCC has adopted the ADA Checklist for Existing Facilities as its standard and routinely performs audits to assure accessibility and compliance.
- The college has an up-to-date, effectively managed technology infrastructure.
- The Office of Disability Services has been relocated to increase accessibility for those in need of its services.
- The Campus Security Office has been relocated so it is closer to primary student usage areas.
- All new construction and remodel plans incorporate additional student gathering space in response to student and staff feedback. New gathering spaces have been created in the Courtyard Café, North Santiam Hall, Student Life and Leadership, and the College Center atrium.
- LBCC's long-range facilities planning is tightly aligned with the College Mission, Vision, Core Values, and Strategic Plan.

- Planning for the Albany campus roof replacement and major maintenance is anticipated and funded through roof and maintenance reserves.
- Recognizing the necessity for an up-to-date technology infrastructure, the college funds a reserve for this purpose.
- The LBCC Foundation has an active planned giving campaign that provides sponsorship opportunities for individuals donating to college facilities.

Challenges

- LBCC's science and health labs, classrooms, and faculty and staff offices are in need of expansion and remodeling.

  LBCC is pursuing funding for renovation of its science and health facilities through private donations, a federal earmarked appropriation, and a full faith and credit obligation. Planning for this project has begun, and the college hopes to begin construction in the summer of 2008.

- Parking space at the Benton Center is inadequate.

  In the short term, the Benton Center is focusing on changing student and staff behavior to ease the current parking shortage. Staff and students are encouraged to park on the south side of the center, which has underutilized parking. In considering long-term solutions, the Benton Center has asked the Corvallis Transit System to create a route that will stop at the center. The center also is exploring forming a partnership with Corvallis Parks and Recreation to provide additional parking.

- Lighting of the parking lots at the Albany and Lebanon campuses is inadequate.

  As part of its strategic plan to expand revenue resources, the college's fee committee is considering parking passes or fees. Revenues generated from such fees would be directed toward parking improvements, which would include lighting.

- The Albany campus needs an additional elevator in the vicinity of Takena Hall, which houses Student Services.

  The Library and the Learning Center will include an elevator to better serve this entire campus intersection. Private donations and a full faith and credit obligation are anticipated funding sources.

- A schedule and funding mechanism needs to be established for replacement of department instructional equipment.

  The college is researching funding sources for the replacement of instructional equipment.

- Effective long-range planning in an environment of rapidly changing funding resources is difficult.

  LBCC recognizes that funding sources are unpredictable and is, therefore, pursuing other funding streams for capital projects, including self-financing, federal appropriations, grant applications, and sponsorships through the LBCC Foundation.

- Because LBCC increasingly relies on self-funding, it is difficult to align the college's desires and wishes for new facilities with available resources.

  Throughout the capital planning process, the administration will evaluate facility requests in relation to resources available and find the balance that aligns the college's needs with existing resources.

- Constructing facilities that effectively meet changing educational demands is difficult.

  As the college develops new construction and remodeling plans, it is advisable that instructional spaces be designed to be versatile and adaptable in order to accommodate new, yet unanticipated functions.

Supporting Documentation for Standard Eight

Exhibits:

8.1 LBCC policies and administrative rules related to facilities
8.2 Satisfaction with facilities survey
8.3 Media inventory and replacement schedules
8.4 PC inventory and replacement schedules
8.5 Long-term maintenance planning schedule
8.6 College facilities master plan
8.7 College capital improvements

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STANDARD NINE

Institutional Integrity

STANDARD NINE
Institutional Integrity

I. Overview

Linn-Benton Community College is a two-year, publicly funded, post-secondary educational institution governed by a seven-member, locally elected Board of Education. The district was formed in 1966 pursuant to ORS 341.025 through 341.283. The Board derives its authority from the expressed will of the electorate, the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the rules and regulations of the Oregon State Board of Education, and its own Board policies and administrative rules. The college and its Board is a political subdivision of the state of Oregon, authorized to carry out the state's educational policies as set forth in ORS 341.009. (Exhibit 9.1)

In 2005–2006, college staff, students, Board members and key community members participated in an inclusive process to craft a new Mission, Vision, Values, and Strategic Plan to guide the college through the year 2011 (see Standard One).

The college continuously monitors institutional integrity through its Board processes, discussion in its various associations and councils, processes for review of marketing and communications materials, and through a close working relationship with its Institutional Research Department.

A. Institutional Integrity – Processes

1. Board of Education

The LBCC Board of Education is guided by a code of responsibilities and ethics (Exhibit 9.1). The policy identifies 13 responsibilities plus a statement of ethical behaviors. A regular policy development process ensures that Board policies are reviewed regularly by the LBCC Board. Representatives from each employee group and from the students sit at a resource table during regular Board meetings for the purpose of providing the Board with information pertaining to the viewpoints of their respective groups.

2. Marketing and Communications

Printed materials that go to the public from LBCC help create an image for the college. The College Advancement and Marketing Office and the Printing Services Office work together to help staff produce accurate, high-quality printed materials. To monitor the messages going to the public and to ensure that all LBCC publications enhance the college's marketing effort, materials printed for external distribution must be approved by the College Advancement and Marketing Office. The quarterly class schedule, annual catalog, and program brochures are produced in collaboration with faculty, staff, Academic Affairs, and the Admissions Office. (Exhibit 9.2)

The "LBCC is an equal opportunity institution" statement is included in all publications and advertising. The college's nondiscrimination policy is printed in the catalog and quarterly schedule of classes, with full text online at HYPERLINK "http://www.linnbenton.edu/equal.html" www.linnbenton.edu/equal.html. A disabilities accommodation statement is also included in any publication that invites people to a specific event. The LBCC Alcohol- and Drug-Free Policy is posted online, and a condensed version appears in the class schedule. (Exhibit 9.1)

LBCC's Web site is visited by 50,000 individuals each day, providing the opportunity for the college to offer a wide range of information in a clear and concise

manner. A project is underway to redesign the college's Web site, and a process is in place for continuous edits. The DEIT Web Presence Committee monitors the site for continuous improvement. The college produced an award-winning student recruiting CD that includes video clips, information on student services, and numerous links to the Web site.

3. Institutional Research

LBCC's Institutional Research Department supports the pursuit of institutional integrity by working closely with staff and faculty to assess effectiveness by conducting applied research activities. Such activities include obtaining feedback from students on their experiences at LBCC, providing technical support to staff and faculty to evaluate special programs, and tracking the college's graduates. The department establishes procedures to assess and reflect on institutional effectiveness; refines the continuous-improvement feedback loop associated with the Collegewide Success Indicators as the main document for determining how well the college is fulfilling its stated mission; and communicates findings to the college community.

B. Institutional Integrity – Employees and Students

In May 2006, a campuswide survey was conducted to obtain a snapshot of staff and faculty perceptions of institutional integrity (N=167, 36 percent response rate). For the purpose of the survey, "institutional integrity" was defined as "LBCC adheres to a high ethical standard and clear set of core values in its planning, policies, procedures, and relationships." This definition was presented to the respondent throughout the survey. The survey's content focused on the strength of the college's relationship with students, faculty and staff, and the community. The aim was to get a feeling for the extent to which the college understands and effectively responds to the needs of these groups. Key results for the entire respondent group will be woven throughout the text of this standard, with full data available. (Exhibit 9.3) Response to the survey was high enough to provide confidence that an overall snapshot of perceptions was captured, but not high enough to view the results with confidence that accurately reflect subgroup opinion.

The survey shows that overall respondents think LBCC's level of integrity in its policies and procedures is above average, particularly in regard to "establishing college mission and goals. (Figure 9.1)

1. Students

LBCC strives to make college information easily understandable and accessible to students and the community. The Student Right to Know document (Exhibit 9.4) is posted on the Web site and referenced in the catalog and quarterly class schedule. The Web site includes 20 categories of information and policies with links to the appropriate Web pages.

Figure 9.1

Over the course of the last few years, to what extent would you say LBCC as a whole (board, staff, faculty, administrators) demonstrates "institutional integrity" in its relationship with students?

(Scale 1 – 5 with "1" representing "low integrity, much room for improvement, "3" "mid-integrity, some strengths, some room for improvement," and "5" "high-integrity, exemplary, maintain.")

Establishing college **mission and goals.**	**73% rated LBCC above average. Mean of 4.0**
Establishing and using a **strategic plan.** (Note, this is still a very new process for LBCC. Early to judge.)	54% rated LBCC above average. **Mean of 3.6**
Defining and prohibiting conflict of interest on the part of governing board members, administrators, faculty and staff.	34% rated LBCC above average **Mean of 3.4**
Evaluating and making program and policy improvements as necessary.	67% rated LBCC above average. **Mean of 3.9**

Linn-Benton Community College follows the Family Educational Rights and Privacy Act of 1974 as amended and the Oregon Administrative Rules regarding Privacy Rights and Information Reporting in Community Colleges in regard to educational records. Federal legislation gives students the right to inspect and review their educational records. The catalog, quarterly class schedule, and Web site all include information about the use of student Social Security numbers. Students may choose to use their Social Security numbers for registration purposes but are encouraged to use a LBCC "X" identification number to help guard against identify theft.

In event of a conflict, students are encouraged to first seek resolution of the dispute with the individual with whom the conflict exists. When resolution at this level is not possible, the Dean of Student Services has several informal and, if necessary, formal processes to assist with conflict resolution. The Students' Rights, Responsibilities and Conduct document is made available to all students through the college Web site (referenced in catalog and schedule), or a printed version is available from the Office of the Dean of Student Services. (Exhibit 9.5) The document addresses student freedom of association, inquiry and expression, harassment, discrimination, and student publications.

Students are represented on many LBCC councils, committees, and the Board. Student participation provides an opportunity for students to take part in institutional governance.

Overall, all survey respondents feel positive about all aspects of the integrity of the relationship LBCC has with students. (Figure 9.2)

2. Faculty and Staff

The Board is dedicated to a collegewide employee relations program characterized by collaborative problem-solving efforts, genuine trust, and an overall atmosphere of being on the same team in order to resolve mutual concerns. Employees are treated with respect and as professionals in what they contribute to the college. Fair and consistent discipline practices are followed throughout the district based upon an underlying trust in the integrity of all employees. A Joint Advisory Team (JAT) comprised of classified and management/exempt employees monitors administration of the classified contract in an effort to resolve potential concerns at the lowest possible level. Similarly, the Issues Clarification Committee made up of faculty and management/exempt employees provides the same communication avenue for issues related to the faculty contract.

Figure 9.2

Over the course of the last few years, to what extent would you say LBCC as a whole (board, staff, faculty, administrators) demonstrates "institutional integrity" in its relationship with students?

(Scale 1 – 5 with "1" representing "low integrity, much room for improvement, "3" "mid-integrity, some strengths, some room for improvement," and "5" "high-integrity, exemplary, maintain.")

Nurturing the Student Learning Environment (by this we mean understanding the learning needs of students, providing curricula which meets t he learning needs of students, evaluating teaching and learning and making necessary improvements).	**80% rated LBCC above average. Mean of 4.1**
Providing Student Support Services (understanding what support services our students need to help ensure their success at LBCC, providing these support services, evaluating support services and making necessary improvements).	**79% rated LBCC above average. Mean of 4.1**
Communicating with Students (representing the college accurately and consistently through college publications and official statements, communicating Student's Rights and Responsibilities, communicating Student Academic Rules, Regulations, Policies).	**67% rated LBCC above average. Mean of 3.9**

Budget issues have become a major issue for all community colleges in Oregon. The disinvestment in community colleges has led to significant increases in tuition, reductions in class offerings, and reductions in staff. Over the last three years the college administration has made a concerted effort to build a more inclusive budget process involving all employee groups. Budget forums have been held, multiple all-staff budget messages from the college President have been e-mailed, and a Web page was created to provide information and answer questions regarding the budget process (http://po.linnbenton.edu/budget/). The LBCC Web site's "paperless office" was created to provide employees with easier access to forms, board policies, administrative rules, and other information.

All contracted employees can apply for professional development funds to secure additional education, training, or experiences that will enhance their competencies to carry out their college duties while adding to the instructional and service quality of the district. (Exhibit 9.1)

LBCC is an equal opportunity employer, strongly committed to equal opportunities in all of its programs, policies, procedures, and practices. In accordance with requirements of state and federal law, college decisions will be made without regard to an individual's race, color, sex, sexual orientation, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam Era or disabled veteran status, opposition to safety and health hazards, application for workers' compensation benefits, or any other status protected under applicable federal, state, or local law. (Exhibit 9.1)

LBCC's policy against sexual harassment applies to all conduct on the college's premises and to all conduct off premises that affects an employee's work environment or a student's learning environment. (Exhibit 9.1) Procedures are in place for both employees and students who believe they have been subjected to unlawful discrimination, sexual harassment, or any harassing or offensive behaviors that cause them to reasonably fear for their personal safety. (Exhibit 9.1)

Discipline imposed upon employees regarding discrimination and harassment complaints are subject to collective bargaining agreements. (Exhibit 9.6)

Faculty members have the freedom to consider the study of controversial issues that will contribute to the positive development of college students. (Exhibit 9.1) They will provide opportunity for critical thinking, tolerance, and understanding of conflicting points of view. College policies on academic freedom and responsibility and the study of controversial issues have been adapted from the 1940 Statement of Principles on Academic Freedom and Tenure of the American Society of University Professors.

LBCC Board members and employees are prohibited from having any pecuniary interest in the erection, repair, or furnishing of LBCC buildings or from demanding or receiving any commission or compensation for purchase or sale of any LBCC supplies, equipment, or services directly to the college. (Exhibit 9.1) No LBCC employee shall receive a pecuniary benefit other than wages or salary and benefits paid by the college for services rendered. A Board of Education member cannot simultaneously be an employee of the college. Board members and staff are directed to consider existing college policy, existing administrative rules, and statutes governing all public employees when assessing a potential conflict of interest situation.

Though a notable percentage of survey respondents feel positive about the integrity of the relationship LBCC has with faculty and staff, many indicate there is room for improvement. There is interest in more and better communications. Key strengths are the emphasis on excellence and the sense of family environment. (Figure 9.3)

Although only 32 percent rated LBCC above average in resolving issues, in reality the college has not processed a single grievance to arbitration in more than 12 years.

3. Community

The importance of the college relationship to the community is a strong theme within the strategic plan.

More than 60 career and technical programs are guided by 467 community and industry members on 38 advisory committees to ensure that LBCC's training programs meet the workforce needs of the local area. The Health Occupations and Workforce Education Division includes programs to provide business and industry with specialized contracted training, professional development, and business development services.

LBCC has established strong partnerships with the local high schools through the College Now and Alternative Learning programs. The Student Services Division has partnered with a local middle school in a project that has provided LBCC students with service learning and mentoring experiences while introducing younger students to college programs. The LBCC/Oregon State University Degree Partnership Program has received national recognition as a model for a seamless educational transition between a community college and university.

The Community Relations Council was established in the fall of 2006 to advance the strategic plan by stimulating consistent, flexible, and innovative responses to existing and emerging community needs. This council will facilitate collegewide conversations among those working with community partners and will advise LBCC's President on community workforce issues.

A majority of respondents feel positive about the integrity of the relationship LBCC has with its community. There is interest in continuing to find more and better ways to tell the LBCC story and to improve two-way communication, or hearing back from the community. The key strength: The community clearly values LBCC, and there are positive examples of the college doing a good job of listening to some segments of the community. (Figure 9.4)

II. Analysis

LBCC believes its governing board and college employees strive to exhibit the highest ethical standards in all activities related to the operation of LBCC. College policies and administrative rules are in place to support these standards. A collaborative process is used to review and update administrative rules and policies on a regular basis.

The May 2006 survey was an attempt to define and measure the college's internal perception of institutional integrity. Overall, survey respondents felt positive about aspects of the integrity of the institution. The survey confirmed the importance of communicating the college's operational information with staff. Even though staff members have been more involved than ever in the recent budget process and in development of a new mission and strategic plan, the administration needs to keep the communication flowing on a regular schedule. LBCC has an inclusive environment with a high expectation for involvement in the decision-making process.

The LBCC community benefits from a centralized college advancement function that includes marketing, publications, public relations, and the LBCC Foundation. All external publicity is either reviewed or prepared by this office to ensure that information is accurate. College advancement, the instructional programs, and

Figure 9.3

Over the course of the last few years, to what extent would you say LBCC as a whole (board, staff, faculty, administrators) demonstrates "institutional integrity" with faculty/staff on each of the following?

(Scale 1 – 5 with "1" representing "low integrity, much room for improvement, "3" "mid-integrity, some strengths, some room for improvement," and "5" "high-integrity, exemplary, maintain.")

Providing Training and Support (by this we mean understanding the current work environment needs of faculty/staff, providing training and support to faculty/staff, evaluating effectiveness and making necessary improvements to training and support).	**50% rated LBCC above average. Mean of 3.5**
Communicating (involving faculty/staff in developing policies, informing faculty/staff about budget developments and other decisions).	**40% rated LBCC above average. Mean of 3.5**
Resolving Issues (having processes to resolve grievances, resolving issues at the lowest level).	**32% rated LBCC above average. Mean of 3.0**

admissions functions have a strong working relationship that enhances enrollment management efforts.

Strengths

- A process is in place to review, update, and create new Board policies, administrative rules, and policies that impact students, staff, and college operations.
- The college's centralized marketing and public relations functions help maintain a consistent message to the community.
- Admissions/Enrollment Management and College Advancement/Marketing maintain a close working relationship to coordinate and evaluate effectiveness of communication materials.
- The college Web site was improved to make it more user friendly in providing information to the public and continuously improving the internal "paperless office" that facilitates staff access to college forms, policies, and procedures.
- LBCC has a commitment to student outcomes, success, and academic excellence.
- To increase information sharing and decision processes, students and staff from each employee group are included on appropriate committees.

Challenges

- The college needs to develop an assessment tool to evaluate community training and service needs and to monitor LBCC's effectiveness in meeting these goals.

  The college will establish the Community Relations Council to focus on LBCC's ability to monitor and respond to the emerging educational needs of the community.

- Continued emphasis needs to be placed on communicating with staff the college's budget or other current issues, college policies, and the ongoing implementation of the new strategic plan.

  The staff newsletter, e-mails, the paperless office, and the student newspaper will be used to increase communication on college operations. The college will work more closely with the Joint Advisory Team Committee (classified) and Issues and Clarification Committee (faculty) to communicate resolution of issues back to their constituents.

- LBCC needs to maintain an appealing, functional Web site with current information.

  The Web site redesign will be completed and efforts to provide timely and accurate information updates will be increased.

Figure 9.4

Over the course of the last few years, to what extent would you say LBCC as a whole (board, staff, faculty, administrators) demonstrates "institutional integrity" in its relationship with its community on each of the following?

(Scale 1 – 5 with "1" representing "low integrity, much room for improvement, "3" "mid-integrity, some strengths, some room for improvement," and "5" "high-integrity, exemplary, maintain.")

Responding to Community Needs (by this we mean understanding the current needs of the geographic and professional/business/industrial communities LBCC serves, offering programs that reflect the needs of our key communities, evaluating effectiveness and making necessary improvements to our response to community needs).	**66% rated LBCC above average. Mean of 3.9**
Communicating with the Community (representing the college accurately and consistently through college publications and official statements).	**64% rated LBCC above average. Mean of 3.8**

Supporting Documentation for Standard Nine

Exhibits:

9.1 Board Policies and Administrative Rules

ORS Chapter 341 Community Colleges
Board Policy 2025 Board of Education Code of Responsibilities and Ethics
Board Policy 2010 Governance
Board Policy 2020 The Board of Education
Board Policy 6290 Educational/Professional Leave
Administrative Rule E025 Professional Development
Board Policy 6090 Nondiscrimination
Administrative Rule E029 Discrimination Complaint Procedures
Board Policy 6250 Sexual Harassment/Sexual Assault
Administrative Rule E027 Sexual Harassment/Sexual Assault Complaint Procedures
Board Policy 6255 Harassment
Administrative Rule E028 Harassment Complaint Procedures
Board Policy 4090 Academic Freedom and Responsibility
Board Policy 4080 The Study of Controversial Issues
Board Policy 6240 Conflict of Interest
Administrative Rule E014 Conflict of Interest
Administrative Rule E015 Employment Conflict of Interest/Pecuniary Benefit
Web Version of Non-discrimination policy
LBCC Alcohol - Drug-Free Policy

9.2 Marketing Materials

Catalog
Class Schedules
Recruiting CD
Sample of brochures
Career Fair newspaper insert
40th Anniversary newspaper insert
Sample of Insider staff newsletter
Sample of Advertising
Non-discrimination and accommodation statements for printed materials

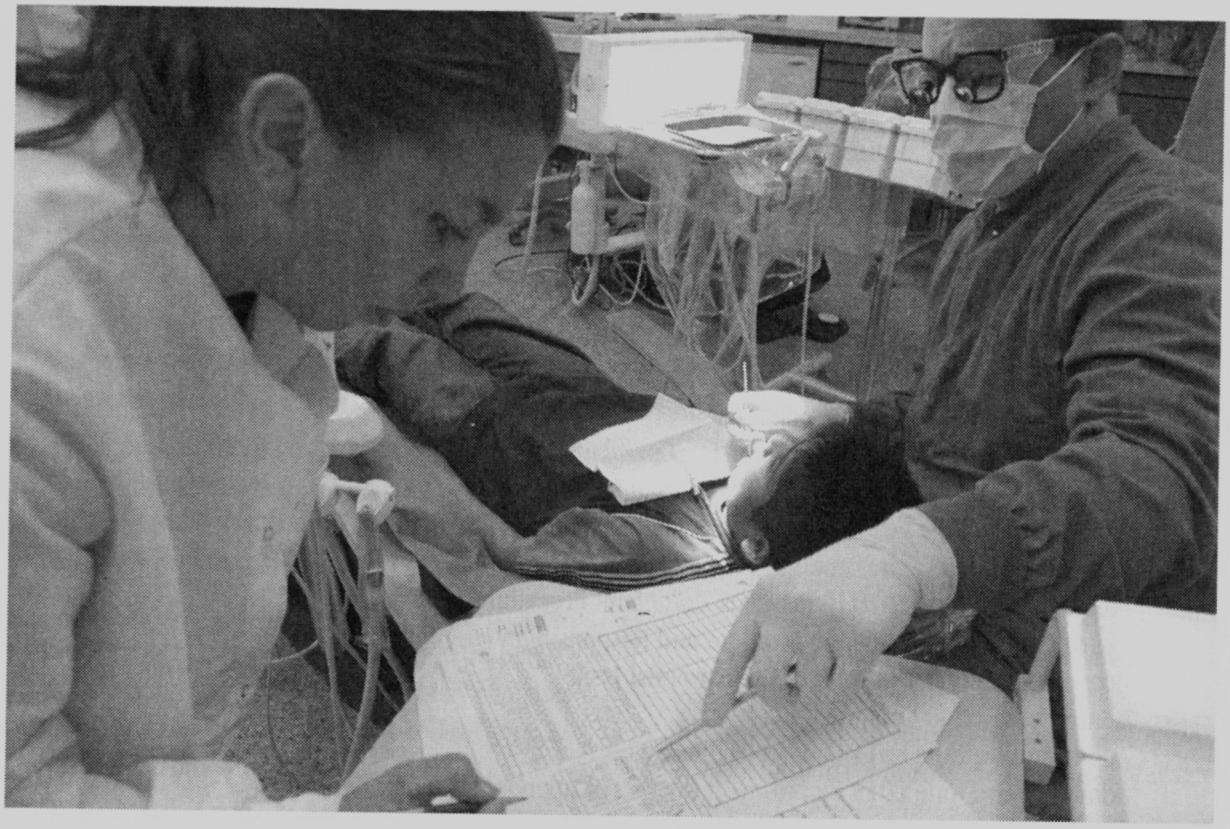
9.3 Institutional Integrity Survey Results

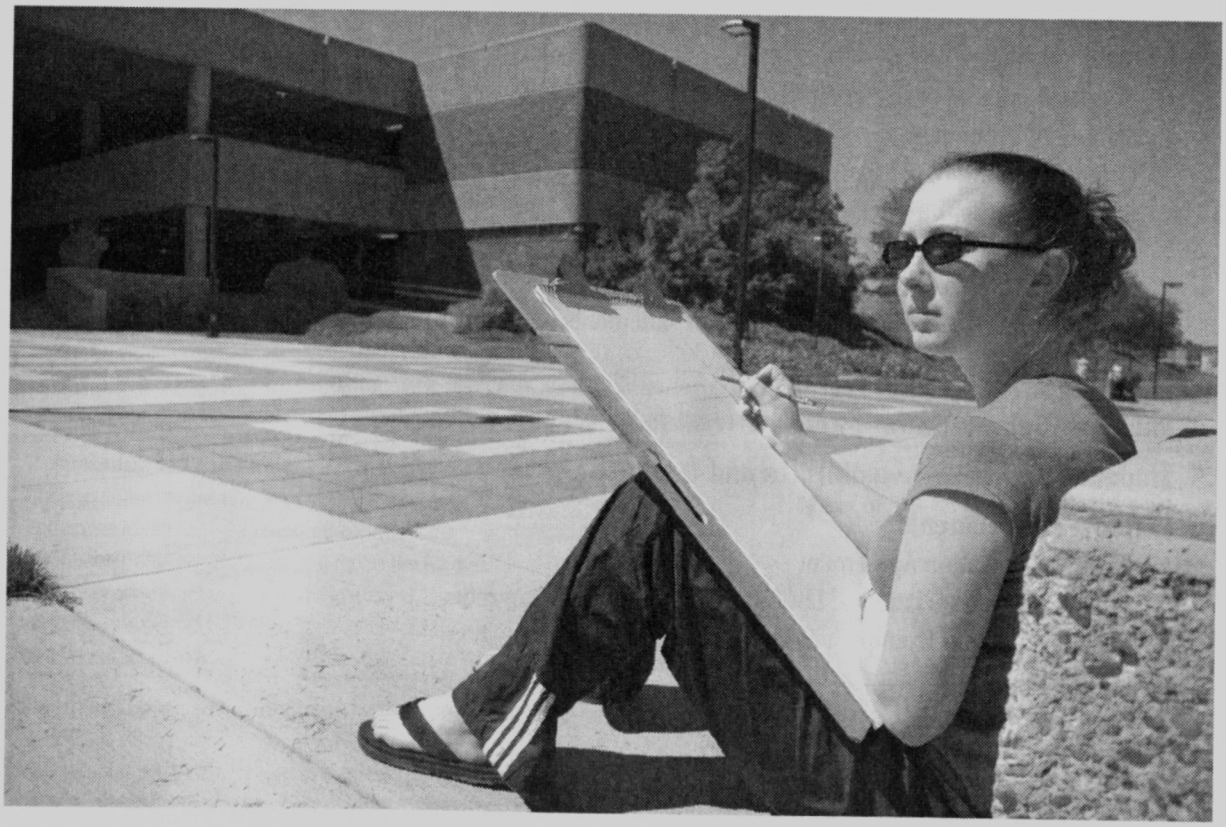
9.4 Students Right to Know – web site version

9.5 Students' Rights Responsibilities and Conduct

9.6 Employee Agreements

Faculty Association Agreement
Independent Association of LBCC Classified Employees Agreement
Management and Exempt Staff Employment Manual





EXECUTIVE SUMMARY

SUMMARY OF SELF-STUDY REPORT

The overarching theme of this self-study has been Linn-Benton Community College's response to change. As we approach our 40th anniversary, we are witnessing changing programs, personnel, funding, facilities, and leadership. We can choose our response. We can look at change as an opportunity for reflection and improvement. Through this lens, change can be dynamic and energizing. We also have the choice to be nostalgic about the intimacy that we are losing by growing bigger, the consensus we are losing by being more diverse, and the informality that we are losing to external pressures for accountability. Through the lens of nostalgia, change can isolate the college from its students and community. This self-study is about our choices.

Educational Programs and Student Success

Linn-Benton Community College is justifiably proud of its tradition of educational excellence, service to students and educational partnerships. The faculty, staff, management and Board are united in their dedication to seamless partnerships with high schools and four-year institutions. Faculty have demonstrated extraordinary commitment to articulation, learning outcomes, and working collaboratively for the good of students. These values are central to the identity and reputation of Linn-Benton Community College.

Commendations:

- All instructional programs at Linn-Benton Community College consist of curricula that are based on learning outcomes.
- The Strategic Plan supports increased investment in the assessment of general education and of reading and writing, as well as in the improved recruitment and retention of under-served students.
- Linn-Benton Community College is a national leader in its strong degree partnership with Oregon State University.
- The college has an outstanding and often cited reputation for innovative and successful partnerships with high schools.
- The collaboration of instructional programs and student services has been recognized for contributing to our strong retention rates.
- Our career and technical programs are supported by engaged advisory committees.
- The college has invested in the Community College Survey of Student Engagement (CCSSE) to measure and improve our support of students.

Recommendations:

- To meet the needs of students, the college should increase access to our programs via e-learning.
- The college should examine areas of high reliance on non-contracted faculty.

Plan of Improvement:

The college will invest in an instructional designer to support faculty and to expand its e-learning programs. The college will track the use of non-contracted faculty and disseminate best practice information to non-contracted faculty.

Personnel and Participation

Most of our faculty members have been here for fewer than 10 years and are encouraged to question our policies, procedures and assumptions. They bring diversity and youthful energy and passion to the classroom. The college provides many avenues to socialize new faculty to the LBCC culture – a culture that has proven harmonious and resilient for 40 years. Through our Instructional Strategies Institute, inservice programs, Leadership LBCC, and evaluation processes, the college emphasizes the core values that give us both stability and creativity. As we learn about the power of change and the importance of a common language, we are investing in ongoing staff development to improve our internal communication.

We are at a point in our history when it is necessary to renew our mission, our values, and our strategy. We also need to communicate these core beliefs throughout all levels of our workforce and community. We recognize the need to adapt and to move forward carrying a common banner: our Strategic Plan.

All of this is uncomfortable to those who see the small, homogenous, intimate, and informal way of LBCC's past evolving into a large, diverse, energetic institution that sees its future in external partnerships, innovation, and inclusion of more and more staff in decision making. The personnel of our past created our present. They gave us a strong foundation for excellence and our culture of mutual respect. The personnel in transition – preparing to retire after more than 25 years of dedication to Linn-Benton Community College give us the power of continuity – connecting our heritage to our future. Our newest personnel, those who have been hired in the last five years and those who will join us in the next few years, must learn where we have been and must lead us to our future.

Commendations:

- The college invests in comprehensive orientation for new faculty and in orientation, leadership training, and professional development of all staff.
- The college is focused on its vision, mission, core values, 10 Commitments, and Strategic Plan.
- In challenging times, the college maintains a culture of mutual respect.
- Faculty, staff, and managers are recognized as state leaders in their fields.

Recommendation:

- As much as everyone desires to be more engaged in decision making, faculty and staff are challenged to find time to fully participate in budget development, planning, leadership, and governance.

Plan of Improvement:

The Joint Leadership Team is charged with finding more ways for faculty, staff, and students to participate in college governance. Professional development committees will collaborate to increase participation in all professional development activities. To maintain a healthy work environment, the college will strengthen internal communications through ongoing professional development investments.

Funding and Stability

Linn-Benton Community College relies on a conservative fiscal view that provides the college with stability when resources are insufficient. Even with this approach, the unpredictable nature of state funding creates havoc on long-range planning, diminishing faculty and student morale. The college strategic plan is designed to provide ballast for our bouncy economic ship.

Commendations:

- The college has experienced fiscal stability in spite of daunting funding challenges, maintaining appropriate technology, maintenance and roof replacement reserves.
- The college strives to make its budget development process transparent and inclusive, while providing real-time reporting on its financial status.
- The Foundation generates additional funds for student aid, program improvement, and capital construction.
- There is broad internal support for the Strategic Plan.

Recommendations:

- LBCC must keep staff more informed about the college's constantly changing financial situation.
- The college must be more purposeful about seeking more grant funding that is aligned with the college mission.

Plan of Improvement:

The Strategic Plan will guide investments to strengthen the college. The college will strengthen the links between planning, allocations, and results. The college has established a grants committee to stimulate and support grant writing and project monitoring.

Facilities and Access

In its first 35 years, LBCC built the Albany campus. Recognizing the need to have a visible presence in communities east and west of Albany, we have built three distinct centers since our last accreditation visit. However, many of the original instructional facilities in Albany are constraining student access and success. They were not built to accommodate today's enrollment, technology, and pedagogy.

With limited resources and competing demands, the college must be creative and resourceful about meeting the challenge of facility improvements in science, health, distributed education, student services, and industrial arts. In this regard, our strength is our ingenuity in making do with limited resources. It is our hope that a clear capital improvement plan that acknowledges institutional needs and creates a queue for needed improvements will validate an understanding of what must be done and communicate a vision of a better future.

Commendations:

- The college has invested in outreach centers in Corvallis, Lebanon and Sweet Home; improved facilities for students with special needs; and improved service facilities such as printing, security, the bookstore, and student support lab.
- The college has centralized, updated and expanded the offices of Business and Employer Services, the Health Occupations and Workforce Education Division and instructional facilities supporting the Nursing, Dental and Radiologic Technology programs.
- The college is approaching a major renovation and expansion project for the Library and Learning Center.
- Recognizing the need for increased student engagement between class times, the college has increased the number of informal student gathering areas.

Recommendations:

- The most pressing capital improvement needs are: science lab expansion and renovation, student services reconfiguration and expansion, and the updating of the industrial arts labs to increase capacity and efficiency.
- Students, faculty and staff agree that the college needs to improve lighting, increase the number of elevators on the Albany campus, and expand parking at the Benton Center.

Plan of Improvement:

The capital planning committee will search for creative ways to combine and stage projects for cost savings. The college will pursue state and federal government support and explore alternative revenue solutions to meet its most pressing capacity needs.

Planning and Leadership

Our next efforts must focus on developing college leadership, particularly leaders who can assume responsibility for planning and accountability. As we focus our collective efforts on improving student success, it is important to the college to create a culture of relevant and understandable evidence. Linn-Benton Community College is moving from measures of student satisfaction to measures of engagement and learning. In order to be nimble and responsive to external change, it is also important for the college to look outward to the community.

The college strives to create an educational environment that promotes student faculty engagement and an increasingly supportive environment beyond the classroom. The college looks forward to using CCSSE to benchmark our performance relative to other community colleges.

Commendations:

- The college's well-established Institutional Effectiveness Program is used for continuous improvement.
- The Collegewide Success Indicator's report is now tied to mission commitments and is seen internally as an asset to the college community.

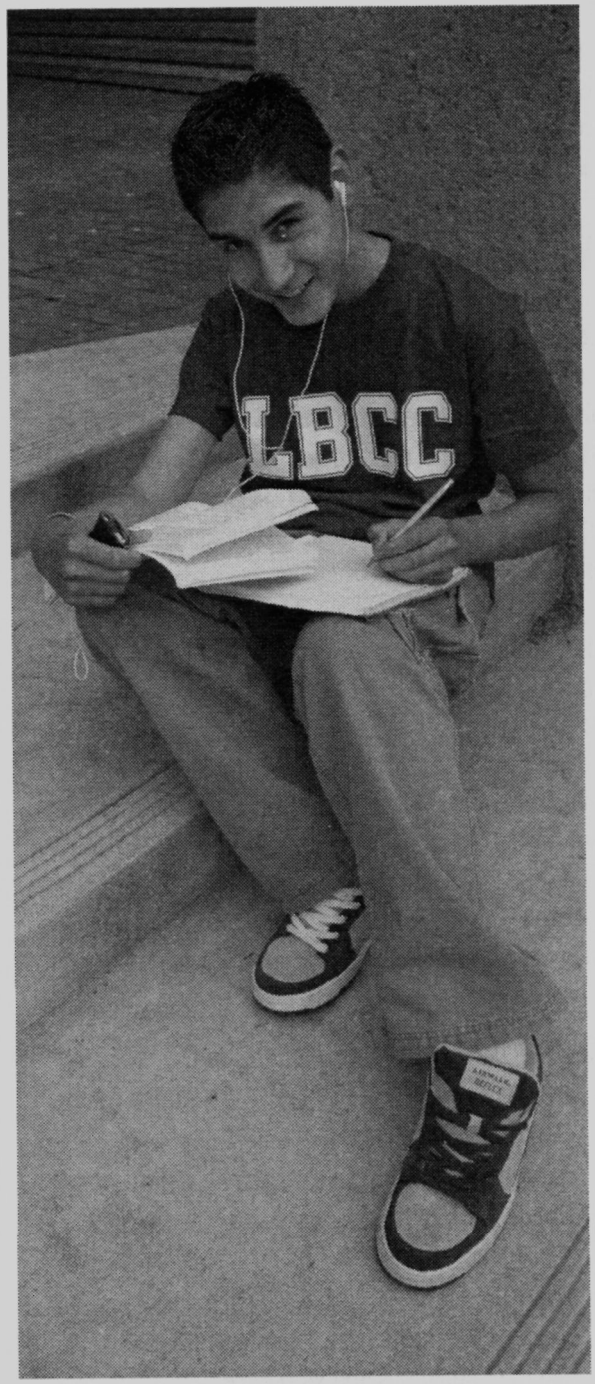
Recommendations:

- The college must identify and respond to changing community needs in workforce education.
- Individuals need to see the connection of their work to the Strategic Plan and between Institutional Effectiveness activities and the Strategic Plan.
- The college must clarify connections between measures of institutional effectiveness and investments in improvement.
- The college must evolve from focusing on data collection to strengthening data analysis.

Plan of Improvement:

The college will conduct regularly scheduled community business needs assessments with reports to the community. The college's work on internal communication and governance, its more transparent budget development process, and the conciseness of the Strategic Plan are all designed to encourage broader understanding and participation within the college community. As the college begins to set benchmarks and targets tied to its Strategic Plan, the link to Institutional Effectiveness will become clearer. The stronger collaboration among the Academic Affairs Council, the Instructional Council, and Institutional Research will also facilitate internal communication.

In Conclusion:

Linn-Benton Community College prides itself on its reputation for collaboration, innovation and seamless educational partnerships. Working together to craft a new strategic plan has focused the college community. As it enters its 40th year, Linn-Benton Community College is imbued with a sense of institutional pride as it continues its leadership role in service to students.

The institutional self-study came at just the right time for the college to step back and examine its new directions. The work of the self-study is helpful in identifying fruitful areas for improvement and also provides the opportunity to appreciate the progress we have made since the last accreditation visit. Linn-Benton Community College is proud of the involvement of so many in making this self-study a rich and rewarding experience for all who participated.