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ACCREDITATION
REPORT

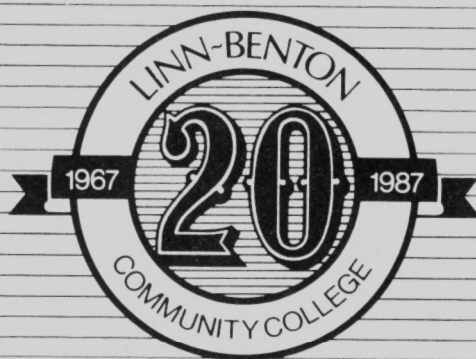


SELF~STUDY



AN ACCREDITATION SELF-STUDY REPORT

CELEBRATING TWENTY YEARS OF DEVELOPMENT



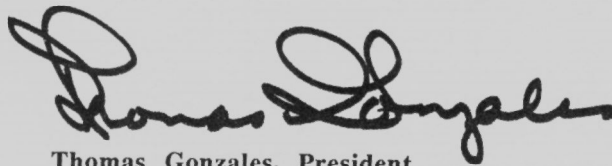
PREPARED BY THE
FACULTY, STAFF, ADMINISTRATION, AND STUDENTS FOR
THE BOARD OF EDUCATION AND THE COMMISSION OF COLLEGES
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

FORWARD

.....

Linn-Benton Community College begins celebration of our twentieth year in September 1987. We have used the self-study process of the last two years leading up to this celebration year to assess directions for our future service to students and to our community. As we come "roaring into our 20s," we look forward to the visiting accreditation team's review of college programs. The self-study process has given us another opportunity to reflect on our mission and to review our programs, services, and other activities from the perspective of the standards set by the Northwest Association of Schools and Colleges.

The self-study engaged staff, students, and community members in thorough review of all aspects of the college and helped to develop a greater awareness of college resources and of our need for continued improvement. Linn-Benton Community College is an exciting place to work. We all share in a commitment to enable human growth and to enrich people's lives. We strive to provide an open and friendly atmosphere, evidencing pride in quality work. As we build on the progress of recent years, we welcome the opportunity to share our experiences with the visiting accreditation team.

A handwritten signature in black ink, reading "Thomas Gonzales". The signature is fluid and cursive, with the first name "Thomas" and last name "Gonzales" clearly distinguishable.

Thomas Gonzales, President

ACKNOWLEDGEMENTS

The dedication to complete an effective institutional self-study and the amount of work that has been required have been so great that every effort should be made to acknowledge all those who were involved in the process. Because of the total commitment of the college staff, however, everyone should be recognized. Specific recognition of all who participated, of course, is impossible in this space.

I would like to begin by acknowledging our pre-planning group: Tom Gonzales, for his insight and leadership in directing the institution, asking the appropriate questions and achieving results in areas that are typically analyzed only during a crisis or major review process; and Gretchen Schuette, for playing a major role as Co-Accreditation Liaison Officer; in meeting with the steering committee, task force members, and work groups; coordinating and facilitating; and for supervising the preparation of the self-study document. Without her constant vigil and prompting, the entire process would not have come together so smoothly. Thanks are due also to her tolerant staff in the Community Relations Office and in the Instructional Services Division for "picking up the slack."

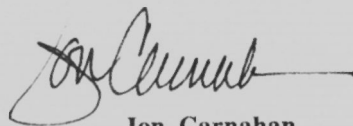
Four other important people in this process were the task force chairs who led "The Force." Rosemary Bennett, John Carnegie, Linda Eastburn, and George Kurtz all did an excellent job of monitoring the process and acting as liaisons between the steering committee and staff. Also, a

big thank you to my secretary, Clarice Tetz, who was always willing to call a meeting or type a draft and who so politely reminded everyone of their meetings and deadlines.

A complete roster of the planning committee, steering committee, and the task force groups follows. Membership of the work groups is available in the Accreditation Workroom.

Special mention must be made of Linda Eastburn and Bill Siebler who served in the role of editors and who put the initial drafts into final form. And Kevin Shilts endured; he entered the original data and formatted, edited, and attended to the final touches on the document. Linda, Bill, and Kevin were essential to the self-study preparation. Tim Fayingtinger is gratefully acknowledged for the creation of the cover and graphics. We would be remiss if we failed to make special mention of the many secretaries who transformed the varied manuscripts they received from work groups into finished copy.

Finally, to all who participated in the process and gave of their time and effort to provide a useful and improvement-oriented self-study, for helping to assure our students the best educational opportunities possible, a sincere thank you! Without the caring and dedication of all the staff at Linn-Benton Community College, we would not be the college we are today.



Jon Carnahan
Accreditation Liaison Officer

ACKNOWLEDGEMENTS

PRE-PLANNING GROUP

Tom Gonzales
Jon Carnahan
Gretchen Schuette

STEERING COMMITTEE

Jon Carnahan (Accreditation Liaison Officer)
Gretchen Schuette (Accreditation Liaison Officer)
John Carnegie (Instructional Task Force)
Linda Eastburn (Administration Task Force)
George Kurtz (Business Affairs Task Force)
Rosemary Bennett (Students Task Force)
Mike Patrick
Ann Crisp
Bill Siebler
Annamay Lundstrom
Mike Henich
Annie O'Brien Gonzales
Evadene Griswold
Bill Baze (Student)

TASK FORCE GROUPS

INSTRUCTION:

Chairperson, John Carnegie
Library and Learning Resource Center, Charlie Weyant
Instructional Staff, Brian Brown
Educational Programs, Barb Dixon
Arts, Humanities & Social Sciences, Ken Cheney
Business, Patsy Chester
Community Education, Mary Spilde
Culinary Arts & Hospitality Services, Bob Miller
Health Occupations and Physical Education, Dick McClain
Industrial Apprenticeship, Mike Patrick
Science and Technology, Pete Scott
Student Development, Bob Talbott
Special Instructional Activities, Larry Schuetz
Evening Degree Program, Al Barrios
Honors Program, Ken Cheney
International Education, Larry Sult
Articulation Programs, Pete Scott
General Education and Associate Degree, Tom Gonzales
TED Center, Anna Kircher/Mary Spilde
Telecourses, Paul Snyder
Computer Lab, Patsy Chester
Parent Education, Bobbie Weber

ADMINISTRATION:

Chairperson, Linda Eastburn
Institutional Mission and Objectives, Tom Gonzales
Board and Policy & Administration and Rules, Pete Boyse
Special Administration Activities, Pete Boyse
Institutional Research, Leon Bruer
Community Relations and Research, Pete Boyse
Strategic Planning, Pete Boyse

BUSINESS AFFAIRS:

Chairperson, George Kurtz
Finance, Mary Mann
Computer Services, Leon Bruer
Physical Plant, Materials, and Equipment, Ray Jean
Bookstore, Printing Services and Food Services, Bob Miller
Special Business Affairs Activities,
First Aid, Safety, and Security, Jerry Phillips

STUDENTS:

Chairperson, Rosemary Bennett
Admissions and Registrar, Blaine Nisson
Orientation, Advisement, Counseling, and Testing,
Blair Osterlund
Financial Aid & Veterans, Lance Popoff
Extracurricular Activities and Athletics,
Annie O'Brien Gonzales and Dick McClain
Special Student Activities,
CAPA, Mike Morgan
Women's Center, Marian Cope

The complete roster of staff, student, and community participation in review work groups is available in the Accreditation Workroom.

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INTRODUCTION

COLLEGE OVERVIEW

The Linn-Benton Community College District, Linn and Benton counties, is served by the college through programs offered at its main campus, at three off-campus centers, and at other sites throughout the district. Since classes began in 1967, we have developed a comprehensive set of educational programs and community services. The college has enjoyed strong and stable administration from its three presidents, each providing leadership appropriate during the development of the college. The commitment and knowledge of college board members has resulted in effective college policy and important connections to community needs.

Although the college experienced an enrollment surge during the late 1970s and was the fastest growing community college in Oregon, enrollment decline and stabilization have marked the 1980s. In the last five years, various organizational changes have been made to clarify the role and function of managers, and the President has established an open managerial leadership style. The organizational changes decreased the number of administrators and created more efficiency. New marketing directions were implemented, following extensive committee input, and gained support to create a better image for the college, to increase enrollment, and to communicate a consistent message about the quality services the college offers. The traditional long-range planning process was replaced by a strategic planning model incorporating input from several college and community groups. The involvement of a "blue ribbon committee" of community members, The LBCC Tomorrow Committee, provided the Board of Education with important input to setting goals.

Also under the current president, the college has recently taken other new initiatives. The philosophy and mission statements were reviewed and modified. A College Values Statement was developed through college-wide discussion and forms the new foundation of commitment and understanding about Linn-Benton Community College. The Values Statement appears in the self-study document under the heading Special Administration Activity. Other initiatives are highlighted in the self-study under the headings Special Student Activities and Special Instructional Activities and are discussed briefly below.

The Committee on Assessment, Placement, and Advising, after over 400 staff hours of analysis and discussion during the 1984-85 school year, formulated recommendations relating to the assessment of entering students' skills in mathematics, reading, and writing; the placement of students in classes commensurate with their entering skills; and the establishment of an advising system to support the assessment and placement. Implementation of the CAPA recommendations has begun.

Initiated during the 1984-85 school year, the Women's Center has been created for LBCC women who wish to examine their roles, identify models, make life plans, and acquire knowledge of the world of work that will aid them in planning their future. The center offers peer advocacy, counseling, referral, classes, workshops, support groups, and a place to feel physically and emotionally safe.

New articulation activities have focused primarily on the high school-community college connection. Agreements have been developed to give advance college credit for high school work. A cooperative credit program has been designed and implemented in four curriculum areas, and a Technical Education Counselor Association has been established, with membership open to counselors from district high schools.

The Evening Degree Program was established in the fall of 1985 as one more option for fulfilling the LBCC commitment of providing an opportunity for a college education to all residents of Linn and Benton counties. The program provides a systematic schedule of course offerings and also requires support services that will enable persons with daytime obligations who are seeking a college education an opportunity to do so outside the traditional daytime hours.

The Honors Program was initiated in the fall of 1985. It is an interdisciplinary instructional program which introduces qualified students to methods of investigation and discourse through a series of readings, discussions, and written assignments centered around a new theme each term. A faculty team from various disciplines presents materials from the perspectives of a scientist, social scientist, and humanist. The goals of recognizing and meeting the special needs of superior students and of challenging faculty and stimulating professional growth continue to guide the program.

INTRODUCTION

During the fall of 1985, the International Education Task Force was established to develop recommendations with respect to international education and services at LBCC. In the fall of 1986, as a result of the task force recommendations, International Education and Services became a recognized function at the college. Responsibility for the program was assigned to the Instructional Services Division. An International Services Center has been established in the library with a part-time coordinator who is beginning to compile a small resource library and to establish lines of communication with the instructional divisions and the community. Further actions will be based on the recommendations of an advisory committee.

Parent Education is a unique program which provides occupational upgrading for the non-paid vocation of parenting/homemaking. With an overall goal of helping to strengthen families, the program provides classes in the area of child and family studies for the district's adults and the college's lower division transfer students. Beginning with two parent/child pre-schools in 1973, the program has expanded to 27 locations in nine communities, each serving over 2500 parents of children from infancy through teens. The program has recently gained national recognition, and the college received a replication grant that assisted two other Oregon community colleges in developing parent education programs.

LBCC is a member of a state-wide consortium of sixteen community colleges that was formed in 1981 to work cooperatively to deliver credit courses to adult learners. The Oregon Community College Telecommunications Consortium has ranked first nationally in per capita enrollment of students in telecourses. During the last few years, LBCC has offered eight to twelve telecourses each term, ranking from 3rd to 5th in enrollment among Oregon community colleges. Over 3,000 students have enrolled in telecourses since they were first offered at LBCC.

The Training and Economic Development Center opened in the fall of 1983 to create a strong partnership between the college and district businesses, industries, governments, and organizations. The center has been innovative and responsive in meeting the everchanging demands and problems experienced by local business and industry. The TED Center has been the college contact point for obtaining cost effective, quality training at both the professional and technical levels, providing a "front door" for segments of the community which might otherwise not be serviced by the college.

These new initiatives of the last five years as well as the varied instructional and service programs the college offers were reviewed during the comprehensive and participative process used for the self-study.

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THE SELF-STUDY PROCESS

The self-study process began with the preliminary visitation of Dr. James F. Bemis in April of 1985. Following that meeting, Co-Accreditation Liaison Officers were appointed and, with the college president, formed the pre-planning group. In August of 1985, the Accreditation Liaison Officers attended a workshop on Accreditation and Institutional Self-Study at the Wilderness Continuing Education Center in the State of Washington. Their return to campus marked the official beginning of our process. Self-study designs were discussed, data collected, planning meetings held, other special accreditation renewal dates reviewed, special emphasis areas discussed, and a steering committee appointed. In addition to the self-study, the college chose to go through an extensive Vocational Program Assessment process, which is required by state and federal law every five years. The pre-planning group thought that it would be timely and would enhance the self-study process to incorporate this lengthy assessment into our institutional self-study. The pre-planning group, steering committee, and task force members celebrated the conclusion of our planning process and completion of our vocational program review in June of 1986 and prepared for the kick-off of the analysis and appraisal process in the fall of 1986.

The major goals of our self-study were to have broad participation of college staff in the process, to take a thorough, frank, improvement-oriented look at our college, and to incorporate improvement-oriented self-assessment processes in on-going college planning. The introspective review was designed to assess that the college has clearly stated goals and that we are in large part achieving them; that we continue to review goal achievement, processes, and problems and that we use the review results to improve the institution; that we meet all the accrediting agency's qualitative standards; and that we have the human, fiscal, and physical resources to continue meeting these standards in the foreseeable future.

The self-study activities were led by the Accreditation Liaison Officers who were responsible for the overall process and for preparation of the self-study report. The ALO's

chaired the steering committee and were ex-officio members of the accreditation task forces. The accreditation steering committee was composed of the four task force chairs, as well as nine other members of the staff and a student. It was the steering committee's responsibility to generate staff understanding and participation in the self-study process and to review the ALO's charge to "The Force," the work groups responsible for analysis of all college elements. It was also the steering committee's responsibility to direct and review the efforts of each task force and of their work groups, as well as to review and respond to data requests and to collect, organize, and synthesize the work of The Force into a useful analysis and self-study report.

Elements of the college identified for review in the accreditation manual and others we identified in addition were organized into four major task force areas, as shown in the Acknowledgements. They were Administration, Students, Instruction, and Business Affairs. A chair was appointed to direct each committee formed. These task force committees then directed the efforts of the individual program work groups and reported their progress, concerns, or questions back to the steering committee. Copies of the planning documents and of the correspondence that took place during the self-study process are available in the Accreditation Workroom.

The results of the process are two volumes, the Self-Study and the Program Goals Analysis. In the Self-Study are the results of three of the four steps followed by each work group reviewing a unit of the college. Briefly, the three steps were 1) to describe the unit's activities, 2) to analyze how well the unit meets standards of performance, and 3) to answer five key questions related to unit and college strengths, weaknesses, problems, and solutions. Because of a desire to carry the results of our self-study through to action, each work group was also asked, as a fourth key step in the process, to prepare a program goals analysis matrix. The program matrices of goals, activities, outcome measures, and results are compiled in the Program Goals Analysis volume.

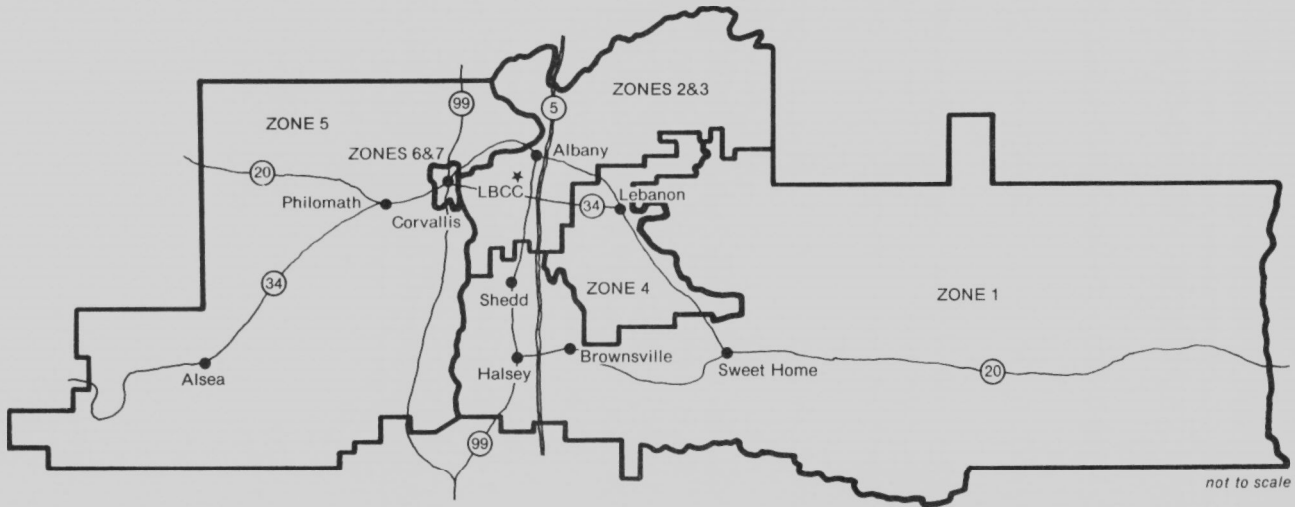
The self-study process itself was completed in June of 1987, with final editing and printing completed by August 1987 in preparation for the college visitation in October 1987. The process was rewarding, and the results will continue to be useful to the college. Many opportunities were provided for the college and community to participate in the process, and participants were enthusiastically commit-

ted to thorough appraisal. Good communications were maintained among the work groups, and improvements to the college were implemented during the self-study process. Finally, continued use of elements of the process in ongoing college analysis will allow us to continually look at our activities and to plan and work toward the high level of quality that our students and community have come to expect.

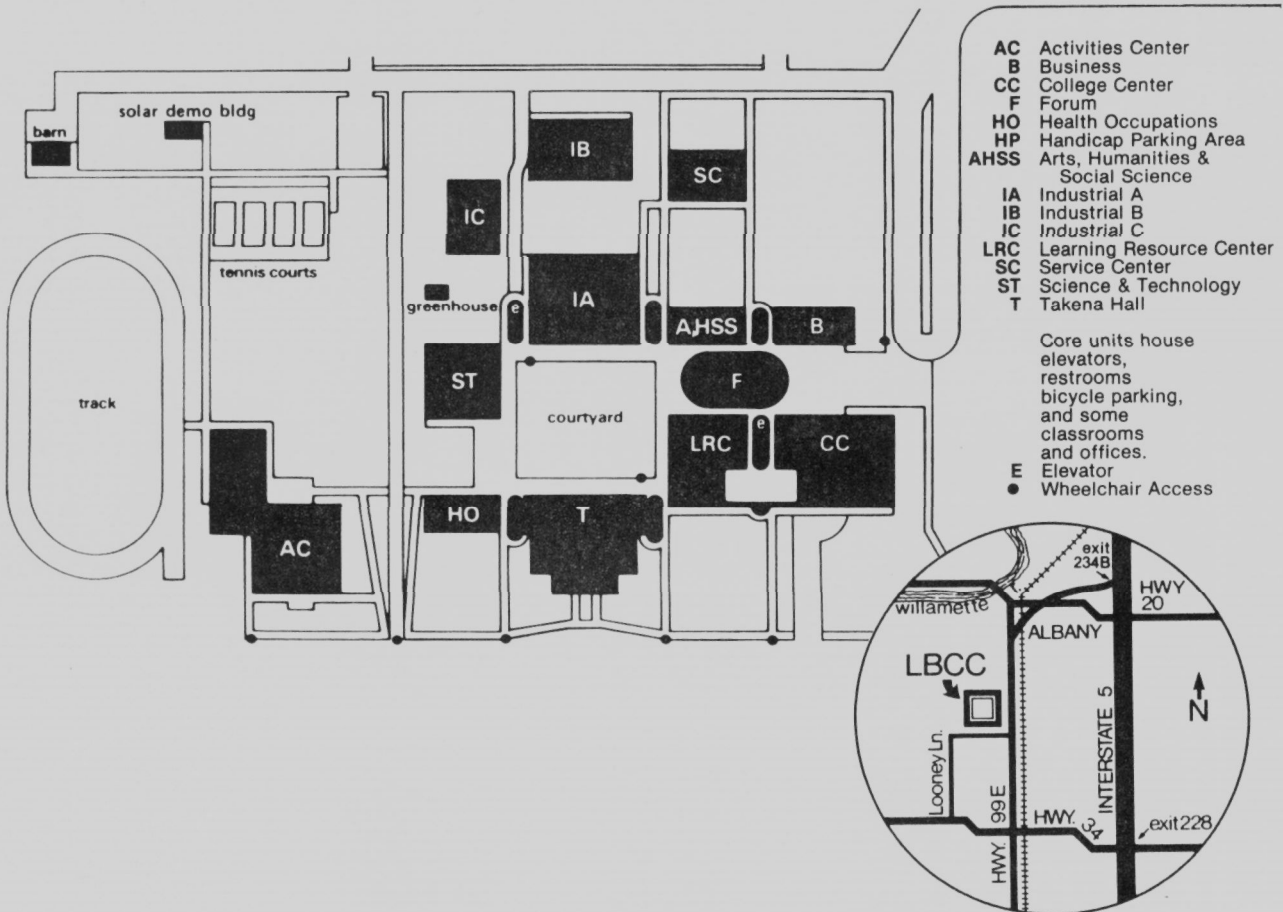
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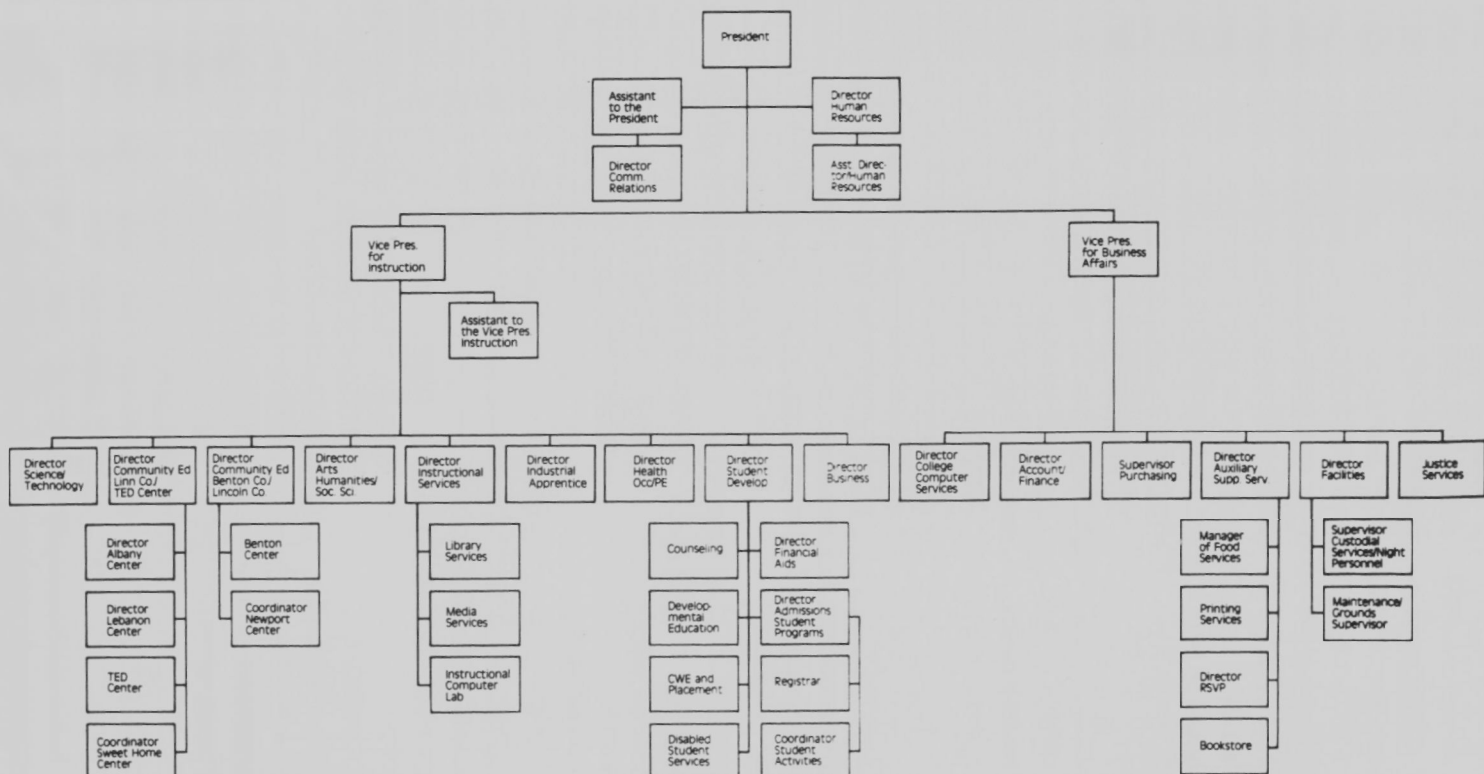
INTRODUCTION

DISTRICT MAP:



MAIN CAMPUS MAP:





ADMINISTRATION

6	Philosophy & Mission
7	Board & Policy
9	Administration & Rules
11	Institutional Research
12	Community Relations & Research
13	Alumni Relations
14	Overall Recommendations
	Special Administrative Activity
15	The LBCC Values Statement
17	Resumes



ADMINISTRATION

PHILOSOPHY & MISSION

DESCRIPTION:

The Statement of Philosophy of Linn-Benton Community College has remained unchanged since 1977. However, the Mission Statement underwent a major revision during 1982, and the Board of Education approved the revised version on February 10, 1983.

The Mission Statement was revised through a process which involved management, faculty, and classified staff as well as students. After undergoing a thorough review by staff and students, a revised draft was sent to the Board for their review and final approval.

After the revision of the Mission Statement, copies were distributed to all LBCC staff and the student government organization. The college's Statement of Philosophy is published annually in the college catalog.

In 1977, the college had a statement, titled, "Purpose of the College," which was essentially the college's mission statement. When this was revised in 1983, the title was changed to the Mission Statement. This new Mission Statement contains a more complete description of the overall college mission in the introductory paragraph. In addition, it prioritizes the six major thrusts of the college. These are more general than in the former "Purpose of the College," which had listed a total of seven areas of emphasis. The updated mission statement more closely reflects the current internal and external environmental conditions impacting the college.

The Mission Statement is reviewed as a part of the college's strategic planning process. Because the mission statement is included as part of the strategic plan, it is reviewed annually when the plan is updated. If there are apparent discrepancies between the plan and the mission, one or the other will be adjusted to assure consistency.

Statement of Philosophy:

Linn-Benton is a two-year college, publicly funded and locally governed. It was established to provide fully accessi-

ble educational opportunities to members of the community, based on the following beliefs:

1. Individuals have different potentials for growth and self-fulfillment.
2. Learning provides the means for men and women to develop their potential, expand their knowledge and skills, and become contributing members of a free society.
3. Learning opportunities should be available to the greatest number of people with minimum restrictions, based on individual and community needs.
4. Entry to LBCC should be based on an open door policy to individuals who are capable of profiting from the instruction offered. Through proper guidance and testing, students will be able to select appropriate courses of study.
5. Appropriate standards of performance should be maintained within each course of study.
6. Educational scope of college programs should be as broad and flexible as possible, with priorities established on the basis of available resources. Within these limits the programs should be responsive to local, state, and national needs, as well as reflect sound educational standards.
7. Tuition and fees should be maintained at a reasonable level.
8. Local direction and control are maintained through the elected Board of Education, consistent with local, state, and federal laws and policies.

Strategic Planning:

In 1982, Linn-Benton Community College initiated a new strategic planning process. This process resulted in a strategic plan that outlines general goals and objectives for the institution and still provides for flexibility as the college continues to develop new programs and directions. The college's strategic plan is a three-year revolving plan that is updated every year.

The planning process includes an ongoing assessment of the external environment, including district-wide, state-wide, regional, national, and global environmental factors that could impact the college. At the same time, the college staff is continually assessing its internal strengths.

These two activities culminate in a matching process which relates external opportunities and constraints to internal strengths and values.

This planning process is connected directly to the college's overall marketing plan and results in the determination of mission, clientele, goals, and program mix.

The strategic plan is divided into sections which outline strategies for the various segments of the college. Instructional Affairs looks at strategies for program consolidation and restructuring, for new program development, and for termination of obsolete programs. Enrollment is directly related to instructional offerings as well as to demographic factors. Business Affairs outlines strategies for expansion and reallocation of resources as well as a facilities plan. Human Resources is concerned with strategies for program and individual development. President's Office includes the areas of institutional resource development, community relations, and economic development.

Using the three-year strategic plan as a base, the college administrators develop annual goals for the college one year prior to these goals being enacted. This process provides a set of goals which can be used as guidelines for preparing the college budget. Administrators then use these college goals to develop goals for their individual departments and for themselves.

Responsibility for this planning process lies with the office of the Assistant to the President. The President provides the leadership for institutional planning and involves the President's Council in the process.

The President's Office solicits community input on a periodic basis by asking selected community members for their opinions and thoughts on various issues impacting the college.

The planning process requires cooperation and input from the entire college staff, including managers, faculty, and classified staff. This process has been successful and continues to provide the college with a structure for future directions.

The LBCC strategic planning process is still being refined. Development of the process began in 1982, but the initial plan was not completed until the summer of 1985. This plan is in a continual state of revision.

An ongoing emphasis on soliciting and receiving staff input into college-wide planning and goal setting is important. One-day and two-day retreats involving a cross section of staff in both planning and goal setting have recently become part of this process.

The college is also working to integrate the annual goal setting with the budget process more effectively. Goals need to be in place at least a year in advance in order to impact budget priorities.

ASSESSMENT:

Strengths:

1. The strategic plan is for three years only and is updated annually.
2. A cross section of faculty, staff, and community members are included in the planning process.
3. The process assures that the college stays current with trends.
4. Budget planning is more accurate.

Weaknesses/Problems:

1. Development of a comprehensive Management Information System (MIS) is needed.
2. Effort needs to be made to include more staff in the planning process on a regular basis.

Solutions:

1. A research director has been hired to develop a Management Information System.
2. The planning process is being developed to make it more systematic and to include more staff.

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BOARD & POLICY

DESCRIPTION:

The LBCC Board of Education consists of seven members, each elected for four-year terms to represent one or two of the seven zones in the district. Board members serve without compensation but are reimbursed for actual expenses incurred as a result of their Board duties.

Board members are restricted by Board policy from having any contractual, employment, or personal financial interest in the college. The President is the Clerk of the Board and serves as an ex-officio board member with no voting power.

The LBCC Board of Education is elected in accordance with state legislation as outlined in the Oregon Revised Statutes and the Oregon Administrative Rules. The Oregon Revised Statutes also provide for the election of a board chair and vice-chair at the beginning of each fiscal year. The Board meets each month on the third Wednesday of the month. The Oregon State Board of Education has responsibility for coordination and general supervision of the state community college system. The Oregon Educational Coordinating Commission also has the authority to approve new educational programs offered by the state community colleges.

The Board is organized into several subcommittees, each with specific duties. These subcommittees are as follows: Legislative, Budget Audit, Awards, Educational Leave, College Policy, and President's Evaluation. Additional subcommittees are formed as needed.

Each Board member serves on the 14-member budget committee, which includes seven other appointed members from the district's geographic zones. The annual public budget review process was revised for the 1986-87 budget. The budget was divided into three subcategories, and subcommittees carefully examined each of these subcategories before reviewing the entire budget.

A two-year serial levy was passed in June of 1985 allowing the Board to plan more efficiently for two fiscal years. The new, updated tax base was approved in the November 1986 general election, providing the district with a more stable funding base.

The Board Policy Manual clearly defines the general administrative policies established for the governance of the college. Board policies underwent a major revision in 1983. Copies of the Board Policy Manual are available in the President's Office and in all administrative offices.

During the past five years, the Board of Education has increased its involvement in regional, state, and national activities. This has broadened the Board's perspectives with respect to local decision-making and improved the long range planning capability of the college.

The college's enrollment has stabilized during the past five years, and resources have been limited. However, the Board of Education has continued to provide excellent leadership and direction for the college even under adverse circumstances. The Board has demonstrated a remarkable ability for considering different points of view, familiarizing itself with most aspects of the college, and working cooperatively for the good of the college and the community.

The Board reviews policy several times during the year and appoints a subcommittee which makes periodic recommendations for policy updating and the initiation of new policies. The Board holds an annual two-day retreat in the fall during which it reviews policy, strategic planning, budget processes, personnel decisions, and other matters affecting the direction of the college.

The Board is concerned about maintaining institutional programs and services with diminished resources. It has also placed a priority on maintaining the physical plant and replacing capital equipment, thus preserving the integrity of the college.

ASSESSMENT:

Strengths:

1. The Board represents a cross-section of the community.
2. The Board is committed to the mission of the comprehensive community college.
3. Policies have been recently reviewed and updated.
4. There is a good working relationship between the Board, administrators, and the college community in general.
5. The Board is active in campus activities, and a place at the Board table is provided for faculty, classified staff, and student representatives as well as time for their reports at the board meetings.

Weaknesses/Problems:

1. It is a continuing problem to keep Board members informed and updated as turnover occurs.
2. Policy manual users do not always update personal copies of their manual.
3. We need to continue to work to maintain good Board relationships.

Solutions:

1. Develop an inservice and training program for new and current Board members.
2. Provide the Board with professional development funds and encourage involvement in professional organizations.

LBCC Board of Directors:

Dr. O. Robert Adams, Retail Merchant, Corvallis
Temporary vacancy in the Lebanon position
Dr. Robert Hyland, Dentist, Sweet Home
Ms. Terry McCormick, Self-employed, Corvallis
Mr. Joseph Novak, Restaurant Owner, Albany
Mr. Dave Schmidt, Forestry Consultant, Albany
Mr. Richard Wendland, Real Estate Appraiser, Philomath
.....

ADMINISTRATION & RULES**DESCRIPTION:****Organization & Rules:**

The President is selected by the Board of Education, and all other administrators are selected by the President, subject to Board approval. The principal administrative officers of the college are the President, Vice President for Instruction, and the Vice President for Business Affairs.

The President is the chief executive and administrative officer of the college. The implementation of all policies approved by the Board of Education is delegated to the President.

The Vice President for Instruction is responsible for all instructional and student services functions of the college. The Vice President reports directly to the President.

The Vice President for Business Affairs is responsible for the college budget, data processing, facilities, and all auxiliary services. The Vice President reports directly to the President.

Brief vitae of the three chief administrative officers are included at the end of this section. Linn-Benton Community College administrative officers are not given academic status.

The LBCC Administrative Rules Manual provides for the implementation of Board policy and defines in more detail how the college is administered. LBCC Administrative Rules underwent major revisions in 1984 and are reviewed by the President's Council several times each year. Copies of the Administrative Rules Manual are available in the President's Office and in all other administrative offices.

Councils:

Duties, responsibilities, and membership of all college councils and committees are outlined in the LBCC Administrative Rules Manual. In addition, the President's Office keeps a list of members on the various councils and committees. Councils are advisory to the President and/or Vice Presidents and deal with a broad range of issues affecting their areas of responsibility. Council membership is made up entirely of administrators, with the exception of the Instructional Council, where the Faculty Association President is also a member. Following are the LBCC councils:

1. President's Council (meets weekly)
2. Instructional Council (meets weekly)
3. Business Council (meets weekly)
4. Management Council (meets on a regularly scheduled basis)

Committees:

Committees deal with issues that relate to a specific topic or area and usually have college-wide effect. Committees are also advisory in nature. Committees are made up of a cross section of administrators, faculty, classified staff, and students. All of these four groups may not be represented on each committee, depending on the committee's charge. Following are the LBCC committees:

1. Instructional Standards
2. General Education
3. Instructional Computer Use Advisory
4. Publications
5. Classified Reclassification Appeal
6. Professional Development--Faculty
7. Professional Development--Classified
8. Safety
9. Insurance Advisory
10. Facilities Users
11. Campus Health
12. Honors
13. Student Judicial Hearing

The following associations have been organized by their constituent groups and meet regularly: LBCC Faculty Association, LBCC Classified Association, LBCC Associated Students, and LBCC Management & Exempt Staff Association.

The associations recommend names for memberships on these various committees; however, the President reserves the right to select the members for all campus committees.

As the organization and needs of the college change, the President has the authority to discontinue committees/councils or implement new ones. The President can also establish ad hoc committees to advise on specific issues. These committees are disbanded after their tasks are completed.

In addition to the administrative councils' meetings, the directors of the various divisions and departments meet on a regular basis with their individual staffs.

Approximately 300 citizens from the local district act as advisors to the LBCC vocational programs and the Board of Education regarding program direction, curriculum, and program needs. These representatives are associated with the specific occupations and are students and recent graduates of occupational programs or come from local business and industry.

All revisions to Board Policy and LBCC Administrative Rules are sent to the four campus associations for their comments prior to final approval. The Board has final authority over all policy issues, and the President's Council has final authority over approval of administrative rules. Any individual or group connected with the college may initiate policy or administrative rules changes. Procedures for implementing or revising policies and/or rules are contained in the LBCC Administrative Rules Manual.

ANALYSIS:

An internal survey was distributed to all LBCC staff members in 1984 and again in 1986. This survey measured staff attitudes toward the institution and administration and the overall level of staff morale. Survey results showed there was a significant improvement in staff morale between 1984 and 1986. This improvement occurred in all employee groups: faculty, classified staff, and management.

The administration strives to maintain good communication with all staff employees through its system of councils and committees. In addition, the President meets weekly with representatives of the classified staff, faculty, and student associations to discuss current decisions and critical issues facing the college and to allow the associations to contribute from their various points of view.

The Faculty Association President meets weekly with the Vice President for Instruction and with Instructional Council and has a voice in the decision-making process of the council. Department chairs and individual faculty meet with their division directors to assist with decisions affecting their particular academic divisions. More effort needs to be made to assure that all faculty have an opportunity to participate in some level of the administrative decision-making process.

In-service programs which are held prior to the beginning of the fall term and during the year have helped to improve staff knowledge of the college, how it is organized and how decisions are made. Faculty, classified staff, and management are involved in the planning of these in-service activities.

Overall, staff have become more involved with the organization and decision-making processes of the college through participative management strategies. However, efforts must be maintained to assure continued involvement and interest in the college's goals and objectives.

ASSESSMENT:

Strengths:

1. A participative approach to administration has built a closer team of administrators.
2. The current group of LBCC administrators is well qualified and productive.
3. Administrative rules have been recently reviewed and updated.
4. Good communication exists among all groups at the college--faculty, staff, and students.

Weaknesses/Problems:

1. Campus-wide communication still needs to be improved.
2. A greater cross section of staff must be included in decision-making processes.

3. Limited resources continue to make solutions to problems more difficult.

Solutions:

1. Continue to utilize the committee process and to include a cross section of staff on committees.
2. Encourage administrators to be involved in day-to-day operations through visits to work stations and more frequent movement about the college.

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INSTITUTIONAL RESEARCH

DESCRIPTION:

Background:

Approximately four years ago, during the press of budget reductions, Institutional Research ceased to exist as a centralized function. Since that time, it has become apparent that certain institutional information needs were being inadequately addressed. Consequently, an Institutional Research function has recently been established in the President's Office.

The objectives and future plans for this new program have been initially defined as follows:

1. Establish a periodically published college information "factbook" which contains the most often needed information for reference by college administrators and operating department managers. The information will be presented in tabular form and will treat topics such as:
 - a) Budget History--Beginning budget vs. actual, breakdowns by function, division, department.
 - b) Student Statistics--FTE breakdowns, student/teacher ratios, student loads, major distributions, demographics, degrees granted, grade distributions.
 - c) Personnel Statistics--FTE staff by division/department, longevity, professional development.
 - d) College Services--Library utilization, media utilization, auxiliary services performance, computer center utilization, counseling.
 - e) Facilities--Classroom utilization, maintenance statistics, office space statistics.
 - f) Environmental Statistics/Correlations--District population, financial trends.

g) Research Findings -- Marketing surveys, staff surveys.

2. Make appropriate college operational information available in the form of convenient relational model database tables. This would include elements related to budget history, student enrollment/FTE production, class scheduling history, course offerings, student demographics, and other college information.
3. Perform analyses and compile data to support the institutional strategic planning process.
4. Perform research to compile information relative to college interests in state-wide issues.
5. Provide a timely information service to the college in response to inquiries.

Cooperation:

The objectives for the Institutional Research program cannot be accomplished without cooperation from all college programs, departments, and staff. This will be especially true with regard to other departments concerned with information-related services. In particular, cooperative studies involving the Institutional Research Office, the Community Relations Office, the Business Office, the Office of Instruction, or the Human Resources Office will require close cooperation.

The Future:

The college information "factbook" is planned as the first priority objective. The tables in the "factbook" will also be available as relational model database tables. The second priority will then be to extend the database to include appropriate operational information. A significant research database will be available at that point.

The other objectives will subsequently be undertaken as needed and as resources permit.

ANALYSIS:

The following criteria were used in this appraisal:

1. Analyze the philosophy, goals, and objectives of Institutional Research relative to the philosophy and goals of the institution.
2. Evaluate the quality and quantity of institutional information currently available as compared to college needs.
3. Determine level of utilization of available

information by college staff.

4. Evaluate policies regarding staff ease of access to information (sensitive or otherwise).
5. Ascertain the effectiveness of the planning process to provide for short-range and long-range Institutional Research needs.
6. Analyze the efforts being made to ensure the creative participation of all areas of the college.
7. Evaluate the appropriateness of the operational priorities and objectives of the Institutional Research program.

Since the new centralized Institutional Research function is just getting underway, an in-depth and complete appraisal of the program is not possible at this time. However, the following statements are relevant to the function and its appraisal:

1. The program objectives were developed over the past year based on extensive discussions with key individuals from all areas of the college as well as on visitations to Institutional Research departments in other institutions. As such, the objectives provide a substantive basis to initiate the program.
2. Considerable effort needs to be made to familiarize college staff with the information that will be available to them through the Institutional Research function. Otherwise, the full potential benefits of the program will not be realized.
3. Wherever possible, information system capabilities developed for Institutional Research should be made to serve a dual role to also meet related data processing needs.
4. An annual "Institutional Information Needs Survey" should be undertaken. This would collect input from college staff to assist the Institutional Research staff in determining the effectiveness of existing services and appraising the need for new services.

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COMMUNITY RELATIONS & RESEARCH

DESCRIPTION:

All adult residents of the district have access to Linn-Benton Community College educational services and programs. The district is composed of the major portion of both Linn and Benton counties. The citizens of Linn and

Benton counties are diverse in their economic status and education level, making communication with district residents a continuing challenge. In addition, Lincoln County contracts with the college to provide its residents with community college programs and services.

The College/Community Relations Office is responsible for the college's comprehensive marketing program. Specific functions of this office are news releases and media relations, publications, internal communications, speakers bureau and community liaisons, room reservations, and switchboard.

The College/Community Relations Office is under the supervision of the Assistant to the President and staffed by a half-time director, a publications manager, a half-time writer, a full-time office coordinator, a half-time secretary, a switchboard operator, two half-time graphic designers and a three-quarter-time graphic technician.

The college has increased its emphasis on marketing during the past four years and has consolidated most college functions that deal with external community contact in the College/Community Relations Office. The switchboard, room reservations, and all college publications and advertising are now centered in this office. As a result, the college has been able to present a more consistent image to its external publics.

The instructional programs and services of the college consult with this office when planning advertising and recruiting campaigns for their specific areas. This office also maintains files of resource information and photographs for its own use and that of other college units.

Under the direction of the Assistant to the President, the college has contracted with an outside agency to conduct two separate community surveys over the past four years. The President's Office also contracted for a community survey during the spring of 1980. The purpose of these surveys has been to determine the community's perception of the college. More specifically, the surveys asked how people received information about the college, what courses and services they felt were valuable, if they had criticisms about the college, and what they viewed as specific positive aspects of the college.

The President's Office also conducts a community breakfast program where the President and other staff members meet with citizens in their own communities to discuss college

concerns and issues. The President's Office reaches each of its major population centers at least once every year through this program. Other methods of maintaining a dialogue with the community are constantly being explored by the President's Office and the College/Community Relations Office.

The college has just begun to use the electronic media in its marketing program. This is an area that needs continued attention as changes are occurring each day in the television and radio industry. At the same time, it is important to maintain good relations with the print media.

The College/Community Relations Office is experiencing continued pressure for services from all sectors of the college as more staff become concerned about enrollment levels of their individual programs. Prioritizing limited resources for the college marketing program has been an ongoing problem.

In addition to the community surveys conducted by outside agencies, the College/Community Relations Office will be initiating limited community surveys to address specific issues. These can also be run on an ongoing basis rather than every three or four years.

The President's Office continues to meet with citizens on an informal basis, but there is a need to increase these contacts. A program to begin community visits during the day in addition to the community breakfast program is planned.

ASSESSMENT:

Strengths:

1. The college has increased the emphasis on comprehensive college marketing during the last five years.
2. The college has an excellent community relations staff that is able to respond to many different requests.
3. With a new tax base, the college has an excellent opportunity to improve community relations without the need to promote a new tax election.
4. Community surveys indicate a high level of satisfaction from constituents.
5. The college has good rapport with the media.
6. College resources are readily available to the community.

Weaknesses:

1. Additional resources are needed to improve and increase advertising and promotion.
2. Managers are unable to devote a great deal of time to community contacts.
3. More effort needs to be made to make community groups feel welcome when they use college facilities.

Problems:

1. Developing ways to effectively reach the heterogeneous population that makes up the district is a continual problem.
2. Dwindling resources which are needed to increase enrollments and improve the revenue picture often cause a reduction in advertising dollars.

Solutions:

1. Community surveys should be continued to determine the make-up of various potential student markets and how best to reach them.
2. Emphasis should be placed on how important advertising is to the economic health of the college.
3. The college should collaborate with other community colleges in a state-wide effort to maximize advertising dollars.
4. Decisions need to be made about the best use of limited resources for advertising and promotion.

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ALUMNI RELATIONS

DESCRIPTION:

During the 1985 fall term, LBCC and a group of citizens initiated a college support group and called it "LB Friends," for "Let's Be Friends." This group is composed of LBCC alumni as well as community supporters who may not necessarily be alumni of the college.

This group participates in college-sponsored community activities, receives a newsletter with in-depth information about the college, and receives the LBCC Foundation newsletter. Members act as ambassadors for the college and monitor community perceptions of the college.

Beginning with the spring of 1986, all LBCC graduates have received information on both the LB Friends support group and the LBCC Foundation. These organizations will attempt to develop a relationship with all LBCC graduates and involve them in a long-term alumni program.

In addition, all alumni living in the district continue to receive notices of all classes offered by the college. The college offers a strong continuing education program that brings many alumni back for retraining, upgrading, and personal development opportunities.

Both the LB Friends organization and the LBCC Foundation are housed in the Office of the Assistant to the President. The Director of the Albany Center serves as the principal staff person for the LB Friends group. She has extensive training and experience in the area of volunteer group management. Both the Assistant to the President and the Director of Community Relations act as back-up personnel for management of the LB Friends. A part-time secretary in the President's Office provides clerical support for LB Friends.

There is a strong core of community members who have provided much of the leadership for the initiation of LB Friends. The LB Friends are currently in the process of building membership.

Because the LB Friends alumni and supporters organization is still in its infancy, there is much work to be done. The college has just begun to encourage alumni contacts and a system to maintain records with current addresses is still being organized.

No special efforts have been made to solicit financial support for the college from the alumni. The Foundation contacts the entire community for support and thus reaches many former students. Future plans include alumni support for fund-raising activities.

An effort to involve the alumni in the planning and implementation of a twentieth year celebration for the college is underway. This is the first major project for this group, and it has helped to gain enthusiasm and support for the overall alumni organization.

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OVERALL RECOMMENDATIONS

Community involvement:

1. Continue community breakfasts and other informal contacts with community groups and individuals.
2. Encourage the Board of Education to be more proactive in their community outreach.
3. Utilize the Foundation to increase community involvement and college visibility.
4. Work to increase community groups use of the college facilities.
5. Continue to publicize the Speakers Service.
6. Consider the use of former students as part of the Speakers Service.
7. Use community members in the strategic planning process.
8. Encourage greater participation of graduates in the LBCC alumni and supporters organization.
9. Increase resources to the alumni/supporters program.
10. Use the LB Friends to promote the college.
11. Continue to educate the community, especially Linn County, about the college.
12. Increase student follow-up and publication of stories of former student success to promote the college.

Marketing:

1. Use alumni to encourage students to attend LBCC.
2. Examine the local market to determine where potential students might be recruited.
3. Continue to keep current on trends and make adjustments in programs to update them to the current job market.
4. Do community market surveys on a regular basis to determine the best methods of reaching the community through advertising campaigns.
5. Use more personal contact with the high schools and the community to assist with recruitment.
6. Test different marketing strategies in reaching potential students.

Maintaining Enrollment:

1. Implement a publicity campaign to encourage students to use the Developmental Center. Emphasize that the "smart" students use it, not just the students who are having academic difficulty. Market the services.

2. Continue and/or increase the number and extent of student follow-up studies.
3. Use retention studies to determine why students are leaving or persisting.
4. Use follow-up studies done by OSU and other colleges. Incorporate relevant data in management information system development.

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SPECIAL ADMINISTRATION ACTIVITY

LINN-BENTON COMMUNITY COLLEGE VALUES STATEMENT:

Preface:

Our primary goal is to be a quality institution, operated by dedicated people providing educational services and opportunities that meet the needs of our students and our community. We aspire to be recognized in our community as a caring institution, committed to high standards in all our educational programs and services. As a publicly supported community college, we make every effort to provide opportunities for the educational development of our students and a fulfilling work environment for our staff. When students enroll in the college and when employees are hired, we expect them to commit themselves to these institutional values.

I. Our Institutional Identity:

Central Value: We believe that the college staff holds the institution in trust for the citizens of Oregon.

Emanating from this Central Value are the following statements:

- Quality instruction with college-level standards must be maintained at all times.
- The college must respond to a dynamic environment through self-evaluation and innovation.
- The viability of the college and its mission must take priority over individual concerns while the responsibility to safeguard the rights of staff and students is maintained.
- Academic freedom and the free exchange of ideas must be essential elements of the college.
- The college must be committed to responding to lo-

cal and regional needs, yet must incorporate state and national issues into its mission.

II. Our Values Pertaining to Students:

Central Value: We believe that the college exists so that students experience growth opportunities through a college education, prepare for the world of work, and develop an appreciation for lifelong learning.

Emanating from this Central Value are the following statements:

- Students can grow toward their full potential by experiencing the joys of discovery and by participating in the rigors of study.
- Students possess abilities that can be further refined and developed.
- Students have the responsibility to enroll in classes appropriate to their ability levels.
- Students must take responsibility for making their educational experiences significant and meaningful.
- Students are "special" and the college should respond in a personal and humane manner.

III. Our Values Pertaining to Staff Relations.

Central Value: We believe that all college personnel must contribute to and be supportive of the educational mission of the college.

Emanating from this Central Value are the following statements:

- Staff must develop and maintain a strong interest in the growth of students and the community we serve.
- Staff are responsible and accountable for their personal and professional actions as they carry out their assignments.
- Effective communication and cooperation among staff are necessary to fulfill the mission of the college.
- Staff are encouraged to take primary responsibility for professional development opportunities.
- The college will share responsibility for providing professional development activities for staff.

IV. Our Values Pertaining to Leadership and Management.

Central Value: We believe that quality leadership and managerial practices must be provided to create a healthy working environment.

Emanating from this Central Value are the following statements:

- Positive leadership must be encouraged at all levels within the college.
- An open, team-oriented management style should provide opportunities for staff input to decision-making.
- A constant search to improve the ways staff work together should be supported and recognized.
- A willingness to take risks in an open atmosphere of shared values is encouraged.
- Staff must be guided by principles of fairness, trust and respect for each other's skills, abilities, and contributions to the college in accordance with these value statements.

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RESUMES

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THOMAS GONZALES, PRESIDENT:**Education:**

Ed.D., University of Colorado, Community College
Administration, 1975.
Ed.S., University of Northern Colorado, Rehabilitation
Counseling, 1966.
M.A., University of Northern Colorado, Rehabilitation
Counseling, 1966.
B.S., Colorado State University, Industrial Arts, 1962.

Experience:

President, Linn-Benton Community College, 1981 to
Present.
Vice President, Auraria Campus of the Community College
of Denver, Colorado, 1977-81.
Dean of Instruction, San Jose City College, California,
1974-1977.
Dean of Students, Laramie County Community College,
Wyoming, 1968-1972.

Professional Memberships:

Commissioner,
Northwest Association of Schools and Colleges
President,
Oregon Presidents Association
Board of Directors,
American Association of Community and Junior Colleges
Board of Directors,
National Community College Hispanic Council
Presidents Academy,
American Association of Community and Junior Colleges
Commissioner,
Oregon Public Broadcasting
Editorial Board,
Community College Review Journal
Phi Delta Kappa

JON CARNAHAN,**VICE PRESIDENT FOR INSTRUCTION:****Education:**

Ph.D., Oregon State University, Higher Education
Administration, In Progress.
M.Ed., Central Washington University, Interdisciplinary
Education, 1972.
B.A., Central Washington University, Business Education,
1969.
Secondary Teaching Certificate, Business Education and
Physical Education, 1969.
Vocational Certification, Business Education, 1969.

Experience:

Vice President for Instruction, Linn-Benton Community
College, 1985-Present.
Director of Instructional Support and Student Services, Linn-
Benton Community College, 1982-1985.
Director of Admissions and Registrar, Linn-Benton
Community College, 1973-1982.
Assistant Director of Admissions, Central Washington
University, 1972-1973.
Admissions Officer, Central Washington University, 1969-
1972.

GEORGE P. KURTZ,**VICE PRESIDENT FOR BUSINESS AFFAIRS:****Education:**

Harvard Management Institute for College and University
Admissions, 1982.
Western Association of College and University Business
Officers Management Program, University of Santa Bar-
bara, 1976-80.
M.S., Arizona State University, Natural Science, 1962.
Graduate work, University of Oregon, 1961.
Graduate work, Portland State University, 1959-1960.
B.S., Pacific University, Mathematics, 1958.

Experience:

Vice President for Business Affairs, Linn-Benton Communi-
ty College, 1983-Present.
Dean of Instruction, Rogue Community College, 1981-
1983.
Business Manager/Chief Fiscal Officer, Rogue Community
College, 1971-81.
Director of Finance/Assistant Business Manager, Mt. Hood
Community College, 1968-1971.

STUDENTS

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STUDENTS

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STUDENT SERVICES

DESCRIPTION:

Student Services at LBCC is part of the Student Development Division. For purposes of administration, the services have been divided into three clusters. Guidance services includes Counseling, Placement, Cooperative Work Experience, and Testing. Financial Aid and Veterans is a cluster; and Admissions, Registration, and Student Programs form the third cluster.

The objectives of Student Services are to provide support for students outside their curriculum; provide a process for admitting, registering, and accounting for students with as simple a system as is feasible; and provide opportunities for recreation and leadership experience through extracurricular activities.

Students and faculty are recruited to serve on committees that deal with such processes as probation and suspension, academic standards, and hiring of new faculty or managers in Student Services. Student Services works cooperatively with all instructional divisions to provide academic advising, cooperative work experience, enrollment data, class lists, etc. Cooperation is also necessary with the Community Relations Office to produce slide shows and publications for recruitment and student orientation programs.

ANALYSIS:

Objectives:

The objectives of Student Services, to provide support and opportunity for the whole student, are in concert with the mission and goals of the college. Student Services provide admission information, orientation, advising, counseling, job placement, and special advising regarding probation.

Administration:

The Director of Student Development is responsible to the Vice President for Instruction and meets weekly with the Instructional Council. This arrangement integrates Student Services with instruction to facilitate the college's focus on student success.

Facilities:

Physical facilities are adequate but somewhat cramped. Furniture and equipment are appropriate to carry out the tasks of Student Services. The financial support is adequate in terms of percent of total budget but somewhat lacking for providing needed services at a desirable level.

Policy:

Policy statements are developed in accordance with general college practice. Hearings are held regarding significant changes in policy and procedures relating to students. Policy manuals are widely distributed in administrative offices. A principal document called "Student Rights, Responsibilities, and Freedoms and Due Process at Linn-Benton Community College" addresses the topics of student behavior, rights of due process, and grievance procedures. The document is readily accessible and available. One Student Services director is charged with the responsibility for administering student rights.

Cooperation:

Student Services cooperate closely with other college programs. A counselor is assigned to each instructional division to serve as a communication link, assist in advising, and act as a "specialist" on programs offered by that division. Divisions and departments are regularly invited to send faculty members as part of high school visitation teams. The Placement Office offers workshops on resume writing and job search skills at the request of departments. Placement also keeps computerized follow-up information on all vocational/technical students who have completed at least one year of a program.

Projections:

Development of some necessary processes is incomplete. Historical student records have not all been loaded into the student data base. The process for identifying learning disabled students is not thorough. The system for tracking and informing students of progress toward graduation is incomplete. The system for testing, scoring, and reporting placement test results is antiquated and slow. There appears to be a need to add at least one counselor and additional

classified staff in financial aid and registration. Additional computer support is also needed.

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ADMISSIONS AND REGISTRAR

Admissions

The Director of Admissions, Records, and Student Programs, who reports to the Director of Student Development, is responsible for implementing a program of student admissions and related services, interpreting established policy, developing procedures, preparing forms, and supervising the Registrar, the Coordinator of Student Activities, and several classified staff. The director is a member of the Instructional Standards Committee, which reviews policies and procedures related to admissions and registration and makes recommendations to the Vice President for Instruction.

The Office of Admissions and Registration has a combined full-time staff of eight persons and is located in Tadena Hall along with most of the other Student Services offices.

The overall responsibility for the high school visitation program is with the Director of Admissions, Records, and Student Programs. A member of the counseling staff is assigned to each high school within the district and is available to the high school staff.

Linn-Benton Community College is an active member of the Oregon High School College Relations Council and the Oregon Registrars and Admissions Officers Association. The Director of Admissions, Records, and Student Programs is the institutional representative to these organizations and attends state-wide meetings.

The only entrance requirement for students attending Linn-Benton Community College is that applicants be beyond high school age (18 years) or have completed high school or its equivalent.

Students applying to enter an occupational program must be 18 years of age and must, in the judgment of the administration, be able to benefit from the instruction offered. Admission to occupational programs varies slightly, but is generally on a first-come, first-served basis. The date of the completed application is an important consideration. The

college reserves the right to give a higher priority to district residents in specific occupational and vocational programs.

Linn-Benton Community College freely accepts transfer credits from other collegiate institutions within the state of Oregon and those recognized as accredited outside of the state of Oregon. Linn-Benton Community College will accept both lower division collegiate credit and appropriate vocational-technical credit from another community college. Equivalency credit is based upon Linn-Benton Community College's list of present course offerings and the stated catalog description from the transmitting institution. In cases where advanced standing is of concern to the student, the Director of Admissions, Records, and Student Programs will evaluate transfer work and forward a credit evaluation to the student. Such evaluations become part of the student's cumulative file.

Linn-Benton Community College has an "open door" policy towards those students who have been academically suspended from another collegiate institution. An attempt has been made to provide these individuals with extra counseling assistance as part of the terms for their admission to the college.

Linn-Benton Community College has a specifically stated policy regarding the probation of freshmen and sophomore students and assumes a supportive role in the assistance of students on probation in overcoming their grade point deficiencies.

Linn-Benton Community College has a specifically stated policy regarding the limited enrollment of foreign students. The college is in the process of reviewing the institution's role with regard to international students.

In addition, the college has worked closely with the Oregon State University English Language Institute. The acceptance of foreign students is selective regarding English proficiency. The college has placed the greatest emphasis on the E.L.I staff recommendations. The Director of Admissions, Records, and Student Programs reviews all foreign student applications.

While maintaining an "open door" admissions policy, Linn-Benton Community College has recognized the need to establish special admissions standards for specific instructional programs in order to ensure the success of students in these programs while more effectively and

responsibly managing the college's resources. Special admission programs include Associate Degree Nursing, Emergency Medical Technology, Dental Assistant, Nursing Assistant, Electronics Engineering Technology, Data Processing, Water/Wastewater Technology, and Farrier Science. A Special Admissions Bulletin is available for each program outlining the admission criteria.

As programs are determined to need special admission criteria, guidelines are developed, reviewed, and recommended by the Instructional Standards Committee and approved by the Vice President for Instruction.

Complete information about admission requirements and procedures is contained in the college catalog. Reports on admissions, academic delinquency, and admission/graduation relationships are on file in the Admissions Office.

Registrar

The Registrar, who reports to the Director of Admissions, Records, and Student Programs, is responsible for the registration process, the maintenance of student records, and statistical analysis. The Admissions and Registration Office has eight full-time staff.

Student records are maintained in a centrally located fire-proof vault. Current registration records are also kept in duplicate form on computer disc and tape. All grade reporting and registration is carried out by using the data processing facilities of the college.

The Instructional Standards Committee serves as an advisory group to the registration and records area. Minutes of the Instructional Standards Committee and the Instructional Council and copies of Board policy are maintained in the Admissions and Registration Office. Other reports regarding student enrollment and historical and current academic rules and regulations are also maintained by the Registrar.

The Registration Office distributes the official quarterly schedule of all classes, as published by the Office of Instruction. The final examination schedule is developed and circulated by the Office of Instruction. The Registrar interprets academic rules and regulations, rules relating to athletic eligibility, and general rules which have a direct relationship to the records area.

Specific rules relating to student records are covered within the document, "Student Rights, Freedoms, Responsibilities and Due process at Linn-Benton Community College."

Enrollment reports and a report of degrees and certificates awarded are on file in the Admissions and Registration Office. The chart showing numbers of degrees and certificates awarded from 1984-86 is presented at the end of this section, Table 5. Tables showing LBCC FTE history by division and program and by reimbursement category for the years 1984-86 are presented in Tables 1 and 2. Summer FTE comparisons are shown in Table 3, and unduplicated headcount figures for 1967-86 are shown in Table 4.

The Registrar's Office receives and circulates copies of the Linn-Benton Community College Catalog to on-campus departments, state and federal agencies, and both secondary and post-secondary institutions. The Registrar and the Director of Admissions, Records, and Student Programs make use of reference materials which are available through the Association of Collegiate Registrars and Admissions Officers.

ASSESSMENT FOR ADMISSIONS AND REGISTRAR:

Strengths:

1. The areas are staffed by thoroughly trained employees who, for the most part, have been with the department for a number of years; the group has helped develop the system and process which is being used.
2. The institution's resources are well managed by the department, utilizing a large pool of permanent part-time employees who assist with the registration process; flexible work schedules exist in many instances with the full-time employees.
3. The group has taken a leadership role in developing a computerized system and has good working relationships, working closely with the data processing department and using a group approach to problem solving.
4. The Admissions and Registration Offices work cooperatively together and also with all areas of the campus operation.
5. The physical setting is very accessible and accommodating to students; student problems are resolved expediently.
6. Progressiveness and willingness to change on the part of the admissions and registration staff are characteristic.

7. The admissions and registration staff work closely to provide resources to other departments that have been delegated certain responsibilities, i.e., Community Relations Office, Office of Instruction, and offices sharing responsibility for center registrations, orientations, and high school visitations.
8. The areas have support from upper level management knowledgeable in the admissions/registration processes.
9. Participation in ORAO/PACRAO conferences allows our department to keep current on a state, regional, and national basis.
10. Instructional support is provided in a timely, accurate manner, i.e., class rosters, grading sheets, add/drops, etc.

Weaknesses:

1. Lack of more refined computer assistance, with credit evaluations, admissions tracking, prerequisites, financial aid/post billing, waiting lists for classes, retrieval and analysis of information, test scores, instructor information, etc.
2. Lack of a centralized office (entry center) to deal comprehensively with all kinds of questions, dissemination of information, receptionist functions.
3. Having responsibility for collection of tuition and fees, which, on most campuses, is a business office responsibility.
4. Space limitations.

Problems:

1. Lack of resources, i.e., staff, money, equipment, and space.
2. Communication with a mobile student population.
3. Information dissemination within the college community.

Solutions:

1. Purchase a college-wide integrated software system.
2. Create an entry center.
3. Lead a campus-wide effort to examine the current system used to communicate with students and improve delivery systems, i.e., class schedule, catalog, etc.

Recommendations:

1. Create more community involvement:
 - a) Provide greater community access to facilities through a downtown Albany Center.
 - b) Develop a system of rewards/recognition to increase employee community participation as official representatives of LBCC.
 - c) Identify needs of the college and fill those needs from the community, i.e., PLUS, tutoring, fund-raising volunteers.
2. Fully implement recommendations of the Committee on Assessment, Placement, and Advising.
3. Develop exit interviews/follow-up surveys and other student communications at various stages of student success/failure, such as mid-term issuance of deficiency notices.
4. Have formal recognition of student achievements related to both curricular and cocurricular programs.
5. Have formal recognition of staff/program development, e.g., for achieving excellence in a given area or coming up with an innovative idea.

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ADVISEMENT, COUNSELING, AND TESTING

DESCRIPTION:

The advisement, counseling, and testing functions at Linn-Benton Community College all reside within the department of Guidance Services, which in turn is part of the Student Development Division. In addition to the above functions, Cooperative Work Experience, Placement, and the Women's Center are included in this department.

Coordination of the above functions is provided by a departmental chairperson who is also a counseling psychologist. In addition to the chairperson there are five professional counselors in the Counseling Center. The counselors are supported by two classified personnel: a Secretary and a Career Information Specialist.

The Testing Center is staffed by one full-time Testing Aide and a three-quarter time Testing Assistant, plus one other part-time person for night and Saturday testing.

Cooperative Work Experience has one full-time faculty and shares another with the Women's Center. These units share a secretary with the Placement Center.

Assessment:

As part of the admissions process, prospective students are required to take an achievement test: the Comparative Guidance and Placement Exam. The CGP is computer-scored, with resulting placement recommendations printed for student and staff use. The results of the exam are used primarily to place students in reading, writing, and mathematics classes.

The test has some special uses as well. It is used as one way of qualifying for programs such as Electronics and Data Processing. It is also used to identify individuals for special treatment. Students who have low scores in the verbal areas are subject to mandatory placement and may even be assigned to non-credit classes such as ABE and ESL.

The CGP is also presently under study as a means of identifying students who require additional assessment of learning disabilities. Those students so identified will be further tested using such instruments as the Woodcock-Johnson and WAIS.

Advisement:

Advisement is required for all new full-time students and is carried out by both counselors and teaching faculty. The rationale of assigning students to counselors or faculty for advisement is covered under the topic, "Levels of Advisement." Basically, students who are undecided in regards to careers and/or have low academic skills are seen by counselors, and all others are seen by faculty, with counselors providing support where needed.

Students willing and able to directly enter programs are advised by appropriate faculty members during their first term and are encouraged to remain in contact with their major advisor throughout their academic career.

Students who lack well-defined academic goals are encouraged to take career planning classes taught by counselors. In those classes, the students are further assessed in the areas of interest, skills, and values. All students, as well as members of the general public, have access to a computerized vocational counseling program called "Discover." This program is housed in the Career Information Center and ad-

ministered by the Career Information Specialist with the assistance of "Student Allies."

Students who are found to have special educational needs are advised and tracked by counselors in cooperation with other members of the Student Development Division.

Other students come to the attention of counselors through direct referral from faculty members or are selected from the academic probation list. Many of these students become "Intrusive Advisees." Intrusive Advisees are singled out for special assistance and are restricted to enrollment in only those classes approved by their assigned counselors.

Counseling:

Counseling can be broken into three main types: Academic, Vocational, and Personal. Many of the things discussed above under the heading of Advisement can also be considered academic counseling. Counselors help with a variety of other academically related problems, such as test anxiety, study techniques, time management, and learning problems.

Where possible, students are encouraged to take advantage of career planning classes, but much individual vocational counseling is still carried on by counselors, particularly with recently unemployed or injured workers.

Personal counseling is a necessary function in a community college where so many students have problems of one type or another. It can, however, dominate the function of a counseling center if steps are not taken to keep it under control. Counselors are encouraged to do short-term counseling and refer students to appropriate outside agencies when possible. One counselor is available every hour of the work day to deal with any problems that should arise. Numerous emergencies do arise and are handled professionally and, for the most part, efficiently.

In addition to the services already mentioned, a counselor is available at night the first week of classes and one night per week for the remainder of the term. Part-time counselors are assigned to satellite centers in the district.

Levels of Advising:

Division directors have responsibility for academic advising by arranging for the assignment of advising duties to appropriate faculty, scheduling adequate time and locations

for advising to take place, and evaluating advising within the division. Appropriate levels of student advising are described below.

Level 1: Each faculty member will be capable of giving accurate information about the faculty member's discipline, including certificate and degree requirements when appropriate.

Level 2: Each faculty member will be capable of giving accurate information on general graduation requirements and the use of the CGP for initial placement in courses. The Counseling Center provides an advising handbook for faculty that includes the information about the CGP. Counselors may be called for specific information when a faculty member is unsure about any of this information.

Level 3: Each faculty member will be capable of assisting students in development of a conflict-free schedule of classes for the immediate term and, when appropriate, of helping in the planning of a year-long program appropriate for a student in the faculty member's discipline. The Counseling staff will offer training sessions, as needed, for faculty to help them become familiar with this process.

Level 4: Each faculty member will be capable of calling on appropriate resources to help a student with educational needs outside the faculty member's area of expertise. The college catalog provides information about services available to students and the advising handbook produced by Counseling also contains such information. Faculty members may call on their department chairs or the Counseling staff for help in directing a student to appropriate resources.

Level 5: In most areas, faculty members should be capable of providing accurate information about educational options in fields closely related to theirs. This level may also include helping students who have adequate skills explore their values and interests as they apply to the general discipline area of the faculty member. Department chairs would usually have information to assist faculty in this area.

Level 6: Students with weak skills who are trying to prepare for a specific program and students who are undecided about their educational goals should usually be advised by Counseling staff. It is often beneficial to the student if the counselor and a faculty member coordinate efforts to help a weak student prepare for a specific discipline. The department chair may often be an appropriate resource to the counselor in such cases.

Level 7: Students who have adequate skills but no particular educational or vocational objectives will be best advised by Counseling staff. Students will often be urged to take career planning classes and utilize the Career Information Center as ways to begin focusing their goals.

Level 8: Students with weak academic skills and no particular educational or vocational goals will also be advised by Counseling staff.

ANALYSIS:

Analysis of this area has been conducted through three different groups: (1) the college-wide Committee on Assessment, Placement, and Advising (CAPA), (2) the Counseling Center staff, and (3) a special Student Development Division committee.

The CAPA committee determined that too many students are missing the benefits of our assessment process. They have recommended that, effective Fall term 1987, all full-time students entering Linn-Benton Community College and all part-time students who have completed 25 college credits (with the exception of Adult and General Self-improvement courses) be required to complete the Comparative Guidance and Placement Examination (CGP). Other CAPA recommendations and the recommendations of the Counseling staff and of the special committee are shown below and in the CAPA section of this self-study report.

Recommendations:

1. The responsibility for collecting and distributing advising materials, as well as providing training for advising coordinators, should lie with the Counseling department. Division directors have responsibility for the assignment of advising duties to appropriate faculty, scheduling adequate time and locations for advising, and evaluating advising within the division. Division directors should also promote enthusiasm for advising and give proper emphasis to advising skills during the hiring of new faculty.
2. The section titled "Levels of Advising" distinguishes the levels of responsibility of faculty, department chairs, counselors, and division directors for advising students. A document titled "Roles of Instructional Staff" speaks to the roles of the faculty, department chair/program coordinator, and division director in regard to advising.

It is recommended that the department chair/program coordinator assume the role as advising coordinator and be compensated appropriately. The advising coordinator is a pivotal position, as it forms a necessary communications link between Counseling and the faculty advisor.

The advising coordinators will be the first to be trained for their tasks. They will be responsible for distributing all necessary information to faculty in their departments and will serve as a resource to faculty and students. Although training will be offered to all faculty advisors, the advising coordinators may be asked to supplement that training from time to time.

3. Information necessary for the effective advisement of students will be provided by Counseling and the Registrar's Office. It is strongly recommended that students see an advisor each term. Students will be notified of the name of their advisor and encouraged to make regular contact.
4. Division directors are responsible for the evaluation of advisors and advisement in general within their divisions, but it is also recommended that the Vice President for Instruction conduct an overall evaluation of the advisement system on an annual basis.
5. Every effort should be made to improve the availability of data necessary for execution of these recommendations.
6. The Counseling Center, in addition to advising all undecided students, should continue to expand its intrusive advising program. Students receiving intrusive advising are presently selected from the list of probationary students and students with certain combinations of low scores on the CGP exam. Added to the list of students who will receive special attention will be those students exhibiting characteristics that may indicate a learning disability.

The special Student Development Division Committee has made the following recommendations in regard to intrusive advising.

Students with two or more standard scores of 35 or lower on the verbal areas of the CGP should be identified for special treatment. The first task then is to separate those stu-

dents who are educationally disadvantaged or learning disabled from those students with low learning ability.

The low learning ability students will probably be identifiable by low scores on all subtests of the CGP. They will also be assessed through a structured interview to determine if there is any other possible explanation for their poor performance. If there is no other possible explanation for their poor performance, they will be advised to enroll in ABE classes, although they would not be eligible for financial aid. This decision will be reconsidered if these students have significant improvement in skills through the ABE class and show potential for successful completion of a regular program.

The remainder of the low scoring students are probably identifiable as educationally disadvantaged and/or learning disabled. The educationally disadvantaged students may be students who have not received an adequate education or who do not have English as their native language. This group may be characterized by uneven performance on the CGP, with better scores on the mathematics portion than on the verbal portion. All will be given further assessment, including a structured interview, to determine the nature of their performance deficit.

The educationally disadvantaged and learning disabled students will be assigned to a special ABE section with recommendations for an educational development plan. They will be eligible for financial aid only if this committee determines that they have a reasonable chance of completing one of our regular programs in the time specified by financial aid guidelines.

ASSESSMENT:

Strengths:

One of the major strengths of the Guidance Services program is the committed, well-qualified staff. A second major strength of the program is the team approach which characterizes all the services and includes all staff. This team organization extends to interaction with all other elements at the college, including other Student Services departments and instructional faculty and support staffs. Additionally, there is a high degree of diversity and flexibility in the development of services, in response to feedback, and in staff. The program receives support from the college and the community.

Weaknesses:

The major weakness of the program is lack of resources. Over the years, the professional staff has not increased in relationship to the increase in the number of students. Additionally, outside referral resources have been markedly diminished.

Other resources have also been curtailed due to budget cuts. The Career Information System materials which were widely used are no longer available. Cuts in financial aid further reduced resources by limiting the number of hours work study students are available to work in the Career Center.

Physical space limitations have also been a weakness in the program.

The decentralized system has resulted in some lack of consistency and continuity in information giving regarding orientation and advising. While having a major responsibility in the advisement process over the years, the Counseling staff has very little control over that process. This lack of control has been a barrier to the effectiveness of the college-wide advising program. Lack of adequate fiscal resources has been part of this issue. A plan to ameliorate the problem by providing a paid lead advisor in each department has received support but has not yet been implemented. Many faculty have been reluctant to participate in the advising program because of lack of skills. In-service programs offered by the Counseling staff to improve the advising process have been poorly attended.

Problems:

The most important problem faced by the program is how to provide the services needed by students within the constraints of the available resources.

Solutions:

One of the means to solve the problem has been to become more efficient by offering group activities, such as career planning classes in place of individualized counseling activities. Another approach has been to utilize other staffing patterns, such as hiring a paraprofessional to operate the Career Information Center or having well-qualified work study students as aides in the center.

Despite these efforts to remain flexible in responding to problems, the need for additional professional staff still remains.

Proposals that have already been made need to be implemented, particularly the advisement recommendations made by the CAPA Committee.

Recommendations:

The department is heavily involved in the issues of enrollment and retention. Lack of time and resources restrict our ability to do an adequate job for high school relations. Additional staff to devote time and energy to high school relations is needed.

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ORIENTATION**DESCRIPTION:**

Student orientation is recognized as the first step in providing a successful educational experience for students.

The two primary goals of an orientation are:

1. To provide information necessary for the student to deal with all college procedures from orientation to graduation.
2. To establish a relationship between the student and the institution which will result in an environment that is conducive to student success.

Orientation at Linn-Benton Community College consists of having all new students assigned to a 45-minute informational session in the Takena Theater. At that session they are given all the factual information felt necessary to their survival as students. They next see an advisor who provides additional information, helps them with their first schedule of classes, and begins to establish a positive relationship.

Further orientation from that point is uncertain. A student who enrolls in a study skills class will receive additional information. Students who have access to counselors and advisors may continue the orientation process, but only a few of the students are required to partake of that help.

Students who object to attending the formal orientation session may be given the option of taking an open book test to demonstrate their knowledge of the information presented in that session. Some students who enroll late may never receive an adequate orientation.

ANALYSIS:

The present orientation procedure technically meets the first goal of imparting information necessary for the students to deal with the institution. It is doubtful, however, that a majority of new students learn all they need to know in one forty-five minute session. Goal two, of establishing a positive relationship between the student and the institution, is at least partially met for many students but not in a well-organized way.

The present system is not accomplishing either purpose well. Too much information is being presented at one time to too large a group. The orientation sessions have tended to be too formal. They have lacked any feeling of togetherness and not allowed for individual student differences.

Recommendations:

1. Orientation should be considered from two points of view: the initial session and the overall process.
2. Student Services should be responsible for the initial orientation session, and the divisions should be responsible for that part of orientation not covered in the initial session.
3. The orientation sessions should be shortened in length, be attended by fewer students, conducted in a more informal atmosphere, and occur more often.
4. Information presented in the initial orientation session should consist only of that information pertinent to the student's need at that time. The remainder of the information to complete a student's orientation should be provided by the divisions in a manner they find appropriate for their students and programs.

All the division directors were consulted on the above recommendations and concurred with them. The above recommendations were implemented during Winter term 1987 and are being evaluated.

The writing department has also agreed to provide orientation information through the exercises used in writing classes. The study skills classes will continue to provide orientation information. Student Activities is prepared to

offer various adjuncts to the Orientation process. Counseling is prepared to pilot a full-term orientation process as well as a full-term orientation class for those students who are the responsibility of the Student Development Division.

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FINANCIAL AID AND VETERANS

DESCRIPTION:

LBCC employs the U.S. Department of Education's uniform methodology and Pell Grant need analysis system to measure a family's financial strength in relation to educational costs. The student's calculated need derived from this analysis is then met through varying combinations of grants, scholarships, loans, and employment. Aid is tailored to individual needs and offered to every extent possible, taking into consideration appropriate federal, state, and institutional policies, availability of funds, and students' desires.

The financial aid programs are administered in compliance with federal and state regulations and guidelines. Within the latitude of those regulations and guidelines, college policies are established by the Financial Aid Office staff in conjunction with the Director of the Student Development Division and his staff.

The Financial Aid Office is staffed by two professional Financial Aid Administrators, a Classified Coordinator, a Secretary/Receptionist, a Data-Entry Operator, a Veterans Clerk, a part-time Administrative Assistant, and a part-time Placement Clerk.

The college participates in all major federal and state student aid programs. Contingent upon the availability of funds, a combination of grant, loan, and work monies are offered to all eligible applicants. Eligibility for federal and state funds is determined through the use of the College Scholarship Service's Financial Aid Form and the Application for Federal Student Assistance. Due to limited funds, students are encouraged to apply for aid by the college's April 1 preferred consideration date. Students applying after the preferred consideration date will be considered for aid if funds are available.

Information is provided to students and parents regarding the aid application process and types of assistance and resources available. So that prospective and currently enrolled students may have easy access to the services provided by the Financial Aid Office, the department is centrally located to the Office of Admissions, Registration, and Counseling. A brochure describing aid available, preferred application due dates, and eligibility requirements is published and disseminated annually. In addition, information on financial aid is made available during faculty in-service; at high school visitations; through community service agencies, the catalog, and a veteran's brochure, and at pre-registration orientation.

Student aid is awarded in accordance with applicable federal and state regulations and additional policies required to administer the aid programs in an equitable and consistent manner. Student budgets utilized to calculate aid eligibility are reviewed annually and updated to reflect changes in tuition and local living costs. Because all aid (including resources from non-institutional agencies) is centrally coordinated through the Financial Aid Office, over-awarding is avoided.

The catalog, schedule of classes, financial aid brochure, and aid offer letter contain information detailing the aid recipient's responsibilities. Academic progress is monitored at the end of each term to determine that aid recipients are complying with the Standards of Satisfactory Academic Progress adopted by the Financial Aid and Veterans Office. In addition, the Financial Aid Office staff works closely with the staffs of the Counseling and Registration offices to assist students encountering difficulties meeting the standards of academic progress.

The Financial Aid Office works cooperatively with the Business Office to ensure complete and proper utilization of all aid programs. Accounting records, including data on monies committed but not spent, are maintained in the Financial Aid Office. Similar records are kept in the Business Office. Expenditure data are reconciled quarterly as well as prior to each federal reporting period.

The Business Office is responsible for the collection of short-term and long-term loans. The Financial Aid Office assists in this process by gathering information on borrowers required for collection.

ANALYSIS:

The Office of Financial Aid and Veterans has experienced unprecedented growth during the past two years, both in numbers of students served and dollars administered. This growth, compounded by a proliferation of labor-intensive federal regulations, has precipitated a deterioration in the office's ability to deliver aid to students.

Two years ago the U.S. Department of Education (USDOE) increased its effort to reduce suspected fraud and abuse in the Title IV federal financial aid programs. Subsequently, the USDOE required educational institutions to verify income, taxes paid, and size of household on two of every three aid applications processed nationally. At many community colleges, including LBCC, the number of applications "tagged" for verification rose to over 75 percent. This is due to the high percentage of independent students reporting seemingly unrealistically low incomes.

In 1986 Congress passed the Higher Education Amendments reauthorizing the federal Title IV aid programs for another four years. Three provisions in the Amendments have an impact on the office's ability to efficiently and effectively perform its function. First, all students applying for Guaranteed Student Loans (GSL) must apply for Pell Grants before their GSL eligibility can be determined, and aid offices must perform a federally approved need analysis to determine eligibility. The GSL program is the largest aid program at LBCC, both in numbers of students and dollars. Prior to this provision, students were automatically eligible for the loan if their adjusted gross income, or that of their parents, was under \$30,000. Secondly, the definition of an independent student was modified so that single students with no dependents under the age of 24 could not be considered independent unless they could document that they were not claimed by their parents for federal tax exemptions during the preceding two years and had incomes of at least \$4,000 for each of those years, not including financial aid received. The statute mandated financial aid offices to provide this documentation. The statute further authorized financial aid administrators to exercise professional judgment to make exceptions, but only after following rigidly documented guidelines. Lastly, institutions were required to perform exit interviews of all federal Title IV loan borrowers. The exit interview must contain information regarding loan repayment schedules, consideration of multiple loans, rights and responsibilities of borrowers, average earnings for major occupations, and budgeting.

Given these increased responsibilities and the resultant diminished service to students, the accreditation review committee recommended that the office seek relief in the following areas: additional staff, improved automated data processing capabilities, and apportionment of tasks to other departments in the college.

The committee recommended that the office hire a new financial aid advisor to assist in need analysis, verification, and aid packaging to alleviate the lengthy delay in preparing students' aid for disbursement. In addition, it was recommended that the college approve a half-time position to conduct loan borrower exit interviews and prepare Perkins Loan promissory notes and truth-in-lending statements, thereby relieving the Financial Aid Office's professional staff of those responsibilities and permitting them to concentrate on their primary task of getting aid to students.

While many financial aid offices in Oregon and across the nation have turned to automation to hasten aid processing, the Financial Aid Office at LBCC has lagged behind. Committee members believed that if such manual functions as aid packaging, production of financial aid transcripts, account reconciliation, monitoring of satisfactory academic progress, and fund reporting could be automated, the office efficiency could be substantially improved. The committee recommended that the college investigate the efficacy of purchasing a fully integrated administrative software system that includes a student billing module that would enable the Financial Aid Office to electronically transfer aid credits to students' accounts residing in the Business Office.

Finally, the committee members concluded that since the college as a whole benefits from participation in federal and state aid programs, the administrative burden should be shared by as many departments as is appropriate. Such functions as GSL loan check disbursements, non-institutional grant disbursements, administration of the deferred tuition and emergency loan programs, and Perkins Loans exit interviews might more appropriately fall within the purview of the Business Office.

In summary, although the financial aid programs at LBCC are currently administered in an adequate manner, affirmative action must be taken in the near future to arrest the downhill slide in service that is creating greater, and unnecessary, financial hardships for our students.

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COOPERATIVE WORK EXPERIENCE

DESCRIPTION:

The Cooperative Work Experience program at Linn-Benton Community College is designed to serve the needs of students, employers, and the college. Students are informed of the advantages and availability of Cooperative Work Experiences and are given the opportunity to increase their skills and knowledge in "real world" situations closely related to their academic and career pursuits. Employers are contacted to provide meaningful work experiences for qualified and motivated students and are actively involved in the training of future employees within their businesses and industries. The college is kept informed of its ability to meet the training needs of the community and has access to training stations and equipment which it might not be able to provide with its limited resources.

The operation of all work experience programs is centralized within the Cooperative Work Experience. The Cooperative Work Experience program is planned, supervised, and evaluated as an institution wide-program which helps integrate student work experience in all instructional programs across the campus. The CWE faculty/coordinators work directly with, and through, division directors, other department chairpersons, and faculty to provide CWE experiences to students from those divisions.

The CWE Office and faculty/coordinators rely on input from the CWE Advisory Committee, division directors, top-level administrators, employers, students, and former students to ensure that the students' academic and professional needs are being met through Cooperative Work Experience.

ANALYSIS:

Equal Access to Cooperative Work Experience:

Linn-Benton Community College does not differentiate among students in regard to the value of Cooperative Work Experience as an integral part of their programs of learning. The basic philosophy of the college promotes equal access to programs for all students, and this philosophy is supported by the college's affirmative action plan and special support services.

The college has developed a program for handicapped students which is recognized as a model program within the state of Oregon. Specialists in this program work with faculty on campus and employers in the community to identify adaptations to training and work sites appropriate to the needs of handicapped individuals. Cooperative Work Experience is a component of the college's training for handicapped students. Cooperation between the Special Programs and Cooperative Work Experience departments will continue on the strength of LBCC's commitment to provide a total learning experience for the handicapped.

In addition, the CWE program has strong ties with the Oregon State Vocational Rehabilitation Division in which students who are being funded to go to school through Workmen's Compensation and Vocational/Rehabilitation are encouraged to participate in a CWE experience.

Cooperative Work Experience is also a significant factor in the college's efforts to eliminate sexual stereotyping in educational programs and career decision making through the selection of appropriate work sites and experiences.

Supervision of Students:

Students involved in Cooperative Work Experience are supervised by both the college and the employer. When enrolling in CWE, a student completes a Statement of Performance Objectives and a CWE Approval and Agreement form. All parties involved in this agreement are required to sign--agreeing that the necessary supervision and counseling will be provided to assure the maximum educational benefit to the student. The employer also signs off on the student's Weekly Production Report that verifies a student's hours and activities. This report is turned in to the faculty/coordinator on a bi-weekly basis. Past experience has indicated that both the college and the employer are well informed regarding the student's work experience activities.

The faculty/coordinator is required to visit the student at the work site at least twice during the term. During these visits, the employer and faculty/coordinator evaluate the student's work activities and performance. These evaluations are then shared with the student.

For students who participate in the alternating plan and live outside the district, special arrangements are made to see that communication and sharing between the college and the work site is maintained.

Record-Keeping:

Full-time secretarial/clerical coverage by well-trained staff has been very instrumental in developing and maintaining an effective record-keeping system for the program. A file is kept on each student enrolled in Cooperative Work Experience. Each file contains a Cooperative Work Experience Agreement, the student's Cooperative Work Experience objectives, and a weekly log of the hours a student has worked. Weekly documentation of students' hours and salaries are recorded by the departmental secretary.

A student's status in the Cooperative Work Experience program is documented through a check system maintained by the CWE secretary. If deficiencies are present in a student's status, they become immediately apparent and the student or employer is contacted.

Enrollment reports are received from the Registrar to supplement the CWE program's information. The information contained in a student's file is made available to the student's major advisor for review and comments.

When the coordinator is not available, the secretary handles inquiries concerning the program. A well-informed secretary is invaluable to the success of the CWE program.

Work Experience:

Students participate in either alternating or parallel periods of classroom and public or private employment. They must have completed at least two terms of their major program area and have faculty consent from their major program advisor. In order for a student to participate in Cooperative Work Experience, there must be a signed, formal agreement with the CWE Office, the student's faculty advisor, the employer, and the student. The student's work experience is supervised and evaluated by both the employer and a college faculty member.

In addition to wages, CWE students at LBCC earn academic credit for what they learn on the job during the terms in which they are employed and enrolled in the program. To justify the credit that is awarded, the learning that has occurred must be documented and then validated. The procedure is accomplished through the forms and records kept by the CWE Office on student performance.

The Training Agreement is a contract with the student, the employer, and the college which outlines the terms of the

Cooperative Work Experience, i.e., hours to be worked, credits to be awarded, and pay to be earned. Biographical data on the student is also requested. This form requires the signatures of the student, the CWE faculty/coordinator, and the employer.

The Job Performance Objectives form uses the "management by objectives" concept to assist the student in learning how to set goals and manage their successful completion. The objectives are initiated by the student and agreed upon by the on-site job supervisor, the academic faculty/coordinator, and the CWE Office. At the end of the training period, the student does a self-evaluation of the Job Performance Objectives as it relates to how each objective was accomplished. Written evaluation for the objectives are then submitted to the job-site supervisor who examines them, discusses them with the student, evaluates each, and suggests an overall evaluation for the term. The student's grade is based upon the employer's suggested evaluation and that made by the faculty/coordinator while observing the student at the site.

Academic faculty/coordinators are given copies of all student performance records and evaluations. In most cases, the student's final evaluation is made by the job-site supervisor, the faculty/coordinator, and the student. Faculty members who have been involved in the development of a student's learning objectives may request to be involved in the evaluation session. Division directors and/or department chairpersons may be involved at any point in the process.

Students participating in CWE are advised to participate in the program for two or three quarters and in as many work experiences as possible at different sites. A list of over 1500 employers in the Linn-Benton Community College service area is maintained in the CWE Office. From this list, the students are requested to select at least five potential employers they would be willing to work with to complete a work experience program. These are "targets" that faculty/coordinators use in trying to identify subsequent work experiences for students.

Future Plans:

1. Increase CWE student and employer participation in the Industrial Division.
2. Develop an on-going program evaluation procedure to be utilized by the CWE program.
3. Increase student, faculty, and employer awareness of

CWE by implementing a systemic communication and promotional program.

4. Train additional part-time faculty coordinators in all divisions.

ASSESSMENT:

Strengths:

1. There is strong administrative commitment through policy and budgetary support of the CWE program.
2. There are qualified staff--CWE coordinators are knowledgeable about both their curricular area and the operation of CWE.
3. The record-keeping system is well developed and adequately maintained.
4. The CWE secretary is highly competent.
5. CWE is promoted and supported by administration and faculty in most program areas.
6. The CWE office is centrally located and well equipped.
7. Employers have shown a positive response in accepting CWE students within their businesses.
8. There is a strong linkage between the CWE Office and the Placement Office, providing students with a wide variety of career information in one location.

Weaknesses:

1. There is no formalized training program for coordinators.
2. Communication between instructional divisions and the CWE program needs to be improved.
3. Lack of consistency of assignment of part-time coordinators within divisions creates a need for continual training.
4. Not all qualified students are aware of or encouraged to participate in the CWE program.
5. Local economic conditions have reduced the number of quality training sites providing adequate wages for students.

Problems:

The major problem facing the CWE program is communicating the role and availability of CWE among the instructional divisions.

Solutions:

Develop a comprehensive communications and promotional program to increase the visibility of CWE.

Recommendations:

The college needs to place more emphasis on faculty professional development in the areas of advising and measuring student outcomes.

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STUDENT EMPLOYMENT CENTER

DESCRIPTION:

The Student Employment Center is a free placement service to applicants and employers. The center provides labor market information; job listings; and resume, cover letter, interviewing, and job search assistance to any person who has completed at least one credit at LBCC.

ANALYSIS:**Role and Purpose:**

The primary goal of the Student Employment Center is to assist students, graduates, and alumni in all phases of job search. This goal is consistent with the mission of the college to provide support and opportunity for the whole student. The center assists financially disadvantaged students with part-time job referral, assists career placement for graduates and alumni, and teaches job search skills to be used throughout life. Graduate and early leaver follow-up data, including program placement rate, program evaluation, salary rates, and employer evaluations, is reported to divisions.

Administration:

Recent re-establishment of the placement manager position, which reports directly to the Director of Student Development, provides appropriate support to the purpose of the institution. This position provides direction/supervision of classified staff (placement, career information, counseling, and testing) and organizes student follow-up and information feedback processes.

Physical Facilities:

Physical facilities are minimally adequate. Space is organized in an "open" concept with partitions for the placement manager and the placement assistant. Individual offices for the manager and Cooperative Work Experience coordinator are not available, but could be obtained through remodeling.

Staffing:

In addition to the placement manager, the Student Employment Center has a ten-month placement assistant and currently shares a secretary with the Cooperative Work Experience program and the Career Center.

Students:

Placement services are available to anyone who has taken one or more credits at LBCC. The available services are advertised through direct mailings to students and employers, articles in the student newspaper, newsletters to staff, and the college catalog description. The center adheres to the equal employment guidelines set forth by the Oregon Bureau of Labor and Industries.

Cooperation:

The center supports other college programs by assisting their students with all job search needs. Staff members are available to lecture on resume writing, interviewing, labor trends, job search, and related topics. Program evaluation is also supplied through student follow-up studies.

The Future:

Additional resources could be used to expand the services of the Student Employment Center, including changing the placement assistant position from a ten-month to a twelve-month basis. By increasing staffing levels, job development could be improved for graduates and special need students (e.g., handicapped). The existing positions could be reorganized to improve the efficiency of job referral and to put more emphasis on teaching job search skills college-wide. Assuming enrollment will return to the 1980-81 levels--at which time the staff consisted of a placement manager, placement specialist, and secretary--an additional clerical position may be needed to maintain and improve services.

ASSESSMENT:**Strengths:**

The major strengths of the Student Employment Center include the individual attention new applicants receive by personal interview and needs assessment, easy access by staff and students for employment related services, and the computerization of files, which has broadened student referral options and reduced the turn around time for placements.

Weaknesses:

An area which requires continual attention is fostering cooperation between instructional programs and the Student Employment Center to exchange job openings and record placements.

Problems:

A major problem faced by the Student Employment Center is operating in a depressed job market area. In addition to the depressed economy, a preponderance of four-year college graduates are accepting positions at the vocationally educated level. It is a continuing problem to meet the training needs of a changing job market, and education is falling behind technology.

Solutions:

To help students job search in a tight labor market, the teaching of life-long job search skills (resume writing, interviewing, job search strategies, etc.) are emphasized. In an effort to keep abreast of changing job requirements, staff maintain contact with employers and information is relayed back to departments. An annual employer survey report of employed graduates (on file in the Accreditation Workroom) is routed to departments. Another employer survey is being developed for feedback concerning non-graduate placements.

Recommendations:

The data collected from graduate/employer follow-up could be used by other areas for curriculum development and advisory committee reports and as a basis for a more detailed, program-specific follow-up study by departments.

EXTRACURRICULAR ACTIVITIES**Student Activities****DESCRIPTION:****Role and Purpose:**

The purpose of extracurricular activities at Linn-Benton Community College is to support and enhance the educational goals of the institution; to provide students with opportunities for social, personal, cultural, physical, psychological, and emotional development; to provide opportunities for students to obtain and practice leadership and organizational skills; and to meet the changing needs of students and the community.

There is an emphasis at Linn-Benton Community College on diversity in programming. Student government recognizes a large number of clubs and sponsors activities ranging from large dances to intimate dinner theaters. A variety of co-curricular programs and clubs relate directly to instructional areas. The Student Programs Office sponsors blood drives, voter registration drives, an annual children's Christmas party, and recreational games tournaments and works closely with a community opera guild and a performing arts series. Students are involved in every level of programming from the initiation of ideas to the review of budgets. By offering an arena in which students may learn, test, practice, and evaluate their skills and values, student activities help to both nourish and challenge the campus community.

Financing and management:

The Student Programs Office is staffed by a Coordinator of Student Activities, one secretary, and four work-study students. It relies heavily upon student volunteers for program development and implementation. The coordinator is responsible for a student lounge and a recreation room, serves as a resource/advisor for all recognized campus clubs, advises student government, acts as liaison with specific community programs, coordinates campus visitations, and supervises student activities. The governing body for student government, the Associated Students of Linn-Benton Community College (ASLBCC), is comprised of 13 elected student council members--two from each of the six divisions and one at-large. The ASLBCC budget is financed through student fees. It is formulated by an

ASLBCC Budget Committee and reviewed and adopted by the student council as a whole.

Six co-curricular programs receive student fees monies. They include: The Commuter (the weekly student newspaper), Livestock Judging Team, Loft Theater, Industrial/Technical Society, Athletics, and Student Programs. Each of these programs submits an annual budget to the Student Activities Programs Budget Committee, which is staffed by five students from student government. These students, assisted by a staff member who serves as Budget Officer, make budget recommendations directly to the Vice President for Instruction. Programs are expected to provide a portion of their own budgets through fund-raisers or by ongoing revenue-building activities.

There are 25 clubs active on campus. Each club has a faculty or staff advisor and is facilitated through the office of the Coordinator of Student Activities. The current clubs include: American Welding Society, American Society of Certified Engineering Technicians, Baptist Student Ministries, Campus Family Coop, Christians on Campus, Dental Assisting, Culinary Arts Club, Darts Club, Distributive Education Clubs of America, Diesel Club, Data Processing Management Association, Future Secretaries of America, Graphic Arts Club, Horticulture Club, Industrial Technical Society, International Students Club, Latter Day Saints Student Association, Potters Guild, Prospective Registered Nurses, Rodeo Club, Racing Performance Engineers, Society of Manufacturing and Engineering, Women's Support Group, Amnesty International, and Ski Club.

Student Participation:

Student government serves as a communication link between the students and the administration and faculty and provides the opportunity for students to witness and participate in campus governance. Students are members of various standing campus committees and are appointed to ad hoc committees as the need arises. Currently, students are represented on several standing committees, including President's Communication, Student Activities Program Budget, Instructional Standards, Campus Wellness, Facilities Users, Student Judicial Hearing, and Publications.

Additionally, a student serves as representative to the LBCC Board of Education. LBCC students represent the institution at state-wide Community Colleges of Oregon Student Associations and Commissions meetings and participate in regional and national conferences of the Association

of College Unions International and the National Association of Campus Activities.

Student publications:

Student publications on campus are governed by the Publications Committee which implements guidelines, policies, and procedures in accordance with the "Oregon Code of Ethics for Journalism" and the "Publications Guidelines and Operating Policies." The committee is composed of students, faculty, and staff and is responsible for selecting editors and solving problems related to controversial issues.

ANALYSIS:

Objectives:

Objectives of the Student Activities Program and associated activities include:

1. To support and enhance the educational goals of the institution.

Extracurricular activities, such as educational forums, poetry readings and lectures by guest speakers, provide the student with an opportunity to experientially build on theory learned in the classroom. Participation in Student Government enhances communication and leadership skills by affording the student an opportunity to serve as a leader on campus and as a representative of the college at regional meetings. Co-curricular clubs enable the student to explore non-academic aspects of their occupational field.

2. To provide students with the opportunity for social, personal, cultural, physical, psychological, and emotional development.

The variety of programs offered to students includes performing arts, visual arts, lectures, forums, recreational opportunities including tournaments, publications, community involvement, and participation in campus governance. Planning and developing programs and involvement in campus-wide committees encourages development of the student. The performing and visual arts programming on campus serves to acquaint the student with a range of aesthetic experience. Recreational programming allows for student development in both appreciation and participation.

3. To provide opportunities for students to obtain and practice leadership and organizational skills.

Students have an opportunity to develop leadership and organizational skills by participating in student government, student publications, campus committees, production and promotion of campus activities, and state-wide involvement in political issues.

4. To meet the changing needs of students and community.

Programming has been consistently evaluated in terms of the shifts in student population and community interests. Attendance at programs demonstrates the responsiveness of programming.

Participation:

Figures available regarding participation demonstrate that there is reasonable participation in activities planned through Student Programs: Students in clubs--250-400; dance attendance--200-500 per dance; Spring Days activities--700-900; newspaper staff--30-40; All-Campus Picnic--400 per event; Blood Drive--125 pints collected per event; Veterans Day Parade--6 clubs on float; theater attendance--75-400 per play; billiards exhibition--300; ASLBCC members and committees--13 council members +30; campus-wide committees--75; ACU-I recreational tournament participants--75; student volunteers at the Children's Christmas Party --50; RSVP volunteers--25; voter's registration--250; Student Council elections 400-500.

Future improvements:

Limitations are primarily related to limited resources and time on the part of staff. More attention might be paid to the needs of a diverse commuting student population and the needs of the adult learner. Increased focus on the health concerns of students is another area currently being investigated.

Cooperation:

Management and support of co-curricular clubs and programs is an important function of Student Programs. Co-curricular clubs and programs work closely with instructional divisions on co-sponsorship of events and activities. Publicity and leadership for programming developed by other departments is another function of the Student Programs Office.

ASSESSMENT:

Strengths:

The strengths of the program include a history of providing high quality programming for a diverse student population and community on a limited budget. Programs which deserve special mention include the Children's Christmas Party; which is in its 16th year and serves over 600 community children; the Performing Arts Series, which brings cultural events to the community; the Spring Days celebration on campus; and the Loft Theater productions, which bring theater to the students in an intimate, casual atmosphere.

The emphasis on student involvement in campus governance and planning is another strength of the program. Students serve on key college-wide committees. The Student Activities Programs budget process, which is administered by students, allows students an opportunity to make decisions about allotment of student fee money to co-curricular programs and thereby affords an unusual amount of student input into spending decisions.

Students are politically active on a regional and state-wide level through CCOSAC and the PIC team. Currently, an LBCC student serves in one of the two student positions on the Oregon State Board of Education.

The LBCC Livestock Judging Team has an excellent record in regional and national competition. This past year it was first on the West Coast and one of the top five teams nationally.

The student newspaper, The Commuter, consistently wins individual and staff awards for journalistic excellence, including first class awards from the Associated Collegiate Press for each of the last eight years.

Weaknesses:

Limitations relate primarily to resources. A more formal analysis of the student population might delineate priorities for future programming.

The lack of knowledge on the part of the student body, staff, and faculty of the role of Student Programs at the college is another area of weakness.

In addition, the Student Programs Office needs to give more recognition to faculty and staff who take an active role in programs, clubs, and activities.

Problems:

1. Developing programming to meet the needs of a varied student population.
2. Providing expanded programming on a limited budget.

Solutions:

1. Analyze student population trends.
2. Survey students as to interest and needs.
3. Develop priorities in programming.
4. Develop alternate sources of funding.

Recommendations:

College support of Student Activities programs is crucial as a link to the community. The activities of Student Programs make a visible contribution to the community as well as enhance development of the student. There needs to be continued emphasis on developing in students leadership skills which are transferrable to their role in the community and which, at the same time, enhance the educational goals of the institution. Increased attention could be directed to the needs of "non-traditional" students who comprise the bulk of our student population.

Extracurricular activities promote civic responsibility, cooperation, and personal responsibility. Participation allows students to develop confidence which prepares them for entry into the four-year school or the world of work.

Athletics**DESCRIPTION:**

The Intercollegiate Athletic Program includes men's and women's cross-country, women's volleyball, men's and women's basketball, men's and women's track, and men's baseball.

Linn-Benton participates in the Northwest Athletic Association of Community Colleges and is a member of the Southern Region. A full, competitive schedule for women in the Southern Region of the NWASCC is provided on an annual basis. The desire of the athletic department is to attract as many in-district athletes as possible; however, out-of-district athletes will be recruited to allow the program to be competitive within the Southern Region and the total Northwest Association.

There are both full-time and part-time employees of the college serving as athletic coaches in the intercollegiate program. Coaches are paid an additional stipend beyond their regular teaching load. Full-time employees are coaching men's and women's cross-country, men's baseball, and men's track. Part-time employees are coaching women's volleyball, men's and women's basketball, and women's track. The Director of Athletics is also the Division Director of Health and Physical Education.

The Intercollegiate Athletic Program is funded from a self-sustained fund, with funds obtained from student fees, gate receipts, and any additional outside revenue. No tax dollars are used to support this activity. Scholarships in the form of outright grants are allowed by the Northwest Athletic Association of Community Colleges. Linn-Benton has been able to provide about one-third of the allowable scholarships for its athletic programs. All students, including athletes, may receive appropriate financial aid when they qualify.

ANALYSIS:**Role and Purpose:**

The Intercollegiate Athletics Department supports the college's goals of providing a comprehensive educational experience for its students. The Athletic Department is an integral part of the total student activities program provided by the institution.

Academic Requirements:

The academic requirements for members of intercollegiate teams are reasonable and consistent with the required league rules. No exceptions to eligibility standards are made, and eligibility of individuals is closely scrutinized. The Registrar, Director of Athletics, Commissioners of the Institution, and individual coaches review eligibility and work with students to ensure that eligibility is properly supervised and coordinated.

Teaching:

Coaching responsibilities are met in a variety of ways. Most coaches, including part-time staff, teach physical education and health classes in addition to their coaching assignments. In addition to the instructional assignment, they are working closely with the athletes to provide basic coaching functions such as communication and counseling, preparing daily workout schedules, working with league schedules, coordinating with school and league personnel, and performing all other basic functions required of an overall coaching position.

Faculty:

Coaches on the staff are well prepared in the subject matter and do not represent any apparent weakness regarding their knowledge of a specific activity or the ability to relate to the student/athlete. The program has matured over the years. Most of the programs are well established and provide a good level of competition. There are some inherent problems that exist with part-time coaches and their ability to spend as much time with the student/athlete as a full-time coach. All of the part-time coaches, however, are extremely enthusiastic and work diligently to provide sound athletic programs. The institution might utilize additional full-time positions on campus to provide some stability in programs that are currently utilizing part-time coaches. This concern was expressed in the past accreditation report and the institution has chosen not to fill any full-time instruction-related positions with individuals who could coach in the Athletic Department. Currently, coaches on a full-time basis must teach a full contracted load and be reimbursed for coaching as an overload. Coaches are allowed to teach classes which relate specifically to their activity. However, it is possible that this is not enough release time to allow instructors/coaches as much quality in both the coaching and instructional areas.

Coaching duties include recruiting and public relations as well as off-campus travel to scheduled events. The release-time concept might allow fewer conflicts and less need to use substitute teachers to cover classes for coaches who are away completing their coaching assignments. However, release time might be more expensive and may not be practical with current financial concerns. One area of weakness to be noted in the program is the lack of funding and support for assistant coaches. Programs have grown to be extremely competitive since Linn-Benton Community College joined the Northwest Athletic Association of Commu-

nity Colleges. In order to remain competitive, the college needs to add assistant coaches in several programs. Adequate support from the institution is essential if coaches are to perform in a professional manner and avoid frustration and burnout.

Athletic policy is dependent upon local Board action. Recommendations are made from the Athletic Director to the Vice President for Instruction, who provides recommendations to the Board through the President. Funds for the Student Activities Program are currently administered by the Vice President for Instruction, with the Director of Athletics having the responsibility to manage the athletics portion of this budget. Linn-Benton has eight athletic activities, and there is no distinction between a major and minor sport. Students receiving financial aid must report directly to the Financial Aid Office. There is no preference given to athletes. Financial aid is usually gained from Federal Workstudy Programs or one of several local programs. No portion of general tuition is used to support financial aid programs for athletes. Grade point averages of athletes receiving financial aid are consistent with those of other students. In-district tuition talent grants are provided from the Student Activities budget and are issued according to league rules. Athletic talent grants are provided to both men's and women's programs. They are distributed based on the needs of each individual program, the number of athletes in each program, and the recommendations of the coaches. However, the number of grants that Linn-Benton is able to provide is significantly fewer than the maximum allowed. This is one important area of weakness in the program. Linn-Benton does not provide the same kind of financial aid to the student/athlete as several other institutions. If Linn-Benton were to establish more support for athletic talent grants, it would help ensure a higher level of overall success and consistency within the program.

ASSESSMENT:**Strengths:**

1. Excellent facilities.
2. Excellent staff.
3. Equitable opportunities for both men and women.
4. Southern Region affiliation.
5. Northwest Athletic Association of Community College's membership.
6. Solid executive level administrative support.
7. A reasonably stable budget.
8. Professional opportunities for staff.

Weaknesses:

1. Funding for talent grant money less than the league allows.
2. Incomplete outdoor spectator facilities.
3. No planned capital improvement or maintenance procedure for facilities and grounds.
4. Lack of combination full-time staff and coaching positions.
5. Lack of funds to establish part-time coaching positions.
6. Perceived lack of interest or support from the community.
7. Financial inability to provide additional programs.
8. The lack of understanding from community college staff of the role and benefits of an intercollegiate athletic program.
9. Lack of available transportation on occasion due to limited college vehicles.
10. Potential for student support to change athletic funding.

Problems:

1. Lack of budgetary support for:
 - a) Assistant coaches
 - b) Additional talent grants
 - c) Increased travel and supply accounts
2. Lack of funding to upgrade and maintain facilities.
3. Lack of full-time staff positions available for head coaching positions.
4. Ensuring stable funding and leadership.
5. Providing safe and available transportation.
6. Providing budgetary support for additional activities.

Solutions:

1. Gain Board support to fund athletic coaching salaries from the general fund.
2. Establish Board support to fund a portion of the athletic talent grants from the college general fund.
3. Establish a systematic supplemental fund raising process.
4. Provide a Coordinator of Athletics or Associate Athletic Director position to assist the Director with operational duties.
5. As an institution, provide a long-term plan to provide safe and available transportation.

6. Make a commitment as an institution to support combination coaching/instructional positions.
7. Approve additional funds for new programs.

Recommendations:

1. Establish an active booster club to increase community involvement.
2. Increase support for the recruitment of the student athlete.
3. Continue to maintain a flow of communication between the instructional programs and the Athletic Department.
4. Provide each student/athlete with complete information regarding eligibility and student development opportunities.
5. Support or establish a part-time position of Sports Information Director and integrate this responsibility with the current Community Relations Office.
6. Encourage area high schools to host championship events at LBCC.
7. Establish an awards area to recognize superior performance or success of individuals who are former student/athletes.

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SPECIAL STUDENT ACTIVITIES**Committee on Assessment, Placement, and Advising****DESCRIPTION:**

The Committee on Assessment, Placement, and Advising was the outcome of recommendations from the General Education Committee and the Instructional Standards Committee. These recommendations dealt with issues concerning the appropriate level of study for each student, whether for admission or graduation purposes. There have been years of discussion on these issues without a comprehensive plan that had the support of the entire college community. The opportunity existed to make recommendations that would benefit students, staff, and employers. The task of the Committee on Assessment, Placement, and Advising was to take this opportunity and further the quality of the LBCC experience.

The Committee on Assessment, Placement, and Advising (CAPA), together with its subcommittees on mathematics, reading, writing, and advising, was formed during Fall term 1984. As its name suggests, CAPA's charge was to formulate recommendations relating to: 1) the assessment of entering students' skills in mathematics, reading, and writing, 2) the placement of students in classes commensurate with their entering skills, and 3) the establishment of an advising system to support 1) and 2). Recommendations for a plan of action were to be made with the following assumptions in mind:

1. Any plan developed must be in agreement with LBCC's basic philosophy and mission statement. The plan's basic goal must be to assist students in achieving their educational objectives.
2. The plan's placement component must be based on the student's ability to succeed.
3. The plan must be mandatory versus voluntary; however, it may not be necessary for all students to participate in all components.
4. The plan must be phased in and periodically evaluated.

ANALYSIS:

During the past sixteen years, there have been a number of committee, subcommittee, division, department, and individual discussions concerning issues of attrition, quality, and/or responsiveness to the diversity of student needs. During those years, the college focused on assisting as many students as possible by expanding its capability to serve students. The majority of time was spent managing this expansion by creating new programs and hiring new staff to serve record-breaking numbers of students. It is now apparent that this environment has changed. Enrollment hit its peak at Linn-Benton Community College in 1980 and has declined each year since then. In order to meet the demands of the future, it will be necessary to create new models that will better assist students to complete their educational goals while providing quality programs that are efficient and cost effective.

Student enrollment is the key to the college's financial survival, now and in the future. In the early growth years, there was only slight interest in rates of attrition and retention. Because a new student seemed to replace each student who left, little attention was given to successfully keeping students in school. If enrollment figures looked low, the key activities were marketing and the development of a

larger applicant pool. However, with the declining number of high school graduates, increased costs of education, and the uncertainty of the economy, the situation has changed. Larger applicant pools are no longer available. To counter this trend, the college must look at other approaches to maintain enrollment.

In order to address the problems of sagging enrollment and of serving the diverse needs of students, a plan to retain more students seems to be critical, if not imperative. Regardless of the enrollment decline, promoting a quality education and encouraging students to complete their educational objectives is the primary mission of the institution. A plan to increase retention has a fundamental relationship to a quality learning experience.

The Committee on Assessment, Placement, and Advising and its four subcommittees on math, reading, writing, and advising spent over 400 staff hours of meetings, discussion and debate concerning issues relating to the basic working assumptions. The assumptions, which were the basis for the majority of the recommendations, have been validated at other community colleges. Assessment and placement models similar to those suggested by the recommendations have been implemented with success. Included in the CAPA report is data related to student success and enrollment at Linn-Benton Community College.

All of the subcommittees made recommendations relating to their specific areas. The recommendations of the Math, Reading, and Writing subcommittees have been combined and summarized for ease of review and implementation. The issues relating to advising were broad enough, however, to merit their own set of recommendations in the report.

The CAPA Executive Committee took preliminary recommendations to faculty and staff for review and comments. Between April 3 and May 1, 1985, a series of ten meetings was held. There was a meeting for each instructional unit and two open meetings at the end.

In light of the far-reaching and sometimes controversial nature of several of CAPA's recommendations and in consideration of assumption four stated above, the 1985-86 school year witnessed further discussion of CAPA recommendations by LBCC's Instructional Standards Committee. This committee reviewed thirteen of the original CAPA recommendations. The recommendations as modified and adopted were:

1. Require students to complete the CGP prior to registering as a full-time student or for their 25th college credit unless they are Adult Education and General Self-improvement courses.
2. Establish a mandatory placement and course prerequisite requirement in math and writing courses. (This represents a combining of two of CAPA's original recommendations.)
3. Require students, with the exception of those in one-year certificate programs, to complete Writing 121 with a grade of "C" or better prior to registering for their 50th non-writing college credit unless they are Adult Education or General Self-improvement courses.
4. Require students seeking associate degrees and two-year certificates to begin completing math courses prerequisite for major or general education requirements prior to registering for their 35th college credit unless they are Adult Education or General Self-improvement courses.
5. Request department and program faculty to evaluate every course offered to determine the appropriate writing and math levels required of a student to guarantee success in each course. Prerequisites will continue to be established by departments and program faculty.
6. Conduct a study to determine the reading difficulty of classes and programs based on textbooks, service manuals, and reference materials used. Also compare student grades with reading scores from CGP results. Data will be compiled and sent to the Office of Instruction, and future discussion will take place after the data is collected.
7. Evaluate the need for continued and/or increased support for the math, reading, and writing labs and for tutorial services.
8. Provide maximum opportunities for access to programs by students who do not initially meet the entry requirements through pre-technical programs, tutoring, or special laboratory assistance.
9. Develop a system that will identify on the class roster sheet the students who have qualified for enrollment in that class through either the CGP exam or completion of the course prerequisites.
10. Develop the ability with the on-line student registration system to control course prerequisites and proper course placement based on the assessment process; i.e., prior to the system accepting a student registration, it would look at test results and placement recommendations, as well as prior credit earned by course number.

The primary intent of the recommendations is to assist students in achieving their educational objectives by matching students' abilities, needs, and aspirations with appropriate instructional options. The recommendations also contribute to the college's ability to maintain standards appropriate to each class and program and, thereby, contribute to promotion of quality learning experiences.

While the above recommendations do not include all of those originally proposed by CAPA, they represent the essential character of those which were proposed.

CAPA also made a number of recommendations related to advising which the Instructional Standards Committee did not review. These recommendations have been widely discussed and through partial implementation have led to improvements in LBCC's advising system.

The next steps are: 1) full implementation of the above listed recommendations during the 1986-87 school year, 2) further implementation of CAPA's recommendations on advising, and 3) further consideration of CAPA's additional recommendations.

ASSESSMENT:

Strengths:

The major strength of the Committee on Assessment, Placement, and Advising was the process that was used and the discussions that took place relating to committee recommendations and projected outcomes. The discussion heightened awareness of the basic skill requirements of classes and programs and the skills needed by entering and continuing students. Recommendations relating to assessment, placement, and advising ultimately had the support and commitment of the Board, administration, faculty, and staff prior to implementation.

Weaknesses:

Concerns relating to the results of the process and ultimate implementation of the recommendations might deal with student access and faculty staffing patterns.

The entire process of assisting students at the "front end" and providing them with information, services, and instruction that will encourage them to stay in

school might at times seem like a barrier to entry. Given the commitment to access for all who can profit from community college instruction, the strength of the entry process far outweighs the concerns relating to restricted entry.

Assessment and placement on a mandatory basis has been limited to full-time students in math and writing courses in the initial recommendations for implementation. Given a mandatory system of assessment of all students in all academic areas, the potential exists for a major shift in enrollment for occupational preparatory and transfer courses to remedial education, which would affect the staffing pattern of faculty. Because a gradual implementation has been chosen for a mandatory system, any changes in staffing can probably be accommodated within the organization.

Problems:

Major problems relating to implementation of the committee recommendations deal with logistics and the location of a space for an Assessment Center and the hardware and software technology required to maintain and provide students, advisors, and registration personnel with information necessary to carry out the recommendations. Staff are currently attempting to locate a space that can be identified as an Assessment Center. Adjustments to the student information system can be achieved from batch processing of testing and prerequisite information that will appear on the student registration screen in the Registrar's Office. Programming time and prioritization may continue to be a problem.

Solutions:

Considering that the most important task faced by the college in the future is to assure student success, the recommendations made by the Committee on Assessment, Placement, and Advising are timely and appropriate. The task of the community college should be to set standards that are geared to those capable of learning, with completion standards that clearly demonstrate adequate learning has taken place. By assisting students in achieving their educational objectives and matching their abilities, needs, and aspirations with appropriate instruction options, the college will achieve the proper outcome measures.

Women's Center

DESCRIPTION:

The Women's Center has been created for women who wish to examine their identities and roles, identify their models, make life plans, and acquire knowledge of the world of work that will aid them in planning their future.

The Center offers women peer advocacy; individual, personal, and career counseling; a community and campus referral system; classes and workshops; support groups; and a place to feel physically and emotionally safe. The Center seeks to provide women with the environment, skills, attitudes, and support that will enable them to take more direct control of their lives.

The Women's Center was initiated at LBCC during the 1984-85 school year. It was originally funded by a grant from the Division of Vocational Education, Oregon Department of Education.

A part-time coordinator was hired to plan, organize, and establish a centralized support center to be available for the women students at LBCC.

A peer advocate program was implemented with the assistance of women who were able to earn work-study funds or Cooperative Work Experience credit or who volunteered their time because of their belief in the need for the center.

ANALYSIS:

Role and Purpose:

Returning women, defined as women 25 years or older attending universities and colleges, frequently have unique needs identifying them as a special group within the general college population. Because of sex-role stereotyping and socialization, they have subverted their own needs to those of others. Many have exchanged dependency on their parents for dependency on their husbands and have not developed their own identities. Their lack of self-confidence is often reinforced by limited opportunities to achieve success outside the family. In order to achieve, these women need to develop and strengthen assertiveness and decision-making skills. Without these capacities, their educational experience is undermined.

Many women face resistance to returning to school from family and friends and lack educational and career decision-making skills. Their fears and anxieties are reinforced by added institutional barriers: admission practices and college services geared for younger students in a different life situation, lack of financial aid, and lack of child care.

Data indicate that there is a positive correlation between level of education and paid employment. Further evidence indicates the discrepancy between male and female earning power decreases as educational level increases. Therefore, institutional barriers which restrict women's achievements in post-secondary education not only restrict women's chances of obtaining paid employment and their earning power but also contribute to economic inequality with men in the job market.

If women are to approach economic equality, institutions of higher learning must be responsive to the needs of this population and develop programs, policies, and services to ensure the recruitment, retention, graduation, and career placement of mature women. The LBCC Women's Center serves as a model of a low-cost vehicle to accomplish these aims.

Staffing:

A half-time coordinator is responsible for the focus of the Women's Center and its operation. A 15-member advisory board made up of women leaders from the college and community provides advice and direction. Eight to ten peer advocates staff the Center from 8 a.m. to 5 p.m., five days a week.

Facilities:

The Women's Center has a new location as of fall 1986. It is located on the second floor of the Health Occupations Building. The facilities are very nice, consisting of three large rooms which have been divided into a lounge area, a reception area, and a study area. The main drawback is location with respect to the main traffic patterns of the campus. Attendance has been far less than last year when the Center was in smaller quarters in Takena Hall.

Future Plans:

The plans for the future of the Women's Center include finding a space that is centrally located in a busy traffic pattern so that women have easy access to the facilities. In

addition, a 1-3 credit class is being developed for prospective peer advocates so they will have a formal uniform training program.

ASSESSMENT:

Strengths:

1. Increased administration commitment through space and budgetary support of the Women's Center.
2. A strong, committed advisory board consisting of 15 women from the community and LBCC staff and students.
3. Qualified staff made up of a part-time coordinator, a work-study student (see comment under weaknesses), and peer advocates.
4. Strong support from a core group of LBCC staff. college-wide support is increasing among staff.
5. Strong relationships with community agencies, resulting in a good referral system.
6. Educational and artistic programs brought to the college through presentations and Women's History Week.
7. Good facilities.

Weaknesses/Problems:

1. Poor visibility and poor location.
2. Lack of a formalized training program for peer advocates.
3. Turnover in staffing of work-study and peer advocate positions resulting in lack of continuity.
4. Need for greater continuity with part-time and volunteer staff.

Recommendations:

The college should recognize the potential of increased enrollment and higher retention rates among the LBCC re-entry students if the needs of these students are met. The importance of providing a welcoming, supportive environment for re-entry students cannot be overemphasized.

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TABLE 1
FTE HISTORY
1984-1986

	84-85	85-86	86-87
Category			
LDC	1600.33	1745.15	1784.87
Voc/Prep	1342.30	1326.70	1229.04
Voc/Supp	204.95	266.25	261.43
Apprent	10.51	12.75	36.81
Dev Ed	407.99	418.01	429.19
Self Impr	592.43	583.68	565.22
Non-R/SC	43.02	61.76	43.92
TOTAL	4201.53	4414.30	4350.48
TOTAL FTE	4201.53	4414.30	4350.48
-NR/SC	-42.85	-61.69	-43.92
-Out-St	-45.20	-64.77	-59.46
-COD	-154.93	-139.47	-152.37
TOT REIMB	3958.55	4148.37	4094.73

TABLE 2
FTE HISTORY
1984-1986

	84-85	85-86	86-87
Division			
Business	664.32	690.91	661.50
Cul. Arts	39.21	33.70	37.75
HO & PE	302.17	306.43	294.38
A/Hum/SS	613.16	677.84	707.44
Ind. & App	305.69	315.86	320.31
Sci-Tech	708.35	729.71	726.28
Std Dev	399.90	437.89	442.21
Benton Co. CE		679.75	629.42
Linn Co. CE		543.16	531.12
Comm Ed*	1013.24		
Npt (COD)	154.93		
Rounding	.56	-.95	.07
TOTAL	4201.53	4414.30	4350.48

*ABE/GED/ESL/HSC/SpecProg SHIFTED TO STD DEV IN FALL 82

TABLE 3
SUMMER FTE COMPARISONS
1984-1986

Division	Summer 1984	Summer 1985	Summer 1986
Business	45.05	48.73	53.71
Culinary Arts	0	0	0
Health Occupations & P.E.	17.70	15.58	14.15
Arts, Humanities & S.S.	22.47	26.01	30.20
Industrial Apprenticeship	8.40	4.29	3.59
Science & Technology	53.17	37.48	40.57
Student Development	30.32	33.94	41.87
Benton Co.			
Community Education	85.09	80.14	72.20
Linn Co.			
Community Education	48.79	53.33	50.56
TOTAL	311.34	299.50	306.85

TABLE 4
ANNUAL UNDUPLICATED
HEADCOUNT
20 YEAR HISTORY

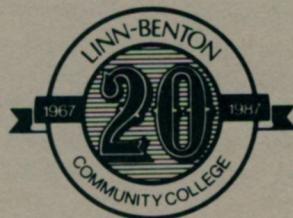
1967-68	2,807
1968-69	4,877
1969-70	5,779
1970-71	7,271
1971-72	8,429
1972-73	10,020
1973-74	10,605
1974-75	12,633
1975-76	13,627
1976-77	16,193
1977-78	19,236
1978-79	21,616
1979-80	26,197
1980-81	28,927
1981-82	26,730
1982-83	21,553
1983-84	22,515
1984-85	22,944
1985-86	23,473
1986-87	23,789

TABLE 5
DEGREES AND CERTIFICATES

Certificates	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Agriculture-1yr.	2	1	1	0	0	0	1	1			1
Auto Body Repair							2	5	4		6
Auto Tech-1yr.	4	10	4	1	0	1					
Auto Tech-2 yr.	0	0	7	6	10	1	1	0	2	2	1
Cabinet Making							10	1	4	1	
Computer Operator	0	0	0	1	2	0	0	12	8	8	1
Constr. Tech-1yr.	0	0	1	6	2	1			1	1	
Constr. Tech-2yr.	0	0	0	1	0	4					
Data Entry											
Data Process-1yr.	0	0	2	0	0	3	6			1	4
Data Process-2yr.	0	0	0	1	1	0					
Dental Assistant	7	7	17	19	7	3	10	14	8	10	18
Electricity/Elect-1yr	3	1	0	0	0	0					
EMT								1			
Farrier							34	34	34	28	32
Food Ser-1yr.	8	1	2	1	2	1					
Food Ser-2yr.	0	0	1	2	1	1					
General Bus.	2	4	3	1	0	0				1	
Heavy Equip-Diesel-1yr.											
Heavy Equip-Diesel-2yr.	0	0	0	2	0	5					
Horticulture	0	0	0	5	0	5	2		2	1	1
Human Service 1yr.	14	17	16	1	1	0			1	1	2
Machine Tool Tech. 2yr.											
Metallurgy-1yr.						1	1				2
Nursing Ass.						2	1				
Refig/Heat/Air-1yr.	0	5	5	0	1	54	49	31	31	32	12
Refig/Heat/Air-2yr.	0	0	0	0	1	0	1	1			1
Safety							6				
Secretarial Science	12	14	8	10	1	12	16	6	12	14	24
Small Eng. Rep-1yr	0	0	2	0	1	2					
Small Eng. Rep-1yr											
Supervision	0	7	4	7	13	0	19	18	11	1	
Water/Wastewater	1	5	9	9	6	6	0	18	7	10	
Welding Tech 1yr.	17	23	17	17	9	10	18	9	8	10	9
Welding Tech 2yr.	0	0	1	0	0	7				2	
TOTAL CERT.	70	95	100	90	58	67	182	170	133	123	114
TOTAL DEGREES & CERT.	276	345	352	376	363	372	563	559	577	527	491
ADULT HIGH SCHOOL DIPLOMAS		5	44	57	60	87	48	15	33	37	13

INSTRUCTION

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INSTRUCTION

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GENERAL EDUCATION & ASSOCIATE DEGREE REVIEW

ANALYSIS:

The General Education and Associate Degree Review Work Group goals included the following:

1. To review the appropriate level of General Education courses within the associate degree programs offered at LBCC.
2. To review the General Education curriculum and investigate its application to the associate degree and certificate programs.
3. To review the related instruction and General Education requirements as adopted by the Northwest Association and evaluate LBCC's compliance with these requirements.
4. To review the associate degrees offered at LBCC as part of a state-wide task force and a national review committee to strengthen the associate degree and develop standards which would apply to the nation's community colleges.

General Education and related instruction as part of associate degrees and certificates has been reviewed by committees on the campus prior to the self-study. The associate degree has been the subject of much discussion at the college and at the state level among the Oregon community colleges.

General Education:

During the 1983-84 academic year, the President and Vice President for Instruction formed a committee, which included faculty, administrators, and students, and charged them with reviewing the General Education requirements within the associate degrees offered and to explore alternate approaches to the delivery of General Education at LBCC. In addition, the committee was asked to review the General Education core curriculum.

LBCC's mission statement on General Education states, "The college shall provide General Education in keeping with the philosophy of maintaining a comprehensive col-

lege while serving many segments of our populations and fulfilling a diverse range of educational needs. Aesthetics, licensure, citizenship, interpersonal relations, social skills, adaptive and coping skills are all part of the General Education curriculum."

The committee reviewed the mission statement and current General Education practices and made recommendations. The recommended changes included the addition of a computer literacy requirement, more course options in health and physical education, and a competency or a Comparative Guidance and Placement test score for placement in writing and mathematics. The total number of credits did not change.

In July 1985, the LBCC Board of Education approved the General Education requirements as recommended. The college catalog outlines the General Education requirements for the associate degrees and identifies, in the course listings at the end of the catalog, those courses which meet each requirement.

The college has a comprehensive curriculum to fulfill the goals of General Education, as outlined in the mission statement, and certainly has an excellent faculty to implement these requirements.

More work needs to be accomplished in revitalizing our General Education approach to the curriculum. A consultant spent one day on campus meeting with the committee, faculty, division directors, and administrators to explore and share alternate models on delivering General Education. While the General Education component complies with the Northwest Association Standards, work continues on improving the General Education core curriculum.

In addition, the college must explore alternate methods of instruction of the General Education core for transfer to state four-year colleges, provided these colleges will accept new interdisciplinary approaches. A state task force has been working on a block transfer agreement with state universities and four-year colleges. The Oregon community college presidents have agreed in concept to uniform associate degree titling to become effective in 1990. The common degree titles are Associate of Arts without designation of major, Associate of Science without designation of

major, Associate of Applied Science designating major, and Associate of General Studies.

Related Instruction:

LBCC has twenty-six certificate programs in specialized fields of study. A review of these curricula is available in the Office of Instruction. These curriculum areas continue to be refined to meet changing job requirements.

Associate Degree:

Linn-Benton Community College offers three associate degrees: Associate of Arts, Associate of Science, and Associate of General Studies. A state task force made up of community college deans has met to review the AACJC study on the associate degree to determine application of that document to Oregon community colleges, and the college presidents have agreed in concept to common degree titles as noted above.

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EDUCATIONAL PROGRAMS

DESCRIPTION:

Role and Purpose:

Educational programs at Linn-Benton Community College are designed to:

1. Provide entry-level training for students seeking immediate employment,
2. Provide lower division course work and an associate degree for transfer students, and
3. Provide enrichment courses to meet the needs and interests of the community.

Curriculum:

Curriculum is monitored and reviewed by the Office of Instruction but is influenced by local advisory committees, faculty, students, the Instructional Council, the local Board of Education, the State Department of Education, state colleges and universities, and the Oregon Educational Coordinating Commission. Vocational Advisory Committees play a major role in making recommendations for changes in the vocational programs based on new technologies, labor market needs, and industry demands. Departments re-

sponsible for transfer programs continuously review four-year school catalogs and discuss curricular changes with their counterparts at four-year institutions.

Detailed descriptions of the educational programs at Linn-Benton Community College are available in the college catalog. All courses listed have been taught in the past two years unless otherwise specified.

The General Education requirements are those courses which must be completed by each student working toward an Associate of Science, Associate of Arts, Associate of General Studies, or a certificate program as specified in the catalog.

The academic year at Linn-Benton Community College consists of three quarters of twelve, eleven, and eleven weeks respectively, totaling 166 instructional days.

Special Assistance Programs:

The college provides a comprehensive program of assistance to a number of special student groups. High school students may attend the college with a proper release from the local school district. Incoming students are referred to appropriate math, writing, and reading courses based on placement test scores. A wide range of courses are available through the Developmental Center to students requiring remedial or developmental instruction in math, English, reading, spelling, or study skills. Classes are available in English as a Second Language, GED preparation, and Adult Basic Education for those students who have not completed an eighth grade competency level.

Transfer Programs:

State four-year institutions will accept 108 credits for transferring students. Degrees offered at LBCC are designed not to exceed this limitation. This number of credits includes the General Education requirements. The minimum requirement for a degree is 90 credits.

Vocational Programs:

Under the new Federal regulations, the Carl Perkins Act, schools receiving Federal vocational monies are required to evaluate all programs every five years. During the 1985-86 academic year, all thirty-five vocational programs were evaluated. In general, the vocational programs were rated exceptional or above minimum standard.

Due to program enrollment, lack of jobs available, and budget restrictions, several programs were eliminated over the past four years: Cabinetmaking, Construction Technology, and Small Engine/Recreational Vehicle Repair. If occupational surveys indicate a need for training in these occupations, consideration will be given to reinstating the programs.

Data gathered from the 1984-85 Graduate and Employer Follow-up Study indicates 81 percent of our vocational graduates were employed nine months after completing their program; 83 percent of the employed graduates stated their job was directly or closely related to their vocational training. The majority (82 percent) of the graduates are not currently continuing their education. Also, the majority of the graduates give high grades to the college for reading, writing, speaking, math, job skills, and technical knowledge training. Employers of the graduates rated the LBCC student as equally or better prepared for employment in comparison to other employees. The total Graduate and Employer Follow-up Report is available in the Accreditation Workroom.

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ARTS, HUMANITIES, & SOCIAL SCIENCES DIVISION

FINE AND APPLIED ARTS

ANALYSIS:

Role and Purpose:

The objective of the Fine and Applied Arts Department is to serve transfer majors, two-year degree students and interested non-majors. Three degree programs are aimed at fulfilling this objective: the Associate of Arts in Fine Art for transfer students in art, Associate of Arts in Journalism for journalism and for advertising and promotion majors, and the Associate of Science in Graphic Communications for printing and graphic design majors.

Students:

The number of student majors in the department has shown a slight increase in the past five years. The quality of our students' work is excellent and appears to be better the past two years than ever before. Return visits, letters, and telephone calls from successful students indicate that the department is doing an exceptional job in preparing students for academic transfer and for advancement in their chosen fields.

Courses:

Every course offered in the Fine and Applied Arts Department is related precisely to departmental objectives. The next printing of the catalog will show only those courses offered on a regular basis; the others have been dropped.

Teaching:

Students' learning patterns necessitate varied teaching methods including demonstrations, lectures, critiques, slide and film presentations, and student research assignments. The LBCC library has an extensive collection of current books and visual aids relating to the fine and applied arts.

Faculty:

Of the seven faculty members, four hold the Master of Arts, two the Master of Fine Arts, and one the Bachelor of Arts degree.

Facilities:

Facilities for photography and printing have recently been enlarged and upgraded. Otherwise facilities are adequate and in good condition.

Future Plans:

The department's programs should remain stable, but the department must be prepared to offer those courses that reflect the needs and cyclical interests of its students.

Cooperation:

Within the Arts, Humanities, and Social Sciences Division, the Fine Arts program is an integral part of an inter-departmental series of courses leading to an Associate of Arts with a major in Humanities degree.

The Printing Technology degree requires course work from the Industrial/Apprenticeship Division and the Science and Technology Division, while the Advertising/Public Relations degree contains a large body of work from the Business Division.

Articulation efforts:

Department faculty maintain a close relationship with Oregon State University and the University of Oregon to ensure that our course work is substantially equivalent to that of the universities.

Faculty jury local arts shows, exhibit art work, serve on local art guilds and community advisory boards, and give demonstrations and gallery talks to the art groups and the community in general.

The department faculty maintain connections with the area high schools through advisory committee membership, high school visitations, and participation in the regional secondary schools skills contest each spring.

ASSESSMENT:**Strengths:**

1. Varied teaching strategies are used:
 - a) Vocabulary and technical skills stressed.
 - b) Project and problem-solving approach used to encourage students to "think in the process."
 - c) In-class critiques used to share ideas and provide feedback.
2. Students are expected to take departmental courses outside their specialty to develop skills and understanding unavailable in other community college programs.
3. Emphasis and experience is provided in writing-for-publication, including covering actual events and topical issues.
4. Journalism and graphic design students develop a comprehensive and professional portfolio of their work.
5. The high quality of student work indicates that excellent skill levels are achieved in a relatively short period of time.

Problems:

The limited budget does not allow purchase of state-of-the-art equipment, such as electronic design, writing and editing tools, and a large format offset press necessary to reproduce graphics students' work.

Recommendations:

1. Gradually update the photography lab equipment through establishment of a joint equipment replacement fund with Community Education.
2. Seek grants and donations.
3. Foster contacts with other college faculty and area employers.
4. Establish a workshop for area secondary schools' journalism students and advisors.
5. Institute a regular publication for graduates, employers, and others interested in the department.
6. Involve students with local non-profit organizations, thus providing the organizations with publications assistance and giving the students work experience.
7. Promote graphics program special events and gallery exhibitions more vigorously.
8. Increase the use of computers in journalism.

9. Increase the emphasis on newspaper graphic design in anticipation of increased access by non-majors to the photographic courses and add instruction in fine print photography techniques to balance the current emphasis on photojournalistic style and technique.
10. Obtain computer graphic design capability and a large-format offset press to keep the program current with changing technology.

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SOCIAL SCIENCE

ANALYSIS:

Role and Purpose:

An integrated and multidisciplinary understanding of the nature of human society is vital to the career development and citizenship of students. Our general goal is to enable students to understand themselves as individuals and their relation to the social and ethical issues in contemporary society and to help them develop analytical and critical thinking skills.

The Social Science Department is meeting its specific objectives by providing:

- a. Basic lower division course work in the social sciences leading to an associate of arts degree,
- b. Elective courses for non-majors, and
- c. Course work for the pre-professional social science student.

The Social Science Department offers six disciplines. Another traditional social science discipline, economics, is offered through the Business Management Department, in many cases resulting in limited student contact with social science faculty.

The Associate of Arts with a major in Social Science fulfills the department's goals by providing multidisciplinary, lower division transfer courses.

General Education Requirements:

The General Education requirements for the associate of arts degree enhance the department's offerings. In some cases, such as Business Management, however, the social science General Education requirements are completed with

in the major program. Also, the associate of science degree and certificate programs include no social science course requirements and thus students' opportunities are limited.

Students:

The numbers of student majors has fluctuated considerably over the past five years. Since a decline in the early 1980's, the number of social science majors has increased slightly each year. Improved advising, departmental communication with students, and major changes in the social science degree option have yet to be assessed, but these are expected to increase the number and quality of majors.

Because social science degree options were consolidated in 1986-87, comparisons on the quality of current versus former majors would not be valid.

As the department's advising has improved with the introduction of quarterly meetings for majors, social science students have received better information and have been increasingly successful in transferring to four-year institutions. Anecdotal evidence (such as correspondence from former students and requests for letters of recommendation) suggests that former students are highly regarded, competitive with fellow university students, and often pursuing careers related to social science.

Courses:

The department generally offers as many as thirty different courses in a two-year period. The degree consolidation process completed in 1985-86 included a review of all courses and resulted in the elimination of a number which were no longer useful or in demand.

Teaching:

Methods of teaching include lecture and discussion, instructor conferencing, videos and films, speakers, team-teaching, overheads, slides, maps, computer-generated maps, and computer simulations.

The library has an adequate collection of current periodicals and visual aids but is limited in providing a current collection of scholarly books. This, in turn, limits the research opportunities of social science students. The library staff is very supportive and effective in making the most out of the limited resources available.

Faculty:

All department instructors have, at a minimum, a master's degree or the course-work equivalent. Some faculty have received National Endowment for the Humanities fellowships to further their professional development, have traveled abroad for seminars and field work, have participated in Fulbright Exchanges, and have undertaken additional graduate work.

Department faculty are specialists in their particular disciplines. In addition, however, some faculty have broadened their training beyond their major disciplines, thus greatly increasing the department's flexibility. Particular strengths are in international studies and the application of computers to the social sciences.

Cooperation:

The Social Science Department cooperates extensively with the Humanities Department in developing writing and speaking components of the curriculum. In addition, there is cooperation with business management, health occupations, and science to facilitate the satisfaction of degree requirements. The department works closely with the tutoring program, Cooperative Work Experience, and counseling services.

One department member is always involved in the Honors Program, which results in cooperative planning and teaching with faculty from all divisions of the college. The department is also actively involved in the development of a college-wide International Center which entails interaction with faculty and management from all divisions.

Articulation:

The department is receptive to meaningful articulation with other schools and colleges.

ASSESSMENT:**Strengths:**

1. Faculty who are well qualified, providing quality instruction, committed to students, and diverse in range of disciplines.
2. Opportunities for dialogue with students due to efficient class sizes.
3. Availability of resources for students.

4. Success in making disciplinary content relevant to real life experiences of students.
5. Faculty access to up-to-date computers.
6. Diversity in ages and experiences of students.

Weaknesses and Problems:

1. Fragmentation of curriculum--economics and some psychology taught outside the department and division.
2. Need for greater and more effective articulation with high schools, other state colleges, and the Community Education program.
3. Budget and staffing limitations.
4. Problems conducting classes due to the wide variety of levels in student preparation within a single class.
5. Narrow range of offerings in history, political science, and developmental psychology.
6. Dilemma of managing five classes of 30 students while using evaluation techniques encouraging critical thinking and development of writing skills.
7. Lack of adequate copying and reproduction equipment in Takena Hall.

Solutions and Recommendations:

1. Designate department members, with release time to work on articulation, promotion, the skills contest, designing community forums, and writing grants for financial support.
2. Obtain the division director's commitment to work on promotion and articulation with area high schools and colleges.
3. Assess the curriculum college wide as a step toward integrating psychology and economics courses now taught outside the Social Science Department.
4. Increase enrollments through reassigned and/or more faculty and more classes, especially in history and psychology.
5. Hire one full-time faculty member in social science with primary duties in history.
6. Buy copying and thermofax machines for Takena Hall.
7. Improve retention through use of prerequisites for classes and tutorial programs and through better articulation with the Developmental Center.
8. Develop exit interviews of social science students and a school-wide follow-up program to track transfer students.
9. Reserve times in the class schedule for compulsory

- attendance at department and division meetings.
10. Require a broader participation of faculty on college committees to distribute the burden more fairly.
 11. Study the feasibility and desirability of expanding the curriculum in such areas as gerontology, geography, and international studies.
 12. Plan for additional computer resources and for a program of professional development in computer skills.
 13. Establish a readings course (198) with variable credit in each of the social science disciplines to allow follow-up course work for interested students.
 14. Establish a budget for guest speakers and visiting scholars.
-

CRIMINAL JUSTICE

ANALYSIS:

Role and Purpose:

The two degree programs are directly related to the department's objectives of serving transfer students, two-year degree students, and interested non-majors:

1. The Associate of Arts, Criminal Justice, with a major in Law Enforcement or Corrections for transfer students, and
2. The Associate of Science, Criminal Justice, with a major in Law Enforcement or Corrections for non-transfer students.

General Education and Degree Requirements:

The General Education component for the associate of science degree provides a solid curriculum base for broadening the students' perspectives as well as helping to better define goals, but it does not include humanities or social science courses, for example.

Students:

The number of student majors in the department has doubled in the last five years. Also, Criminal Justice majors show a marked increase in academic skills over the past five years, placing them on a par with lower division students in four-year criminal justice programs.

We have maintained a network with graduates through returning student visits, letters, and telephone calls which show the Criminal Justice program is doing an increasingly effective job.

Courses:

The next printing of the catalog will show an elimination of two courses which have been absorbed into other courses.

Teaching:

Teaching methods used in this department are varied to satisfy different learning styles: lectures, guest speakers, slide and film presentations, problem-solving projects, and student research assignments. The library has extensive collections of books, periodicals, and visuals relating to the study of criminal justice.

Faculty:

The four faculty are comprised of one Master of Public Administration (full-time), one Juris Doctor (part-time), and two Masters of Science (part-time).

Cooperation:

The Criminal Justice program has recently combined with Public Safety and Security as the Justice Services Department. This reorganization provides a more comprehensive educational and work experience for students, better utilization of staff expertise, professional growth for faculty and staff, improved safety and security for the college, and a model of innovative programs and services.

Additionally, courses that coincide with general social science courses (criminology, juvenile delinquency, constitutional law) are double numbered to enlarge student options and draw upon wider faculty expertise.

Articulation:

The Criminal Justice program coordinates with four-year programs in Oregon state institutions through formal and informal agreements arranged through the Oregon Association of Criminal Justice Educators. Also, LBCC and Oregon State University network Cooperative Work Experience in the criminal justice area.

ASSESSMENT:**Strengths:**

1. The curriculum prepares the student for the reality of working within the criminal justice system through such techniques as problematic scenarios to prepare students for job-related situations.
2. Teaching methods stress writing and speaking skills and stimulate questions about the rationale for the current system and how that system might be improved.
3. The faculty has achieved a high retention rate by working with troubled students before they become attrition statistics.

Weaknesses:

1. The state of Oregon classifies all academic criminal justice programs as "vocational," while LBCC's emphasis is on liberal arts skills to provide a framework for further study. As a result, students may not be "job trained" upon completion of the two-year program.
2. A lack of resources prohibits hiring faculty to reach potential pockets of need, such as legal assistant instruction and private security.
3. Lack of funds demands heavy use of part-time faculty with less-than-total commitment to the program.
4. The intern program is inadequately developed.

Recommendations:

1. Recruit part-time faculty whose goals match those of the program and who can stabilize the teaching/advising process.
2. Improve the intern program by
 - a) Involving all faculty in the program,
 - b) Placing more students, and
 - c) Developing more systematic contact with area criminal justice agencies.
3. Seek to become the training facility to meet local agency needs for professional development.
4. Initiate more complete graduate follow-up.
5. Evaluate the need for additional staffing based on the projected needs of the criminal justice system.
6. Expand computer-aided instruction to reflect industry standards.

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PERFORMING ARTS**ANALYSIS:****Role and Purpose:**

The Performing Arts Department provides:

1. Courses for students with vocational or avocational interests in theatre and music,
2. Degree requirement courses in speech and the humanities, and
3. Outreach to the community by providing opportunities for community members to participate in music and theatre as performers and audience members.

Two degree programs directly support department objectives: an Associate of Arts in Theatre for theatre majors, and an Associate of Arts, Humanities, with a concentration in theatre or music for liberal arts majors.

General Education Requirements:

The General Education requirements for the associate of science degree provide work in communications, math, and health, but no background in humanities and social sciences essential to enlarging students' perspectives.

Students:

Because of a change in the Humanities degree designation, comparisons of current majors with former majors is not meaningful. However, the quality of music students has dropped since the two-year Associate of Arts with a major in Music was discontinued in 1984 due to low enrollment.

Return visits, letters, and phone calls from former students suggest department success.

Courses:

Courses of limited appeal are discontinued or taught less frequently. In 1984, the second year of Music Theory was abandoned due to low enrollments. With Music Theory went the two-year degree in music and other courses needed by music majors. Despite low enrollments in technical theatre courses, offerings continue because of their relationship to theatre productions and use of the theatre facility; however, the number of courses has been reduced from

seven to three. Low enrollments in oral interpretation have resulted in less frequent offerings.

Dance courses, however, were eliminated as a cost-saving measure and not as a result of limited appeal.

For curricular expansion to occur, student need must be documented. A proposal to create a small group discussion course failed when a viable audience for the course could not be identified.

Teaching:

Teaching methods vary substantially with the nature of the course but include lecture, demonstration, conducting, and discussion. The speech faculty work together to teach from a uniform text in all multiple-section classes.

Faculty:

All department faculty members have, at a minimum, masters' degrees with specialties including theatre direction, oral interpretation, technical theatre, vocal music, instrumental music, and speech communication.

Facilities:

Facilities (including rehearsal rooms, practice rooms, general classrooms, faculty offices, and performance space) are adequate to meet department objectives. The Mainstage Theatre, in particular, is one of the finest of its kind in the state, providing a quality performance space for theatrical productions, music concerts, and other community performances.

The college has never provided an operational budget to support the Mainstage facility, depending instead on the department to generate sufficient income either through ticket sales of its own events or rental of equipment to outside users to meet this need. Therefore, the department is burdened by the necessity not only of earning enough income to pay the production costs (less professional salaries) of its Mainstage productions, but of maintaining the operational capability of the theatre as well. This lack of financial support limits the effectiveness of the department in community relations since financial solvency is always at stake.

Future Plans:

The resurrection of a program for music majors is not considered a strong likelihood in the foreseeable future. Efforts will be made to increase the number of theatre students at the college, which implies a gradual increase in course offerings and productions. College/community performance groups in theatre and music will remain a strong element of the department's work. College requirements for speech communication will continue to strain department resources.

Cooperation:

The Performing Arts Department, the Humanities Department, and the Fine and Applied Arts Department have cooperatively established the newly adopted Humanities degree.

Department faculty are frequently involved in the Honors Program, resulting in cooperative planning and teaching with faculty from all divisions. Other cooperative efforts include dinner theatre productions co-sponsored with the Culinary Arts Department and the performance of college choirs at a host of college functions, such as graduation.

To the community, the department offers tuition-free participation in Mainstage Theatre productions, Community Chorale, Community Big Band, and a Community Concert Band. Community members numbering 100-150 are involved in department performances in any given term, while as many as 5,000 people attend performances each quarter.

The department makes the theatre facility available to other college and community users and provides the necessary technical support for their performances. In the seven years of the theatre's existence, no one has been denied department support in using the facility.

Articulation:

With the demise of theatre and music programs in some high schools, opportunities may exist for additional department articulation with selective secondary schools. Preliminary discussion, in one instance, has occurred.

High school choir contests are held yearly on campus, and faculty often serve as resource persons for high school instructors.

ASSESSMENT:**Strengths:**

1. Community involvement through
 - a) Cultural education to the community
 - b) Liaison between the college and the community
 - c) Opportunity for students and community members to work together
2. High degree of instructor/student interaction.
3. Ability to give students hands-on experience.
4. High quality performances and faculty.
5. Excellent theatre facility and potential to perform in a variety of spaces
6. Participation in state-wide festivals.
7. Wide variety of participation possibilities and resources.

Problems:

1. Lack of departmental focus.
2. Need to attract higher enrollments.
3. Ensure funding for the theatre facility.
4. Lack of financial resources available from the Student Programs budget for loft and musical performance groups.

Solutions:

1. Undertake a more aggressive program to increase performance attendance and establish financial security. For example, a Mainstage season was initiated in 1986-87 for the first time.
2. Demonstrate to the Student Programs budget committee the need to support performing arts.

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HUMANITIES**ANALYSIS:****Role and Purpose:**

Through its comprehensive course offerings, the department meets its objectives of helping students to:

1. Understand the social and ethical values in contemporary society,

2. Discover opportunities for personal and creative enrichment.
3. Develop writing, language, literary, creative thinking, and imaginative skills, and
4. Deepen self-understanding, self-expression, and empathy for others.

The Associate of Arts with a major in Humanities reflects departmental objectives by requiring a common introductory course in the humanities, the selection of a specific discipline for emphasis, and a distribution of courses from fine arts, literature, creative writing, music, philosophy/religion, Spanish, and theatre.

General Education and Degree Requirements:

General Education requirements for the associate of arts degree include nine hours in Humanities which are designed to allow students to at least partially satisfy General Education requirements at the state's four-year institutions. Lamentably, General Education requirements in the associate of science degree do not include course work in the humanities.

Students:

Because of a major change in degree designation, comparisons of current majors with former majors are not meaningful. Graduate follow-up surveys of students attending Oregon State University provide evidence of the value and quality of departmental instruction.

Enrollments in Spanish classes are high in the fall, but somewhat lower in winter and spring. This attrition may be due to the lack of a language lab and the lack of qualified tutors for second-year students.

Courses:

The Humanities Department offers classes in literature, writing, foreign language (Spanish), and philosophy/religion. Courses are rotated to maintain a diversity of classes.

Two courses, Speculative Literature and Women Writers, have not been offered in the last two years for personnel reasons. However, both courses have appeal for students and will be taught in the future.

Philosophy/Religion offers a transfer series on philosophy which matches Oregon State University's current class offerings. Enrollment is strong in these courses, which develop skills utilized in argumentative writing and speech. The department also offers a transfer series of religion courses.

Only one foreign language is offered for transfer credit, although articulation agreements allow high school students to take Latin for college credit. Community Education offers conversational courses in French, German, Japanese, and Russian, but no program continuity exists.

Teaching:

The varied teaching methods used in the department include computer-assisted writing, instructor conferencing, peer editing and collaboration, writing exchanges, journal entries, team teaching, lecture, discussion, films, videos, recordings, speakers, and performers.

Spanish classes feature the use of media, computers, and conversations with native speakers.

Faculty:

All department instructors have, at a minimum, masters' degrees. A variety of professional development activities are ongoing. Faculty have recently undertaken additional graduate studies; one has participated in an NEH seminar at Harvard, and one has been selected as a Fulbright exchange professor.

Facilities:

Lack of windows, movable chairs, inappropriate temperature variations, noise, and lighting which can't be regulated mar facilities which are generally adequate to meet all department objectives.

Cooperation:

The Humanities major is an interdepartmental program which also includes offerings in speech, theatre, and music from the Performing Arts Department and offerings in art from the Fine and Applied Arts Department.

English faculty and Developmental Center writing faculty work together to assure an appropriate continuum of writing courses and the efficient progression of students through them.

Individual Humanities faculty members are involved each quarter in the Honors Program, which results in cooperative planning and teaching with faculty from all divisions of the college.

Articulation:

An articulation agreement with a local high school has been established for foreign languages.

ASSESSMENT:

Strengths:

1. Responsive, diverse, responsible students.
2. Student-centered, conscientious, cooperative, and innovative faculty who use a variety of teaching techniques, experiment in class design, and use outside resources.
3. Division encouragement for professional development and greater breadth in the Humanities curriculum.
4. Recognition throughout the college of the value of writing, literacy, and literature.

Weakness and Problems:

1. Too little time is available to resolve real issues involving long-term planning and curricula development.
2. Writing students are inadequately placed: CGP scores do not dictate placement in writing classes. Part-time students take no formal writing placement test.
3. The lack of a professionally staffed and centrally coordinated Writing Center hampers retention and hinders student learning in classes across the curricula of the college.
4. Course offerings have three problem areas:
 - a) An inability to offer a full range of literature classes every year.
 - b) Varying standards for writing classes at centers.
 - c) Lost momentum of writing-across-the-curriculum (writing in other curricular areas).
5. The addition of new classes results in the replacement of currently scheduled classes.
6. Lack of guidance for faculty in advising students, so that students get conflicting advice.
7. ESL, physically handicapped, and learning disabled and students in crisis have difficulty passing writing

classes at all levels.

8. There is a concern for the classload of writing teachers.
9. There is a concern for the training of and communication with part-time faculty.

Recommendations:

1. Recommend mandatory placement of all students into appropriate writing classes.
2. Examine the workloads of writing faculty.
3. Prohibit students who do not meet appropriate requirements from registering in classes for which WR121 is a prerequisite.
4. Establish a professionally staffed Writing Center to meet the college's need for supplemental, one-on-one tutoring in writing for all students.
5. Set up a Humanities Advisory Committee to encourage community and student involvement in planning and developing programs.
6. Establish a humanities journal to publish student and faculty writing.

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BUSINESS DIVISION

BUSINESS MANAGEMENT

ANALYSIS:

Role and Purpose:

The Business Management Department offers several two-year programs, including an Associate of Arts with a major in Business Administration. In addition, the department also provides service courses for other programs, such as Office Technology, Culinary Arts, and Industrial Division programs.

The department also has an extensive list of evening courses. Through the Evening Degree Program, it is possible for students to complete the Associate of Arts Degree with a major in Business Administration, as well as certificate and degree requirements in Supervisory Training.

Special courses are offered on a regular basis for people employed in the banking and savings and loan industry, through cooperation with the American Institute of Banking and the Institute for Financial Education.

General Education and Degree Requirements:

With the increased use of the computers in the business world, it has been necessary to incorporate computer literacy and software applications into the degree requirements.

Students:

The number of majors has declined from the all-time high in 1981-82; however, there was an increase this year over the previous year. The number of majors in the transfer program has increased, while the number of non-transfer students has decreased.

Business students who transferred to OSU are asked annually to evaluate the relevance of their coursework at LBCC to their continuing program. High marks continue to be given by these students regarding their experience at LBCC. Also, the number of employers of our former students who frequently call requesting applicants for openings in their business is evidence of the high quality of the non-transfer program.

Courses:

Courses with limited appeal are deleted when necessary. The Real Estate program has not been offered recently and will not be revived until the demand increases significantly.

Teaching:

Classroom instruction is primarily traditional lecture and class discussion with special aids used where appropriate--business periodicals, video tapes, computer decision-making applications, and practice sets.

Faculty:

The faculty have varied, complementary backgrounds which provide a breadth of experience in the business world. Faculty members are closely involved with the business community through memberships in Albany Chamber of Commerce, Rotary, Kiwanis, and other organizations related to their areas of expertise, including business education, accounting, and statistics.

Part-time faculty members provide valuable expertise in specialty courses in banking, finance, and industrial safety.

Although time for departmental meetings is difficult to find, they should be scheduled more frequently to increase faculty interaction and to focus on long-range planning.

Facilities:

There is a shortage of classrooms that are conducive to teaching accounting classes--equipped with tables that allow students to spread out working papers and ledgers. Increasing difficulties scheduling classes in the computer lab inhibits the introduction of new computer-related courses. Space in the Business Building could be better utilized for an accounting classroom and/or computer lab.

Future Plans:

The present core of classes will continue to be the basic offerings of the department. Many of these courses will be enhanced through the incorporation of the computer. Additional computer lab space and appropriate hardware and software are needed.

Cooperation:

This department provides service courses for other departments and divisions on campus and cooperates with the off-campus centers regarding program course content and staffing. Also, members of this department assist the Training and Economic Development Center (TED) with workshops, seminars, and short-term training.

Articulation:

While assisting with the skills contest each year, members of this department interact with representatives from the local high schools. LBCC credits are given to high school students who successfully complete a challenge test in Practical Accounting I and subsequently enroll at LBCC. Informal articulation agreements regarding Business Administration have been developed with the following four-year institutions: Oregon State University, Portland State University, Linfield, Western Oregon State College, and University of Oregon. This information is updated annually and is available to students.

ASSESSMENT:**Strengths:**

1. Students' success after they have completed studies at LBCC.
2. Excellent community acceptance of programs and graduates of these programs.
3. A faculty that has excellent credentials, both in academic preparation and business experience, and is dedicated to student learning.
4. Three instructors who are Fulbright Exchange Fellows.
5. A comprehensive curriculum in four basic areas: transfer students, technical/vocational students, specialized training for professional groups, and people re-entering the work place.
6. One of the best student advising systems at the college.
7. Advisory Committee input.
8. Faculty involvement with local businesses and service organizations.
9. An individual tutoring program for students in difficult courses, such as accounting and finance.
10. A student organization (DECA) which provides leadership training.
11. Excellent support from the division director.
12. Excellent secretarial support to faculty.

Weaknesses:

1. Shortage of personal computers for student use.
2. Lack of software for student use--to be integrated with traditional coursework.
3. Need for larger classrooms (with tables) for accounting courses.
4. Need for another faculty member.
5. Need for building remodeling to better meet instructional needs.

Problems:

Lack of funding for the items described under major weaknesses is a departmental problem.

Solutions:

1. Continue to request additional funding each year to improve the items described under major weaknesses.
2. Continue efforts to make our instructional needs known to the Office of Instruction.
3. Continue efforts in grant proposals.

Recommendations:

1. Implement the CAPA proposals.
2. Further define the advising system.
3. Acquire additional computer equipment and software.

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DATA PROCESSING**ANALYSIS:****Role and Purpose:**

The Data Processing Department provides entry-level training for computer programmers and operators and for data entry operators; courses for transfer students in computer science; service courses for non-majors; and general interest classes for the community.

The two-year Associate of Science Degree in Computer Programming and one-year certificate programs (Computer Science, Computer Programming, Computer Center Operations, and Data Entry Operator) serve the entry-level training role well.

General Education and Degree Requirements:

The General Education requirements allow majors exposure to other disciplines as they prepare for employment and life in general. The mathematics requirement is waived for the Computer Programming degree because of the amount of math inherent in the course work. In satisfying the new computer competency requirement, the department is currently shifting emphasis from programming toward the use of applications software: spreadsheet, database, and word processing.

Cooperative Work Experience is an integral component of the Computer Programming degree, Computer Center Operations certificate, and Data Entry Operator programs, linking course work and the business world and frequently resulting in permanent, full-time employment.

All certificate and degree course work, with the exception of cooperative work experience, must be completed at the college.

Students:

Enrollment in this department is higher today than it was five years ago but is lower than its peak during the 1982-83 school year. Computer Science has seen gradual growth since its fairly recent inception, and the Data Entry Operator program has experienced a slight increase. However, the number of students in the Computer Center Operations program has declined, and Computer Programming has dropped significantly. The primary increase is in the service courses and the general interest courses.

The quality of students in the program courses has always been high.

Surveys completed by graduates of the Computer Programming program demonstrate high job success and satisfaction. The reaction of employers of all graduates demonstrates the quality of former students.

Courses:

As technology changes rapidly, courses are deleted or added, such as an added course in the programming language "C." Advanced Programming: FORTRAN has not been offered in the past two years, and Data Processing VI has been changed to CWE Data Processing. Because of declining enrollment, the Computer Center Operations Program was

not offered during the 1986-87 school year, but its future is being reviewed by department staff and businesspeople. The Data Entry program has dropped its Key-to-Diskette course to update to data entry on the computer.

The general interest courses serve the general public well but are always restricted by budget and staff availability.

Teaching:

Computer programming students attend lectures fifteen hours per week and use open lab time to complete weekly programming projects. A formal group project presentation and the use of a mock company database help to provide realistic vocational experience.

In addition to library references, overhead projectors, and other standard media aids, the program makes use of the centralized computer lab and a new projection system which can be connected to a computer to illustrate computer use directly to a large group.

Faculty:

The four full-time faculty members provide varied and complementary areas of expertise, including years of experience in the industry. Three of the full-time faculty members hold masters' degrees as does the faculty member who is part-time in this division. Changing technology requires constant updating, accomplished by attendance at workshops and seminars, reading of related periodicals, and membership in professional organizations such as Data Processing Management Association in which faculty members hold offices at the local and national levels.

Facilities:

Although this department relies primarily on the centralized computer lab, adequate access is becoming very difficult for students. As the utilization of this lab continues to increase, it will be necessary to pursue other options for providing access to hardware and perhaps to remodel the area that once served as a lab for Data Processing students.

Future Plans:

Programming is no longer the primary career choice available for computer workers, yet many careers involve interaction with computers. Thus, interest in programming will probably remain constant or decline slightly, the number

of programs requiring hands-on computer experience will increase, general interest courses will increase, and the number of personal computers that currently exist on this campus will not be sufficient. The current level of staffing will meet the needs, but the focus of course offerings will change to emphasize computer software applications.

Cooperation:

In addition to service courses provided for other departments, members of the staff also assist the TED Center with providing training through workshops and seminars.

Because some courses rely on hardware supported by the administrative Computer Services department, good communication must be maintained to ensure valuable learning experiences for these students. Communication with the computer lab has been strengthened by reorganization and reassignment.

Articulation:

A committee, including an LBCC faculty member, is developing a cooperative credit process for local high school students in computer science. Fifteen high school students have thus far successfully completed Introduction to Business Data Processing while enrolled in a high school programming course. This process is now being expanded to other computer science courses, beginning with Pascal.

The Computer Science offerings are aligned with those at Oregon State University to provide for transfer without loss of credit. Similar comparisons need to be made with other four-year institutions, specifically Western Oregon State College, University of Oregon, and Linfield College.

ASSESSMENT:

Strengths:

1. Diverse background of instructors.
2. High instructor regard for each student.

Weaknesses and Problems:

1. Responding to changing technology.
2. Providing adequate access to up-to-date hardware and software.
3. Providing realistic experiences for students.
4. Predicting success of incoming students.

5. Communicating with support services.

Recommendations:

1. Expand Cooperative Work Experience.
2. Find resources for responding to changing technology.
3. Work with Oregon State University and LBCC's TED Center to share use of computer lab facilities.
4. Relate to the community through the Data Processing Management Association.
5. Make more funds available for faculty to attend seminars, vendor shows, and classes to keep abreast of changing technology.

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OFFICE TECHNOLOGY**ANALYSIS:****Role and Purpose:**

The role of the Office Technology Department is multifaceted:

1. To prepare students for employment (either in initial training or in retraining),
2. To meet community needs by providing for further development of job-related skills,
3. To provide support courses for other programs at the college.

The students' needs are met through the open-entry, open-exit courses which allow the students to start at the appropriate level and advance at their own rate and through evening courses, short courses, and workshops.

The Office Technology curricula lead to Associate of Science degrees in Administrative Secretary (alphabetic shorthand, Gregg shorthand, or word processing option), Educational Secretary, Legal Secretary, and Medical Receptionist; or to one-year certificates in Office Specialist (shorthand or transcription option) and Medical Transcriptionist.

General Education and Degree Requirements:

The General Education requirements for these degrees are reasonable in terms of number of credits required and en-

courage students to experiment in other subject areas as well as broaden their educational backgrounds.

Students:

The number of student majors during the last five years has declined from the all-time high in 1981-82. The employment opportunities seem to have an impact--fewer students stay for two years when there are more jobs available. Also, the increase of offerings at the Corvallis and Lebanon centers has probably caused some enrollment decline on the main campus.

The quality of outgoing students remains high. Employers of former students frequently call requesting applicants for openings in their offices. A follow-up study completed by the Placement Office also demonstrates that these students are successful in finding employment in their field and in performing the tasks expected of them.

Courses:

Advisory committee and faculty members review curricula requirements and course content to ensure that they meet program objectives and reflect community need. Courses with limited appeal are discontinued or revised. Examples include those that provide training on obsolete equipment, such as Executive Typewriter, IBM Memory Typewriter, and CPT Word Processor. Our Gregg shorthand sequence has been reduced from a six-term sequence to a four-term sequence because of a decline in enrollment. Courses in a broader variety of word processing programs are planned.

Course content in the open-entry, open-exit courses is revised as textbooks and technology change.

Teaching:

The department consistently strives to reflect the latest trends and technology in course offerings. Laboratory classes are taught through a highly individualized lecture-lab procedure. To insure laboratory consistency, a tutorial-type instructional manual is prepared to accompany a textbook. Consultation between instructor and the use of instructional assistants help ensure consistency, allow for a highly individualized classroom, and allow more than one course to be run concurrently in the same lab. Thus the student has greater flexibility in scheduling, and courses can be offered that might otherwise have to be cancelled due to low enrollment. The individualized nature of the

course work requires extensive use of pre-recorded audio tapes in many courses. Lecture courses rely on media assistance through films, videos, and overhead projectors. Some courses utilize computer interactive instructional materials and practice sets to supplement the textbook. The department also maintains a reading library of several current office magazines.

Current and former students remark that staff provides the excellent training but also the encouragement and self-confidence students need to be successful.

Faculty:

The faculty possess the extensive office-related experience and teaching experience necessary to effectively teach the core courses of typing, filing, civil service, and business math. Each faculty member has a master's degree and at least one specialty area: legal, medical, word processing, or alphabetic shorthand. All faculty participate in various professional organizations such as National Business Education Association, Oregon Business Education Association, Professional Secretaries International, and Delta Pi Epsilon, where they are frequently involved in committee work or officeholding.

Facilities:

Growth in enrollment and changes in technologies have resulted in the utilization of classrooms for something different than originally planned. Thus, facilities could be improved: better wiring in B-201, installation of a surge protection system for the keyboarding lab, and remodeling for a more adequate testing area, for example.

Procedures:

Faculty meeting times are difficult to schedule and the usual hour length does not always allow adequate time for necessary discussion.

Limited funds make it impossible to provide training on all available equipment and software, yet providing the best training opportunities in an area of rapidly expanding technology *costs money*.

Cooperation:

This department cooperates with the Community Education centers, coordinating Office Labs to insure as much

uniformity as possible. Partially staffing each of the Office Labs with members of the full-time faculty provides this valuable communication link.

Adequate interaction with other departments exists regarding courses for the Office Technology students, and these departments attempt to tailor courses to meet students' specific needs. Students are carefully advised into courses where they will be successful, including developmental courses as needed. Although students sometimes spend more than three terms completing a one-year certificate program, these courses provide more opportunities for long-term success.

Several faculty members work with the TED Center presenting workshops and assisting with short-term training programs.

Articulation:

Articulation projects include the development of the first skills contest as well as the development of High School Challenge tests, which provide high school students an opportunity to successfully complete a test in typing, shorthand, accounting, or filing. Completion results in LBCC credits at no charge to the students. The annual planning session for the skills contest results in curriculum discussions by high school and community college faculty members as tests are discussed. Also, representatives of this department continue to serve on the high school business education advisory committees.

A formal articulation agreement between Oregon State University and LBCC identifies courses that will meet requirements for the OSU Business Education majors. Because OSU no longer has equipment, facilities, or staff to offer typing, shorthand, and other lab courses, many students complete those courses at the Benton Center or on the main campus.

Future Plans:

Because changes taking place in office technology are too rapid to make a ten-year projection, the department has developed a three-year plan for expanding technology:

1. Replace Selectric typewriters with electronic typewriters in the Typing Lab.
2. Replace Selectric typewriters with personal computers in the Office Procedures Lab.

3. Arrange the testing area to allow for better control and a quieter atmosphere.
4. Expand staff knowledge and department offerings of word processing. Maintain flexibility in developing new courses rapidly as needs arise.
5. Keep an eye on trends in use of shorthand and transcription.
6. Update the Business Math course using computer interactive instructional materials.
7. Encourage other programs on campus to require their students to have keyboarding skills. With additional staffing, the Keyboarding Lab would be adequate to handle more students.

ASSESSMENT:

Strengths:

1. Individualized instruction providing flexibility for students.
2. Comprehensive presentation of skills.
3. Building of confidence in students.
4. Ability and willingness of staff to respond to change.
5. Success that students achieve after leaving the program.

Weaknesses and Problems:

1. Lack of funding for purchasing state-of-the-art equipment and software and for providing seminars and short courses.
2. Weaknesses of individualized instruction: strains faculty resources, is characterized by low completion rates, results in grading not always indicative of job-related abilities.
3. Students' poor grammar and proofreading skills.
4. The problem of keeping the staff current.
5. Sexual bias--office technology seen as a "female" occupation.

Recommendations:

1. Continue requesting additional funding.
2. Seek outside funding sources and/or donations.
3. Dissipate sex bias by changing course names and being sensitive to the issue.

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COMMUNITY EDUCATION DIVISION

DESCRIPTION:

Role and Purpose:

The purpose of Community Education reflects the goals articulated in the College Mission Statement:

1. To respond to the multi-faceted training needs of our communities;
2. To meet the lifelong educational needs of the community through courses and programs which extend beyond traditional college offerings. (It serves part-time students who wish to pursue degree work, those who want to advance or train for new careers, and those who are interested in enriching their lives through education.)
3. To serve as the college's principal link to the communities, providing easy access to college classes and acting as a conduit to other college programs;
4. To provide cost-effective, responsive, flexible and innovative service.

Organization:

The Community Education program is divided into two geographic divisions, both of which report to the Office of Instruction. The Benton/Lincoln County division is composed of a center in Corvallis and a contracted out-of-district center in Lincoln County at Newport. The Linn County division consists of community-based centers in Lebanon, Sweet Home, on the main campus in Albany, and two programs which serve the entire district--the Parent Education program and the Training and Economic Development Center.

Using facilities throughout the communities, the five centers provide education classes within a short commuting distance of most residents, including classes in many of the district's smaller communities: Scio, Brownsville, Philomath, Lacombe, and Alsea.

Courses:

Course offerings, which include both credit and non-credit classes, are as diverse as the interests and needs of the com-

munities served. Prerequisites are minimal, tuition is reasonable, and registration is simplified.

Classes include lower division college transfer courses, vocational preparatory and upgrading, general self-improvement courses for adults (covering such areas as agriculture, health and physical fitness, art, music, foreign languages, and human relations), and self-supporting hobby and recreation courses.

The center directors meet with each on-campus division director and plan the year-long schedule and coordinate curriculum to insure that courses are delivered similarly, allowing the student to move easily from a center to the main campus.

Curricular courses are developed by academic departments and used with their division director's permission. Related courses such as transfer 199 or occupational supplemental may be initiated by Community Education staff, but require division approval. The center director and/or program director initiate new courses based on community input. Courses that do not have high start-up costs and do not duplicate other offerings are given highest consideration. Overall, the system works well with a minimum of approval bodies and paperwork.

Procedures:

The Community Education Division is subject to college policies for most activities:

1. The budget is developed according to the process established for the entire college.
2. Faculty are selected according to procedures established by Human Resources.
3. The Office of Instruction and specific instructional divisions assist in coordination: approving new courses and approving part-time faculty.
4. The pay schedule is established by the Board of Education as is the tuition schedule.
5. Academic credit is assigned according to policies of the Department of Education and the college.

The campus library, public libraries, and campus Media Services provide support for instruction.

Faculty:

It is both a strength and a weakness that Community Education relies on several hundred part-time employees to accomplish its mission. Part-time faculty provide a diversity of skills and talents which enable the division to respond to almost any adult educational need. Yet there is no regular communication with part-time faculty except the quarterly newsletter from the centers. Not all on-campus departments include part-time faculty in meetings and keep them informed.

Faculty Training:

The division director approves, and often the department chair meets with, new instructors. Community Education provides orientation and in-service activities to enhance the teaching skills of part-time faculty and relies heavily on other divisions of the college for assistance when offering curricular classes off-campus. Center directors are making plans to expand the orientation to include an additional four hours on teaching skills and strategies.

Contracted employees over half-time have staff development funds which allow them to take a limited number of LBCC classes on tuition waivers. Part-time faculty can take LBCC classes directly related to their teaching assignment on a tuition waiver; however, no funding is provided specifically for training part-time faculty.

General in-services on a variety of topics are provided periodically, but not on a regular basis. In-service sessions are held quarterly for specific faculty, such as dance aerobics and microcomputers.

Faculty Evaluation:

Community Education contracted staff and faculty utilize the same evaluation system as the rest of the college. Part-time faculty are evaluated by using a class evaluation form. Students complete this form during the first term the instructor teaches a particular class and annually thereafter, unless the evaluation indicates a problem. Instructors with poor evaluations work with a supervisor to establish a plan for improvement. Outstanding instructors are recognized by the college each year. More on-site class evaluations should be done, but this is extremely difficult due to the high ratio of faculty to administrators.

Budget:

Center directors are responsible for administering their budgets. In 1986-87, an attempt was made to provide an adequate budget for Community Education, which has been under-budgeted for the past four years. Yet it is much more difficult to predict the needs of community students versus full-time program students.

Continuing education does not operate to create surplus for the institution. Classes which do not qualify for state reimbursement are calculated at a different tuition rate and do have to support the cost of instruction.

The division is expected to provide cost efficient FTE within its budget restrictions. This creates a fiscal dilemma when the responsibility exists to serve the whole county, not just high-population areas.

Marketing:

The Community Education Divisions is very involved in marketing: developing periodic needs assessment in each community, evaluating programs offered, and developing promotional materials for many classes. In addition to the complete schedule of classes which is sent to all local households, information is also disseminated through print and broadcast media and through flyers and special mailings to target populations.

Standards for publication are relatively high. Descriptions are reviewed every term prior to the schedule being published. The Community Relations Office composes or approves all public service announcements and press releases.

Record Keeping:

The college's student information system keeps track of students who registered for a particular course. Mailing labels can be obtained for at least one year if there is a need to contact these students. Some records are not easily accessible, such as unduplicated student head count for the year, numbers of men and women, and course completion. No formal follow-up process is utilized except for vocational programs.

Summary:

Continued development of the centers is essential in carrying out the college's goals of providing readily accessible

educational opportunities for all adults in the college district. Currently, staff are working on focusing the mission of each center and on developing a programmatic instructional plan to reflect this mission.

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ALBANY CENTER**ANALYSIS:****Role and Purpose:**

The Albany Center has three major functions:

1. Programming and conducting community education classes.
2. Providing administrative support for the Evening Degree Program and Linfield /LBCC program.
3. Supporting the evening curriculum activities.

Facilities:

The Albany Center is located on the main campus, not in the community. However the center offers classes in locations throughout Albany, including public schools, nursing homes, and Two Rivers Market.

Staffing:

Presently, the center staff consists of 1.25 managers and 2.1 classified staff. Given that the center is open 65 hours a week, there is little coverage for vacations or sick leave. Over 110 part-time instructors are used each term.

Enrollment:

Enrollment for 1985-86 was 195 FTE.

Student Services:

Due to its location on campus, Albany Center students have access to all student services. A counselor is available in the evening and the bookstore is open evenings during the first two weeks of the term. A cafeteria is open on campus in the evening.

Registration is now available at a downtown location for students whose classes are off-campus. Registration can also take place in class. No other services are available for off-campus classes.

LEBANON CENTER

ANALYSIS:

The Lebanon Center serves the communities of Lebanon, Scio, and rural East Linn County, providing transfer, vocational, and enrichment courses to meet the interests and learning needs of the local community.

Facilities:

The Lebanon Center has three classrooms and offices in the facility at 2600 Stoltz Hill Road. The building is a modular unit which was originally part of the main campus and moved to the present site in 1981. One classroom is the Office Occupations Lab, and one classroom is for the Adult Basic Education/GED program. The third classroom is multi-purpose.

Local school districts, retirement homes, churches, and city offices welcome adult education in their facilities. Their generosity allows expanded offerings in the community.

Over the years, course schedules have increased to the point that more classrooms are needed. Presently, the problem is being studied and a plan is being developed to correct the deficiencies.

Enrollment:

Enrollment for 1985-86 was 119 FTE.

Staffing:

The center has one manager and two classified staff full-time, two contracted faculty, a part-time counselor and 60 part-time instructors each term.

Contracted faculty work in the areas of the Office Occupations Lab and ABE/GED. Staff is augmented at peak times with student workers and volunteers.

Student services:

Services available through the center include general information about LBCC, registration for part-time students, and textbook sales. Support is also provided for the ABE/GED program.

A counselor is located in the center for fourteen hours per week, including two evenings, to provide career, academic, and financial aid counseling. A full-time counselor from campus assigned to the center half-time is needed to adequately serve students.

Students may register at the center, in class, or on campus. Telephone and mail-in registration are not available. The center is only allowed to process Community Education registration through the computer to the main campus. Students have their campus classes phoned in, but the campus registration hours are more limited than are the hours for Community Education registration.

No lounge or food service is available at the center.

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SWEET HOME CENTER

ANALYSIS:

The Sweet Home Center serves the communities of Brownsville, Halsey, Sweet Home, Cascadia, and Foster. The center provides a broad range of courses including college transfer, vocational upgrading, and general self-improvement courses for adults.

Facilities:

The Sweet Home Center is located in a rental facility which houses four classrooms, with several other locations throughout the area used for classes. The center is well maintained, although custodial service is not available from campus. The distance from campus makes it difficult to gain access to computer and AV equipment, and the budget has not allowed purchase for the center.

Staffing:

The center has one coordinator and one full-time classified staff. Sixty part-time instructors are hired each quarter.

Enrollment:

The enrollment for 1985-86 was 62 FTE.

Student services:

General information about LBCC, registration for part-time students, and textbooks for all Sweet Home classes

are available at the center. A counselor is available 14 hours per week. Registration services are available; however, due to the high cost, Sweet Home will not have computer access to main campus registration in the foreseeable future.

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BENTON CENTER

ANALYSIS:

The Benton Center is located near downtown Corvallis in the old Washington School and serves all of Benton County, except the North Albany area, providing classes in rural areas as well as in Corvallis.

Staffing:

The center has the FTE equivalent of 1.75 administrative positions, 3.5 secretarial, and 1 custodial position, plus approximately 250 part-time aides and teachers. During the peak times of registration and schedule development, the office is understaffed.

Contracted faculty positions occur at the center in Math, Office Occupations, Ceramics, Physical Fitness/Dance Aerobics, and ABE/GED. In addition, campus-based staff coordinate the Parent Education program, CPR/First Aid instructors, and in-service for computer teachers. In addition to the professional development opportunities open to all center faculty, the open lab faculty participate in a quality circle.

Rural areas of the county are served by four local coordinators who are part-time and live in the communities.

Evaluation:

While the center follows the college faculty evaluation procedures, a few programs, such as the Math Lab, have developed an evaluation form specialized for their needs. The Electronics Lab has completed a follow-up study, which resulted in the purchase of new equipment and a change in the direction of the program.

Student Services:

A counselor is located in the center for 14 hours per week, including two evenings. A full-time counselor from campus assigned to the center half-time is needed.

Students may register at the center, in class, or on campus. Unfortunately, the center is only computer-connected to the main campus in registering for Community Education classes. Books for all classes located in Benton County are sold at the center. Rural coordinators can take books to their classes and sell them on-site.

Center staff also meet with service units which impact the center such as registration, ABE, counseling, and the bookstore. Registration coordination problems exist, and students are not allowed to purchase a book for a Benton Center class at the campus bookstore.

Facilities:

An extensive architectural plan has been developed to correct deficiencies in the facility, built in 1924. The Board has budgeted \$24,000 each year toward making those improvements. The major defects are lack of handicapped access to the second floor and inconvenient handicapped access to the first floor, a furnace which produces too much heat for the building, steam radiators which are very noisy, poor lighting in the classrooms in the newer sections of the building, no cross ventilation or cooling in the gym, and a shortage of daytime classrooms.

A student lounge is available in the center. Since the lounge is the only smoking area in the building, heavy smoke is often annoying to non-smokers.

At times the public schools change classrooms assigned for center classes. This causes major confusion, especially when it occurs the first night of classes. The center has worked out an agreement with the Parks and Recreation Department and Boys and Girls Clubs for use of public school gym space.

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LINCOLN COUNTY CENTER

ANALYSIS:

Linn-Benton Community College has contracted with the Lincoln County School District/Community Education under ORS 315 for vocational/technical courses, lower division transfer courses, and the Adult Basic Education program (including GED preparation and English as a Second Language).

On May 19, 1987, a community college service district was formed in Lincoln County. An administrator from LBCC was hired as an interim president in the formation of a separate community college. Its first classes will be offered in the fall of 1987 with credit, as yet, being conferred by Linn-Benton Community College. It is estimated that 300 full-time equivalent students will attend the fall quarter's classes.

ASSESSMENT FOR COMMUNITY EDUCATION:

Strengths:

1. Student services:
 - a) On-line registration, except for Sweet Home and Lincoln County
 - b) Comfortable counseling and other student services available
 - c) Golden Age program
 - d) Low-priced classes
 - e) Schedule mailed to all households
 - f) Easy access to educational services
2. Instructional programs:
 - a) High-quality, innovative classes, such as free Brown Bag series, short term classes, and classes for special groups
 - b) Education without credit provided
 - c) Self-study, open-entry labs
 - d) Classes in rural areas
 - e) Night degree classes available
 - f) Personalized attention
 - g) Classes complement OSU in some areas
3. Staffing:
 - a) Qualified, talented, caring staff
 - b) A good system of student evaluation
4. Community Relations:
 - a) High credibility in the counties
 - b) Centers used as a community resource
 - c) Cooperative relationships with many agencies
5. Relationship with main campus:
 - a) Cooperative yet autonomous structure
 - b) Quality control provided from instructional divisions
 - c) Close coordination between the two Community Education geographic divisions
6. Facilities:
 - a) Comfortable, non-threatening environment
 - b) Free or low rent use of many community facilities
 - c) Good relationships with local school districts

Weaknesses and Problems:

1. Student Services:
 - a) Awkward procedures for students registering at the center for main campus classes: campus registration unavailable at times, no on-line drops after the first week, slow refunds, and inability to register at center after week one
 - b) A poorly written college schedule
 - c) General registration problems: no phone or mail-in registration, cancelled and quickly filled classes which discourage students
 - d) More counseling hours needed at the beginning of the term and during registration
 - e) Student newspaper not available at all class sites
 - f) No child care available
2. Instructional programs:
 - a) Unstable funding which depends on current need for FTE
 - b) Insufficient weekend classes
 - c) Impractical time-line for completing the class schedule, especially for summer term
 - d) No funding for facilities staff to prepare for specific class needs
3. Staffing
 - a) Low salaries for part-time faculty teaching credit classes compared to OSU
 - b) College newsletter not sent to part-time staff
 - c) High turnover with part-time staff
 - d) No staff development funding for part-time faculty
4. Community Relations:
 - a) Need to look at long-range comprehensive needs of the community
5. Relationship with main campus:
 - a) Some departments failing to support off-campus part-time instructors
 - b) Demographic data on students difficult or impossible to obtain
 - c) Campus staff not always aware of what the Community Education Division has to offer, and do not always see it as a way of extending the college into the community
 - d) Reluctance of some divisions to allow creative courses
6. Facilities and equipment:
 - a) Inadequate facilities at the Benton and the Lebanon centers with many maintenance and upgrading needs
 - b) Albany and Lebanon centers not centrally located
 - c) Lack of funding for up-to-date equipment
 - d) No security for weekend classes

- e) No custodial services in Lebanon and Sweet Home
- f) No handicapped restroom at Lebanon Center and no handicapped access to most of the Benton Center
- g) Other facilities--often no break areas, inadequate lighting in parking lots, and cold classrooms
- 7. Budget--difficult to maintain FTE within budget constraints

Solutions and Recommendations:

1. Continue to develop relationships through
 - a) Annual staff meetings,
 - b) Including part-time instructors in instructional division activities, and
 - c) On-going communication with the other divisions.
2. Define the specific mission of each center.
3. Expand, relocate, or renovate inadequate facilities.
4. Improve the schedule; increase publicity; develop new classes.
5. Monitor the budget and maintain FTE.
6. Provide compensated, mandatory pre-service training for part-time instructors.
7. Provide compensated, voluntary, annual in-service for all part-time faculty.
8. Include Linn and Benton County lab classes in follow-up studies for employment.
9. Work on the computer data base.
10. Make the schedule more readable.
11. Make off-campus registration for campus classes more accessible.

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CULINARY ARTS AND HOSPITALITY SERVICES PROGRAM

ANALYSIS:

Role and Purpose:

The Culinary Arts and Hospitality Services program is designed for students who wish to enter the hospitality industry and for individuals who are currently employed in the industry and wish to upgrade their knowledge and skills.

The program offers several options leading to an associate of science degree or a two-year certificate in Restaurant and Catering Management, Conference and Resort Management, or Chef Training. A transfer option prepares students for transfer to the Oregon State University program in Hotel, Restaurant, and Tourism Management.

Courses:

The Culinary Arts and Hospitality Services Advisory Committee assists instructional staff in determining the competencies required by the industry. A review of the curriculum was undertaken by the staff and a consultant in the spring of 1986. Recommendations from that evaluation are currently being incorporated into the curriculum.

Teaching:

Theory classes are offered in lecture format utilizing textbooks, examples, and audio-visual equipment. In the lab, students actually produce the food items for service to the college community. Students are also involved in special catering services for the college community. Individualized instruction and special projects occur when necessary.

Full-time students spend an average of twenty hours a week in the lab setting and about ten hours a week attending lectures, demonstrations, and seminars.

Students:

The enrollment in the program has averaged 37.2 over the past ten years, with a high in 1982-83 of 54.2. Enrollment is expected to continue to fluctuate.

Faculty:

The program involves full-time instructors as well as instructional assistants and part-time instructors. Currently there is a 1.2 FTE assignment of full-time instructors, a 1.8 FTE assignment of instructional assistants, and approximately .3 FTE assignment of part-time instructors. Thus, 3.3 full-time employees work in the instructional program and are available for student assistance during the daily hours of the food service operations.

Facilities:

Facilities include a four kitchen food production lab, dining room lab, and two classrooms, plus student utilization of the College Center Office. The equipment available in the lab setting is current and compatible with that found in the industry.

ASSESSMENT:**Strengths:**

The qualifications of the instructional staff are excellent, and the ratio of staff to students in the lab setting is good. The layout and condition of the equipment and facility is good. The integration of the Culinary Arts/Hospitality Services program with Food Services has resulted in the opportunity for students to apply their emerging skills in a realistic setting that culminates in the actual sale of the product.

The format of the curriculum is positive in that students may enter the program at the beginning of any term and gain a good understanding of food preparation during the first year and then progress through one of the three curriculum options.

Weaknesses:

Noted weaknesses are the differing skill levels of entering students, the minimal amount of supervision currently provided in the dining room service area, the lack of short courses to provide professional development opportunity for individuals currently employed in the local industry, and a negative perception of the program by the local industry due to past events. Limited community population may also hinder program growth.

Recommendations:

1. To achieve greater community involvement, the advisory committee could expand its membership and play a greater role in determining curriculum and competency standards for graduates. Success of students in relation to the competency level could be tracked through the students' careers.
2. Entering students could be required to meet specific minimum skill levels prior to admittance. Preparatory courses would aid them in meeting such standards. A second solution would be to develop a multi-level curriculum to serve students at all skill levels.
3. Internal and external college communications could be improved.

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HEALTH OCCUPATIONS & PHYSICAL EDUCATION DIVISION

NURSING

ANALYSIS:

Role and Purpose:

The Nursing Department goals include:

1. Commitment to preparing the Associate Degree Nursing graduate for employment as a Registered Nurse.
2. An open-door policy with guidelines.
3. Assisting students to learn by varied means.
4. Providing a trained workforce of Registered Nurses for the community.

Each course offered in the Nursing program has a role in assuring that the graduate is prepared for local, regional, or national employment.

General Education and Degree Requirements:

The Associate Degree Nursing program requires at least a majority of one academic year earned in enrollment in nursing courses at the institution. There are challenge tests available for the first three quarters of nursing.

Students:

The number of admissions to the Nursing program has diminished from 48 in 1981 to 39 in 1985. Due to a decline in hospital census and a decrease in applications, the decision was made in 1984 to decrease admissions to 42 per year with the intent of graduating 36 each year. In addition, the applicants are not as fully qualified as in past years. Most students have deficiencies to correct before being qualified to meet the admission standards. More intense instructional support has been necessary to achieve continued high success in the licensing examination.

Courses:

The Nursing courses are integrated and taught by objectives which build from simple to complex. Students must master each objective before continuing in the program. The program is designed to present essential nursing knowledge and skills in an intense six-term curriculum providing the student with entry-level job skills.

All courses have been offered in the last two years as they are necessary to meet requirements for students to write the licensing exam, NCLEX-RX.

The Learning Experience Guides (L.E.G.S.) curriculum which is used by the Nursing program was revised in 1984. Faculty continually evaluate and update curriculum according to changes in the body of nursing knowledge and practices in the community.

Teaching:

The faculty is organized into freshman and sophomore teams which utilize team teaching for theory presentation. Instruction is highly personalized and is carried out through lecture courses, small group sessions, role playing, individual and group conferences, and clinical lab experiences. Nurses from outside the college also share their expertise. Mediated instruction includes 16 mm films, slides, audiscans, transparencies, and videotapes, some of which are developed by the faculty in cooperation with Instructional Services.

Faculty:

All full-time faculty hold masters' degrees, four in nursing, one in health education, and one in education. Faculty members are encouraged to seek continuing education and updating of clinical practice skills.

Evaluation includes the following:

1. Student evaluation of lecture and clinical each term.
2. Weekly review of curriculum and student progress by faculty.
3. Use of national testing services (NCLEX-RN, NLN, Mosby Assess Test) to compare our students with other students across the United States.
4. College yearly evaluation of each instructor and of the total program.
5. Accreditation process of the Oregon State Board of

Nursing and the National League for Nursing.

Facilities:

Clinical facilities used by the college meet the standards of the Oregon State Board of Health and the Joint Commissioner of Accredited Hospitals.

ASSESSMENT:

Strengths:

1. Curriculum design and teaching strategies:
 - a) Individual attention--tutoring, student conferences, counseling
 - b) Emphasis on independent learning and Skills Lab
 - c) Policy of testing and retesting to objectives
2. Faculty with strengths in specialty clinical areas.
3. Close liaison with other LBCC departments and with clinical facilities.
4. Strong commitment from administration.
5. Adequate admission policies.
6. Emphasis on outside workshops and continuing education.
7. An advisory committee representing the nursing community.
8. Success of graduates taking the NCLEX-RN Exam.

Problems:

1. Lack of adequate clinical experiences due to decreased hospital census, rapid patient turnover, and early discharge.
2. High turnover of part-time employees due to lack of pay and benefits.
3. Student problems:
 - a) Maintaining a manageable stress level
 - b) The impact of student attrition on staffing levels
 - c) Students inadequately prepared in math and reading

Recommendations:

1. Monitor stress level by student survey and student evaluations and adjust "stressors."
2. Advise administration regarding community R.N. salaries.
3. Maintain a flexible staffing pattern.
4. Adjust size of clinical groups to accommodate clinical census. Investigate extended care facilities and home health as alternative clinical sites.

5. Require CGP Exam and refer deficient students to the Developmental Center.
6. Increase enrollment by developing an active marketing plan for the Nursing program.
7. Protect the R.N. role of the Associate Degree Nursing graduate.
8. Assist in accessibility of Bachelor of Science of Nursing education and mobility for Associate Degree in Nursing graduates.

NURSING ASSISTANT/HOME HEALTH AIDE

ANALYSIS:

Role and Purpose:

The Nursing Assistant program is a basic level vocational program which offers job-entry skills within a six-week period. Graduates use their training as employees in health care institutions or as exploration leading to further study in health care. This entry-level program provides a balance in programs offered by the Health Occupations Division.

General Education and Degree Requirements:

General Education requirements do not apply to the Nursing Assistant/Home Health Aide program due to the length of the program.

Students:

There has been a decrease in the numbers of students enrolled in the Nursing Assistant/Home Health Aide program from a high of 53 in 1982-83 to 31 in 1985-86. This is the result of decreases in employment opportunities in the area as well as a consequence of nursing assistant programs being offered in several area facilities.

The quality of students has remained about the same over the past five years. Three types of students enter the program: first, students who are investigating the health care field before ascending the career ladder; second, usually older students who seek a means to earn additional income; and third, unsure students who seek a terminal, if only temporary, goal. Regardless of motive, the quality of performance is consistent by the end of the program. While the Career Center does a formal follow-up of

students, the Nursing Department maintains an informal follow-up of students by communicating with health care facilities, former students visiting the department, and the advisory committee.

Courses:

All courses are offered on an ongoing basis. If there is an insufficient number of students, the class is cancelled for that time only. This has only happened twice in the past six years.

The curriculum for Nursing Assistant/Home Health Aides is regulated by the Oregon State Board of Nursing. The advisory committee suggests applications of current trends and practices into the curriculum.

Teaching:

The Nursing Assistant/Home Health Aide course is written by objectives. The content is integrated and taught from simple to complex. Each objective usually contains several components including theory and skills practice in the campus setting.

Teaching methods used in this program include lecture, demonstration, return demonstration, films, filmstrips, videotapes, written tests, practical exams, and clinical practice and experiences. Students complete one-on-one practical skills examinations.

Faculty:

This program is taught by a well-qualified registered nurse with a master's degree in public health. Currently completing work on a doctorate in education, she has a balanced background in nursing theory and clinical practice.

Physical Facilities:

The facilities used at LBCC include a replication of a clinical facility with appropriate mannekins and well-maintained equipment. Clinical facilities used by this program meet the standards of the Oregon State Board of Health and provide good models for the nursing assistant students.

The Future:

Due to changes in Oregon's economy and a decrease in the number of certified nursing assistants needed to staff both acute care and long-term care facilities, this program will need continued evaluation as to frequency of offerings and its relation to community need.

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ASSESSMENT:**Strengths:**

1. Short program, six weeks leading to entry-level employment.
2. Small class.
3. Use of well-equipped skills lab and excellent clinical facilities.
4. Job counseling and effective placement--graduates are attractive to employers.
5. Stable and capable instructor.
6. Well-defined curriculum and instructional materials.

Problems:

1. Cost of tuition to students: long-term care facilities offering shorter, lower-cost nursing assistant programs.
2. Salary for nursing assistants barely above minimum wage.

Solutions:

Strengthened Oregon State Board of Nursing requirements, which lengthen the number of training hours required, may decrease the number of long-term care facilities able to offer this program.

Recommendations:

1. Streamline the program in cost and time.
2. Assist students with job placement.

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DENTAL ASSISTING

ANALYSIS:

Role and Purpose:

The goals of the Dental Assistant program are:

1. To provide the dental community with fully trained, highly qualified dental assistants who possess particular skills in expanded functions, radiology, and front office procedures.
2. To provide background for those wishing to pursue careers in dental hygiene.

Students:

In each of the past five years, twenty-five students entered the program, and between eight and eighteen successfully completed the training.

All students passed the radiology exam last year, while all except two passed the Expanded Functions Dental Assistant exams.

Courses:

With accreditation from the American Dental Association and the Oregon Board of Dentistry, LBCC's Dental Assistant program currently offers approved courses in general dentistry chairside assisting, radiology, and laboratory techniques plus basic front office procedures. In addition to hands-on experience in our dental clinic, students also receive a minimum of 205 hours of work experience in the community. The students are qualified to take all licensure examinations upon completion of the program.

All syllabi are current, and most are complete. Possibly the typing/keyboarding class should be omitted due to limited appeal.

To assure continued upgrading, new texts, media, and the latest in dental materials and equipment are reviewed. The Dental Advisory Board is consulted on course content and priority, and a local survey recently assessed dental materials being used.

Teaching:

Teaching methods include library materials, media and special aids such as slides and videos, models, visual displays, demonstrations, and labs.

Devices used to evaluate the effectiveness of individual instruction and general departmental effectiveness include:

1. Licensure exam results,
2. Feedback from office practicum dentist participants, and
3. Feedback from a student survey.

Faculty:

The department coordinator and full-time instructor is a dentist who had been an expanded function dental assistant for six years. The part-time faculty member is a Certified Dental Assistant.

Facilities:

The facilities are excellent, exceeding the requirements of the American Dental Association. However, some equipment used in the clinical area should be updated.

ASSESSMENT:

Strengths:

1. Accreditation by the American Dental Association and approval by the Oregon Board of Dentistry.
2. Successful program graduates who do well on licensure examinations; establish good employment records; and, according to follow-up surveys, are highly satisfied with the degree to which they were prepared for employment.
3. Good facilities and equipment, including an on-campus dental clinic for practical experience.
4. Cooperation of community dentists, both directly and through the Dental Advisory Board.
5. A qualified dental assistant and licensed dentist who is the coordinator of the program.
6. Preparation for special expanded functions plus courses included that relate but are outside the Dental Assisting department.
7. Enrollment quota filled each year.

Weaknesses and Problems:

1. High attrition rate.
2. Lack of funding for updating of equipment.
3. Lack of time spent on business procedures.
4. Lack of screening mechanism.
5. No computer class included.

Recommendations:

1. Require a mid-term conference to let students know their standings in a more personal way.
2. Establish a screening mechanism, an interview or a minimum CGP score, to predict probability for success in the program.
3. Increase student awareness about the degree of difficulty, costs, and time necessary to succeed in the program; perhaps utilize graduates to counsel prospective students.
4. Establish a supplemental continuing education course in business for those students interested in working in the front office. This program, if successful, could eventually become a separate program in itself to offer training in a field which now consists only of on-the-job training.
5. Increase staff to include instructors for additional classes.
6. Utilize the Dental Advisory Board to the fullest, taking the advice and recommendations seriously.
7. Improve our communication with the dental community by offering a quarterly newsletter, including surveys about current materials, equipment, and techniques used.
8. Become more aggressive in marketing the program and in increasing communication with area high schools.
9. Compile the results of follow-up for the last five years to better discern patterns.

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EMERGENCY MEDICAL TECHNICIAN-PARAMEDIC

ANALYSIS:**Role and Purpose:**

The Emergency Medical Technician-Paramedic program is a competency-based program which prepares students to

function in the pre-hospital care setting. Students develop psychomotor and communication skills, establish the ability to work as team members, and develop leadership skills. Students are encouraged to maintain a humanitarian concern for patients.

Program objectives are realized by the varied course schedule which allows for a full range of courses to be offered each year including two EMT I and EMT II courses. Additional courses are taught upon request of agencies.

General Education and Degree Requirements:

Related instructional requirements in the Emergency Medical Technician Curriculum have been designed to complement the core EMT Curriculum. Human Anatomy and Physiology, Medical Law and Ethics, and Medical Terminology have been designed as background courses for the core curriculum. Pharmacology, Patient Assessment, and CPR Instructor courses provide in-depth instruction. A Cooperative Work Experience requirement has been added. Eleven elective credits include mathematics, physical education, speech, and business courses.

Students:

The number of EMT majors has remained the same over the past five years.

Incoming students complete the CGP exam and are counseled into developmental courses to improve their basic skills, if necessary. Since this procedure has been in place, the basic entry-skill level of students has improved dramatically.

Results of certification examinations reveal that LBCC students are successful on these exams and consistently exceed state and national norms. The attitude of students toward the program is excellent.

Courses:

Because the EMT curriculum is controlled by state licensing boards, the sequence of courses is set. The appeal of these courses has remained constant, although attrition affects enrollment in the last course of the series, the EMT IV course.

Teaching:

Teaching methods include team teaching, audio-visual materials and films, speakers representing areas of clinical specialization, and guided experiences in the hospital and on the ambulance. Students have the opportunity for close interaction with faculty.

In LBCC's fully equipped skills lab, students work with equipment similar to that found in area ambulances. Training is also conducted on other sites, such as an automobile wrecking yard for extrication training and hazardous local areas for practice in advanced rescue techniques.

Students are evaluated on performance in written exams, skills lab performance, practical exams, plus hospital, clinical, and ambulance experience. The first skills handbooks in the state were developed by LBCC program staff. These handbooks, which present skills in a step-by-step fashion, assist the student in performing skills and monitoring progress. This system has been designed to minimize subjectivity in the grading process and is thought to be a factor in student success in the practical certification exam setting.

General departmental effectiveness is evaluated by the frequent use of student evaluation, advisory committee input, and informal surveys of student employers.

Faculty:

The two staff members contribute a total of 40 years of experience to the program. One faculty member, a registered nurse, specializes in intravenous therapy, emergency nursing, pediatrics, critical care nursing, obstetrics, cardiac rhythm interpretations, and management of the patient who abuses drugs and alcohol. The paramedic staff member's specialty areas are trauma management, communications, and ambulance operations.

The current program coordinator/department head has major responsibilities in addition to teaching. Some method must be found to free this faculty person from the extensive teaching load and allow time to coordinate clinical experience and supervise staff.

In that faculty have few opportunities to do clinical field work, a sabbatical will be necessary to ensure continued competence.

Facilities:

Due to recent bulky equipment purchases, storage space is inadequate, and more room is needed for individual skill testing and evaluations. A media area stocked with computer-assisted learning tools would be extremely helpful.

ASSESSMENT:**Strengths:**

1. The quality of instruction.
2. Emphasis on practical application of skills.
3. Staff commitment, experience, and diversity.
4. Mandatory reading evaluation as part of the admission process.
5. Continuing education offerings to provide skill up-grading.
6. Up-to-date lab equipment.

Weaknesses and Problems:

1. Heavy instructor-coordinator workload.
2. Budget problems: high cost per FTE and inadequate budget for continuing education offerings.
3. Insufficient secretarial help.
4. Inadequate facilities for skills lab, individual testing, and student counseling.
5. Lack of a computer for individualized learning programs and to teach computer skills used in the field.
6. Lack of sufficient field internship experience due to the low volume of ambulance calls.
7. Lack of time for the necessary liaison with ambulance supervisors.
8. Need to respond to requests for rural training for First Responder and EMT-1 classes.
9. Problems with state certifying agencies: mandated changes in curriculum with one month's notice and changes in class size requirements and certification exam structure.
10. Lack of adequate input from physician advisors.

Solutions and Recommendations:

1. Decrease clinical costs by :
 - a) Increasing student to preceptor ratio from 2:1 to 3:1 in specialty units.
 - b) Arranging EMT-1 clinical without the use of paid instructors, substituting hospital preceptors.
2. Develop a schedule of rural classes for the next several years.

3. Hire a part-time instructor/liaison to deliver some training to the rural areas, to act as a liaison between the college and rural areas and ambulance supervisors, and to assist with on-campus courses.
4. Expand secretarial assistance from four hours per week to twenty hours per week.
5. Obtain two computers: one for student use and the second for faculty use to log student clinical hours and assist in scheduling and record keeping.
6. Decrease the coordinator/department chair's teaching load by six hours a week.
7. Enlist the aid of the Oregon State Department of Education in communicating with the state certifying agency.
8. Institute a stipend for physician advisors.
9. Schedule monthly meetings with physician representatives of local facilities.
10. Expand the lab as soon as space is available. A request for more space was made in 1986.
11. Retrain and add faculty as students and courses increase due to population growth.
12. Rent or purchase an ambulance to simulate actual patient care in a confined area and to increase student familiarization with ambulance protocol and equipment.

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PHYSICAL EDUCATION & HEALTH

ANALYSIS:

Role and Purpose:

The courses offered in the Physical Education and Health Department relate to our goals of enhancing the quality of life for students, staff, and the community. The department offers courses in physical education, health instruction, and first aid. The Physical Education program's goal is to provide a comprehensive curriculum featuring fitness development and maintenance, team sports, and lifetime recreational activities. The Health Instruction and First Aid program provides factual knowledge and promotes healthful living.

Students:

Student participation is at an all-time high and has grown consistently during the past three years. Yet the number of majors has not changed significantly, and the overall quality of the students in this program needs improvement.

Students vary in both age group and ability level, perhaps due to the teaching ability of the staff in such a variety of course offerings.

Courses:

The department provides a comprehensive curriculum in health and wellness, safety, and emergency training for all students and the community, as well as preparation for students to become specialists in teaching physical education. An annual evaluation of program content determines future needs and past deficiencies.

New courses such as Hatha Yoga, Aerobic Conditioning, Faculty Fitness, Stress Management, Living Look At Death, and Pro Activity/Golf are recent additions to the catalog. Courses such as Body Conditioning, Golf, Tennis, Dance Aerobics, Swimming, and Basketball are popular, and the increased enrollment indicates success in our basic goals. Personal Health and Safety classes as well as the relatively new courses of Stress Management and A Living Look At Death are well received by our students.

Popularity of courses has increased the number of instructors teaching the same course. Staff must communicate to better coordinate course content.

Faculty:

Of the six full-time faculty, all have masters' degrees. Teaching loads are designed to take advantage of the versatility and talent of our faculty. This versatility accounts for the comprehensive curriculum offered to the students. Faculty members are leaders in state and national agencies and frequently attend seminars and workshops.

At least one new full-time instructor is needed according to the number of courses taught. A high percentage of classes are currently being taught by part-time instructors. The most pressing need at the current time is for training in advanced weight lifting, aerobic weight lifting, and aerobic walking.

Facilities:

The two-teaching-station gymnasium is modern and spacious. The outdoor facilities are able to provide teaching stations for tennis, softball, football, track, archery, and jogging. A remodeled fitness and evaluation center is under construction. A planned walking course will meet

needs of a larger number of potential students. Necessary additions and improvements include additional office space, a second classroom, a remodeled weight room, racquetball courts, and a swimming pool.

Cooperation:

Our department services staff and community through such classes as Stress Management, Women's Health Issues, Body Toning, Lifetime Wellness, Industrial Safety, Faculty Fitness, and CPR, First Aid, and Water Safety. Faculty and staff fitness evaluation screenings are offered each fall, utilizing the Wellness Center to analyze, evaluate, and prescribe a program for lifestyle changes.

Various community groups use the facility for special functions. Free services include lockers and laundry and equipment use. Classes such as Golf, Bowling, Swimming, and Racquetball are located throughout the community.

Articulation:

The Physical Education and Health curriculum is designed to meet the degree requirements of area four-year colleges. We also have some classes offered jointly by OSU and Linn-Benton. Part-time instructors, who are also graduate students at OSU, help facilitate communication between the two institutions.

ASSESSMENT:

Strengths:

1. Versatile, professional, cooperative staff.
2. Program diversity.
3. Student, staff, and community acceptance and respect.
4. Excellent facilities.
5. Student locker and equipment services.
6. Academic freedom granted by the immediate administrator.
7. Administrative support for faculty improvement.
8. Ability to meet needs of handicapped students via mainstreaming.

Weaknesses and Problems:

1. Lack of office space, extra classroom, an indoor field-house area, swimming pool, and courtsport facility.

2. No systematic plan for program follow-up.
3. Lack of student recruitment for specialty classes.
4. Poor student quality in majors' program.
5. Lack of detailed long-range planning.
6. Shortage of full-time faculty.
7. Lack of money for facility improvement and purchase and renewal of equipment.
8. Shortage of locker space.

Solutions:

1. Determine areas for prospective office space.
2. Hire one full-time faculty person.
3. Supply high schools with information on our physical education majors program.
4. Develop a marketing plan to inform students and community of special classes.
5. Send an evaluation questionnaire to major students every three years.
6. Establish a three-year plan for capital purchases, facility improvement, and equipment repair.
7. Consider testing student fitness on an annual basis.
8. Compensate the department chair relative to the time needed to meet the expanding demands of the position.

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INDUSTRIAL APPRENTICESHIP DIVISION

WELDING TECHNOLOGY

ANALYSIS:

Role and Purpose:

The role of Welding Technology is to provide multiple welding training for students entering the industry, to upgrade skills of those currently in the field, to service other trades requiring welding, and to provide a facility to administer welding qualification tests.

General Education Requirements:

Conflict is unavoidable concerning the amount of General Education in an associate degree or certificate program, especially in today's dynamic technology. Maintaining a balance of technical knowledge and general education, we hope produces an individual who contributes as both a craftsman and citizen. Presently the balance is comfortable. However, rapidly expanding technology puts pressure on the one- or two-year certificate/associate degree time period.

Students and Courses:

Close work with employers and the advisory committee has produced constant program changes over the years. The greatest changes have come subtly with small additions, deletions, and emphasis changes in daily course presentation. Thus, students are not necessarily better than five years ago, but are more suitably prepared for today's job requirements.

The advisory committee, employers, suppliers, former students, trade journals, and instructors help adjust curriculum and course content to meet the ultimate objective--employment. Welding Technology has been very successful in meeting this objective.

In the past four years, the Welding Department has experienced a gradual decline in enrollment and a change in student profile. From 1968 to 1982, the student population

averaged 26 to 28 years of age as opposed to the current 19 to 20 years. This indicates first time career choices rather than the career change motivation of former students. Although recruitment at the high school level has intensified, full-time enrollment presently stands at about one-half of previous years.

Teaching:

Instructors use diverse approaches to fit the subject matter and the student. Much of the instruction ultimately becomes individualized, especially when the student is virtually a non-reader or has other learning handicaps. Most of the standard methods of presentation are used, including lecture, demonstration, video presentations, films, field trips, and guest speakers.

Physical facilities:

The facility, tools, and equipment of the welding lab are modern and well maintained and closely resemble those of employers. The equipment purchased reflects a philosophy of teaching basic skills that can be adapted to changing job requirements.

The project area is ample for most large projects. Both project area and booths are within reach of each different type of welding or metal preparation equipment.

Cooperation:

Providing welding classes for other programs requires an on-going environment of communication and cooperation. The Welding Department promotes good will and harmony within the division and institution as a whole.

Articulation:

Our articulation efforts are divided between high schools and prospective employers. With a growing need for students, the faculty adjusts priorities to a balance between high school and industrial articulation activities.

ASSESSMENT:

Strengths:

1. Instructors who relate well with students and are dedicated not only to teaching but to recruitment, extra curricular activities, and student follow-up.

2. A general practitioner approach (requiring in-depth related technical classes in hydraulics, machine tool, metallurgy, blueprint reading, layout procedures, and electricity) that allows the student flexibility in seeking employment or coping with changing employment requirements.
3. Flexible response to the immediate needs of industry.

Weaknesses and Problems:

1. The amount of time devoted to repair and preventive maintenance of equipment.
2. A lack of a departmental computer system for direct application in the areas of cost estimating and design.
3. The need to provide avenues to challenge students' abilities.
4. Testing that would indicate to employers and students exactly what skills were mastered.
5. Reduced enrollment.

Solutions:

1. Identify potential student populations and recruit in these areas.
 - a) Ask high school metals instructors to serve on our Advisory Committee.
 - b) Visit high school metals programs, highlighting the multitude of educational pursuits beyond the LBCC program.
 - c) Provide industry-financed scholarships to outstanding high school metals students to be used at the LBCC Welding Department.
 - d) Provide individual career guidance.
2. Hire a division millwright with previous training and experience.
3. Become more involved in the community by hosting public welding shows, sponsoring public seminars on common industry interests, maintaining mailing list of welding-related businesses, and providing technical assistance to the industry.
4. Secure employer satisfaction by better utilizing Cooperative Work Experience and advisory committees, by assisting businesses in making good hiring choices, and by being responsive to feedback.
5. Promote better communication with the four-year colleges to which our students transfer.
6. Provide more program options within present curriculums such as:
 - a) Industrial Mechanics program, which would in-

clude classes in welding, machine tool, mechanics, refrigeration, hydraulics, and electricity.

b) Industrial Technician--more engineering oriented with substantial classes in physics, chemistry, metallurgy, non-destructive testing, and welding.

MANUFACTURING TECHNOLOGY

ANALYSIS:

Role and Purpose:

The Manufacturing Technology Department's role is to provide:

1. Technical skills and knowledge for employment in machining or related trades.
2. Training to upgrade those already employed.
3. Service courses for other vocational programs.
4. Preparatory training for transfer students.
5. A community resource for vocational exploration, recreational activities, and technical assistance.
6. Specialized instruction to contracted groups or institutions, and
7. Qualifying tests for machine apprentices on behalf of the state apprenticeship committee.

General Education and Degree Requirements:

With the ever increasing need to pack more information into the 98 credits necessary for graduation, the number of credits for each requirement becomes more crucial. As a result, students are encouraged to take technical courses that will also satisfy general education requirements rather than to take classes from other divisions.

Students:

The enrollment of Manufacturing Technology majors has remained fairly constant over the last five years with the number of graduates also remaining about the same. With increased program requirements in computer-aided manufacturing classes, the less motivated students either do not enroll or soon drop out leaving high-quality, enthusiastic, and motivated students.

The Manufacturing Technology Department has no formal follow-up procedure to evaluate the success or failure of its graduates. Instructors know the location and employment status of the majority of the locally employed graduates, but the system is far from adequate.

Courses:

The courses offered relate directly to career objectives and stress concepts of honesty, responsibility, positive working relationships and attitudes, and the importance of working safely. Students are encouraged to work as a team through directed club activities and fund raisers.

The advisory committee is consulted about contemplated changes to course offerings, new equipment needs, and changes necessary for up-to-date and pertinent instruction.

Course #4.130, Machine Processes, is now offered to non-majors as a related course and is attended by students from welding, mechanics, graphics, drafting, and metallurgy. Because the diversified needs of these students cannot be met in one section, different versions of the course should be taught on a rotating basis.

Teaching:

Lab classes are taught with a high emphasis on actual working conditions and frequent demonstrations and discussions on procedures, set-ups, alternative methods, and applications. Students work through a sequence of projects, from simple to complex, to learn the basic principles and operations of machine tools and manufacturing processes.

Students are evaluated weekly to determine the effectiveness of the teaching/learning process.

Faculty:

There are two full-time instructors, one part-time instructor, and several student aides in the Manufacturing Technology Department. One full-time instructor holds a master's degree in industrial education with varied teaching experience and eight years employment in the machinist trade. The other instructor holds a bachelor's degree in finance and engineering with experience in computers and programming.

Facilities:

The Manufacturing Technology Department has one of the most up-to-date labs in the state. With the addition of a new computerized lathe and an integrated CAD/CAM system, the department will be at a state-of-the-art level for our community and region.

Future Plans:

In the future, greater emphasis will be placed on:

1. Visualization: more drafting, computer-aided drafting, interpreting prints, symbols, and geometric tolerancing.
2. Abstract reasoning: design, sequential procedure, time and motion study, cause and effect, and the ability to translate that information to the computer.
3. Mathematics: including trigonometry, descriptive geometry, and the ability to manipulate formulas as related to such things as horsepower, metal removal rates, etc.

These skills are an addition to the basic knowledge of machining. Eventually, the program will have to be extended in time to include classes in computer-aided drafting, more mathematics, more computer programming, mechanical systems, hydraulics, basic electronics, integrated manufacturing systems, and robotics.

Cooperation:

The Manufacturing Technology Department cooperates with the rest of the Industrial Division in many ways, such as the Machine Processes class, which offers related training to majors in other Industrial programs.

Articulation:

During the Winter term of 1987, the Linn and Benton County high school industrial arts teachers met weekly in the Manufacturing Technology facility to share ideas, gain instruction, and discuss program goals, projects, early transfers, and coordinated courses of study. Also, advanced students from the manufacturing technology department served a contracted amount of time in local high school shops as teacher aids.

The industrial arts students attending OSU now take their courses in machining in the Manufacturing Technology Department at LBCC.

ASSESSMENT:**Strengths:**

1. Highly motivated students with the potential of being successful individuals in the manufacturing trade.
2. Competent and dedicated instructors.
3. A modern, well-kept facility, including the latest computer-aided equipment.

Weaknesses and Problems:

1. Project drawings, evaluations, course outlines, syllabi, and records in need of revision.
2. Inadequate follow-up procedures.
3. Lack of competency-based skill testing.
4. Low enrollment.
5. Need for maintenance and repair of equipment.
6. Lack of time to do all the things that have to be done to do a good time of teaching: keeping current with industry, maintaining tools and equipment, ordering supplies and equipment, starting new programs, filling out reports and paperwork, serving on committees, etc.

Recommendations:

1. For increased enrollment:
 - a) Increase articulation with the high schools.
 - b) Market the program.
 - c) Involve the advisory committee in job placement.
 - d) Contract classes with OSU for technical training.
2. Hire at least a half-time employee to aid in the lab and to take care of department maintenance and repair of equipment.

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METALLURGY TECHNOLOGY**ANALYSIS:****Role and Purpose:**

The Metallurgy Technology Department's purpose is:

1. To develop skills and knowledge of those seeking employment in metallurgy fields, including metallography, materials science and testing, structural design, non-destructive testing, quality control and in-

- specation, and equipment calibration and service,
2. To upgrade the skills and knowledge of those currently employed in the field,
3. To offer support courses for other technical trades.

General Education Requirements:

In hiring, businesses often select on the basis of attributes other than technical skill level, communication skills, for example, which are more thoroughly covered in writing and speech as part of the General Education requirement. However, more effort needs to be made to tailor General Education requirements to rapidly changing technical fields, thus using the students' class time as effectively as possible.

Students:

Students range from those without high school diplomas to those educated at the graduate level and from 16 to 60 years of age. Enrollment has shown a steady increase over the past ten years, with a sharp increase in female enrollment.

The Bureau of Mines, Wah Chang, Western Professional, and Koon Hall Testing comment on the well-rounded training LBCC graduates have received through this program; and four-year institutions, such as the University of Idaho and the University of Colorado, have lauded the skill and knowledge levels of incoming transfer students.

Courses:

The advisory committee, former students, prospective employers, division staff, and trade journal articles contribute to constant curriculum revision. A workbook (which presents course description, course content, weekly objectives, and methods of evaluation) has contributed to an improvement in student performance and attitudes.

The curriculum is designed to develop attitudes characteristic of an outstanding employee, such as responsibility, trustworthiness, positive work habits, cooperation, punctuality, and independent thinking. Better training equipment and larger facilities have enabled us to provide quality instruction, even in highly complex technologies. The ultimate goal is productive employment.

Teaching:

To meet the needs of students from a wide variety of backgrounds and to challenge each individual, we continue to manufacture teaching aids and tools from surplus materials and to modify existing equipment. Methods of instruction include lecture, video presentations, telecourses, 16 mm films and slides, closed circuit television, other photographic equipment, field trips, guest speakers, student presentations, library materials, demonstrations, student involvement in outside organizations, tutoring, and support courses developed for this program by the Developmental Center.

Video recordings of lab demonstrations and lectures would help students who need materials repeated due to absenteeism or the complexity of the material.

Faculty:

At the present time, there is only one full-time faculty member plus two part-time faculty members. The full-time instructor has a bachelor's degree plus extensive experience teaching and as a journeyman welder. The part-time instructors add a degree in metallurgical engineering and years of industry experience, including experience with exotic metals.

At present, the department has only one full-time faculty/department chairman who is responsible for instruction and coordination of part-time faculty, budgeting, maintenance and repair of equipment, and much more. A shift in responsibility for maintenance and repair would allow additional time for instructional preparation and curriculum development.

Facilities:

The facilities and equipment in the Metallurgy Department are similar or identical to what is currently used in industry. Because lab stations are limited, many different exercises occur simultaneously. This utilizes students' time more efficiently but places a strain on the instructor. An increase in enrollment may necessitate either a reorganization or relocation of the facilities.

Cooperation:

The Metallurgy Department provides a variety of courses to meet the needs of other departments within the division.

Articulation:

As a result of this department's good reputation with industry, many students are industry employees wishing to upgrade their training. In addition, an assortment of one-day workshops are offered for area employees and high school instructors.

ASSESSMENT:**Strengths:**

1. Excellent student/instructor relationship which stresses positive reinforcement and encouragement.
2. Extensive lab work with state-of-the-art equipment.
3. Instruction in related skills (machining, photography, equipment calibration, electrical trouble shooting, chemistry, programming, blueprint reading, welding, physics, and machine processes) which gives the prospective employee versatility and minimizes further retraining.
4. Energetic and dedicated staff who spend time well beyond their contracted time in order to provide quality instruction.
5. Development of good working attitudes and cooperation.

Weaknesses and Problems:

1. Limited staff and lab stations place an unnecessary burden on students and staff.
2. Although many industries are converting to computer controlled systems to economize their production expenses, we only offer basic programming competencies.
3. Enrollment has shifted from veterans and young students to people with less secure financial assistance: older students and individuals needing rehabilitation.
4. Continual maintenance, modifications, and repair of equipment requires time needed for instructional preparation.

Recommendations:

1. Adjust to changes in technology utilizing ceramics and polymers:
 - a) Much equipment currently used to test metals can be adapted to test other materials. A new Materials Science degree would incorporate course work in electronics, blueprint reading and interpretation, draft-

ing, strength of materials, non-destructive testing, and materials testing.

2. Expand the program to include course work or offer a degree program in quality control and inspection to meet the needs of industries seeking to become more cost efficient.
3. Recruit actively and document student competencies:
 - a) Recruit actively throughout the Northwest in that LBCC has the only two-year associate of science degree program in metallurgy.
 - b) Document individual competencies as determined by industry and the college.
4. Increase outreach into the community:
 - a) Provide a resource service for technical information.
 - b) Offer a series of workshops to update high school instructors on testing, non-destructive metals testing, and fabrication of low-cost testing equipment.
 - c) Provide workshops and seminars of common interest, such as materials' strength, corrosive environments, and failure analysis.
 - d) Host trade club meetings.
 - e) Publicize department services.
 - f) Provide opportunities for prospective employers to observe the facilities and the program.
 - g) Communicate with university department chairpersons and counselors and seek cooperation in tracking our past graduates.
5. Develop the full-time position of division "mill wright" maintenance technician and hire a part-time department maintenance person.

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AUTO BODY REPAIR

ANALYSIS:

Role and Purpose:

The Auto Body Repair program prepares students to function in society and as skilled craftsmen in the auto body trade by providing a broad-based curriculum and a laboratory atmosphere as near to industry standards as possible.

The program also works to continually upgrade the skills of auto shop owners and instructors in this field, sponsoring seminars on new paints and techniques and new technology in the repair of unibody cars and other industry innovations. The Inter-Industry Conference on Auto-

Collision Repair and the Association of Auto Body Repairmen for Oregon work with LBCC in this effort.

As part of an effort to reach those who enjoy auto body repair as a hobby, the department offers a night class on repairing and refinishing antique or classic automobiles.

General Education:

The General Education requirements are a fine enhancement for associate of science degree students. For those students interested in obtaining only auto body repair skills, the program has supplemented safety, human relations, training in shop management, appraising, and the survival essentials for operating a business.

Students:

The quality of students varies greatly from year to year. Some students don't enter the actual curriculum until they have completed one year of developmental studies and the Industrial Concepts program.

The student's achievement is tracked on a Student's Performance Report each term. Yearly follow-up studies on former students demonstrate the high employability and achievement of former students. A recent graduate took second place in the National Skills Olympics held by industry and the Vocational Industrial Clubs of America.

Students are encouraged to complete their associate degrees so that they may enter the work field with documented certification of their skills and abilities.

Courses:

The objectives of the program as prescribed by the Auto Body Repair Advisory Committee are reflected in the curriculum. Courses are altered to reflect changes in technology.

The students in the sixth quarter spend a portion of the term employed by local auto body shops and are usually employed prior to the end of the year.

Teaching:

State-of-the-art equipment plus some of the newest film strips and slide programs available to the industry make the training program the very best possible.

In addition to the college-wide instructor evaluation program, the department also asks students to complete a specialized instructor evaluation sheet.

Faculty:

Two full-time faculty members have 15 and 20 years respectively of journeymen experience. Both are certified by the national Institute for Automotive Service Excellence, an industry standard, and both continually upgrade their knowledge and skills by attending industry seminars. Both instructors are certified by the Martin-Senour Paint Training School, California State Department of Education Auto Refinishing, Blackhawk Unibody Repair, and Bech System Specialist certifications.

Facilities:

With the acquisition of a separate laboratory for first-year students, the Auto Body Repair program has two adequately equipped labs for training students in this two-year program. A new fresh air mask filtration system provides additional safety during the finishing processes. Whole auto refinishing occurs in the second-year lab, which also houses the Blackhawk frame-straightening equipment.

Policies and Procedures:

Maintenance of equipment on a daily basis while teaching two sets of Auto Body Repair majors jeopardizes instructor effectiveness. As part of the Industrial Division, an experienced millwright should be hired to maintain specialized equipment under the supervision of instructional staff.

Future plans:

The Auto Body Repair program has changed drastically in the last five years with the innovation of the new high-strength metals which are thinner and lighter; unibody automobiles; and new three-, four-, and five-stage finishes, which are currently being used on all 1987 model cars. At the request of the Auto Body Repair industry, we will provide special finish workshops as well as unibody workshops for all area auto body shop employees. These changes necessitate reviewing and revising curriculum.

Articulation:

The Auto Body program is represented at area high schools every year, either by a program instructor or an instructor

from another industrial department. Faculty have striven to promote articulation with high school instructors and contact with prospective students.

ASSESSMENT:**Strengths:**

1. Good instructor/student relationships fostered by individualized instruction.
2. Instructors who involve themselves in co-curricular and extra-curricular activities, student recruitment, Cooperative Work Experience, employment, and follow-up.

Weaknesses and Problems:

1. The need for longer training periods or additional classes for students in specialty areas.
2. Low enrollment, a college-wide problem, which inhibits requiring prerequisite competencies in study and communication skills.
3. Lack of funds to hire instructors for supplementary classes and an expanded program.

Recommendations:

1. Increase involvement in the community.
2. Institute competency examinations which can be updated even after the student is employed.
3. Develop a division-wide follow-up procedure to track former students.

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MECHANICAL TECHNOLOGY**ANALYSIS:****Role and Purpose:**

The Mechanical Technology Department prepares students for entry-level employment in automotive mechanical repair and service occupations or for employment in diagnosing, servicing, and repairing diesel engines and heavy equipment. Former students may gain employment in service departments of distributors and dealers that sell autos, trucks, and farm and construction equipment.

The department offers students a choice of two programs: the Associate of Science in Automotive Technology or the Associate of Science in Heavy Equipment Mechanics/Diesel. The curriculum is designed to permit student entry into both programs at the beginning of each term. Students in both Automotive Technology and Heavy Equipment Mechanics/Diesel take the core classes and Mechanics I, II and III.

General Education Requirements:

General Education requirements represent necessary general skills required by a student to become a competitive person in the work place. As the technology expands in the major technical curriculum, however, classes in the technical areas may need to replace some General Education credits, such as the electives and some activity courses.

Students:

Enrollment has been consistent over the five-year period, averaging 37 majors per year. The quality and achievement of former students is demonstrated by one-year follow-up studies in 1984 and 1985 which showed that 75 percent of the graduates were employed in their field.

The enrollment of majors in Heavy Equipment Mechanics/Diesel Technology over the past four years has been consistent, averaging 36 majors. Follow-up studies of graduates of 1984 and 1985 showed employment rates of 89 percent and 100 percent respectively.

Courses:

All courses taught within the department are objective based. As the technology in the field changes, the course content is upgraded to stay current with the state of the art. A pneumatic braking system class has been added to the curriculum.

Teaching:

Lecture, demonstration, audio/visual, and hands-on laboratory work have proven very effective and give the student the necessary knowledge and skills to meet the program objectives. We are continually upgrading library materials, films, and video media by purchasing the most current releases available.

All students must work on automotive or diesel projects. These performance examinations plus written examinations measure students' competency and test the department's effectiveness in meeting its objectives, which are written to industry standards.

Faculty:

The faculty possess a broad spectrum of experience and expertise. Of the five faculty members, two have earned masters' degrees, and each instructor is currently being certified by the National Institute for Automotive Service Excellence. All have taught at LBCC for a minimum of eight years.

Physical facilities:

Heavy Equipment Mechanics/Diesel facilities are considered adequate. Based on a 1985 LBCC program evaluation, the Automotive Department scored 3.4 of a potential of 4.0 in sufficient work stations, tools, and equipment; equipment and tools maintainance; consistency with industry standards for tools and equipment; and handicapped access. The evaluation found inadequacies in availability of technical manuals and inadequate exhaust and sound control. The department was rated 4.0 with regard to safety and a safety plan.

Since the evaluation, a lead instructor position has been added which allows staff more direct access to the budget along with quicker response in material and tool acquisition and replacement. New equipment has been purchased for the fuels laboratory. Portable mufflers have been fabricated to help reduce noise.

Continuing improvement in tools and training equipment inventory is needed to prepare graduates for industry requirements. Curricular improvements in tracked vehicle and agricultural equipment repair have been delayed by lack of tools and equipment.

Cooperation:

The department is very supportive of other departments and programs on the campus. Since the mechanics classes are for majors only at the present time, we offer no related classes for other programs. We hope to be offering upgrading classes for mechanics in the area within the near future. The staff and students on the campus are a major source of auto work for our training laboratories, which offer cost plus 10 percent auto servicing.

Articulation:

We have high school instructors on our advisory committees to maintain communication. Students are given credit for previously learned skills in our industrial concepts lab. Presently, LBCC is working with OSU to give their Trade and Industries and Industrial Education majors the technical and hands-on training necessary to complete their higher degree programs.

ASSESSMENT:**Strengths:**

1. High-quality instruction.
2. Adequate time for student learning.
3. Opportunity for hands-on projects in the lab.
4. Up-to-date test equipment.
5. Good reputation with local employers.

Weaknesses and Problems:

1. Lack of late-model vehicles on which to work.
2. Financial restrictions.
3. Limited number of credits allowed the program in the associate degree.
4. The cost of training aids and replacement kits in the Diesel Program.
5. Constant need to update equipment and instructor training to meet industry requirements.

Recommendations:

1. Provide release time for faculty to attend specialized schooling on new technology, such as computer controlled systems.
2. Secure funding for new equipment every year to keep obsolescence from overtaking the program.
3. Offer additional courses so evening students could achieve job skills and degrees. This would require additional faculty for at least one full-time position.
4. Expand the journeyman upgrading program to enlighten local mechanics on the latest technical advances.

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INDUSTRIAL CONCEPTS**ANALYSIS:****Role and Purpose:**

The Industrial Concepts program is designed to provide the following instructional services, primarily for Mechanical Technology program students:

1. Diagnostic pre-tests to determine individual levels of competency.
2. Recommendations for a course of study to strengthen each student's knowledge of the basic skills,
3. Self-paced instructional modules.
4. Evaluation of each student's progress through lab activities and written tests.

The Industrial Concepts program also provides instructional services for individual students in other industrial programs such as Electronics Engineering Technology, Refrigeration/Heating/Air Conditioning, and Welding.

Students:

In 1981-82, Industrial Concepts served 45 students, 60 percent of whom were in Heavy Equipment Mechanics/Diesel. In 1985-86, the program served 40 students, of whom 67 percent were enrolled in Mechanical Technology.

The students vary considerably in abilities and skill level, cultural and language backgrounds, educational background, work experience, and age. Typically, student ages vary from late teens to late thirties or early forties.

The most recent follow-up information for the 1984-85 school year indicates that 75 percent of the Automotive Technology graduates were gainfully employed. For Heavy Equipment Mechanics/Diesel graduates, 88 percent were gainfully employed.

Courses:

As technology rapidly changes, the courses are constantly evaluated in order to remain current and up-to-date. All course content is periodically reviewed by the Industrial Division Director, department chairmen, and instructors. Presently the course syllabi are in a state of revision due to new management of the program.

Teaching:

The Industrial Concepts program is an open-entry, open-exit, variable credit program utilizing individualized instruction and an instructional assistant.

The program utilizes media tapes coordinated with lab activities, followed by written tests. Reading materials include information handouts, job and operation sheets, reference textbooks, shop bulletins, and shop manuals. Examples of special aids used are micrometers, vernier calipers, and dial indicators.

Faculty:

The Industrial Concepts program presently has one faculty supervisor and one instructional assistant. The supervisor has a master's in vocational education and 14 years' of teaching experience in vocational education, including management of open-entry, open-exit instruction as well as conventional classroom/lab situations utilizing both individualized and group instruction. The instructional assistant has an associate degree in aircraft technology and ten years of manufacturing experience plus experience managing students' learning activities.

Physical Facilities:

The lab area has the capability of handling up to 15 students. Adjacent to the lab, the Industrial Concepts classroom has about 400 square feet and a small office. Air circulation is poor in the classroom and office. In hot weather, the classroom temperature is too warm for student comfort and well-being. Additional electrical outlets and strategically placed lighting are needed for the power tool area in the lab.

Policies and Procedures:

Prior to Fall term 1986 there were no specific department policies due to lack of a consistent program supervisor. Now, the Industrial Concepts Lab is operating by using the institution's educational guidelines as well as the specific recommendations of our Industrial Division director.

A better interdepartmental communication system is needed to ensure that instruction is relevant and up-to-date.

ASSESSMENT:**Strengths:**

1. Individualized instruction for students with different majors.
2. More flexibility than a traditional lock-step system.
3. The use of self-paced instructional modules to provide instruction for students with varying skill level and abilities.

Weaknesses and Problems:

1. Poorly organized record-keeping system.
2. Some out-of-date instructional materials.
3. Problems locating some instructional materials due to lack of organization.
4. Lack of a consistent student attendance report system which would inform the student's major advisor of student attendance and progress.
5. Low enrollment.

Recommendations:

1. Maintain closer contact with major advisors.
2. Review and upgrade instructional materials on a regular basis.
3. Develop a more organized record-keeping system for student records and instructional materials.
4. Add a large first floor classroom which would
 - a) Provide access for handicapped students,
 - b) Be equipped with the latest media equipment and training aids, and
 - c) Include an up-to-date lab area.
5. Provide a first-floor instructor's office large enough for desks, files, and student advising.

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**REFRIGERATION/HEATING/AIR
CONDITIONING****ANALYSIS:****Role and Purpose:**

The RHAC program is designed to prepare graduates to directly enter employment as technicians, installers, and service and repair personnel in the Refrigeration, Heating, and Air Conditioning industry. This program is unique among Northwest schools and produces entry-level technicians

suited for self-employment, service company employment, and sales or research-related maintenance positions. Because this program is a regional source of trained personnel in the trade, job placement of graduates has been quite high. (See Graduate and Employer Follow-Up Report in Accreditation Workroom.)

General Education Requirements:

The curriculum is a result of industry input, hiring trends, and General education requirements for the associate of science degree. The program produces the technical expertise and is complemented by courses which enhance the individual's communication and mathematical skills.

Students:

The number of students enrolled in the program is steady, with no major recruitment being done at this time. RHAC students vary greatly in age, educational background, training, and basic skills. Approximately 75 percent of a recent graduating class, for example, were retraining from other occupations, while the remainder were entering the labor force for the first time.

Students are exposed to all facets of the RHAC trade to aid students in finding an area of the trade which appeals to them. Because of the trade's diversity, the program must itself be diversified.

Faculty:

The RHAC program utilizes two qualified journeymen in the RHAC trade, with a combined field experience of 45 years.

The large contract hour load for the two instructors reduces the opportunity for individual instruction and personal student contact which is essential for success at training tradespeople. Means should be found for acquiring more accredited training for the faculty members themselves.

Teaching:

The traditional classroom lecture methods are augmented by as much practical experience in the lab as can be accomplished. While a few of the media aids are as yet deficient, and some of the lab equipment is badly outdated, every attempt is made to relate this training to actual "real-world" contexts. In addition, the instructors have at their disposal

the library and visual aids, RHAC equipment of the institution, and materials purchased specifically for this curriculum. The industry does offer some support in the form of equipment and material for training purposes, although the major expenses are borne by the department.

Facilities:

Because the program has only one classroom suited for lecture, scheduling lecture or lab time must be carefully coordinated. Up to now, this coordination has worked, but any additional faculty, student load, or curriculum changes are not feasible. Also, the lab lacks a natural gas pipeline for training on gas heating appliances.

Cooperation:

The RHAC program relies on cooperation with other departments, including Welding, Job Placement, and divisions providing General Education requirements.

Future Plans:

Several areas of opportunity are presenting themselves for future enhancement of the RHAC Program:

1. A constant demand for journeyman "refresher courses" in RHAC.
2. A demand for evening courses in RHAC.
3. A tentative opportunity for contracted instruction of union apprenticeship students.
4. A cooperative training agreement for vocational education majors at Oregon State University and possibly others.

Recommendations:

1. Increase the budget for hand and power tools and test equipment.
2. Allocate time for more recruitment, trade contact in the community, and program and staff development. This time would probably require an increase in faculty.
3. Improve the inventory of lab equipment by tapping manufacturers, suppliers, and service companies. The obstruction here is free time for faculty.

When these and many other opportunities are explored, the possibility exists of the RHAC Program increasing greatly in size and scope without sacrificing program quality.

FARRIER SCHOOL

ANALYSIS:

Role and Purpose:

The Farrier Science program prepares students to enter employment as self-employed farriers and provides advanced training for practicing farriers. It is thus consistent with the institution's highest priorities.

The Farrier Science program was originally a creation of the Oregon State University Animal Science Department in 1963 and was transferred to the community college in 1978. LBCC continued the program role as a training service for the region. The regional nature of the program is somewhat inconsistent with the local emphasis of a community college.

Based on the employment follow-up information, both formal and informal departmental objectives are being realized. All graduates are prepared to perform satisfactory hoof care and shoeing on normal healthy horses and have some knowledge of and capability to deal with a variety of lameness and corrective shoeing needs.

General Education:

Institutional General Education requirements do not apply to this short-term, intensive, hands-on program.

Students:

In the first few years following the transfer to LBCC, the proportion of out-of-state students remained high, reflecting the regional character of the program, despite an influx of local students attracted by the lower community college tuition. The number of out-of-state students has declined, due possibly to continued increases in out-of-state tuition and a diminished out-of-state promotion of the program.

Program costs have eliminated many lower-income prospective students. Because Farrier Science is a regional program, student costs include tuition, the highest in the college for a single term; tools; plus housing, transportation, and meals. A large proportion of students are not commuters.

As a short-term program, Farrier Science is not eligible for federal student aid, except Guaranteed Student Loans. Proposed amendments in the GSL Program will restrict even that source of aid. The primary source of financial aid is from private donors to the LBCC Foundation.

Program modifications permitting students in supplemental instruction has resulted in experienced farriers learning with new students. The in-class mixing of new and experienced students has had a positive effect on both groups, involving advanced students in the teaching of new students.

Formal follow-up of graduates is conducted by the college Student Placement Office. Informal follow-up includes instructor contact with former students at farrier activities and contact with customers of former students.

Despite the intensity of the fourteen-week, 480-hour program, not all graduates are fully prepared to handle all aspects of the trade upon graduation. Some successfully enter immediate self-employment. Others apprentice to experienced farriers and/or return to the school for supplemental instruction.

Courses:

Each week consists of a separate increment of instruction directly related to skills required of a practicing farrier. On the recommendation of the advisory committee, a one-credit component has been added to address record-keeping needs of a self-employed farrier. This component is conducted by the college Small-Business Specialist.

Teaching:

Instructional technique relies on extensive hands-on work by the students at the forge and on live horses beginning with the first week of training. Horses from the OSU horse herd and client livestock are brought into the school daily for hoof care. Field trips are made to locations where large numbers of horses can be cared for in the actual field conditions that farriers encounter on the job. Supplemental instruction is more individualized.

The close relationship between the Farrier School and the OSU School of Veterinary Medicine permits frequent exposure of the instructor to changes in veterinary medicine as it affects the farrier trade. Also, the Oregon State University College of Veterinary Medicine library is utilized for reading materials, video tapes, and special aids, including horse leg specimens.

Faculty:

The only faculty member in the department is a graduate of the OSU Farrier School and a journeyman with sixteen years of experience as a practicing farrier. The instructor attends clinics for purposes of staying current with changes or improvements in the trade.

Facility:

The new facility is probably the best in the Northwest. It is safe, clean, and pleasant to work in. Desirable changes include increased number of lights, completion of the road to the entrance along with drainage of the area, and the addition of two holding stalls for long-term lameness problems.

Policy and Procedures:

Under present departmental policy, no animals are held in the facility for long-term care. This limits the ability to train students to provide hoof care to foundered animals that may need corrective trimming over a period of several months. Approval has recently been obtained to construct holding stalls and begin holding such animals for long-term care.

ASSESSMENT:**Strengths:**

1. Minimum amount of financial and time investment required to prepare students for a trade.
2. Non-academic curriculum which provides training for students not well served by more traditional community college vocational programs.
3. Personnel: A competent, experienced instructor and an involved, intelligent advisory committee.
4. Excellent training facilities.
5. A readily available supply of horses.
6. A long-term historical relationship with Oregon State University.
7. Support from a supportive college administration and campus-based instructional and service departments.

Weaknesses:

1. Lack of financial aid availability for students.
2. Lack of trade-related supplemental reading material

available for students at the training site.

3. No instruction provided in long-term hoof care of foundered animals.
4. Lack of training in skills used in related trades, a skills ladder approach that would permit students to transfer credits into other programs that might enhance career mobility.

Solutions:

1. Develop a one-year program leading to an Advanced Farrier Science Certificate. Most of the additional instructional hours could be applied toward an Associate of Science Degree in Horse Science.
2. Increase budget for periodicals and reference materials.
3. Explore additional options in metal working and tack repair.

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SCIENCE & TECHNOLOGY DIVISION

AGRICULTURAL/ HORTICULTURE

DESCRIPTION:

The aims of the Agriculture and Horticulture programs are to prepare vocational students for careers in agriculture, horticulture, and related service occupations; to offer supplemental instruction for individuals already employed; and to provide avocational instruction in agriculture and horticulture.

ANALYSIS:

General Education Requirements:

General Education requirements for agriculture/horticulture student majors include credits in communications, first aid, physical education, science, and mathematics.

Courses:

The Agriculture and Horticulture curriculums are based on necessary competencies identified by industry and reviewed by advisory committees. Students learn facts and skills necessary for entry-level and technical employment.

Course work in the Agriculture and Horticulture programs can lead to either a one-year certificate or an associate of science degree.

Job Opportunities:

Job opportunities for students in the Agriculture and Horticulture programs are varied, depending on the student's specific interests. Typical jobs for Agriculture students include crop production; plant protection, chemical supplies and services; grain, fertilizer, feed and seed supplies and services; inspection services; farm equipment operation, sales, and services; and irrigation operation, sales, and services. For Horticulture students, opportunities exist in arboriculture, floriculture, greenhouse operation and management, landscape planting and maintenance, retail landscape and

garden center sales, nursery operation and management, plant propagation, nursery sales, golf course and parks maintenance and management, and turf management.

Students:

Students enrolling in either program should enjoy working outdoors and like a combination of mental and physical work. A strong background in farming or landscape work is helpful, and high school-level agriculture classes are a good preparation.

Teaching:

In addition to lecture and laboratory teaching, faculty make use of audio-visual materials, current industry publications, specially prepared text materials, and visitations to local industries. Hands-on experience is provided at stations in the community and on campus.

Facilities:

Instructional facilities, including a greenhouse, labs, vegetable and ornamental gardens, a land lab and the campus grounds, are used for demonstrations, skill building, and evaluation.

Students seeking an Associate of Science in Agriculture take twelve credit hours of Cooperative Work Experience spring term of their second year. Candidates for the Associate of Science in Horticulture also are encouraged to participate in the CWE program.

Faculty:

Instructors all have a combination of college education, teaching experience, and field experience. Faculty are evaluated annually in accordance with college policies and procedures. The faculty member has a master's degree.

Future:

The Agriculture/Horticulture programs will continue to offer students a variety of experiences within the broad range of opportunities for jobs. Part-time instructors and community resources will be utilized to the fullest extent possible. Emphasis will continue to include arboriculture, ornamental horticulture, and turf grass management. CWE will continue to be emphasized. No additional major expenditures are anticipated.

Cooperation:

The Agriculture/Horticulture programs provide students with ample opportunities to participate in science, mathematics, computer science, business, and industrial technology classes. The LBCC grounds (where practical) are utilized for laboratory exercises. Community resources are excellent for field trips. The advisory committee strongly supports a community-based educational program.

Articulation:

Articulation activities are carried out through professional organizations and FFA-4H activities. Departmental staff regularly participate in field days, conferences, and meetings. There is growing interest in the district's high schools for a cooperative credits program with LBCC due to declining secondary enrollments and loss of contracted faculty time. This activity will be a future direction for the Agriculture/Horticulture programs as well as increased course offerings at the transfer level for students heading toward OSU and other agriculture schools. Articulation efforts with four-year schools will increase as the semester conversion time approaches.

ASSESSMENT:**Strengths:**

1. High-quality, mature, motivated students.
2. A stable, clean, beneficial industry.
3. Support of LBCC staff.
4. Enthusiasm of teaching staff.
5. Low student-teacher ratio.
6. Active advisory committee.

Weaknesses:

1. Lack of a full-time instructor for Agriculture.
2. Lack of instructional variety for students with only one faculty member.
3. Small working areas in the greenhouse facility.

Problem:

Finding jobs for students and graduates is the major departmental problem.

Solutions and Recommendations:

1. Work more closely with employers.
2. Undertake more community outreach.
3. Integrate grounds maintenance activities on campus with the curriculum.
4. Take more field trips.
5. Perform community service work.
6. Celebrate Arbor Week.
7. Hire someone to do student follow-up for programs.

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ANIMAL TECHNOLOGY**ANALYSIS:****Role and Purpose:**

The Animal Technology Department is meeting its objectives of educating students in modern livestock production practices and preparing students to either enter the job market, return to the family farm, or continue on to a four-year institution.

The department currently offers an Associate of Science degree in Animal Technology. Transfer students may apply for a degree in general studies with emphasis on animal technology courses.

General Education and Degree Requirements:

The Animal Technology degree requires twenty credits of General Education courses including English composition, mathematics, speech, health/physical education, and electives. In addition, the curriculum requires eight credits of either biology or chemistry.

Students:

The number of student majors in the Animal Technology program has been relatively stable over the past five years, with a slight decline in the past year. Forty-three full-time students were enrolled in 1981-82 as compared to thirty-six in 1985-86. The program attracts some of the best agriculture students in the state, including Oregon Future Farmers of America state officers and scholarship recipients.

Follow-up studies show that over the past five years graduates of the Animal Technology program have successfully entered the job market and attained employment at mid-management levels. In addition, 43-53 percent of program graduates continue at four-year institutions where they participate successfully on livestock judging teams, graduate, and often enter graduate programs.

Teaching:

Teaching methods include traditional classroom methods, laboratory activities, the use of media, livestock production tools and equipment, and related computer programs. Whenever possible, courses emphasize "hands-on" learning and practical application of livestock production and management principles.

Faculty:

Both instructors have a range of experience in teaching and industry, providing balance between the fundamental scientific background and application of those fundamentals. One instructor holds a master's degree in animal nutrition and specializes in animal reproduction, agricultural economics, diseases, physiology, horse science, and forage crops. The other instructor, who is currently working on a master's degree, focuses on teaching livestock production classes, livestock judging, genetics, and nutrition.

Future Plans:

Over the next ten years, a degree option in horse management will be added. Additional full-time staff will probably not be needed.

ASSESSMENT:**Strengths:**

1. The broad experience of the faculty.
2. The success and reputation of the intercollegiate livestock judging team which attracts many high-quality students.
3. The use of the farm community as a laboratory.

Problems:

The program's problems are low enrollment and budget restrictions.

Recommendations:

1. Increase recruitment efforts in the high schools.
2. Make facilities more available to the public for meetings, conventions, and entertainment.
3. Offer programs responsive to the changing needs and interests of the community, such as horse training and riding classes.
4. Reduce attrition through more personalized counseling and advising.
5. Perform a more thorough college-wide graduate follow-up study as has been done in the Animal Technology Department.

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CIVIL ENGINEERING/DRAFTING TECHNOLOGY**ANALYSIS:****Role and Purpose:**

The role of the Civil Engineering/Drafting Technology Department is to provide entry-level education and training for students preparing for careers as civil engineering and drafting technicians, to offer service courses for students from other disciplines, and to provide technician upgrade courses for individuals working in the community.

The two-year Associate of Science degrees in Civil Engineering Technology and in Drafting Technology serve this role well. In addition to those programs, service courses and technician upgrade courses show an increase in enrollment.

General Education and Degree Requirements:

The General Education requirements are appropriate for meeting present career needs; however, with the constant change in technical fields, the demand for further preparation in communications and computing may become necessary.

Students:

Students enrolled in the program tend to be mature: only a small number enter the program directly from high school, and a few students enter the program after completing two or more years in a bachelor's program.

Enrollment in the program is stable, and the number of graduates is sufficient to meet current local demands, with some graduates leaving the area for employment in positions with greater growth potential. Due to normal attrition, some second-year courses have low enrollment. The outlook for enrollment and employment is good with moderate growth potential in the near future. Potential growth of technician upgrading courses is far larger, especially in the areas of computer-aided drafting and new management and technical systems that are being developed.

The quality of students in the programs fluctuates from year to year. However, those students that graduate from the programs meet employable standards of high quality as shown by jobs obtained and employer satisfaction. Students and faculty are actively involved in a professional society for engineering technicians, which provides access to trends in technology and employment.

Courses:

The courses are intense and rigorous in meeting the departmental goals. As technology changes, methods and materials of instruction change to expose students to those changes. Course syllabi are revised based on student, faculty, and advisory committee feedback.

The two-year associate of science degree programs in Drafting Technology and Civil Engineering Technology have similar first-year courses in drafting, mathematics, writing, computers, and speech. The Civil Engineering Technology program also includes physics in the first year. Computer-aided drafting is introduced and used in each of the first-year drafting courses. The Drafting Technology program is a general drafting program, emphasizing civil, mechanical, architectural, technical illustration, and electronics drafting. The Civil Engineering Technology program emphasizes engineering problem solving in applied mechanics, soil engineering, sanitary engineering, surveying, and hydraulics.

Teaching:

A small percentage of courses are delivered in the traditional group lecture format. All other courses are combination lecture/lab format. Technical courses concentrate on practical application and skill building. Lab assignments and field trips are carefully designed to reinforce theory and to provide direct application of concepts and skills.

Teacher-prepared visual aids, overhead projectors, two modern drafting labs, a computer-aided drafting lab and a centralized computer lab are used. In addition to the college library, the department maintains a reference library of current technical books and periodicals.

The effectiveness of instruction is measured with informal and formal student evaluations, input from graduates as well as their employers, and an active advisory committee.

Faculty:

The instructional staff consists of two full-time faculty and two half-time instructional assistants. A pool of regular part-time instructors are employed for service courses.

The two full-time faculty members of this department provide a good balance because of varying educational backgrounds, areas of expertise, and experience in industry. One faculty member holds a master's in education while the other holds an associate degree. A very strong philosophical agreement exists between the two faculty members. Both recognize the need for constant update of courses, with information gained through involvement in professional societies, participation in numerous workshops and conferences, and reading of current periodicals.

Facilities:

The department facilities consist of two modern drafting labs; a computer-aided drafting lab; a work, testing, and reproduction room; as well as access to two classrooms and a centralized computer lab. Additional CAD terminals are projected as future additions.

Cooperation:

The department works with other departments and divisions on campus to provide service courses that will meet the needs of other students. Department faculty are also very involved in the advising process, both with existing and potential students.

Articulation:

Both faculty members serve on the Corvallis Drafting Advisory Committee. The department has developed a cooperative credit program with a number of high schools in the area. A summer workshop was held to include all high school drafting teachers.

ASSESSMENT:**Strengths:**

1. Diverse background of faculty.
2. Concern for students' progress, career development, technicians' competence, and employment satisfaction.
3. Contacts with local business and industry.
4. Critical and continuous self-evaluation of courses, goals, methods of instruction, and quality of graduates.

Weaknesses and Problems:

1. Difficulty in predicting success of students entering the program.
2. Low enrollment.

Solutions and Recommendations:

1. Develop graduation competencies examination.
2. Constantly review, evaluate, and revise courses.
3. Better utilize Cooperative Work Experience.
4. Continue to respond to changing technology.
5. Intensify an ongoing recruitment program.
6. Further develop the Cooperative Credit program.
7. Add an additional faculty member as enrollment increases.

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ELECTRONICS ENGINEERING TECHNOLOGY**ANALYSIS:****Role and Purpose:**

The Electronics Engineering Technology Department prepares students for employment as engineering technicians and for transfer to four-year institutions in engineering technology, industrial business, and industrial education. Instructional support is also provided by the department for transfer engineering and other vocational-technical curricula.

Degree Requirements:

Degree requirements have been established in cooperation with Oregon Institute of Technology for ease of student

transfer and with advisory committee input to assure student employment at the engineering technician entry level.

Courses:

First-year courses, D.C. Theory and Application, A.C. Theory and Application, and Semiconductors, are designed to build a strong applied theoretical base. Other department first-year courses are Introduction to Electronics, introducing the student to the electronics industry, and Lab Skills I, which gives the student practical lab skills, such as component identification, soldering, and desoldering.

Second-year courses represent two concept area sequences. Analog Circuits I, Analog Circuits II, and Integrated Systems take a student from the fundamental base of the first year through multi-stage amplifiers, oscillators, communication circuits, and instrumentation concepts into integrated systems such as robots. Digital Circuits I, Digital Circuits II, and Microprocessors begin with basic gates and progress through counters, registers, and logic arrays into 16-bit microprocessors and development systems.

General Education and Degree Requirements:

Allied courses required to support the program are twelve credit hours of math through elementary calculus, twelve credit hours of college physics, ten credit hours of communications, and six credit hours of computer programming. The physical education-health General Education requirement broadens the student's outlook and stresses avocational needs.

Instruction:

As the program developed, many teaching methods were tried, including lecture-lab, individualized learning packages, audio-video supplemental materials, and team teaching. The method that has survived is lecture-lab with each concept being introduced and expanded upon in lecture, then reintroduced in a lab experiment and finally tested. This allows the student to experience the concept under different conditions which seems to improve understanding and retention. Students prepare lab notebooks according to guidelines. Past students comment on how the notebook helped them get a job, provided a structure for their work, or improved work quality by insuring that their work is clearly communicated.

Procedures:

Department staff spend much time promoting the program to prospective students and employers, promoting the college, and improving organization. More time should be made available to staff for preparation and professional development.

Students:

According to a survey of incoming students, 48 percent were from the local area, 35 percent were three years or less out of high school, 30 percent were four to ten years, and 35 percent had been out of high school more than ten years. Twenty-four percent of the class had completed a fourteenth grade level prior to starting the EET program.

The survey also suggested that marketing efforts would be best directed toward counseling and the schedule of classes since this is where the majority of students obtain program information.

Students entering the program are better prepared than in the past due to entrance-level requirements. However, the 20 to 25 percent drop-out rate indicates a need for better assessment. Student scores in Technical Reading Skills show a high correlation with successful achievement in the electronics program. A minimum CGP reading score to enter the program and/or a required minimum score to remain in the program is being considered.

EET student employment in the electronics industry has been as high as 90 percent in 1983 and as low as 59 percent in 1986, reflecting the electronics industry slump since 1984. Advisory committee members and department staff are working to improve student employment through such efforts as an industrial fair in May 1987.

Other options available for our graduates include further education at Oregon State University and Oregon Institute of Technology. Recent transfers to the EET program at OIT appear to be achieving at about the same level as at LBCC.

Facilities:

There are two laboratories, having a combined total area in excess of 4,200 square feet. Each lab is equipped with high-quality industrial-type instrumentation.

Faculty:

The electronics faculty at LBCC is diverse and complementary, with backgrounds in technology, engineering, and education. Of the four faculty, three have masters' degrees and one a bachelor's degree; all have many years of industrial experience as well as teaching experience.

Cooperation:

Mathematics, physics, reading, speech, and writing faculty have all sought and incorporated electronics staff input in technically related courses.

Technical Electricity I, II, and III support other vocational-industrial programs, such as Heating and Air Conditioning, Automotive, and Diesel, by providing information on meter use, electrical safety, and a basic knowledge of electricity which can be applied to the specific field. This sequence should be expanded to six courses covering DC, AC, motor control, semiconductors/ICs, digital concepts through microprocessors, and measurement techniques.

Articulation:

A very active Electronics Advisory Committee assists the departmental staff in curriculum updating, seeking equipment donations, and identifying prospective student employers.

An agreement with OSU enables a student to complete the Bachelor of Science degree in Industrial Education within two years and be prepared to teach electronics at the secondary level. An agreement with OIT allows an electronics graduate to enter OIT with junior status and pursue the Bachelor of Science in either Electronics Engineering Technology (BSEET) or Industrial Management (BSIM).

ASSESSMENT:**Strengths:**

1. Excellent job entry-level skills.
2. Good independent work attitudes and skills.
3. Good lifelong learning skills and the associate degree.
4. Good graduate employment in electronics-related industries.
5. Active advisory committee.
6. Knowledge and use of industrial state of the art laboratory instruments (hardware and software).

Weaknesses and Problems:

1. Attrition and low enrollment.
2. Graduate employment:
 - a) More alumni contact needed to identify available jobs.
 - b) Employment opportunities limited.
3. Lack of opportunity for upgrading currently employed technicians.
4. Staff instability.
5. Keeping curriculum and instruments up to current technology.
6. Increasing funding.
7. Lack of Cooperative Work Experience stations.

Solutions:

1. Improve contacts with secondary education through the Co-op study program, skills contest, career fair, contacts with teachers and counselors, and granting college credit for qualifying courses.
2. Increase professional development funding.
3. Seek matching fund grants from industry.
4. Decrease attrition through upgraded prerequisites and better advising.
5. Improve contacts with industry through an industrial fair and an alumni newsletter.
6. Acquire two four-axis industrial robots and one six-axis for incorporation into the program.
7. Add a lab to accommodate the microprocessor development systems, programmable logic controllers, personal computers, printers, and associated software.

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ENGINEERING TRANSFER**ANALYSIS:****Role and Purpose:**

The proximity of LBCC to the College of Engineering at Oregon State University and the current favorable employment climate in engineering have created a demand for a complete pre-engineering program at Linn-Benton Community College. The Transfer Engineering program has been designed to provide an opportunity for district students to elect engineering as a major and complete their first two years at LBCC. The college offers an Associate of Arts with a major in Pre-engineering.

Courses:

LBCC still does not offer several courses in the Oregon State University lower division engineering curriculum: stoichiometry, physical properties of materials, manufacturing processes, and instrument laboratory. This has not proven to be a significant factor in the transfer of students. Virtually all courses required for admission to the professional school at Oregon State University are available for majors in electrical, mechanical, civil, and industrial engineering.

Because no department of engineering exists at Linn-Benton Community College, the Transfer Engineering courses are taught by various instructors in the Science and Technology Division with permanent assignments in electronics, engineering technology, and mathematics.

Faculty:

None of the five faculty who teach in the program are permanently assigned full time; however, three faculty hold masters' degrees, one holds a PhD, and one a bachelor's degree. They represent expertise in mathematics, education, and electrical engineering.

Both the strengths and weaknesses of the Transfer Engineering program lie in the faculty and the facilities. On one hand, the competence, skill, and teaching background of the faculty involved in the program are excellent, but the addition of another professional engineer to the staff would add considerably to the strength of the program. Attracting and retaining qualified faculty in this area is difficult due to low salaries.

Facilities:

Although the laboratory is fairly new and adequately equipped, a continuing program of maintenance and renewal is necessary. The voltage and current generators and oscilloscopes are in need of servicing and calibration. A reformatting of the electrical fundamentals courses is being planned which will require the acquisition of two or three new microcomputers.

ASSESSMENT:**Strengths:**

1. Pre-engineering transfer students compete successfully with students at the university level.

2. Small classes allow individual attention.
3. Facilities and equipment are good, including an excellent computing facility.
4. The program is supported by solid science and mathematics departments.

Weaknesses and Problems:

1. Transfer students experience adjustment problems moving from small classes to large classes with little individual attention.
2. More computer simulation work is needed in the electrical fundamentals area--primarily an equipment limitation.
3. Enrollment is too small to justify formation of an engineering department with permanent full-time faculty and complete course offerings in all majors.
4. Engineering Orientation, GE101, needs restructuring to provide a broader overview of the subject. This work is currently underway.
5. The present two-hour format does not allow time to present the complete FORTRAN language in Engineering Orientation 102.
6. The chemistry sequence may not adequately prepare students for thermodynamics and should be strengthened to include more work with entropy and enthalpy.
7. Laboratory facilities in the electrical fundamentals area are barely adequate.
8. Low salaries discourage engineering, mathematics, physics, and chemistry faculty from remaining at the college.
9. The smallness of the pre-engineering program creates scheduling problems which perennially threaten the continuity of courses.
10. Some course materials, such as electrical fundamentals and laboratory instructions, need revision.

Solutions and Recommendations:

1. Improve the electrical fundamentals lab equipment. Add computing facilities, three-phase power facilities, and a wider variety of circuit components.
2. Seek equipment donations from industry to improve the electrical fundamentals laboratory facilities.
3. Persuade voters in Linn and Benton counties that LBCC is doing an important and effective job.
4. Pursue ways to provide adequate salaries to technical teachers who can command high salaries outside the college.

5. Reformat the Electric Circuit Fundamentals course and the Engineering Orientation course.
6. Purchase three new microcomputers.
7. Encourage the faculty, in every way possible, to continue the good work.

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MATHEMATICS

ANALYSIS:

Role and Purpose:

The Department of Mathematics is primarily a service department providing lower division transfer curriculum, general background for students employed in science-related occupations, general mathematics education, and service to occupational and technical programs.

General Education Requirements:

Graduates should have a basic understanding of algebra and computers. Thus, Intermediate Algebra is required for the associate of arts degree and Math II or Business Math or Elements of Algebra is required for the associate of science degree. The demonstrated ability in the use of a computer program is required for the associate of arts and science degrees.

Students:

Data on the success of former students is sketchy. A study conducted by the College of Engineering at Oregon State University found that among junior transfer students in the fall terms of 1981-1983, Linn-Benton Community College students graduated at about the same rate as do students who come from Oregon State University--90 percent.

Courses:

The mathematics curriculum consists of four tracks: occupational, technical, developmental, and transfer. The occupational and technical sequences have been designed in consultation with the respective departments. The developmental education faculty has provided input to the design of the developmental sequence, and regular contact has been maintained with four-year institutions in an effort to maintain a compatible transfer sequence.

Periodic review of course offerings has resulted in the addition of several new courses: Technical Calculations I and II and Practical Geometry in the technical track, Cooperative Work Experience mathematics in the occupational track, and a fifth quarter of Calculus (Vector Calculus), Statistics for Scientists and Engineers. In response to student demand, Mathematics for Elementary Teachers is again being offered in the transfer track. Computer programming courses in BASIC, PASCAL, C, and assembly languages have also been added. Computer-Oriented Mathematics and I Can Do Math have been discontinued due to lack of interest. The staff of the Mathematics Department meets weekly to maintain currency in the curriculum.

Teaching:

Instructional methods vary, but the predominant method is lecture-discussion. The technical courses involve detailed documentation as a major activity. Additional aids to instruction are computer programs (graphing and linear programming) and video-recorded lectures in the Intermediate Algebra course.

The developmental (1.109-4.204) and Intermediate Algebra (MT 100) courses are offered with variable credit, and students may take more than one quarter to complete a course. A minimum competency level is required, and the Math Lab provides summary statistics on student completion rates for variable credit courses.

Two individual study areas, the Math Lab and the Computer Lab, are maintained by the department. The Math lab is equipped with audio and video tapes, filmstrips, calculators, testing and study carrels, and a microcomputer. Instructional assistants answer student questions. All record keeping for the Math Lab has been computerized and is maintained by a full-time coordinator and several clerks. The Math Lab is under the charge of the Math Lab Instructor who is assigned from the department on a rotating basis.

The Computer Lab is equipped with eight Apple IIe's and eight Hewlett-Packard microcomputers, two computer-aided drafting computers with a plotter, and several calculators. A half-time Instructional Assistant II, a part-time Instructional Aide, and a Computer Lab Instructor provide staffing.

Faculty:

The faculty consists of eight full-time instructors (three of whom have only one-half their teaching load with the department), three instructional assistants, one instructional aide, and as many as thirteen part-time instructors.

All full-time faculty hold masters' degrees, three hold PhDs, and another is currently a doctoral candidate.

While each instructor has a particular area of specialization, versatility is stressed so that over a period of years, every instructor will teach most courses in the curriculum.

Facilities:

Both the Math Lab and the Computer Lab are crowded during peak hour usage.

Procedures:

Assignments (department chair, math lab instructor, skills contest, and curriculum development) have rotated among all members so that now each is qualified to handle every phase of department operations.

Future Plans:

If student enrollment continues to rise, an additional instructor will be needed. While enrollment is increasing, it is also changing in character: fewer students in beginning computer programming classes and more students taking advanced programming classes, an increase in the number of students taking MT 101, MT 102, and MT 110, and a decrease in the demand for remedial mathematics courses. The Committee for Assessment, Placement, and Advising recommendations for adjusting to these changes will be implemented in the 1987-88 school year.

Cooperation:

The department consults with those departments whose programs of study include courses in mathematics whenever scheduling or content changes are contemplated. The various department chairpersons within the Science and Technology Division meet at least once a month to coordinate their programs and discuss areas of common concerns. The Mathematics Department shares its full-time instructors with three other departments.

The department maintains regular contact with off-campus centers to coordinate texts and testing used in 1.109-4.204 and Math 100 courses.

Articulation:

The department provides curricular support for the college's off-campus centers and ensures that testing and credit structure are consistent with the main campus Math Lab.

Regular visits to district schools by the Director of the Science and Technology Division and college counselors allow the department to remain abreast of the needs of new students. In addition, the department conducts a yearly mathematics skills contest for junior and senior high school students and provides advance placement courses for talented senior high students.

Representatives from the department attend advisory and coordinating meetings at both the collegiate and scholastic levels, for example, meetings of the Pre-Engineering Advisory Coordinating Committee, Math for the Curious, and the Oregon Mathematics Education Council.

ASSESSMENT:

Strengths:

1. A student-oriented, well-qualified staff.
2. Weekly department meetings.
3. Class sizes small enough to allow personal interaction between instructor and students.
4. A variety of courses that are reviewed on a regular basis.
5. Rotated faculty assignments--allowing each instructor to maintain familiarity with course offerings and committee assignments.
6. Instructional methods and course designs that are sensitive to course content.
7. Regular consultations with the directors and faculty of campus programs that the department serves.
8. The availability of tutorial help through instructors' office hours, the math and computer labs, and the developmental center.
9. The added accessibility of courses through the off-campus centers and also evening scheduling.
10. The multi-testing, variable-credit, and minimum-competency level requirement of the developmental math and intermediate algebra courses.
11. The support of course series--such as math 200

through 204--even though there is often light enrollment in the later courses.

12. The availability of hand-held calculators and micro-computers.
13. The LBCC Regional Skills contest.
14. The receptiveness to advance placement students.

Weaknesses and Problems:

1. The high number of part-time instructors.
2. The decrease in demand for developmental mathematics and computer programming courses.
3. The inavailability of the math and computer labs during peak hours.
4. The high cost of texts.
5. The lack of a placement testing system that will reach all students who register for any math class up to Math 101 College Algebra.
6. The lack of an associate degree program in mathematics.
7. The lack of systems to provide formative and summative evaluations, especially from former students and their teachers and employers.
8. The student attrition rate, especially in the lower numbered courses.
9. The disruption of the department by teaching responsibilities outside of mathematics.
10. The difficulty in obtaining qualified, experienced part-time faculty.
11. The lack of a plan for promoting mathematics literacy in the community at large.

Solutions:

1. Acquire enough full-time staff to reduce the number of courses taught by part-time help to 30 percent.
2. Promote developmental mathematics courses through local public and private institutions and businesses, emphasizing the importance of basic mathematical skills.
3. Offer incentives to employers to provide release time to their mathematically illiterate employees so that they might take developmental mathematics courses.
4. Institute a college-supported math textbook writing program.
5. Install student placement procedures.
6. Establish an associate degree program.
7. Establish formative and summative evaluation procedures.
8. Set-up an "attrition task force" to investigate meth-

ods for reducing the attrition rate.

9. Adjust the salary schedule of part-time faculty to levels that are nearer those of nearby colleges and universities.

Recommendations:

The college administration and Board should actively and conscientiously support the implementation of the nine points of the Solutions section above.

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BIOLOGICAL SCIENCE

ANALYSIS:

Role and Purpose:

The Biology Department provides courses:

1. For students taking General Biology as a general education requirement;
2. For nursing, dental assisting, and agriculture students who require specific biology courses;
3. For science majors in fields such as forestry, fisheries and wildlife, agriculture, or pre-medicine; and
4. For students with an avocational interest in biology.

Majors and Programs:

The Biology Department offers no specific degree. Biology courses support other programs.

General Education and Degree Requirements:

The General Education requirements for four-year institutions mandate a year of science and/or mathematics. Many non-science majors meet this requirement by taking the General Biology sequence, the college's highest-enrollment science course. The department needs to make a stronger marketing effort directed toward students who postpone science course work until after they leave LBCC.

Students whose major requires a great deal of mathematics need some exposure to lab science; thus, some minimum science requirement for all transfer students is needed.

Those who need core biology (required of most biological science majors at OSU) can meet the requirement with a

combination of two terms of zoology, two terms of botany, and perhaps a term of microbiology. This is perhaps not the ideal solution, but community colleges have had mixed success with core biology, an additional series of courses which would strain our resources and reduce the class size of current offerings.

Changes now being considered on the state level may lead to some changes in biology requirements for nursing students.

Students:

During the past five years, the number of students planning to major in biology has increased slightly, but it still represents a small proportion of students enrolled in biology courses.

The quality of majors seems to have improved in the last five years, with a number of former students admitted to graduate and medical school. Majors appear to have better mastered high school science curriculum, and more students are beginning at the community college due to economics and individual preference.

Through informal communication, such as community college visitation days at four-year colleges, former students comment positively on their LBCC biology courses. However, the college should develop a formal procedure to identify, locate, and question former students.

Courses:

Some of our newer courses, mainly General Biology sections, are not yet listed in the catalog. Human Biology Preparation has not been taught recently but could be offered in the future for students who need preparation for regular courses.

Faculty have upgraded course content over the last three years, adding several new General Biology alternative courses and changing General Biology to sections of 24 students. Each section has a different topic emphasis. For example, General Biology 102 students now can choose among Human Body, Foods, Animal Behavior, Plants and People, and a more traditional survey of the structure and function of plants and animals. Students express greater satisfaction, and attendance and retention have improved greatly.

Faculty:

The four faculty members reflect balance in degrees and subject specialties: one PhD, two masters, and one bachelor's with degrees in physics, chemistry, and science education. All have many years of teaching experience, participate as members and officers of professional organizations, and attend professional meetings and workshops. Although the community college calls for an emphasis on teaching excellence rather than research activities, staff members have written and published articles in publications including *The Science Teacher*, *The Physics Teacher*, *The Journal of Chemical Education*, and *The Journal of College Science Teaching*.

The role of department chairperson is rotated among the department faculty each two years.

Facilities:

Required maintenance is not always effectively carried out. Recent problems with inadequate ventilation in the laboratories took an excessive time to correct; small repair orders, such as replacing light bulbs or repairing loose Formica, are often delayed for long periods.

Necessary facilities modifications to enhance use or to ensure safety are difficult to obtain due to funding restrictions and resistance in upper-level management. Replacement and repair funding is not adequate. Oscilloscopes are fourteen years old. Capital equipment funds are virtually nonexistent, making impossible acquisition of some instrumentation, such as spectrophotometers and computers, which are vitally needed. Similarly, the "decision package" process of Business Affairs has made impossible inclusion of expenses for capital equipment in the department budget; thus academic programs suffer and necessary repair of existing equipment is jeopardized.

If growth is to be expected, serious consideration must be given to enlarging the facilities, by expanding the northern side of the building, for example.

Decisions are sometimes made without department input on such facilities' issues as campus lighting and the selection of a coordinator for handling hazardous waste.

Procedures:

Procedures and policies within the department are informal, but result in common efforts among the staff members to provide students with full sets of written information about each course at the beginning of each quarter (including matrices showing lecture schedules and test dates, plus information on grading scales, assignments, labs, and other information useful to the student). A set of common safety rules has been developed for use in all laboratory courses, and students are all given safety briefings and are required to sign a card attesting to this fact before laboratory experiences may be undertaken. Regular departmental meetings are held to discuss common problems. The role of department chairperson is rotated among the department faculty on a two-year basis. In general, the operation of the department has been effective as it is presently organized. Department faculty have expressed concern that decisions over department affairs often occur above the division level. These concerns relate to the budget process, class scheduling, and other college-wide issues.

Cooperation:

The faculty of the Physical Science Department coordinates schedules and shares teaching materials with other faculty in the division. For example, science and mathematics faculty coordinate the sequence of subject matter to maximize the transfer of ideas. Mathematics courses have been modified to present logarithms before logarithms are encountered in chemistry classes. The Math Lab administers science tests, freeing class time for discussion.

Cooperation with other divisions is good. The Physical Science faculty participated in Writing Across The Curriculum and as writing tutors in the library.

Cooperation with Printing Services, the Computer Center, and the bookstore is generally good. Media Services provides a wide variety of support. Also, tutoring through the Learning Resources Center has been excellent, but possible funding cuts threaten its effectiveness. The library has also suffered recently from lack of funding and staffing. There is a need to explore a chemistry requirement as part of the nursing degree program.

Articulation:

The department seeks to articulate with area schools, four-year colleges, and businesses. The division director and fa-

culty members make frequent contact with local high schools, through such vehicles as the Regional Skills Contest, and provide programs, such as chemistry magic shows for local elementary schools. Important articulation efforts take place informally with Oregon State University and through formal activities such as OSU's visitation day. The department occasionally presents workshops or special courses for local industry and also reaches industry through Cooperative Work Experience activities.

ASSESSMENT:

Strengths:

1. Faculty: talented, innovative, committed, concerned, and accessible to students.
2. Individually tailored laboratory experiments and curricular materials.
3. Small classes.
4. Advising enhanced by cross-knowledge of other faculties' specialty areas.
5. Computer support.
6. Aides to assist in the laboratory and with student records.
7. Excellent inventory of science equipment.

Weaknesses & Problems:

1. Students enrolled who are inadequately prepared with unrealistic expectations.
2. Lack of funding for modern equipment.
3. Teaching loads in excess of that recommended by scientific associations. Laboratory sessions are not considered equivalent to lecture sessions.
4. Low enrollment courses sometimes cancelled, limiting student opportunities.
5. Concern about excessive involvement by upper-level management in department and division affairs.
6. Campus services:
Inadequate security during evening hours.
Inadequate building maintenance.
7. Staff needs:
Additional faculty member to reduce teaching load.
Computer-literate production typist.

Recommendations:

1. Insure that management's major concern is increased quality of education.
2. Press for adequate funding through existing college

channels and grant opportunities.

3. Press for adequate building maintenance.
4. Pursue more reasonable teaching loads through contract negotiations.
5. Press for inclusion of certain low-enrollment courses as part of a well-balanced program.
6. Maximize security against theft.
7. Return budget control to the division director.
8. Hire an additional faculty member and computer-literate production typist.

WATER/WASTEWATER TECHNOLOGY

ANALYSIS:

Role and Purpose:

The Water/Wastewater Department's primary goal is to provide the knowledge and skills for an individual to enter the water and wastewater technology occupation as a facilities operator. The success of graduates in initial employment and in advancement to positions of higher responsibility demonstrate that the goal is being met. The program helps fulfill the vocational education mission of the institution by providing entry-level employment for district students, and it contributes to the overall health of the institution and economy of the community by drawing students from throughout the state.

The one-year certificate program provides bare-bones entry-level training and allows financially desperate individuals to enter the job market. The two-year program more fully meets the long-term needs of people expecting to make a career in the field. Other majors may be developed in the future, such as hazardous materials handling and public works.

General Education and Degree Requirements:

General Education mathematics requirements are low because the program requires Math 102 and because math is used continuously on the job. English and speech requirements are harder to evaluate although they appear to be adequate. A possible weak area is a need for training in personal relations and group interactions. The computer literacy requirement is excellent.

Students:

Enrollment has ranged from a high of 35 in 1982-83 to a low of 15 in 1984-85, when a tightening of program entry requirements was made. Since that time, enrollment has slowly increased, attrition is lower, and grades are generally higher. Graduates seem to be of high quality and achieve well after leaving the program, as evidenced by their high levels of authority and responsibility within the industry state-wide.

Courses:

All courses offered by the department are continuously evaluated by the staff and the advisory committee to assure alignment with current industry needs.

A more closely coordinated effort to assure continuity and cross-referencing between classes would improve the program.

Teaching:

Department instructors use a wide variety of instructional aids: a reference section of the library related to water/wastewater, an extensive media library for class and individual student use, a chemistry/microbiology lab and a mechanical lab, and local municipal facilities.

Very little of substance results from instructor evaluations outlined in the faculty contract. Peer evaluation of class outlines and schedules, as well as of teaching styles, would improve instruction.

Student follow-up surveys and comments coming back from professional organizations reflect the success of former students and thus the general effectiveness of the program.

Faculty:

The faculty is able to cover a wide range of topics and is particularly strong in the theoretical aspects of the occupation. Relative weaknesses are found in the electro-mechanical area and current occupational experience. One faculty member has a bachelor's of science, and the other has a PhD.

Facilities:

Both labs have minimal storage area for the wide variety of equipment used. Both labs are continually in need of up-to-date equipment for instructional purposes.

ASSESSMENT:**Strengths:**

1. The close association between the staff and the water/wastewater treatment industry in Oregon and the Pacific Northwest.
2. Well-rounded curriculum that satisfies industry needs.
3. Staff that is abreast of state-of-the-art information through participation in professional organizations and workshops.
4. By far the best training materials among water/wastewater programs across the country.
5. Leadership in the development of materials--through several federal grants, the department has developed written and audio-visual materials used throughout the country.

Weaknesses:

1. Cooperative Work Experience is not yet realizing its full potential.
2. Inadequate funding for current mechanical and chemistry/microbiology lab equipment.
3. Ineffective student follow-up.
4. Lack of materials in some areas.
5. Student recruitment.
6. Enrollment limited by the closed entry program.
7. Weak instruction evaluation and development.

Recommendations:

1. Utilize division funds and state and federal grants to develop materials in areas such as instrumentation and process control.
2. Promote the program--
 - a) Among major sources of students as determined by evaluating student profiles.
 - b) Through the Environmental Services Advisory Committee.
3. Investigate options to allow entry to qualified individuals at times other than the normal fall term.
4. Develop programs for evaluating instructional effectiveness.

tiveness and for developing instructional skills.

5. Encourage the instructional staff to become active members of the community, particularly in the water/wastewater community.
6. Take an active interest in each student.
7. Become involved in student follow-up activities.
8. Secure funds to provide up-to-date equipment.

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DEVELOPMENTAL EDUCATION

ANALYSIS:

Role and Purpose:

The role of the Developmental Education Department is to provide a diverse population of students with the opportunity to develop skills which will allow them to become more competent in school, at work, at home, and in the community.

The purpose of the department is to assess accurately the needs of all developmental students and to help these students develop their skills and self-concepts so that they may achieve their academic and vocational goals. Students may decide on their own to improve skills or may be referred by instructors or counselors.

The department is organized into six programs which reflect the nature of the services provided:

1. The Developmental Center Program of credit and non-credit classes in study skills and language skills development.
2. Credit Class Tutoring.
3. Supplemental Instruction.
4. ABE, GED, AHSD, ESL, and HSC.
5. Disabled Student Services.
6. Volunteer Literacy Program.

The department's objectives are realized within the courses by documentation of student progress, demonstration of student competency, and/or comprehensive mastery tests.

However, there is, as of now, no college-wide mandatory placement, and there is no requirement that students continue in programs until they are proficient. Consequently, the department does not reach all developmental students and does not always meet its objectives with those students who leave early.

General Education and Degree Requirements:

The department prepares students to work on college degrees and both certificate and non-certificate programs. Skills are taught and enhanced through course work and the provision of services (e.g., interpreters, notetakers, readers, tutors, assessment, supplemental instruction, and liaison with social agencies and other college programs) and aids (e.g., tape recorders, equipment adaptation, taped books, and large-format printed materials).

Students do not receive certificates or diplomas except for the G.E.D. Certificate and the Adult High School Diploma.

The courses are both credit and non-credit. The department offers one college transfer course.

The Developmental Education Department is unique in that it is the only department which supports all other instructional departments by preparing students for entry into their programs.

Students:

Since the Developmental Education Department is the only department from which student do not graduate, but pass on to the other departments, it now relies solely upon former students and their instructors for feedback as to the effectiveness of its programs. The department needs to gather more thorough follow-up information by objectively tracking student achievement in these courses. It also needs to document the effectiveness of those students who do not enroll in LBCC's courses but have met their objectives and moved into the work force and/or community. This documentation of their skills will be provided through survey procedures.

Courses:

Objectives are clearly stated for the courses in the Developmental Education Department, and the courses are taught to those objectives.

The staff annually reviews and updates courses. Two courses in the college catalog have not been taught in the past two years and will be removed at the next printing. Course syllabi are current, complete, and mostly revised each quarter.

Teaching:

Instructional methods vary in accordance with the needs of the students and the course content. Developmental Reading, Effective Reading, and Study Skills are primarily taught in the lecture-discussion mode. Spelling, Developmental English, and English as a Second Language are taught mostly in lecture-instructional activity mode with the students applying the skills learned in the course. Reading Skills, Developmental English Individualized, Spelling Skills, ABE, GED, Living Skills, HSC, and AHSD are primarily taught in individualized instruction mode with the students working at their own level in the specific skills. Because the students work at their own rates and at their own level of instruction, they progress at different rates to achieve the required levels of proficiency.

In addition to printed materials, non-print materials such as video tapes, cassette tapes, computer-assisted instruction, overhead transparencies, language master cards, and visual displays are used in the classes for the improvement of teaching.

Pre-tests, post-tests, student evaluations, instructor evaluations, and on-going classroom evaluations of the students' progress are used to measure the effectiveness of classroom instruction.

Faculty:

The department has ten contracted faculty members, fourteen part-time faculty members, six part-time instructional assistants, and three part-time aides. The contracted faculty who teach credit classes have master of arts or master of science degrees, and one other faculty member will complete the master of arts degree this year. Most of the part-time faculty have advanced degrees. The faculty members are versatile, successful teachers, most of whom can teach all the courses offered in the department.

Facilities:

The facilities of the department are centrally located, generally accessible, and generally adequate to meet the needs of the students. The department has approximately 6,000 square feet of assigned classroom and office space on the Albany campus. The department also has classrooms assigned at the Benton Center, the Sweet Home Center, and the Lebanon Center. In addition, several other classrooms are regularly utilized by the department on the Albany campus and the Benton Center.

Since the department is located on the second floor of the Learning Resource Center and serves handicapped and disabled students, accessibility and adequacy of the facilities is a significant concern of the department.

Procedures:

Linn-Benton Community College has a good procedure for hiring; however, the Developmental Education Department needs to improve orientation for all staff and the evaluation process of part-time staff.

At present, the department has no procedures for summer continuity for the Disabled Student Services program, the Tutorial Services program, or the ABE program at the centers. A policy also needs to be developed for class coverage when faculty are gone.

Future Plans:

The Developmental Education programs plan to continue improving their offerings to better meet the needs of students. Courses and services are continually evaluated for effectiveness and relevance to the students. Several courses are selected each year for modification and improvement. The members of the department meet regularly to improve content of specified courses.

The Developmental Education Department could profit from implementing a more consistent and comprehensive in-service program for part-time faculty and staff. Also, there needs to be a broader effort at evaluating part-time faculty. The director needs to spend more time visiting classes and discussing the education process with faculty members.

The Developmental Center program is attempting to develop a computer-assisted instruction component to the curriculum which would be available to those students who would benefit from this type of instruction. The first two areas of curriculum the program intends to address are reading and English. In addition, the Developmental Center program is working on a competency-based curriculum in Reading Skills and Developmental English Individualized. Also, the Developmental Center program is considering common exit standards with basic skills certification for its credit classes.

The Developmental Education Department would like to purchase 20 computers with peripherals and software for

instruction and classroom management in several programs. The Developmental Center program needs the resources to do more curriculum development work and to purchase materials for instructional support. The Developmental Education Department needs additional resources, including specialized curriculum and instructional materials, specifically for deaf and hearing impaired students and for English as a Second Language students. The English as a Second Language curriculum needs to be developed and implemented to bridge the gap between the present English as a Second Language courses and WR 115. This curriculum assumes mandatory placement of students in these reading and writing classes based upon placement tests designed for ESL students.

The Adult Basic Education program needs to improve access to the program for those people who are unable to attend regular ABE-GED classes or who are unable to attend on a regular basis. The staff would particularly like to reach homebound students with disabilities and parents of small children. One way of achieving this goal would be through the use of peer tutors in an outreach program. To find out what the needs are in the community, a needs survey should be designed and carried out. Additionally, the staff would like to form an advisory committee of concerned citizens.

The ABE program plans to ask various members of the business community to participate in literacy training by providing scholarships to needy students in the form of money for books, testing fees, and child care.

A plan needs to be implemented to provide an exit procedure, including counseling and career orientation, for those students who complete the GED. The staff would like to provide a systematic follow-up of the GED students at six months and one year.

The ABE program needs the resources to update the computers in several centers. In addition, software for reading, English, and mathematics needs updating.

To achieve these goals, the Adult Basic Education program needs the services of a full-time manager.

The Disabled Student Services program needs to develop and implement a marketing plan and a needs survey of students attending LBCC and for others residing in the district. An increased effort should be made to educate and involve faculty and staff about disabled students and the pro-

gram services. The administrative procedures of Disabled Student Services should be made more efficient. A plan to account for and to evaluate the services provided to students will be developed, and an advisory committee will be established. The staff would also like to improve services to students attending the centers.

Resources need to be allocated to hire a full-time faculty testing specialist to test learning disabled students, to develop case studies, and to participate in the development of individualized education plans. Follow-up studies will be conducted to see if the skills taught in the living skills classes are being utilized on the job, at home, and in the community.

Student support groups for deaf and hearing impaired, head injured, learning disabled, and physically impaired students should be organized and implemented.

The Tutorial Services program, which includes credit class tutoring, volunteer literacy tutoring, and supplemental instruction, needs to continue development of recruitment, training, record-keeping, and evaluation components. The program needs to network with other community colleges, local social organizations, tutorial organizations, and the LBCC staff to upgrade services offered.

The credit class tutoring program needs a stable funding commitment from the college. It also should have expanded facilities to meet increasing space needs. Credit class tutoring needs to incorporate more study groups and supplemental instruction groups to make all tutoring more cost effective.

The volunteer literacy tutoring program staff needs to develop classroom training materials and community awareness training materials. The staff plans to enlist a volunteer coordinator for each satellite center and/or community to assist with recruitment, training, placement, and record-keeping.

The supplemental instruction program needs to identify high-risk vocational and non-vocational courses and implement supplemental instruction groups. The supplemental instruction program needs to secure stable funding for high-risk non-vocational courses.

Cooperation:

The Developmental Education Department provides a variety of support services to other college departments. The department offers courses to those students who lack adequate skills to function successfully in academic and vocational courses. The department offers specific courses for some vocational programs and provides testing services, specific skills workshops, and individualized instruction to support the college writing courses.

Disabled Student Services accepts student referrals from all departments across the college. The program interprets test results and provides supportive aids and services to students in any LBCC program.

The tutorial program provides individual and group tutorial sessions for students in any LBCC credit class. In addition, supplemental instruction has been started on a limited basis.

Articulation:

The GED, AHSD, ESL, and HSC programs and one ABE class channel students to the various programs of the college. In addition, the Developmental Center program provides articulation for some students into the college program.

ASSESSMENT:**Strengths:**

1. Student-centered classes focused on growth and development.
2. Well-qualified, dedicated faculty committed to teaching excellence and accessible to students.
3. Faculty commitment to development and improvement of appropriate learning materials.
4. Materials specifically tailored to the various levels of developmental students.
5. Class offerings in a variety of teaching styles and delivery modes for individuals, small groups, and classes.
6. Supplemental instruction in the Study Skills Language Lab for all classes taught in the department.
7. Cooperation by all staff in the improvement of the total program.
8. Excellent communication between faculty, program coordinators, and the department chairman.

Weaknesses:

1. Lack of short- and long-term departmental goals.
2. Excessive work loads for staff.
3. Inadequate funding for equipment and supplies.
4. Lack of sufficient computers and instructional software for computer-assisted instruction.
5. No budget support for curriculum development.
6. Extensive reliance on part-time faculty and volunteers for portions of the program.
7. Inadequate processes for the identification, contact, recruitment, or follow-up of students.
8. Orientation and supervision of part-time staff.

Problems:

The Developmental Education Department lacks the financial, staff, and material resources to respond to requests for services and identified needs. The department is also hoping to extend services through the community centers and increase its outreach efforts.

Although the college is implementing mandatory placement in certain classes such as writing and mathematics, there is no mandatory placement for students needing developmental skills assistance. Students who are in the programs may exit the program before mastery of the skills is accomplished.

Finally, although some improvements have occurred, there are still some problems related to access to facilities for physically disabled students, particularly at the Benton Center. On campus, the concerns include the automation of exterior doors, signage, specialized equipment, and the installation of an elevator in Takena Hall.

Solutions:

Increased funding is an essential ingredient in meeting the expanding need for services through the Developmental Education Department. Additional staff is highly desirable in several areas, but the department must also continue to expand its use of volunteers and provide more support to them in terms of orientation and training. Outside agencies who also serve the same populations can be recruited to help with identification and referral in programs such as ESL and functional illiteracy. Mandatory placement and the certification of basic skills should be consid-

ered for the Disabled Student Services program as well as for other programs, if possible. The services of a full-time director or manager for ABE, GED, and ESL programs should also be considered.

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INSTRUCTIONAL SERVICES

Library and Media Services

DESCRIPTION:

Philosophy, Goals and Objectives:

Library and Media Services are committed to the acquisition, organization, and dissemination of information in support of the college's institutional and instructional objectives. The services have three major goals:

1. To support instruction through providing appropriate materials, equipment, and services.
2. To help meet the informational needs of the Linn-Benton community.
3. To promote cooperation among local and regional resource centers in order to provide greater access to a broader range of information for more people.

Library:

Library services currently available for students, staff, and area residents include:

1. Circulation of catalogued materials.
2. An up-to-date reference collection and professional reference assistance.
3. Free interlibrary loans.
4. Individual or group tours of the library.
5. Displays of art work and other culturally significant materials.
6. A series of noontime forums and presentations known as the Lunch Bunch.
7. Typewriters, audio-visual equipment, and photocopiers.

In addition to these general services, the library provides the following for staff and students:

1. Reserve materials for specific courses.
2. On-line data base searches and borrowing privileges at the Oregon State University Library at no cost.
3. Library orientation sessions for classes.
4. Current tables of contents of selected periodicals (faculty only).

Library services to off-campus centers are currently under review. Library cards for students and staff are made available at the centers to encourage library use.

Media:

Media services currently available include:

1. Audio and visual equipment distribution and maintenance.
2. Acquisition of audio-visual materials through loan, rental, or purchase.
3. Production and duplication of audio and visual materials.
4. Scheduling and coordination of telecourses and teleconferences.
5. Services to off-campus centers.

Service Data:

	1983-84	1984-85	1985-86	1986-87*
Books--Vol.	42,736	43,303	44,329	44,944
Titles	37,114	37,916	38,825	39,372
Periodical Subs.	467	472	481	488
A-V Mat.	3,475	3,600	3,725	3,900
Circulation	27,224	26,478	27,575	22,517
Turnstile count	172,522	146,372	154,433	101,512**
Interlibrary Loan	793	744	790	824

The library can currently seat 192 patrons in a variety of settings: carrels, tables, lounge seating, etc.

**The turnstile was broken for three weeks.

*Data collection period is July-July; 1986-87 figures are through March.

Budget data (in dollars):

	1983-84	1984-85	1985-86	1986-87*
Personnel	267,857	289,903	310,383	324,625
Mat./Services	87,091	90,764	85,937	88,587
Cap. Outlay	32,311	12,433	10,559	25,000

Library & Media Services (% of instructional budget):

3.62%	3.73%	3.90%	4.13%
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Staff:

Overall leadership of the services is provided by the Director of Instructional Services. Day-to-day direction is provided by the Library Department Chairperson and the Media Specialist.

Library:

The library staff has three librarians, all of whom are faculty members and hold the Master of Library Science degree from ALA accredited library schools. Their areas of major responsibilities are Public Services, Technical Services and Acquisitions, and Special Projects. Special Projects currently include the Marine-Valley Health Information Network (MarVHIN), the Consumer Health Information Project (CHIP), and International Education and Services.

There are five classified staff members in the library, including the division secretary. In addition to general duties, they have specific responsibilities in the areas of Circulation Coordination, Interlibrary Loan, Reserve Materials, and Cataloging. The library also has about seventy hours of student Library Aide time per week devoted primarily to Shelving, Periodicals, and Circulation.

Media:

The Media Specialist, who is a faculty member, has a Master's of Science in Instructional Technology. He works with faculty and staff to identify specific instructional needs and to obtain appropriate non-print resources for the collection. Support staff include an Equipment Technician and two Media Clerical Specialists. They provide and maintain relevant equipment for instructional use, as well as provide other media services as needed. Support for these activities is supplemented by ten to fifteen hours of student Media Aide time per week. During the last five years, the Media Services Department eliminated one and one-half positions responsible for photographic and video production of instructional and promotional programs. Demand has continued for these services, but staffing is not adequate to support all activities and requests.

Resource Needs and Collection Development:

Resource needs are determined by the professional staff (librarians and media specialist) in consultation with faculty members, division directors, and other staff members. Each professional staff member has been assigned to be the

liaison with specific college divisions and off-campus centers. They meet with these groups periodically to elicit information regarding resource needs as well as to answer questions and provide information about policies, procedures, and services. Faculty members are also encouraged to make prioritized recommendations for acquisitions at any time. A suggestion box for acquisitions has also been established in the library for use by students and other patrons. The Acquisitions Librarian and the Media Specialist have responsibility for decisions regarding acquisitions in their respective areas.

The library is currently participating in the Pacific Northwest Conspectus Database Program but has not yet proceeded very far with the assessment of its collection. Weeding has occurred, but an overall plan is needed and will be developed following the current collection inventory.

Equipment:

Maintenance of equipment is primarily carried out by the Media Services Equipment Technician or via maintenance contract (e.g., for photocopiers). Equipment is replaced or upgraded when a decision package request is approved or other funds become available. Regularly scheduled replacement of equipment has not been established as part of college policy.

Materials and Services:

All materials and services of the Learning Resource Center are available for use in the LRC by students, staff, and the Linn-Benton community. Some materials and equipment (video tapes, magazines, etc.) may only be taken out of the building by faculty members. Departments which have heavy demand for use of media materials (Mechanical Technology, Drafting, and Nursing, for example) may have materials checked out to their labs on a permanent basis. Library cards, which are free to all residents of Linn and Benton counties, are stamped to identify the status of the borrower.

Budget Preparations:

College procedures regarding budget preparation are followed by the Instructional Services Division.

Performance Evaluations:

Performance evaluations are carried out following college procedures for the various categories of employees involved.

Staff Development:

Staff development in Instructional Services is of the utmost importance because of the rapidly changing nature of the library and media fields. Professional and classified staff members are strongly encouraged to participate in activities (such as classes, workshops, and conferences) which further their development. Release time for these activities is allowed, and some funding is provided for staff development from the division's travel budget. Faculty and Classified Professional Development Funds may also be requested for these activities. Additional staff development activities are developed within the staff whenever possible and appropriate.

ANALYSIS:**Goals and Objectives:**

The library and media services staffs attempt to serve the needs of the students, staff, and the community through a variety of resources and programs. The college goals of cooperation with other educational institutions is furthered through cooperative programs with medical and public libraries in the area (MarVHIN and CHIP projects), a cooperative borrowing agreement with Oregon State University, an expanding interlibrary loan program, cooperative media and telecommunications activities, and active participation in area professional associations. The services also contribute to the college's transition to greater use of new delivery systems for information, on-campus electronic searching and acquisition, and off-campus exchange of information.

The goal of meeting the needs of adult students is addressed by attention to the creation of an appropriate learning environment in the library and continued efforts to develop procedures and staff attitudes which are responsive to adult needs. In addition, the Media Services Department has actively supported the growth of a successful telecourse and teleconferencing program for the off-campus students (as reported in the Telecommunications section of this study). The college goal of placing a greater emphasis on staff development has already been addressed above. The college

goal of developing effective community linkages is furthered primarily through the efforts of the Public Services librarian and other staff in speaking to community groups, being active in various non-profit organizations, and by providing information and referral services to the community at large. Finally, the recognition of the importance of the off-campus centers, and the assignment of a lead role in developing library and media services for those centers to the Special Projects Librarian, should greatly contribute to the college objective of improving services for off-campus users of college resources.

Staff:

Library and Media staff members are well qualified for their roles by nature of their education, training, and length of experience. The services are currently appropriately staffed with professionals specifically qualified to take lead roles in public services, cataloging and acquisitions, special projects, and media services. However, there is a pressing need for time for these same professional staff members (or additional staff) to undertake the following important initiatives: outreach to the college instructional staff, both on-campus and off; long-range planning essential to appropriate collection analysis; modernization and automation of the library; and increasing accessibility of information in various formats for the college staff, students, and community patrons.

Classified staff members are also outstanding, having proved their versatility by accepting and mastering a variety of new roles and changing work patterns as the impact of the information revolution continues to be felt in library and media areas. Again, the need for continuing professional development opportunities and support must be stressed.

Members of the staff are involved in college organizations and activities and have contributed a large share to the leadership of college committees and their respective staff associations.

Holdings:

The size of the book collection is appropriate and adequate for a college of this size. However, the aging of the collection is of growing concern to both the library and other instructional staff, particularly those in rapidly changing technical and health fields. In some cases new instructional programs are served by only a few books, and budget constraints continue to limit the ability to serve faculty and

staff as well as possible. There is a continuing need for formal library and Media Services input as new programs and courses are approved.

The periodicals collection is adequate for current needs. Staff members monitor the subscriptions, gathering advice from instructional staff and eliminating or adding titles as new or changing programs require them. Expanding the periodical holdings will be increasingly important as the most effective way to provide current information in rapidly changing fields. There is also an increasing need to replace paper copies of heavily used periodicals with microfilm as the paper continues to deteriorate.

Audiovisual Equipment and Materials:

The quality of equipment currently available ranges from poor to good. The Learning Resource Center is far from being a state-of-the-art library or media center, although most college needs are usually adequately met. A plan to replace equipment on a regular basis and adequate continuing funding to support such a plan are both necessary to enable the LRC to reach its service goals. New programs and services, such as making on-line data bases available for reference and other searches, will require additional equipment.

The LRC provides good to excellent services within the limits set by staff size, equipment, materials, and budget. All procedures are currently being reviewed for both efficiency and user-friendliness. There is a felt need to provide more and better on-line searching services, with a long-range goal of hands-on searching by the individual patrons. Automation of the library and the use of videotape for library orientation and instruction is beginning to be seriously considered as a means to make the best use of the staff.

The rearrangement of the library last summer, as a by-product of the installation of new carpeting, resulted in a welcome repositioning of the book stacks, periodicals collection, study areas, and lounge seating. The result has been a more attractive, inviting, and efficient library. Rooms for small group study and, ideally, a separate room for quiet study are still needed. The media area, however, has become cramped as a result of losing space to Printing Services last summer. Remodeling the studio is important to the improvement of teleconferencing capabilities.

LRC staff continue to make the best use of the limited budget available. The budget for the purchase of instructional media materials is not adequate to keep up with demand. Some departments (such as Nursing, EMT, Physical Science, Biological Science, and Business Management) are overdue in having their collections updated. The annual base budget for books needs to be increased to eliminate the reliance on decision packages for this basic need. Likewise, with the cost of periodicals rising annually, the periodicals budget must be increased just to stay current. Materials budgets must be adequate if flexibility to respond to new programs, a hallmark of the community college, is to be maintained. Unprecedented growth of interlibrary loans necessitates increased funding as on-line costs, shipping costs, and staff time all increase. Staff development funds are necessary to enable staff to adjust to the new requirements of the computer age.

Utilization:

Use of the library continues to remain level or increase slightly in all areas except interlibrary loans and reserve materials, which have increased dramatically. However, an increase in more sophisticated information requests from both students and area residents is being experienced. The expectations of these patrons will presumably continue to rise, and the library will be pushed to meet them. As the library publicizes its role as a public library more widely, increases its visibility and accessibility to students and staff in the off-campus centers, and increases its outreach to the college's staff and students, use of the library is expected to rise.

Off-campus Centers:

The staff of the LRC is currently in the process of working with the off-campus centers to evaluate their information needs and determine the best method of meeting those needs. Inadequacies of space at most of the centers probably precludes the establishment of anything but the most rudimentary collection of materials at a center, although Media Services has done an exceptional job of providing videotapes and telecourses to the centers. Delivery systems, including shuttles and telefacsimile, telephone reference, on-line catalog terminals, and increased loan periods are all being examined as possible solutions to this on-going problem.

Effectiveness:

The liaison system with divisions which was established last year seems to be working well in providing two-way information regarding library policies and procedures. The LRC staff hopes to involve faculty in the Pacific Northwest Conspectus Database collection assessments as a lead-in to regular evaluation of the collection by faculty. The recently developed service of providing tables of contents from periodicals to faculty members has been a success and has helped them to maintain their awareness of developments in their fields.

Internally, the Director of Instructional Services meets every other week with the professional staff as a forum for consultation and decision making on all aspects of the programs of the division. In addition, the entire division staff meets quarterly to report on activities. Both the library and media staffs meet regularly to discuss problems, establish priorities, and review policies and procedures. There is sufficient opportunity for everyone to express concerns and opinions, either at these regularly scheduled meetings, at informal or formal irregular meetings, or in private. The division director has established a very open, participatory form of information sharing and decision making.

New Academic Programs:

Recent reorganization of the library, Media Center, and Instructional Computer Use areas into a new Instructional Services Division has resulted in direct participation in early college discussions regarding new academic programs. The division director, as a member of the Instructional Council, has an opportunity for input regarding curriculum issues at that council's weekly meetings. The development of a checklist system, which would indicate the adequacy of library and media materials and services or the need for budgeted dollars for instructional materials to support new programs and/or courses, has been discussed.

Planning Process:

The regular meetings of the professional staff are devoted, in part, to long-range and short-range planning. However, the current workloads of the division director and of the professional staff limit the amount of time which can be spent on planning. An important goal for the division is to improve the effectiveness of planning. Continual changes in technology greatly affect library and media services; therefore, the LRC has special needs for planning to enable

it to respond in a timely and effective fashion to changing patron and staff requirements for information.

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Instructional Computer Lab**DESCRIPTION:****Mission and Goals:**

The Forum Computer Lab is the primary on-campus facility which provides students from all disciplines with access to computer hardware and software for instructional activities. The lab has both classroom spaces, where teachers can lecture while students perform hands-on, in-class activities, and an "open" drop-in lab, where students can work independently on course assignments. The lab is also available to all staff for class preparation and administrative applications. Lab assistants are always on duty to give support to users.

The Computer Lab is equipped with a variety of microcomputers, as well as terminals which access the IBM mainframe computer on campus. Software available for use on the PC's includes programming languages, wordprocessors, spreadsheets, databases, and specialized courseware developed by staff for student use in specific courses.

Historical Perspective:

The Computer Lab became operational in 1983 after several months of planning by faculty and management representatives from across campus. The questions addressed during this planning stage included:

- a. Where should the lab be located?
- b. What hardware should be installed?
- c. How will the lab be supervised and staffed?
- d. How, and by whom, will the lab be utilized?

Current Equipment and Software:**Microcomputers:**

IBM PC, 128K, dual disk drives, 22 units
Commodore 64, one disk drive, 11 units
Apple IIE, dual disk drives, 8 units
Televideo terminals (access to IBM 4361 mainframe)
8 units

IBM PC Jr. for students' log, 1 unit

Printers:

Epson Spectrum LX-80, 2 units
Epson MX-100, 4 units
IBM Graphics printer, 1 unit
Epson FX-85, 1 unit
TermiNet 340, 1 unit
Texas Instrument Omni 800, 1 unit

Some software is available for general use.

Organization/Staffing:

The Forum Computer Lab is now a part of the Instructional Services Division. The Instructional Computer Use Supervisor is responsible for overseeing the delivery of services available through the lab; lab staff is comprised of a contracted Lab Coordinator and several part-time lab aides. The Coordinator and aides assist students and staff with the operation of computers; provide support, expertise, and encouragement; check out software and resource materials; ensure the proper use and maintenance of hardware and software; and give assistance to students in the accomplishment of faculty assigned activities.

The Computer Lab is currently open 87 hours each week, with a reduced schedule available during Summer term.

Lab Usage:

Currently, users of the lab facility are primarily students from Business Division courses. Data Processing majors, Data Entry majors, and Computer Science majors use the lab extensively. In addition, various courses offered by the Business Management and Office Technology departments are conducted exclusively in the lab (i.e., Computerized Accounting and Introduction to Word Processing). Many courses from these departments also rely on the lab for part of their course content (i.e., Automated Office Concepts, Introduction to Business, and Clerical Office Procedures).

Other divisions and departments utilize the lab to some degree. For example, there are sections of writing courses scheduled in the lab to encourage students to use word processing software as a tool in writing reports and research papers. Community Education schedules classes in the lab four evenings per week each term to provide computer-related instruction of interest to the general public.

FTE for student use of the lab is calculated by having students log in and out for all hours spent in the lab that are in addition to their regularly scheduled class hours. Because the Instructional Services Division does not generate FTE, the FTE is credited to a term line number within the Business Division. Fall term 1985 generated 14.76 FTE; Winter 1986-16.49; Spring 1986--21.5.

Planning:

In the past, the Computer Advisory Committee has had as one of its functions that of serving as an advisory board to the operation of the Computer Lab. In that capacity, the committee recommended equipment purchases that enhanced the lab and its operation.

At the direction of the Vice President for Instruction, an Instructional Computer Use Advisory Committee is now being formed. The draft statement of its role, scope, priorities, and responsibilities has yet to be approved, but this committee will address numerous issues beyond that of hardware purchasing.

ANALYSIS:

Role and Purpose:

The Computer Lab was established four years ago in an effort to centralize computer resources for instruction in a location that was accessible to the entire campus. The lab was equipped with already existing hardware as well as newly purchased equipment and was designed to be shared by staff and students from various areas on campus. The Computer Lab plays a key role in the overall institutional goals as they relate to computer literacy and instructional quality. Computer experience is becoming increasingly important in a wide variety of careers. "Hands-on" computer experience is already an important factor in most academic areas.

Quality:

An evaluation survey was developed and distributed during Spring term 1986, in an effort to get feedback from the users of the lab. The survey was completed by 275 people, including 179 users and 96 non-users, representing students and staff. The following statements are based on findings from the survey, which was the first formal evaluation done since the Computer Lab was established.

1. The number of work stations in the lab seems to be barely adequate. There are times during the day when students who are wanting to use one of the computers reserved for open use are waiting in line at a station.
2. The number of printers is not adequate, with students sometimes waiting to get their projects printed. Switchboxes added during Fall term 1986 have alleviated some of this pressure, but the printers are slow. There are no letter-quality printers available in the lab for final copies of word processing projects.
3. The equipment that is available is generally maintained in a timely manner.
4. The operating hours of the lab (which are normally 8 a.m. to 11 p.m. weekdays, 9 a.m. to 5 p.m. Saturdays, and 1 p.m. to 8 p.m. Sundays) seem to be meeting the needs of the students and staff.
5. The ability and willingness of the staff to assist users received above average ratings. There does, however, seem to be some confusion as to the role the lab aides should play. Clarification of their role by the Instructional Computer Use Supervisor, through contact with faculty whose students use the lab, is in process. An updated version of the Lab Aide Handbook is being written, and the Human Resources Office is being asked to assist in the revision of job descriptions.

The budget for the Computer Lab is currently extremely limited and is a critical issue. When supervision of the Computer Lab was transferred from College Computer Services to Instructional Services, only minor funds were simultaneously transferred. The Computer Lab is seeking additional funding for the next fiscal year through the standard budgeting process. Not only will expansion of services be impossible without additional funding, but the inevitable need to maintain and replace equipment will make it difficult to sustain services at the current level.

Utilization:

The Computer Lab is experiencing a high level of utilization by students, with the FTE generated Spring term 1986, being 21.5. This is time spent in the lab by students working on assignments and is in addition to any time they would be in the lab during a regular class meeting. In addition to this "open" time, many classes meet in the lab on a regular basis. Computerized Accounting, Data Entry, Writing, Appleworks, and many other classes meet in the lab for specific purposes throughout the term. The lab is

not well-utilized by faculty and staff for several reasons. Some of them have access to computers that are located in their offices or buildings. Others have low interest and/or knowledge in the operation of computers.

Procedures:

The institutional reorganization that placed the Computer Lab within the Instructional Services Division has opened the door for a review of all of the lab's policies and procedures. The formation of a new Instructional Computer Use Advisory Committee will, in all likelihood, also impact policies and procedures related to the Computer Lab.

Formal evaluation of the Computer Lab had not been done prior to this accreditation review. A regular evaluation should be developed and incorporated into a review process done on an annual basis.

The Instructional Computer Use Supervisor will be assuming primary responsibility for budget preparation; staff development; and development of plans for maintenance, management, and replacement of equipment. These plans will be presented to the Instructional Computer Use Advisory Committee for review and approval.

Planning:

Because the lab is relatively new, the only planning that has been done on a formal basis has been very short range in nature. The Instructional Computer Use Supervisor will be seeking the assistance of the Instructional Computer Use Advisory Committee in long-range planning and will consult them as necessary on short-range planning issues.

Cooperation:

Rapidly changing technology, including the development of software that is appropriate for a wide variety of curricular areas, has increased utilization of the Computer Lab by departments across the campus. It is important to note, however, that the danger already exists that the lab will become over-utilized (over-crowded). Long-range plans for the optimal arrangement and equipping of the lab will certainly include increasing the number of stations available in the "open" portion of the lab, as well as remodeling and expanding the classroom facility.

Training Opportunities:

Other than the regular courses available to everyone, staff included, there has been no formal process developed for training of the general college staff in the area of computer literacy. A few workshops have been conducted for staff by the TED Center through the Human Resources Office. Additional efforts should be made; the Instructional Computer Use Advisory Committee will be addressing this issue.

Future Plans:

Rapidly changing technology makes long-range planning very difficult to accomplish. There are some changes that need to be made in the very near future:

1. Purchase of additional and faster printers.
2. Assessment of future use of Commodore and Apple computers.
3. Purchase of additional computers.
4. Assessment of the need for more short-term training for the public.

It seems apparent that computers will become an integral part of most, if not all, programs offered at LBCC in the not-too-distant future. This will ultimately result in over-utilization of the lab, and it will be necessary to explore other options for providing the facilities, hardware, software, and staff to meet these needs.

ASSESSMENT:**Strengths:**

The major strength of the Computer Lab is its service orientation. Its operating hours, staff attitude, staff skills, and reliable equipment contribute to a facility which is accessible and conducive to learning.

Weaknesses:

1. The Computer Lab is in great need of additional hardware to service the volume of students and staff already using the facility. If the level of computer instruction and computer-assisted instruction increases at LBCC (and all indications are that it will), the facility, as is, cannot be considered a resource for serving that increase.
2. The existing hardware is becoming out-of-date and inadequate to run the software being used in instructional settings. PC's need to be upgraded with more memory and graphics capability.

3. The institution needs to pursue a policy regarding software copyright protection and then needs to develop a plan for acquiring sufficient "legal" software to meet its instructional needs.
4. The facilities need to be remodeled to create a teaching (classroom) space which has better attributes. Noise and traffic control problems, coupled with inadequate "elbow-room" and an insufficient number of stations for an efficient instructor salary/FTE produced ratio, make the current space undesirable to most instructors for in-lab instruction.
5. The Computer Lab has not done enough to market its own services nor does it provide enough organized instruction to new or first-time users of either computers or the lab.
6. Procedures need to be developed which help ensure that lab staff hired to provide instructional assistance are as highly skilled as possible in terms of both technical skills and communication skills. In-service for these staff to further tailor their skills to the specific demands of the lab setting is needed.

Problems:

The major problem to be addressed is the lack of available college funds to provide the badly needed remodeling, hardware, software, and staff development.

Solutions:

The wisest approach to solving these problems is probably to seek funding through two routes:

1. Long-range capitalization planning through standard college budgeting processes, and
2. The pursuit of donations and grant funds.

The Instructional Computer Use Advisory Committee should address these issues and develop detailed plans.

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INSTRUCTIONAL STAFF

Recruiting and Hiring:

Selecting new contracted faculty is a shared responsibility between college faculty and administration. When a need is perceived, departmental faculty and the respective division director draft a position description including general faculty responsibilities, position specific responsibilities and the minimum and desirable qualifications needed. The Office of the Vice President for Instruction, in cooperation with the Human Resources Department, approves the position description. The President's Council then has authority to declare the vacancy.

Standard recruitment procedures under the direction of the Human Resources Department are then employed. Applicants for the position are pre-screened for application requirements and minimum qualifications.

A screening committee, appointed by the Vice President for Instruction, then has the responsibility to reduce the applicant pool of qualified individuals to those who appear best suited for the position and to interview those finalists. A screening committee typically consists of departmental faculty and the division director. Occasionally students, support personnel, faculty from outside the department, and/or advisory committee representatives are also included. To screen the applicants, the committee utilizes criteria developed from the approved position description.

Finalists are then invited to the campus for interviews with the screening committee and the Vice President for Instruction or President. Upon completion of the interview process, the committee makes a recommendation to the President and Vice President. The President has final authority to recommend to the Board of Education the individual best suited for the position.

Criteria used in evaluating prospective faculty are directly related to the responsibilities of the specific assignment. Careful attention is paid to defining the scope of responsibilities when the position description is written and subsequently used for recruitment, screening, and final selection.

Some common types of criteria are subject matter competence, classroom teaching experience, knowledge of adults as learners, and the scope of adult learners encountered in a community college environment. In an academic transfer program, a master's degree or a minimum of 24 graduate

hours in the teaching field is required. For vocational programs, academic preparation or extensive work experience is required. In small departments, breadth of background is expected, whereas in larger departments specialties are often sought.

Some examples of specific position criteria include coordination/management experience for community lab-based programs (e.g., C.P.R.) and counseling experience with rehabilitation, veterans, or other special populations to "round out" the specialties of a counseling program.

Linn-Benton Community College, in philosophy and practice, has attempted to take a comprehensive approach toward the recruitment and selection of its faculty:

1. Recruitment guidelines have been developed pertaining to content of advertising flyers, job description content, area of recruitment, length of time of the recruitment process, dissemination area of recruitment flyers, necessity of application materials, and feasibility of timelines for the applicant. These guidelines have been reviewed on an annual basis, in total, by the Human Resources Department. Specific components of the process have been updated annually by the Office of Instruction and the President's Council. Changes have periodically been made to streamline the process while making it more effective.
2. The college has adopted an Affirmative Action plan that is periodically monitored with respect to the recruitment and selection of faculty. This plan attempts to assess Linn-Benton's progress in recruitment/composition of faculty on a district-wide basis.
3. Periodically, individual instructional divisions are contrasted against themselves, over a period of time, to appraise the progress or lack thereof in terms of faculty composition.
4. At least once a year, the Human Resources Department meets with other personnel/human resources department representatives at other Oregon community colleges with specific time being devoted to "compare notes" on recruitment and hiring processes. Differences in approaches and rationales are shared freely.
5. At least annually, representatives from LBCC's Human Resources Department attend training seminars

sponsored by the Bureau of Labor and Industries. Through this process they acquire and disseminate current acceptable recruitment and selection practices to Linn-Benton staff involved in faculty selection.

A faculty profile is given in TABLE 1, including number of terminal degrees, salary, and years of LBCC and total teaching experience. TABLE 2 indicates the source of terminal faculty degrees. The tables are presented at the end of this section.

Performance Appraisal:

The performance appraisals of all faculty members occur at Linn-Benton at least annually in writing and no later than the eighth week of Spring term. Additional evaluations may be done in individual cases at the discretion of the administration or on request of a faculty member. Evaluations are done using student assessment when appropriate (exceptions might be librarian or media specialist) and will include, but not be limited to, at least three of the following methods:

1. Written evaluation by supervisor
2. Self-evaluation
3. "Customer" evaluation
4. Classroom visitation
5. Discussion between supervisor and employee
6. Peer evaluation
7. Review of stated objectives and achievement
8. Video tape replay

The current system ("Faculty Performance Appraisal System") was developed during 1983-84 and has gone through the three years of use, study, and analysis that was recommended by the committee who developed it. The committee was comprised of six faculty members and three administrators. It was a challenging yet productive process that has led to some new instruments and processes and a better understanding of the objectives and system for all concerned.

Typically, the system begins during the latter part of Spring term of each year with each faculty member jointly setting their goals and objectives for the following year with their instructional division director. These are then mutually signed off and kept on file (termed "Work Plans"). Because of education or other activities during the summer months, a faculty member's annual goals and objectives and/or "Work Plan" may be altered during the first few weeks of the new academic year.

During the sixth to eighth weeks of Fall term, student appraisals are distributed to classes by third parties and completed. The appraisals are subsequently tabulated by the Office of Instruction. Student responses are averaged on individual items and on the composite. A 4-point rating scale is used. The tabulations are simultaneously returned to division directors and to all faculty during the first or second week of Winter term. If a division has a "trial service" faculty member (one who has been employed with the college for less than three years), three additional evaluation forms (secretarial/support staff, self, peer) will be sent out at this time and completed by the appropriate parties. "Self-evaluation forms" are optional for regular or continuing faculty. All forms are completed and returned to division directors by the end of the term.

By the second or third week of Spring term, all performance summaries are completed, mutually agreed to, and signed off. The "original" is forwarded to the Human Resources Office for inclusion in appropriate personnel files.

This is the third year of a three-year development period for this evaluation program. Following a recommendation by the original committee, a benchmark of "2.99 and below" on a 4-point scale has been used as an indicator that a more in-depth appraisal of a faculty member's performance may be required. Although final guidelines are still to be established, there have been no grievances filed concerning the evaluation of individual performance with this relatively new approach. This system appears to be acceptable for appraising the performance of faculty members.

Involvement in Instructional Policies:

Each individual faculty member at Linn-Benton is encouraged to make suggestions, comments, or formal written proposals concerning instructional policies as they feel are appropriate. Department chairs have played an additional active role in instructional policy-making through their respective instructional division directors, through formal department meetings, and at times via instructional division retreat. To encourage participation in the process, the Vice President for Instruction and Assistant to the Vice President for Instruction practice an "open door" policy, giving faculty and their representatives the opportunity to periodically meet to discuss proposed and existing instructional policies, their ramifications, and suggestions for improvement. This practice also holds true with regard to administrative rules. The Vice President for Instruction also meets weekly with the President of the Faculty Association and

accompanying officers to further discuss instructional policies and other faculty concerns.

Another source of input is the Instructional Council where the Vice President for Instruction and Assistant to the Vice President meet weekly with the instructional division directors to discuss instructional policies, practices, and other instructionally related items of importance. The President of the Faculty Association attends these weekly meetings and actively offers feedback.

Further, the President of Linn-Benton Community College meets weekly with representatives/officers of the Faculty Association (and Classified Association) to discuss proposed policy changes and related topics. These meetings have been most beneficial to anticipate and plan for changes prior to their occurrence.

The college encourages faculty input in a variety of areas which influence the instructional process. Faculty volunteers are appointed by the President to such college-wide committees as: Facilities Users' Committee, Insurance Advisory Committee, Publications Committee, Faculty Professional Development Committee, Safety Committee, Honors Committee, Student Judicial Hearing Committee, General Education Committee, as well as ad-hoc committees initiated by the President.

Prior to the acceptance and enactment of any policy at Linn-Benton, faculty officers and their association have an opportunity to read and discuss any changes or new policy proposals and to forward any concerns or comments they might have. This information is subsequently reviewed by the Office of the President prior to the approval of all policies.

Negotiations and Salaries:

Linn-Benton Community College has taken aggressive measures in the past six years to bring its compensation for faculty up to a competitive level with other community colleges in the state of Oregon. In 1981 Linn-Benton's faculty ranked 12th out of 13 colleges in salary and 13th out of 13 community colleges in benefits. By contrast, in 1985 Linn-Benton's average salary ranked 3rd among the 13 community colleges and 9th in terms of fringe benefits. At the same time faculty turnover through the years could be described as "minimal." Our philosophy is to maintain our competitiveness in the marketplace while providing a quality work environment for faculty.

Academic Freedom--Contract and Policy:

The institution adopted a policy on Academic Freedom and Responsibility on April 14, 1983. The policy states that Linn-Benton Community College faculty members are entitled to the freedom of discussing their subject in the classroom, but they shall not introduce into their teaching controversial matters having no relationship to their subject and the approved course outline.

The college policy is based on certain assumptions which include, but are not limited to, the following:

1. Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole.
2. The common good depends upon the free search for truth and its free exposition.
3. College faculty members are citizens, members of a learned profession, and members of a particular institution. When speaking as citizens, faculty members should be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. Hence, the expectation is that faculty members should be accurate in their statements, will exercise appropriate restraint, will show respect for the opinions of others, and shall make every effort to indicate that they are not speaking for the institution.

Loads:

Teaching loads are a contractual matter. An instructor's load is determined by the type of courses taught. The total hours assigned to teaching and student-related activities shall not normally exceed an average of 26 hours per week. Lecture class hours shall not normally exceed an average of 15 hours per week. Lab class hours shall not normally exceed an average of 22 class hours per week. Instructional assignments consisting of combined lecture/lab classes shall not exceed 15 equivalent hours per week, with one lab hour equal to 15/22 lecture hours.

In-House Advancement:

Procedures for selecting department chairs varies from division to division. In general, if there is to be a change in

the department chair position, the division director asks the department faculty for expressions of interest in assuming the role. The director interviews those individuals, discusses the situation with the faculty, then appoints the person who in his/her opinion would best fit the position.

Not all departments have faculty chairs. In those instances where there is not a chair, the division director assumes those responsibilities.

Professional Development:

Professional faculty development is considered to be a joint responsibility among the institution, the faculty as a whole, and each individual faculty member. While faculty accept reasonable responsibility for maintaining and enhancing their current skills, the institution accepts reasonable responsibility for providing opportunities to bridge gaps in professional expertise which occur due to changing needs of the student populations, technological changes or rapid advances in knowledge in the fields represented by our programs and disciplines, and changes in learning/teaching methodologies.

When individual needs are identified, faculty have access to a specified sum of money (\$46,355/F.Y. 1986-87) from which they can request grants for tuition reimbursement, conferences, workshops, work experience, or other reasons. A committee consisting of a faculty representative from each division reviews each application according to specific guidelines and recommends to the college President a course of action for each proposal. The guidelines utilized were developed by nine faculty committee members and approved by the college President. Any monies not expended in any given year are carried over to the next year. Departmental/divisional travel budgets are also utilized to assist faculty to maintain their skills by supporting their travel to professional association meetings and conferences. Three extended leave grants for activities requiring a leave of absence are also available for up to \$10,000 each year. Information about the 1987-90 faculty contract is available in the Accreditation Workroom.

Group in-service opportunities are offered throughout each academic year. In-service is provided each year focusing on the needs of the institution and is designed to promote organizational health. The college is closed to allow *all* staff to participate. In addition, another day is set aside during the fall before classes begin as a Faculty In-service Day. These days are designed to meet identified needs and focus

on the improvement of classroom instruction and student advising. Faculty have primary responsibility for planning these in-service activities. The faculty also sponsor noon-time brown-bags and seminars throughout the year relating to group-identified needs and interests.

The strength of the professional development programs is in the involvement of faculty in assessing their own needs and interest and then planning activities to foster growth, improve morale, and promote professionalism. Individual faculty involvement in assessing their unique needs and a mechanism for responding is a second strength. The third strength is the designed process for meeting institutional goals and specific needs through planned programs.

One weakness of the professional development program is that most activities are voluntary and occasionally "the strong get stronger" and the (relatively) "weak" do not receive the help, training, and assistance that they need.

ASSESSMENT:

Strengths:

1. The centralization of Human Resources' services allows the college to provide consistent treatment of all regular employees as evidenced by:
 - a) The new employee orientation program
 - b) The exit interview program
 - c) A collaborative approach to employee relations
 - d) A well-conceived performance appraisal process
 - e) Carefully maintained personnel records.
2. The college provides employee benefits which are flexible to meet the identified needs of individuals, thereby enabling the college to attract and retain quality individuals.
3. The college promotes involvement of staff at all levels in decision making which directly impacts their employment as evidenced by:
 - a) Involvement in recruiting and selecting new staff
 - b) The Insurance Advisory Committee
 - c) Development of appraisal processes and procedures
 - d) In-service and staff development.
4. The college supports programs to meet the self-identified staff development needs of individuals.

Weaknesses:

The one major weakness is inadequate services for part-time faculty. The number, diversity, and geo-

graphic breadth of part-time faculty have inhibited the college's ability to provide the same quality of employee services which are provided to contracted staff.

Problems:

1. Data processing support is inadequate.
2. Personal support programs to help staff in time of personal need or crisis are lacking.
3. Efforts to expand the social and cultural diversity of the learning/working environment need to be strengthened.
4. Effective means to identify group needs for professional development have not been established.
5. Effective means to more fully enculturate part-time faculty into the overall mission of the institution need to be developed.

Solutions:

1. The college is currently assessing its institutional data processing needs. The college will be addressing identified problems over the next few years.
2. Several plans to develop an Employee Assistance program are presently under development.
3. Additional recruitment sources are being included to identify under-represented populations.
4. The college is considering several alternatives to support staff development group needs. The capabilities of other departments to provide needed services are being explored.
5. A committee has been established to explore "benefits" available to part-time staff as a first step to providing better service to this group. Several additional segments of this problem are being addressed by other departments.

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SPECIAL INSTRUCTIONAL ACTIVITIES

Articulation

Articulation activities with local high schools began soon after the college was founded and for a number of years consisted primarily of high school visitations, high school financial aid workshops, and the Linn-Benton-Lincoln County Regional Skills contest, plus a challenge exam program in the Business Division-Office Technology Department.

The Regional Skills Contest is organized by the staff and faculty of LBCC with assistance from advisory committee members and is financially supported by local businesses. An entire day is spent in friendly and spirited competition among high schools in vocational, technical, and academic subject areas. Prizes and participation trophies are awarded at the final assembly. Special contests include handicapped students.

The Office Technology Department challenge exam program has served as a model for other college departments moving toward agreements with local high schools to grant college credit for high school courses that are equal to beginning college courses. From this initial effort has come a general college statement concerning such advanced credit for high school students and a philosophical statement to be acted upon by local school boards and the college Board. A description of the cooperative credits program is available in the Accreditation Workroom.

The regional planning efforts initiated by the Educational Service District Career Coordinator are also connected to the overall articulation plan. The secondary schools, LBCC, and Oregon State University have developed a five-year plan outlining cooperative use of resources in Linn, Benton, and Lincoln counties. Four curriculum areas are presently offering cooperative credit activities for local high schools: office technology, computer science, drafting, and electronics. Discussions are under way in welding, mathematics, science, language arts, manufacturing technology, and culinary arts. The intent is to eliminate unnecessary duplication, enhance retention, and attract a motivated group of students to LBCC and other Oregon colleges.

Other articulation activities include the organization of the Technical Education Counselor Association with membership open to one counselor per high school in Linn, Benton, and Lincoln counties. Once each term an organized tour is hosted at a local business or industry. A particular career preparation area at LBCC is highlighted, followed by a hosted luncheon with an industry speaker.

Articulation activities with four-year colleges and universities involve the LBCC staff and faculty participating in various professional organizations, serving on state-wide curriculum committees, and attending individual community college days held annually at the various schools.

The four-year universities in the state have a variety of articulation agreements in place with LBCC and the other community colleges. Several are general, such as the equivalent course listing from Portland State University and the associate of arts degree transfer agreement with the University of Oregon. Oregon State University has both general agreements in the area of vocational-technical course transfer and lower division curricula, plus specific agreements in which OSU Business Education and Industrial Arts Education students are required to take LBCC lower division courses which are no longer offered at OSU. LBCC also has a number of specific agreements with the Oregon Institute of Technology in such curricula as electronics and other engineering technologies.

The State System Community College Coordinating Committee, made up of representatives of two-year and four-year schools, meets regularly to discuss issues of contention and concern among the various institutions. The college is also involved with a consortium of business and educational institutions called the Action Alliance for Excellence in Education and with the Southern Willamette Research Corridor, which consists of representatives from community colleges, universities, city and county governments, businesses and industries.

Summary:

The major strength of the present LBCC articulation effort is the support and enthusiasm from the large numbers of people involved: the college, the ESD staff, high school faculty and administration, and local businesses and organizations. These large numbers also engender the greatest weakness: lack of a central focus in achieving consistency. However, the district schools are beginning to adopt a common philosophical statement with the central theme of mutual risks and benefits.

The most significant problem is the lack of a central communication network to ensure information reaching the large group of people involved. Allocation of resources will be required to maintain and expand present activities.

Evening Degree Program

ANALYSIS:

Role and Purpose:

The Evening Degree Program was established in the Fall term of 1985 as one more option for fulfilling the Linn-Benton Community College commitment of providing an opportunity for a college education to all residents of Linn and Benton counties. The primary purpose of the new program is to provide a systematic schedule of course offerings and required support services that will enable persons with daytime obligations who are seeking a college education an opportunity to do so outside the traditional daytime program.

The new program is doing well. The instructional divisions are providing the necessary curriculum at the times agreed upon. Student Services are meeting the present needs of those students admitted to the program through admissions, counseling, testing, and financial aid. Community Education--Albany Center provides the necessary administration, clerical support, and programming. The program grew from 35 to 88 fully admitted students within the first nine months. The initial objectives are presently being met. Establishment and operation of the program thus far has been accomplished with existing resources. However, expansion of the program is highly unlikely under the present conditions.

The present degrees being offered (Associate of Arts-Business Administration, Associate of Arts-Lower Division Transfer, and Associate of General Studies) seem adequate. The majority of those students admitted to the program are in Business Administration, followed by those in Lower Division Transfer, with the smallest number in the Associate of General Studies. Some inquiries have been made concerning industrial and trade/technical classes. However, the primary interest seems to be in classes rather than degree programs.

General Education and Degree Requirements:

All Evening Degree students are identified by a specific major code, and the degree requirements are the same as traditional daytime students. The program is designed so that a part-time student taking six to nine credits each term will find all required classes offered and can complete degree requirements in four years.

The program allows for transfer of credits from other institutions. However, at least 24 credits must be earned at LBCC.

Students:

The Evening Degree Program is designed for a large, relatively untouched population of adult learners. Although historical data is not available due to the newness of the program, several important observations have been made for this past year. Students entering the program have widely diverse backgrounds and different levels of education. On the average, they are older and are from a wide variety of occupations. They also enter the program for many reasons. Some have been working on their associate degree, part-time, for a number of years; some are working toward a baccalaureate with goals for a higher degree; some are preparing for promotion and/or retraining in the job market; and others are there for self-fulfillment.

Courses:

An associate degree program designed around a four-year schedule for part-time students was adopted at the beginning of this effort. The required core curriculum courses in this program are a continuation of daytime offerings. Course offerings are closely coordinated to ensure that required classes are scheduled to meet the needs of each degree program and sufficient electives credits are available to the students. Program courses are offered on the main campus, at all three community education outreach centers and other locations in district communities. Credit workshops, seminars, and telecommunication courses round out the traditional and non-traditional instructional offerings. The first cycle of scheduled classes has not been completed and a true appraisal cannot be made at this time.

Teaching:

Part-time instructors are provided an instructor in-service, orientation, and a comprehensive instructor packet which

includes college and program goals, organizational chart, procedures, and instructions about what resources and supplies are available to them. The Albany Community Education Center, located on the main campus, administers the program and is the focal point. All community education centers are open Monday-Thursday and offer support to instructors until 10 p.m.

Evaluation by the students and manager are the primary means of determining the effectiveness of an instructor. An overall examination by an advisory committee at the end of the academic year provides the program evaluation for the department.

Faculty:

There are no faculty permanently assigned to the Evening Degree Program, although many of the full-time faculty teach evening classes as part of their full-time teaching loads. The college also augments the teaching staff with fully certified and approved instructors from other nearby educational institutions and with professionals in the local area. Individual instructional divisions and community education outreach centers offer the classes, hire and evaluate the instructional staff, and collect the FTE. Evaluation of these instructors is in accordance with college policy and faculty contracts.

Facilities:

Most Evening Degree classes are held on the main campus. However, classes are also held in the community education outreach centers as well as in local community centers, churches, schools, businesses, and grange halls. In most cases the facilities are adequate, meet the need, and are convenient for the students.

Procedures:

Changes in department policies and procedures to improve the program should include: initiating a quarterly in-service meeting of those instructors involved with the program; improving communications to instructional division managers, faculty, and support staff to reduce misunderstanding and minor annoyances; improving advertising to reach more of the target audience; initiating a quarterly open house for program students in the various communities; establishing a student advisory committee.

Future Plans:

There should be rapid acceptance and growth in this program over the next three to five years. A leveling off with a low steady growth pattern will continue as long as there are adults interested in improving themselves through education. Future plans should include: surveying other institutions with similar programs for ideas and future direction; establishing a community-based advisory committee; surveying the population for immediate and long-range needs; establishing the program as an entity of its own with a budget designed for the operational support of the program; and an increasing in offerings in both core and support course areas.

Articulation Efforts:

The Evening Degree Program is an excellent example of cooperation and articulation efforts. Affecting every instructional division, department, and community education center in the LBCC educational district, this program operates without a budget, curriculum authority, centralized instructor selection and evaluation, or designated support staff. This is all done in a cooperative, articulated effort by LBCC staff to help those adults in Linn and Benton counties reach their goals.

ASSESSMENT:**Strengths:**

A major strength of the program is the ability to increase the accessibility to existing courses and provide non-traditional students the means to earn an associate degree. This program appeals to people who, in the past, would not be able to seek a degree without drastically changing their life styles.

The program provides the college a means to expand enrollment with little or no change in curriculum. Only frequency and location of course offerings need to be changed.

The college derives other benefits and positive public relations by providing area residents an additional educational option.

Weaknesses:

The major weakness is that the program was started and developed thus far with only existing resources. Presently there are no plans for additional or specific funds or other resources designated for future program needs. Because of this, the program is falling short of the goals and timelines established in the original plans.

A second weakness is the inability to offer some classes according to the overall schedule because of inadequate enrollment.

Problems:

Funding designated specifically for the program is the greatest need. Presently the program is administered through Community Education--Albany Center, and classes are offered and funded by the appropriate instructional divisions. There is very little ownership of the program by anyone because it is added to everyone's existing responsibilities. There are little if any benefits perceived because there has been no funding provided for these low profile, slightly higher cost courses.

Solutions:

1. The program should receive designated financial support for the administration, student support services, and course offerings.
2. Improved program visibility and identification are needed to attract potential new students.
3. An advisory committee should be established to provide focus and direction for the program.

Recommendations:

Establish an advisory committee with an emphasis on increasing community involvement. Use committee members for planning, promoting, and evaluating the program.

Support efforts to increase enrollment in the program. Determine where potential students might be recruited and develop a marketing strategy to reach this group.

Increase retention rates in the program. Provide the services and courses to participants that are needed to promote their success in the program.

Emphasize the quality of student outcomes--quality assurance program, evaluations, surveys, student follow-up questionnaires, and the establishment of a student alumni association can provide the documentation needed.

Honors Program**DESCRIPTION:**

The Honors Program is an interdisciplinary instructional program which introduces qualified students to methods of intellectual investigation and discourse through a series of readings, discussions, and written assignments centered around a new theme each term. A faculty team from various disciplines presents materials from the perspectives of a scientist, social scientist, and humanist. The program supplements and augments students' specialized studies,

The Honors curriculum consists of a series of three, three-credit courses (HO 250, Honors Colloquium) taught consecutively Fall, Winter, and Spring terms. While the course number and name are repeated each term, the theme around which the instruction is presented changes. For each term's instruction, three faculty (a scientist, a social scientist, and a humanist) present "case studies" related to the course theme. For example, case studies used to support the theme "Freedom and Responsibility" were China's one-child policy, the internment of Japanese-Americans during WWII, and DNA research. Time is allocated for individual presentations which synthesize the case study from the point of view of each discipline. Emphasis is placed on the interrelationships that exist between and among the social sciences, sciences, and humanities in all three topics.

The following goal statements clarify the purpose of the Honors Program and summarize the advantages to students, to faculty, and to the college:

1. To attract and retain superior students.
2. To recognize and meet the special needs of superior students.
3. To improve the overall image of the college.
4. To challenge faculty and stimulate professional growth.
5. To serve as a focal point for development of

innovative programs, services, and courses.

6. To provide special recognition and rewards for truly outstanding students.

The Honors Committee is the primary governance body of the Honors Program. Composed of representatives from various academic disciplines, the Honors Committee sets curriculum objectives, reviews and accepts specific proposals from the faculty for course teaching content, and conducts program evaluation. It also serves as a screening committee to accept students into the program and as a review committee to determine student continuation eligibility.

Administrative guidance for the Honors Program is provided for by the assignment of an instructional administrator as program director. Normally, the director serves as chair of the Honors Committee. A small budget for staffing support is maintained by the Vice President for Instruction.

ANALYSIS:

Program goals:

1. To attract and retain superior students.

The program has been successful in attracting superior students to the program; most faculty know about the program and refer their better students to it. However, the program has not yet been successful in retaining a majority of students from one class to the next class. An organized society of scholars has not been established, but the potential for an active chapter of Phi Theta Kappa remains strong.

2. To recognize and meet the special needs of superior students.

Superior students need to be challenged intellectually, participate academically with other superior students, and be more responsible for defining the breadth and scope of their own learning. The program is an appropriate response to meeting these special needs of superior students at LBCC.

3. To improve the overall image of the college.

The program has received wide-spread administrative and faculty support on campus, but has not been widely publicized off campus. A successful Honors

Program is, however, tangible evidence of a standard of excellence which should have college-wide implications, although the program is still too new to have had an impact on attracting superior students to the college.

4. To challenge faculty and stimulate professional growth.

The Honors Program has brought together some 15 faculty from divergent departments and divisions in regular and shared teaching discussion over a three-year period. New interpersonal, interprofessional, and interdisciplinary working relationships have been forged. The creation of a team-taught, interdisciplinary, thematic-based course of instruction represents a unique and creative solution to a learning concept.

5. To serve as a focal point for development of innovative programs, services, and courses.

The teaching format of the Honors Program is an innovative development. A link to the work of the Honors Committee may be seen in the reorganization of the social science and humanities degree programs into interdepartmental and interdisciplinary curriculums. Each program developed an interdisciplinary course that serves as a core program requirement.

6. To provide special recognition and rewards for truly outstanding students.

The primary reward for Honors Program students is the opportunity to enroll and participate in honors courses. Other special recognition practices, such as graduation distinctions, certificates of completion, membership in an honors society, etc., have not yet been developed.

Curriculum:

A curricular balance is assured through the assignment of three faculty representing the natural sciences, the social sciences, and the humanities to each honors teaching team. The Honors Committee also exercises control over course content by reviewing and approving the themes and topics to be used in honors instruction.

Support:

The Honors Program has adequate budgetary support. Faculty salaries are generally absorbed by the instructional unit to which the faculty member is assigned; however, a supplementary budget under the Vice President for Instruction exists to provide part-time coverage as necessary for classes given up by contracted faculty participating in honors teaching. Costs for printing, promotion, and secretarial support have been absorbed by other budget accounts and other instructional units. No honors activity has failed to occur due to lack of funding.

The Honors Committee is an advisory committee to the Vice President for Instruction who makes recommendations for staffing, curriculum development, and the provision of operational support. The Vice President's Office provides coordination of effort among the instructional units involved in the Honors Program.

Courses:

The goal of interdisciplinary study is to help each student realize that the structures, functions, processes, philosophical issues, and practical concerns of a field of study are often paralleled in other, seemingly quite different disciplines. The recognition that all knowledge is unified and interrelated and that perceptual or cognitive skills learned in the study of one discipline are transferrable to another can enhance and stimulate educational growth.

The Honors courses seek to cultivate skill in perception, critical thought, and reflection, rather than mastery of content. Usually the theme of the individual course provides the focus for these skills; students learn to think about the world using the critical tools associated with each discipline.

Examples of courses offered and the questions investigated are:

1. Transitions and Transformation: How and why is change good? When? What are the strengths and liabilities of change? Is "death" a catastrophe?
2. Form and Function: How does form (in a structure, a living thing, an art form, or a social institution) contribute to or detract from function?
3. Freedom and Responsibility: What is the difference between legal right and moral freedom? When is it irresponsible to be legal? Legal to be irresponsible? How do we make responsible choices?

Each of the Honors courses seeks to ask its questions in a variety of arenas and contexts. While this often entails spending time on the content of a specific discipline, the end result is an understanding of the interrelatedness of all disciplines.

Students:

Students entering the program are selected on the basis of some or all of the following criteria: previous GPAs, CGP scores, maturity and life experience, and a willingness to assume responsibility for learning. With such broad and, in part, non-objective criteria for enrollment, very few applicants have been denied admission. This has resulted in a wider range of ability levels than may be desirable and may account for some students dropping the course before its conclusion. In general, however, the predominant impression among Honors faculty is of eager, alert, and highly motivated student participants. Historical and follow-up data on participants is not available.

Faculty:

Faculty may be involved in the Honors Program in two ways: as teaching-team members and/or as Honors Committee members. Significant effort has been made to include a broad cross section of faculty expertise on the Honors Committee, including library and counseling specialists. While the primary role of the Honors Committee is related to governance of the program, a secondary value is that it brings together teachers of diverse disciplines and stimulates the integrative process necessary to the development of interdisciplinary teaching teams.

Honors teaching teams are comprised of faculty generally regarded as among the best in the college. The current teaching schedule reflects a different three-person team for each of the three Honors courses. The diversity and extent of faculty teaching participation is excellent. A disadvantage of such broad participation, however, may be a tendency of students to follow instructors, resulting in students entering and leaving the program as different instructors enter and leave the program.

Cooperation:

The Honors Program is interdisciplinary and therefore spans both curricular and organizational boundaries. Teaching faculty have included representatives from the Arts, Humanities & Social Sciences Division, the Science &

Technology Division, and the Health Occupations Division. The team-teaching format of the program compels intensive cooperative effort among staff throughout the college structure.

Future Plans:

The Honors Program has no articulated future plans for substantive change. The program appears to be working for faculty and students alike, and there has been no discussion about expanding or altering it. The Honors Committee will continue to seek broad faculty participation in the program and to solicit the enrollment of all qualified students.

ASSESSMENT:

Strengths:

1. The opportunity for the development and implementation of innovative teaching approaches by master teachers working together.
2. The opportunity for superior students to have a unique and challenging educational experience.
3. The instructional focus on the interrelatedness of disciplines, on thinking about and responding to questions rather than assimilating content, on the integration of the whole, on what it is to be "scholarly."
4. The stimulation of intellectual curiosity.

Weaknesses:

Within the committee there was an expression of disagreement with the concept of an Honors Program as it is currently accepted at LBCC. This view held that the designation of "honor" students in advance of the conclusion of instruction may give students unrealistic beliefs about their actual level of academic accomplishment and may, in fact, establish grading bias in their favor during the course of instruction. While this point of view supports the idea of an interdisciplinary course or program, it maintains that the word "honors" should be accorded only those students who, through their own initiatives, efforts, and abilities distinguish themselves from their peers upon their completion of a standard curriculum.

Another concern expressed within the committee was the fact that the Honors Program is discriminatory in its admissions procedures.

Problems:

There is a need to better inform the general faculty about the advantages and benefits that may derive from interdisciplinary team-teaching and to solicit their participation as Honors Program faculty.

Team-teaching across organizational boundaries can create logistical difficulties for the administrative accommodation of teachers who might wish to participate but can do so only as an "extra" duty or assignment because of other teaching requirements. A view was expressed that there may not be sufficient reward or incentive for faculty involvement in Honors teaching.

Some students are reported to have seen themselves as being "experimented upon" in some of the initial Honors courses.

Solutions:

1. Greater effort needs to be made by the Honors Committee to identify and solicit the participation of potential Honors faculty.
2. Team-building in-service programs need to be developed and presented to prospective Honors faculty annually.
3. Established courses should be repeated often enough so that they become polished and free from the appearance of "experimentation."

Recommendations:

1. To promote greater community involvement: Continue to seek opportunities to publicize and promote the program to both on- and off-campus audiences. General off-campus promotion should be withheld until the program is operating at full effectiveness. Continue to seek ways to involve community leaders and experts as resources for field trips, seminars, guest lectures, or other instructional activities.
2. To maintain or increase enrollment: Continue to make highly visible recruitment efforts so that the quality of selected students remains high within the limits of prudent class size.
3. To improve retention: Spend more time and effort in the development and application of program evaluation practices.
4. To document outcomes: Outcomes for students in

the Honors Program are largely intrinsic and personal. Results of participation do not readily lend themselves to documentation. New approaches to documentation should be investigated and developed.

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International Education and Services

ANALYSIS:

Role and Purpose:

During the Fall term 1985, the International Education Task Force was established under the Office of the Vice President for Instruction to examine current activities and programs related to international education. They were asked to formulate a recommendation regarding the direction and focus of college efforts with respect to international education.

The group recommended the establishment of an International Education Center at LBCC. The center would centralize existing efforts and resources, avoid duplication of services and curriculum, and provide improved opportunities for students, faculty, staff, administration, and community members.

The task force identified the following three components necessary for the operation of a balanced international center:

1. Educational services for foreign students and recent immigrants.
2. Global education courses and resources.
3. Clearinghouse and coordination functions.

In the initial stages of development, the activities of the center would be as follows:

Foreign and Immigrant Student Services:

1. Identify and assess needs of existing foreign students and immigrants.
2. Counsel and advise foreign students and immigrants.
3. Develop acculturation classes or sessions for LBCC faculty to advise them of the special needs and capabilities of foreign students and immigrants.

Global Education:

1. Assess institutional resources in global education which are currently available at LBCC (such as foreign study tours and faculty with overseas experience).
2. Coordinate and promote current offerings in global education.
3. Establish a global education resource library.
4. Respond to global education needs of area businesses interested in local economic development.

Clearinghouse and Coordination Services:

1. Centralize all incoming international education information from government agencies, public and private organizations, and foreign governments.
2. Network with other community colleges, universities (particularly OSU and the English Language Institute), and high schools (related to programs such as AFS, 4H, FFA, etc.).
3. Promote internal communication within LBCC. Areas of interest might include foreign study tours, dissemination of grant information, foreign languages available at centers, etc.
4. Reach out into the community to service organizations and chambers of commerce; coordinate with the Speakers Service for foreign and international topics.

The task force developed recommendations regarding minimum and desired levels for staff, budget, and facilities necessary for the operation of an International Education Center. The involvement of regular staff and a high degree of visibility were top priorities for the initial efforts.

After the international center is established, additional activities to be included are as follows:

Foreign and Immigrant Student Services:

1. Develop support and orientation for foreign students and recent immigrants.
2. Develop a TOEFL preparation program and a possible English proficiency certificate program.

Global Education:

1. Develop programs for the community which would be sponsored, promoted, and coordinated by LBCC (for example, film series, and mini-courses on current affairs).

2. Coordinate and promote curriculum development of global education courses.
3. Coordinate and promote contracted training programs for foreign agencies.

Clearinghouse and Coordination Services:

1. Streamline information transfer through use of existing information services (*The Commuter and The Communicator*) or through development of an international newsletter.
2. Manage and store information.
3. Strengthen ties with the community (through AFS, Crossroads International, international service organizations, etc.) in international education.

The success and growth of the International Center will require a higher level of staffing and budgetary support. The need for full-time staff and additional space will be an important consideration.

Beginning in Fall term 1986, International Education became a recognized function at the college. The responsibility for the program was assigned to the administrator for the Instructional Services Division and a recognition of International Education was included in the college statement of mission and goals.

An International Services Center has been established with a part-time coordinator who is beginning to compile a small resource library and establish lines of communication to the divisions and the community. The center is strategically located on campus within the Learning Resource Center. The coordinator has also been identified as the foreign student advisor. International Education has become more visible, communication of information (grants, study tours, exchanges, etc.) has begun to appear more frequently, and a focus has been established.

The Learning Resource Center was selected as the location of the International Center due to its central location and its primary function related to informational and instructional resources. Since a large number of foreign students and immigrants attend classes at the Benton Center in Corvallis, some services should also be available there.

A formal assessment of institutional resources for International Education has not been made. The resource library is quite limited at this point, although some improvements in holdings have been made. The general budgetary con-

straints inhibit any rapid growth or the acquisition of appropriate materials. The center is unable to provide adequate services regarding international issues to area residents or to businesses that are involved in international trade.

The college has joined forces with several Oregon community colleges to address the issues and needs for international education. The college is also affiliated with such organizations as the Northwest International Education Association (NIEA) and the National Association of Foreign Student Advisors (NAFSA). However, a formal network has not been established which includes community colleges, four-year institutions, and high schools.

The college has offered many related courses and programs during the past, but there has been limited coordination and promotion of activities. A newsletter has now been established for distribution within the college to help remedy this situation and to communicate to interested faculty and staff.

During this past year, there has been an increase in awareness of activities and opportunities related to international education at the college. An International Students Club has been organized and was active during the entire year; staff are involved in local and regional organizations and activities; several faculty are involved in international travel or exchanges and are supported in these efforts through the college; and a transfer level course in International Education was successfully offered during Spring term.

ASSESSMENT:

Strengths:

1. A strong commitment by administration.
2. Assignment of responsibility to a major administrator in the Instructional Services Division.
3. Involvement of faculty, staff, and students.
4. Inclusion of International Education as part of the college mission and goals.
5. An enthusiastic, dedicated coordinator.
6. An active International Students Club.

Weaknesses:

1. An initial review of admission requirements has been done, but an administrative analysis is needed to determine if recruitment of foreign students is appropri-

- ate or consistent with Board policy.
2. The foreign student advisor lacks appropriate training.
 3. Many foreign students and recent immigrants are in Benton County and are served through the Benton Center where most of the ESL classes are held.
 4. Acculturation classes have not been established for faculty and staff.

Problems:

1. The International Education program is understaffed and underfunded.
2. The coordinator is a part-time librarian whose new responsibilities have been added to existing ones without a commensurate increase in available time.
3. The program lacks adequate space, resources, and visibility. It is housed in the office of the coordinator in a corner of the LBCC Library. Allocation of adequate resources is unlikely.

Solutions:

The International Education Advisory Committee must continue to be an active advocate until more adequate staffing can be provided. Uncertainties regarding recruitment, admissions, and registration can be addressed. The college must utilize the existing curriculum while introducing new courses in global education. Expansion of available space within the current location or another location should be considered. The program should achieve greater visibility through established college-wide communications and regular releases.

Parent Education Program**DESCRIPTION:****Role and Purpose:**

Parent Education is a unique program which provides occupational upgrading for the non-paid vocation of parenting/homemaking. With an overall goal of helping to strengthen families, the program provides classes in the area of child and family studies for the district's adults and the college's lower division transfer students and provides advising for Home Economics majors.

General Education & Degree Requirements:

The program components carry out the overall mission of the Parent Education program to strengthen families in Linn and Benton counties. Each component serves a targeted population through specific educational activities.

Participatory classes involve parents and children learning together. They support parents in their roles, affirming and encouraging them in a supportive environment. These vocational supplementary classes offer opportunities to learn and practice new skills.

Discussion classes and workshops are offered in response to the needs and requests of parents. These vocational supplementary and self-improvement courses are offered in a variety of settings.

Work and family seminars are designed to assist parents in balancing their lives at home and on the job. This local project is part of a national and statewide effort responding to business and industry's need to maintain and support a productive work force.

Cooperative ventures involve parents, schools, and the community working together. The strengths of the Parent Education program are combined with those of other organizations to provide needed educational services and activities. Examples of populations served by creating such cooperative ventures include:

1. Teen parents.
2. High-risk parents.
3. Parents of handicapped children.

Examples of activities created by such cooperative ventures include:

1. Young Parent Project.
2. Parent Education PACT class at WIC (Women, Infant and Children) clinics.
3. Parent Fair.
4. Family Fun Raiser.

Parent Education Groups (PEG) is a project co-sponsored with the Linn-Benton Educational Service District and four local school districts to provide learning experiences for parents of school-aged children. Co-sponsorship with the schools enables more parents to be reached, the skills of school personnel to be utilized, and a larger support network to be provided for the project.

Human Development and Family Studies lower division transfer classes fulfill course requirements for Home Economics transfer students and are electives for other transfer and vocational students. The seven courses taught each year address the basics of human development and relationships.

ANALYSIS:

Impact on Population Served:

The program serves a broad spectrum of educational and economic levels.

Measurement of program impact presents a number of serious theoretical and practical problems in the area of parent education. National interest and concern are focused on this issue. Employment data is not relevant since the participants are already employed in the occupation of parenting. The program relies on parent self-report of program impact and anecdotal reports gathered by staff and the advisory committee. Other indicators noted over the years include the numbers of parents who have become teacher aides in the public schools or hold leadership roles in parent/teacher organizations after participating in the program.

Courses:

All courses are related to the overall objective of the program to strengthen families. The core courses consist of the participatory courses for parents of preschoolers, the "Effective Parenting" series for parents of elementary-aged children, and the course for parents of teens. Discussion classes change frequently and are discontinued when no longer needed.

The Parent Education section of the catalog needs revision. There is a great deal of inconsistency in the currency and completeness of course syllabi. The following procedures are being implemented to remedy this situation:

1. A list of all approved courses will be distributed to faculty.
2. Staff will determine which will be retained.
3. Course files which include inadequate content will be identified and materials collected or developed.
4. Procedures will be established for all future course development:
 - a) Instructors will be expected to submit course materials upon completion of the first quarter of teaching a course.
 - b) Instructors will be expected to submit a revised course outline anytime they make a significant change in a course from the approved outline.

Instructional Support:

Off-campus instruction in 27 different locations (many of which are long distances from campus) has led to the development of a number of strategies that take services to rural and often isolated learners and instructors.

The college library has approximately 100 items specifically in the child and family area. These materials are checked out by instructors and made available to parents and students at the instructional sites. A curriculum resource topic file system also provides valuable information to parents and instructors. Articles and handouts are filed in approximately 400 subjects under twelve major headings. Library, media, and other services such as graphics and printing, motor pool, and central purchases of lab materials are made accessible to off-campus instructors via courier.

A comprehensive instructor's manual is provided to each participatory instructor. In addition to a description of college and program goals, organizational structure, and procedures, the manual provides resources on adult education and a section that enables the instructor to access college support and services from their off-campus locations. The Parent Education Technician who works on campus facilitates this system.

Volunteer co-teaching and team teaching with agency staff extend services and improve the quality of teaching. Parents learn by modeling, observing, and experiential learning. At least one course is taught each quarter. The program incorporates concepts and principles of adult education, inclusive decision making, ownership of learning, risk-free environments, respect for the learner, self-selection of content, multi-media presentation, and flexible scheduling.

Evaluation:

A variety of methods are used for evaluation of program impact, student satisfaction, faculty and other staff effectiveness, and effectiveness of support to part-time faculty.

Self-reporting of program impacts by participants possesses many methodological assets. It is non-threatening and involves parents in observing their own behavior without

decreasing their feelings of competence. The questions on the form are derived from the program goals. Completion of the form increases awareness of these goals. The collected data can be graphed to generate easily read data on attainment of program goals.

All new instructors are evaluated during the first term of teaching. All participatory instructors are evaluated twice during the year using the Parent Education evaluation form. The coordinator visits every parent/child class at least once during the year. Teachers of specific classes continue to develop and utilize evaluation forms that are specific for their classes.

Using college procedures, the Director of Community Education (Linn County) evaluates all contracted faculty and staff. The Work and Family Specialist is evaluated by the Parent Education Coordinator based on the program objectives.

The advisory committee is an ongoing source of informal evaluative information. Over half of the committee is made up of program participants. The community and agency representatives report regularly on their contacts with the program and program participants.

Data on program effectiveness is used: 1) to identify classes where design is weak or problems exist and 2) to determine which program goals are not being met. Changes are made in structure, design, and teaching technique.

Participant satisfaction data is used: 1) to make immediate changes as needed and 2) to help the coordinator and instructors identify areas of strength and weakness.

The coordinator's observations of instructors provide a variety of information that is combined with data collected to identify areas of strength and weakness for individual classes, instructors, and the program as a whole. This information is used: 1) to determine in-service topics and resources needed and 2) to identify new classes and services needed. Evaluative data is integrated into program decision-making processes on all levels.

Faculty:

Three contracted faculty (2.0 FTE) provide leadership and coordination for the program. The Parent Education Coordinator provides overall leadership and coordination; she has a Master's in Child Development and twenty years of

related experience. The PEG Coordinator/Outreach Specialist coordinates the joint effort with the public schools and other outside agencies; she has a Bachelor's in Anthropology, is working on a Master's in Human Development, and has fifteen years of related experience. The Replication Specialist provides support to the process of replicating the program; she has a Masters in Child Development and seventeen years' related experience. Approximately 55 part-time faculty teach one or more classes per quarter. The Work and Family Specialist is a quarter-time person with responsibility for the development and coordination of this new project. All faculty have a minimum of a BA or BS in Human Development and Family Studies, Education, or a related field. The two instructors who teach the Human Development and Family Studies transfer classes have doctorates in their subject areas. Many of the program's other part-time faculty have advanced degrees, and all go through the normal college approval process.

The program has three classified staff (2.6 FTE) who provide essential support to the program. The campus Child Care Lab Instructional Assistant has a Bachelor's in Home Economics, a Masters in Speech and Hearing, and is working on a doctorate in Human Development. The Campus Aide must have one or more years' experience in an Early Childhood Education program. The Parent Education Technician must have an AA degree and/or two years' experience. The current technician has a Master's in Home Economics.

Facilities:

The parent/child classes require laboratories equipped as learning environments for children up to five years old. Two of the laboratories are in college-owned facilities. Eleven of the labs are in buildings which the college rents for this purpose--churches, community facilities, two privately owned buildings, and a public school building.

The adequacy of facilities used by the program varies greatly. In each case the facility is the most suitable one available in that community. Because the overriding consideration of the program is to serve families in their communities, a lesser facility in the right location is a better choice than one outside of the community.

The location of the parent-child lab on campus is an issue that is presently being dealt with by the college administration. The current location on the second floor of the Industrial Arts Building poses a number of concerns for pro-

gramming, safety, and licensing as well as participation in the federal food subsidy program. It is anticipated that a new facility will be available for the lab within three years.

Ownership of equipment in the laboratories is shared by the college, the parent groups, the owners of a facility, community groups, and the LBCC Foundation. Adequacy of the equipment varies greatly. Each site has a plan for improvement of their equipment.

In addition to the specially equipped parent/child laboratories, the program uses classrooms in eight community buildings.

Procedures:

Office policies and procedures are in accordance with those throughout the division. The absence of a current procedures manual is being addressed. Program-specific procedures are noted in a manual, but it would also benefit from an updating.

Participatory instructors receive adequate preparation regarding college and program policies and procedures prior to teaching through in-service training and an instructor's manual. Monthly newsletters and in-service programs keep them current. Work and Family instructors receive quarterly in-service, and there are plans to include PEG faculty. Presently, orientation and training of discussion class instructors is inadequate. Regular communication with discussion class instructors via newsletter or in-service would enhance the understanding of program mission, goals, and philosophy. It would undoubtedly increase the quality of these classes.

Pre-employment training in adult education is important for all instructors, as is orientation to the college, including its policies and procedures. A video program designed to orient an instructor to the college would be a real benefit.

Future Plans:

Priorities for the program include attainment of departmental status as the Department of Family Resources which includes three components: Parent Education, Home Economics transfer programs, and Early Childhood Education. Establishment of 2.0 FTE contracted faculty positions is necessary to meet program objectives as is construction of the campus parent/child laboratory.

Cooperation:

Since Parent Education is a district-wide program in a division divided by geographic areas, close cooperation with the centers is critical. The location of program services throughout the district in local communities requires a high level of public exposure. Strong relations with the Office of College and Community Relations has been important.

The Work and Family program component is housed in Parent Education and marketed by the Training and Economic Development Center. Close cooperation is essential to serving local businesses and maintaining the quality of seminars offered. Educational services to regular division students are coordinated with Counseling and Admissions. This coordination needs to be stronger and should probably be expanded to include advising of Early Childhood Education students since three of the Parent Education staff have training and experience in that area.

The program has averaged three grants per year, and close working relationships with the Business Office is essential to effective grants management. The program also generates a sizeable number of contracts for delivery of service to another organization or for rental of a non-college owned building. Contracts are monitored by the Business Office. This same office bills and collects fees for contracted services and fees related to use of the campus parent/child lab. The program administers a Scholarship Fund which is located within the LBCC Foundation. The Financial Aid Office advises and monitors this activity.

Effective use of all of the colleges services on behalf of students located long distances from the main campus is an important feature of the program which makes LBCC accessible to large numbers of district residents. Strong relationships with a wide variety of college programs and areas is essential, and these are healthy.

Articulation:

Program staff are active members of the Oregon Community College Home Economics Consortium and have played leadership roles in a number of consortium activities including the Parent Education Replication Project. The consortium meets at least twice a year and shares curriculum, marketing, and program development ideas.

Program staff involved in lower division transfer course instruction meet with the Home Economics faculties from the other two- and four-year colleges and universities at the annual Articulation Conference sponsored by the Oregon Home Economics Association. Staff have strong working relationships with staff in the other institutions.

Relations with the Home Economics staff in the secondary schools is much weaker. One person in the program sits on the Corvallis High Schools Advisory Committee. Program staff run the annual skills contest in the area of child development and act as college liaisons for other areas of Home Economics.

ASSESSMENT:

Strengths:

Instruction:

1. Experienced, well-educated, and committed staff.
2. Wide range of educational services including multiple components and variety of classes.
3. High-quality education: vocational supplementary, lower division transfer, and self-improvement.
4. Over thirteen years' experience in parent education.
5. Over ten years' experience teaching teen parents.

Community:

1. Location throughout the district with easy access for participants.
2. A diverse, committed, and active advisory committee and subcommittees.
3. Business/agency/public school interface.
4. Community support.
5. High level of awareness locally, regionally, and nationally of need for family support and help for "at risk" children.
6. Strong participant support.

Support:

1. Responsive, flexible course and schedule development.
2. Orientation, training, and support of most faculty.
3. Curriculum and library resources in easily accessible form for instructors.
4. Technological/administrative structure to support the program.

5. Strong network with home economists and early childhood educators.
6. Successful record of networking locally and state-wide.
7. Strong working relationships within college.

Weaknesses:

Instruction:

1. No career ladder--only the part-time faculty teaching positions are in the general fund.
2. Low pay due to lack of pay for required coordination and preparation time.
3. Too much educational activity is based on outside grant money and is vulnerable to discontinuation.
4. Inadequacy of providing parent education to teens apart from social services.

Community:

1. Inadequacy of many facilities for educational uses.
2. Lack of understanding of how parent education is an appropriate response to supporting families and "at risk" children.
3. Cultural stigma attached to getting help in parenting and family living.
4. Inadequate orientation, training, and support for discussion class instructors.
5. Inadequate material on file by individual course.
6. Inconsistent recognition as a vocational program.

Problems:

1. Lack of meaningful status in the college organizational structure.
2. Location of campus parent/child laboratory on second floor of IA which is opposed by the Fire Marshall and makes the program unable to meet Federal certification, thereby losing federal funds.
3. Low visibility of Home Economics transfer classes, thereby losing potential students and not retaining students interested in the Home Economics transfer program.
4. Lack of usable recognition for successful completion of Parent Education coursework, such as degree, Home Economics and Early Childhood Education; certificate, Early Childhood and Parent Education.
5. Lack of qualified family day care providers in the district with concurrent impacts on employer/employee

ability to solve child care dilemmas.

6. Instability of program due to maintenance of key positions on risky grant monies.

Solutions:

1. Attainment of departmental status. The task force recommends the creation of a Family Resource Department which would include Parent Education, Early Childhood Education, and Home Economics transfer courses.
2. Construction of a new parent/child laboratory on campus to serve as an instructional site for Parent and Early Childhood Education as well as means for meeting the child care needs of the campus community.
3. Approval of a Home Economics transfer program.
4. Approval of a Parent Education Certificate.
5. Approval of a short-term training certificate in Early Childhood Education designed for family day care providers.
6. Funding of key program positions with general fund monies: Home Economics transfer faculty, Work and Family Coordinator, Cooperative Ventures Coordinator.

Recommendations:

Improve delivery of educational services to the community through: support to off-campus staff for access to campus-based services such as financial aid, graphics, library, and media; lower enrollment limits as reasonable expectations in rural areas; rental budgets for use of local facilities to serve outlying areas; staff time for liaison with community organizations and creating cooperative ventures to meet priority educational needs; and staff time to orient, train, and support off-campus instructional staff.

Develop methods for tracking registered students so that returning participants can be identified and a more accurate profile of who is served can be established. Current methods only provide counts of those who are registered and time-consuming estimates of the actual number of persons served by the program. Routine follow-up surveys which, at a minimum, measure participant satisfaction and relevance of education would enhance program quality and provide additional accountability to the community, outside funding agencies, and college decision makers.

Telecommunications

DESCRIPTION:

Linn-Benton Community College is a member of the Oregon Community College Telecommunications Consortium (OCCTC), a state-wide consortium of sixteen community colleges and service districts that was formed in 1981 to work cooperatively to deliver credit courses to adult learners. These courses are broadcast over the state's public television system and local cable into the student's home as an alternative to attending classes on campus.

Telecourses:

A telecourse is an integrated learning system that employs broadcast television and print materials. The system is specifically designed to involve a variety of learning strategies in order to provide a complete educational experience available to students in the convenience of their homes. The courses are selected and scheduled by OCCTC for broadcast over Oregon Public Broadcasting and are televised locally on cable channels at other times.

Teleconferences:

The acquisition of a satellite dish, video projection equipment, and membership in the National University Teleconference Network has allowed LBCC to offer several live interactive video conferences in 1987-88 to the college district in such areas as business, government, health-care, staff development, and student programming.

EDNET:

Planning is currently underway to develop a state-wide system called EDNET that will link all public schools of higher education and the community colleges with live two-way video. The system will rely on either microwave, fiber optics, or satellites for distribution of programming.

The combination of campus-based instruction and telecommunications has the potential to offer all district residents an opportunity to gain access to college-level instruction.

ANALYSIS:**Role and Purpose:**

Telecourses are designed to provide district residents an opportunity to earn college-level credit through the convenience of television. The televised delivery system reduces the required amount of on-campus attendance and reaches such diverse groups as distant learners, the elderly, homebound, disabled, and people with busy schedules wherever and whenever learning can take place. Programming reaches the home through cable or open broadcast on Public Television. Copies of telecourses are also available on tape for checkout or replay on video players at the main campus and in outreach centers.

General Education and Degree Requirements:

Telecourses are offered for transfer credit through the division and department that schedules the on-campus version of the telecourse and are usually taught by the same instructor. Proportionately more courses are offered in business, where demand is highest, than in science, humanities, or social science. Currently, no vocational/industrial telecourses are offered due to the difficulty in locating appropriate materials.

Students:

Telecourse students tend to be highly motivated, with surveys indicating most are employed either full (36%) or part time (35%). Many already have college degrees (22%), and the majority (53%) have had schooling beyond high school.

The convenience of taking a course by television is a strong incentive for first-time students. Once a student takes a telecourse at LBCC, however, surveys indicate they would not hesitate to enroll in another course (82%) or to recommend telecourses to others (90%). Most students are female (71%).

Because students may be working, handicapped, living some distance from campus, or homebound with family responsibilities, on-campus activities are scheduled with the convenience of the student in mind. These are usually for review, discussion, and testing. A major advantage of the telecourse format is that it does not require extensive on-campus attendance.

Telecourse Survey:

Student surveys provide valuable information on student demographics and attitudes that has been useful in improving the quality and efficiency of telecourses. The same survey form is administered state-wide. LBCC compares well with national and state profiles, and our student profile has been consistent from year to year.

Results strongly attest to the satisfaction students have with telecourses and confirm that the courses are reaching their target population. Most significantly, 43 percent would not enroll in a telecourse if it were only offered on-campus. The remaining 57 percent enrolled in the telecourse even though, in most cases, there was an alternative on-campus section available.

Courses:

Historically, LBCC has offered from seven to twelve courses per term, and OCCTC has ranked first nationally in per capita enrollment of students in telecourses. Annual state-wide enrollment has been around 10,000 students, with about 900 being contributed by LBCC. In recent years, LBCC has ranked from 3rd to 5th in enrollment among Oregon community colleges. Over 3,000 students have enrolled in telecourses since they were first offered at LBCC.

Selection Process for Telecourses:

Instructional staff identify courses needed in their divisions and request a search for appropriate telecourse programs. The Media Specialist identifies courses or other media materials available in the requested areas and reviews other potentially useful courses for possible inclusion in the schedule. The division directors approve the courses and faculty within each division.

In selecting telecourses, several factors are considered. The video components must conform to certain technical standards such as length and number of modules. In terms of curricular needs, the telecourses must reflect a comprehensive schedule, with core needs having priority over elective programs. Past enrollment patterns are also considered. Above all else, the telecourse must be comparable in quality to existing on-campus classes.

Costs:

Costs for telecourses include the normal expenses of on-campus courses. However, telecourse materials are leased and require the payment of fees to the producer on a per-student basis. Although funds are budgeted for these costs, the budget limit determines the number of courses offered and maximum affordable student enrollment in telecourses and is the main reason that telecourse enrollment has leveled off during the last three years.

An analysis of telecourse costs reveals that they are efficient and compare favorably to on-campus courses. The cost per FTE for telecourses has been under \$2000 for the last three years. Current figures from the Oregon Department of Education report LBCC's total cost per FTE as \$3,085. LBCC ranks midway among Oregon community colleges in both categories.

Class size:

Class size may vary from a minimum of twelve to a maximum of seventy, although maximums may be set lower due to special circumstances.

Faculty:

LBCC has used full-time faculty members to teach the telecourse counterparts of their on-campus classes. As a result, the courses are comparable in instructional quality. Part-time instructors are selected on the basis of having successfully taught the on-campus version of a scheduled telecourse.

The instructor's role:

The responsibilities and challenges of an instructor in a telecourse may be quite different from those in a traditional course. To a certain extent, the instructor becomes a manager of the learning process. Materials have been developed for the instructor as well as the students, but there is ample opportunity to adapt objectives, content, and assignments to match local needs and interests. The instructor:

1. Reviews all course materials and develops supportive materials, as necessary.
2. Conducts an evening orientation session and other on-campus sessions, as needed.
3. Maintains scheduled office hours, including some evening hours, for telephone conferences.

4. Maintains periodic contact with students.
5. Monitors on-campus test sessions and answers students' questions regarding tests.
6. Assists the Media Specialist in conducting surveys of students enrolled in telecourses.
7. Evaluates the performance of students.

Media Specialist Duties:

The Media Specialist provides a coordinating link between the technological delivery and curricular components of the telecourse. He is also an important resource for long-range telecommunications planning. Among the responsibilities related to the program are the following:

1. Responds to requests for courses and works with OCCTC and others to assure access to courses and support materials selected by divisions.
2. Assists the divisions and faculty in scheduling, promotion, and operation of courses.
3. Obtains information regarding enrollment, student attitudes, and other data related to courses.

Operational Support:

The Media Services Department serves the telecourse program in several important areas, especially duplicating video tapes for replay at the centers and through the cable companies. Clerical help is available to assist in promotion and operation of the program, although most clerical/secretarial support is provided through the instructional divisions. However, there have been problems where priorities in departmental workload affected the telecourse program.

The growth of the telecourse program was accomplished without the addition of any new staff or major expenditures for equipment. Responsibilities were gradually added over a five-year period. At times this caused friction among staff as changes in job descriptions lagged behind new duties. If the program is to continue to develop, funding will be needed for additional staff and equipment.

Satellite Receiving Dish:

LBCC recently purchased an industrial grade satellite receiving dish. The three Forum classrooms are currently connected to the dish, and the Boardrooms, Takena Hall, Science & Technology Building, and Business Building soon will be.

Transmissions of telecourse programs are recorded directly from Public Broadcasting in Washington, D.C. These tapes serve as high-quality masters for distribution. The visual quality of telecourse tapes used by students in centers and on cable has been improved. Additional programming, including the teleconferencing of seminars, is accessible with the satellite dish. All community colleges in Oregon have satellite receiving equipment. The possibility of a state-wide television network may be a reality in the near future.

Cable systems:

Cable reaches over 24,000 homes on three cable systems in Linn and Benton counties. Over half of all telecourse students subscribe to cable. The main purpose of using cable broadcasting at the present time is to supplement the OPBS telecourse broadcast schedule with better viewing times in the early evening and on weekends. As a delivery system, cable has greater flexibility than open broadcast. Programs can be used which do not fit into a standard 30- or 60-minute length or are not necessarily of broadcast quality. It is possible that in the future telecourses could be run live in Albany and Corvallis via cable.

Future:

Delivery Systems--Cable: Cable is the cheapest and most readily available distribution system for the replay of taped telecourses. It is the only alternative to OPBS and the only way to distribute the amount and type of programming LBCC and its district need.

The cable companies do not charge for the use of a channel. LBCC shares time with OSU and other users in Corvallis/Albany but has its own channels available in Lebanon and Sweet Home. The college is currently at its equipment capacity with four courses being cablecast each day.

The college recently began using cable channels for its public service announcements. Live programming and short-term training may come later. The college has only begun to explore the possibilities for raising the public's awareness about LBCC via television. It could also be used for gaining support for LBCC among citizens in the district or for student recruiting.

ITFS/EDNET: ITFS stands for Instructional Television Fixed System. Also known as microwave, it is used for low power broadcasting over short distances such as send-

ing programming from the main campus to the Lebanon Center and/or a cable system. It is relatively inexpensive compared to normal broadcast television. Chemeketa, Lane, and Portland community colleges are considering ITFS. The community colleges, higher education, and industry are proposing a state-wide system for Oregon called EDNET. It would be made up of several ITFS transmitters linked together into a two-way system. Each public institution in the system would be hooked-up with all other schools.

Live programming could be modeled after that found in a classroom. The instructor would be viewed by students at sites located throughout the state. There would be two-way, interactive audio and, in one version of the system, the instructor could also view the students. Other live programming would be in the form of local or national conferences, seminars, workshops, meetings, training sessions, etc. A small percentage of the programming would be originated on tape.

LBCC's location in the mid-valley would allow full utilization of the system on a two-way, interactive basis. The system could extend programming to the district from the main campus and also from the rest of the state. LBCC would be a good receiving site from higher education and the electronics industry as well as from other groups. The college is not presently prepared to effectively participate in an ITFS system. LBCC should be prepared to accept the technology and to apply it to off-campus instruction on a greater scale. A commitment needs to be made to discussion and planning and to appropriate decisions regarding the allocation of funds. With the present budget situation, and the extent of committed resources, any changes would have a major impact on other college programs.

Teleconferences: Teleconferences fit into the concept of off-campus instruction by providing short-term training opportunities for a variety of audiences, such as business and industry, health-care workers, police, firefighters, and government workers.

Through OCCTC, the college gained membership in two national teleconference organizations: The National University Teleconference Network for higher education and continuing education and the American Management Association videoconferences for business and industry. LBCC also regularly records from the Federal Emergency Management Association and Federal Bureau of Investigation satellite system and provides tapes to those agencies for training.

More programming will be identified and made available to the district. LBCC can identify groups that need the programming and develop partnerships that will result in LBCC providing training to them. Media Services has worked particularly well with the Training and Economic Development Center to present workshops on a variety of topics for the community.

Cooperation:

During the last few years of the telecourse program, participant roles have become more clearly defined. The divisions have assumed all responsibility for curricular matters. Media Services has continued to support the technology and to develop improved delivery systems. As advocates of instructional technologies, the media staff will continue to work cooperatively with college departments in reaching off-campus students with instructional programming.

Articulation:

Telecourses are as fully transferrable for college credit as any on-campus course with the same course number. Consequently, telecourses are included in any existing arrangements with secondary or higher education schools.

A few of the telecourses have been used by students in the high schools to fulfill competencies for graduation. In some situations the courses were not available locally to the students or the students were disabled. The health (HE 250) and computer literacy (CS 121) telecourse materials have been used in the Albany high schools as part of a special articulation program.

ASSESSMENT:

Strengths:

1. Providing college-level courses to students who would have been denied the opportunity.
2. Quality of the telecourses and materials.
3. The dedication, commitment, knowledge, and experience of the media staff in support of the overall instructional program.
4. Clearly written telecourse guidelines and operational procedures.
5. Beneficial spinoffs from the telecourse program such as the acquisition of new materials and applications in technology, teleconferencing, and video disc and computer software use.

6. Membership in OCCTC, which provides assistance in the documentation/justification of telecourses, sharing of resources and information, and a basis for local and state-wide planning.

Weaknesses:

The program was created with insufficient funding on top of existing activities in Media Services and other instructional areas. This forced departments to make choices between ongoing programs and telecourses. Telecourses have survived, but not without placing additional strain on resources that are already stretched to the limit. The telecourse program has stabilized at a relatively effective level. If the program is viewed as one that should continue or expand, then these issues will have to be addressed:

1. Money budgeted to pay fees.
2. Inadequate delivery system to distant learners in areas such as Sweet Home and Brownsville.
3. A budget cap that reduces enrollment levels.
4. The need for balance in programming.
5. Staff spread too thin.
6. Inadequate equipment.

Problems:

1. Telecourse programming needs more recognition and effective use to achieve the college mission of access to education for all residents.
2. The initial "imposition" of the program continues to have some fallout, requiring program staff to extensively justify offerings.
3. Future budgets need to reflect a greater long-term college commitment to this form of instruction.

Solutions:

1. Incentives need to be developed at all levels.
 - a) Instructional Division/Department:
Adequate budgeting for instructor salaries.
Clerical support for instructors or secretaries.
 - b) Faculty:
Release time for curriculum development.
Overload pay for incremental increases in enrollment.
More support from Media Services.
 - c) Centers:
More equipment and materials support.
More clerical support.

Recognition for registering students, handing out tapes, textbooks sales, etc.

2. A continuing mandate making telecommunication a priority for the college.

Recommendations:

Telecourses are part of the solution to the problems of student retention, increased enrollment, and documented quality student outcomes. They have consistently had high enrollments and retention rates and the course surveys attest to student satisfaction with telecourses. This form of instruction should be applied more widely to appropriate instructional areas, particularly where the students have difficulty taking advantage of the on-campus curriculum.

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Training and Economic Development Center

DESCRIPTION:

The Training and Economic Development Center strives to create a strong partnership between the college and district businesses, industries, governments, and organizations. Its goals are to be a centralized contact point within the college for obtaining cost-effective, quality training at both the professional and technical levels; to participate in local economic development discussions and efforts; and to be a "front door" for segments of the community which might otherwise not be serviced by the college.

The TED Center shares one administrator with Linn County Community Education supervision; has an additional full-time administrator, one full-time and one three-quarter time clerical staff, two full-time and two part-time contracted faculty. Numerous non-contracted part-time faculty and professional training consultants are utilized to meet specific training needs.

The TED Center provides the following four types of credit and non-credit training opportunities:

1. Professional development training--These are typically one-day seminars on topics related to management issues and human resource development. The seminars are offered both to the public-at-large in college facilities and on-site for the employees of a specific organization.

2. Small business development-- The Small Business Development Center (SBDC) provides both comprehensive small-business management training and technical assistance. Activities include one-day seminars, consulting services, and a nine-month Small Business Management Program comprised of classroom sessions and on-site counseling. The center is one of a network of 18 such centers located in all Oregon community colleges, the two community college service districts, Oregon Institute of Technology, Southern Oregon State College, and Eastern Oregon State College. The network is partially funded by state and federal appropriations.
3. Short-term training-- These four-to-ten week programs provide entry-level skills to the unemployed or upgrading skills to current employees at any level and are offered in cooperation with the college's instructional programs. These programs are offered 1) to the public-at-large, 2) through contracts with specific employers, or 3) through contacts with local social service agencies.
4. Contracted training-- These programs are tailored to meet the specific need of an organization and can be either technical or professional in content. All programs are on a contract basis, with enrollment limited to the staff of that particular organization, and can take place either on-site or in college facilities.

ANALYSIS:

Role and purpose:

The Training and Economic Development Center plays a broad and unique role in assisting the institution in implementing its overall philosophy and meeting its goals. Data gathered in the evaluation process of every TED Center activity indicates that the majority of people attending these activities are attending LBCC for the first time. Thus, the TED Center assists the college in reaching out to new and expanding segments of the community it serves. Further, the mission of service around which the TED Center is organized and continues to grow has mandated responsive, flexible, tailored, and reasonably priced training to meet expressed local needs. All these characteristics of TED Center activities are congruent with and in support of institutional philosophy.

In addition, the ever-increasing FTE produced, the grant dollars generated, and the self-supporting activities of the contracted training provided by this unit all play an increas-

ingly important role in assisting the college to meet its goals.

Goals and objectives:

All activities of the TED Center are organized with the college's mission in mind. These activities are developed in response to specific needs identified through a variety of methods: focus groups which meet quarterly to assist the TED Center staff in "knowing their public"; requested training identified in the evaluation process; continual participation in community activities by staff; analysis of trends through training magazines and the activities of other similar centers in the Pacific Northwest; analysis of labor market trends; and analysis of market demand through response to previous TED Center offerings.

In addition to meeting an identified need, offerings must be capable of being delivered with a high level of quality (appropriate and available instructor, facility, publicity, timeliness, and resource materials); must offer an appropriate cost-to-return ratio in terms of FTE and tuition generated; and must be responsive to the identified need in a way which produces real and measurable results. The TED Center has turned down or modified training proposals which it felt would not produce positive results for an identified need.

Courses:

The TED Center pursues efforts in ensuring the creative participation of other components of the institution. First, the TED Center invites participation from other units on campus at several levels. The TED Center Director participates on Instructional Council, keeps the council informed of TED Center activities, and openly invites the council members and their faculties to contribute to the TED Center activities. In addition, the TED Center offers itself to these same audiences as a vehicle to try out new activities and offerings which might not otherwise fit within established curriculums or formats. When approached by any member of the LBCC staff with a proposal or suggestion of an activity, the TED Center is responsive to their proposals. When it is determined that a particular course, program, or service will be offered, the TED Center approaches both division directors and faculty members for assistance in the curriculum development process and offers contracted faculty the first opportunity to lead instruction in areas of their expertise.

Evaluation:

Every activity offered by the TED Center is evaluated, in writing, by all participants. The evaluation tool used in this process was constructed from models successfully used in other training programs. These evaluation forms are tallied and shared with the instructor and the TED Center Director after every activity. In addition, quarterly focus groups give direct feedback to the TED Center staff as to the quality, appropriateness, and effectiveness of offered activities. A final, and telling, factor of the effectiveness of the TED Center is the rapidly growing FTE it produces.

The Small Business Development Center, which is one component of the TED Center, received two independent evaluations by third parties. The Northwest Regional Lab provided an accreditation review of the SBDC to the Small Business Administration (a major source of funding for the SBDC), and the SBA provided a program review of the SBDC to the SBDC Network.

Follow-up:

The Small Business Development Center has developed a specific follow-up system for the clients it serves. All short-term counseling clients receive a mailed card when more than two months have elapsed since they received any SBDC services. In particular, they are asked whether or not the services they received were of help and whether or not any other services would be of benefit to them. The SBDC has also done an economic impact study on the clients it has served in long-term counseling. In addition, both evaluations done by third parties included follow-up information.

Short-term training program participants are tracked for as much as six months until they are able to secure employment or are referred to agencies for further training which can help them in seeking work.

Funding:

The TED Center operates on a mix of funds from the college general fund, external grants, and contracted training activities. The rationale for receiving general fund dollars to operate the TED Center is that the TED Center customers are community members who already support the college through their tax dollars, therefore shouldn't have to bear the full cost of TED Center activities that are open to the public. General fund dollars are also sometimes used as matching funds for external grants.

For the most part, instruction in the areas of professional development, contracted training, and SBDC workshops is contracted for with local private sector professionals. When LBCC full-time or part-time faculty are used, they are paid according to existing LBCC pay scales.

Future plans:

Overall, the TED Center will continue with what it is already doing. While the categories of its activities will likely remain constant, the offerings within each of these categories and the priorities among these categories will be constantly changing according to external forces and the assessed need for change. Contracted training is an area in which the TED Center expects geometrical growth; likewise, it expects that the Small Business Development Center will greatly expand its activities through its downtown facilities. It is expected that existing half-time contracted training positions will become full-time; that the 2.5 FTE positions within the SBDC will become 3.5 FTE positions; that the 1.0 FTE management position in Professional Development will remain stable, and that a half-time faculty position for Short-Term Training will be added.

Given this probable growth, the current facilities for the TED Center are imminently inadequate to provide the space needed for its expanding staff. Resources to cover the costs for the TED Center activities will continue to be based on general fund dollars, but supplemented by steadily increasing support from contracted training monies and grant funds. Future legislative sessions may give increased funding to SBDC's, which will feed the increases in that area.

ASSESSMENT:

Strengths:

Instructional Program:

1. In touch with national trends.
2. Responsive to needs of business and industry.
3. Flexible and innovative in offerings.
4. High-quality, short-term classes and programs.
5. Alternative instructional delivery methods used.
6. Co-sponsorship with other agencies.
7. Upgrading training, credit and non-credit.
8. Market-driven training.
9. On-going quality control maintained.
10. Timely offerings; cost-effective training.

Student Services:

1. Simplified registration procedures and forms, including on-line telephone registration.
2. Targeted publicity.
3. Part-time student scholarships.

Staffing:

1. Professional, highly skilled, well-balanced staff with strong customer orientation.
2. Diverse range of faculty and consultants used.
3. Risk-takers and innovators.

Community Relations:

1. High visibility in Linn and Benton counties.
2. Solid link to business community.
3. Viewed as entry point to the college.
4. Resource for community problem solving.
5. Viewed as leader in economic development.
6. Strong relationship with other economic development agencies.
7. Excellent reputation for quality services.

Relationship with other divisions:

1. Autonomy, with strong linkage and coordination.
2. Quality control jointly provided.

Facility and equipment:

1. Good location on campus.

Weaknesses:

Instructional Program:

1. More diversity in short-term training programs.
2. Much of activity contingent on external funding.
3. Limited follow-up.

Student services:

1. Simplified system for customers, cumbersome for staff.

Staffing:

1. No funds for training part-time staff.

2. High risk of burn out due to demands of being flexible and innovative.
3. Delicate balance between number of staff and number of projects taken on.

Community Relations:

1. Need for on-going marketing.

Relationship with other divisions:

1. Need to improve awareness of Center internally.

Facility and equipment:

1. Space is limited as the Center has grown.

Problems:

1. Demand for all services, particularly SBDC and contracted training, exceeds staff resources.
2. As programs have been assigned to Center, space has become severely limited.
3. Programs need to be maintained within budget constraints.

Solutions:

1. Staffing:
 - a) Be creative in staffing patterns.
 - b) Explore increased general fund support.
2. Space:
 - a) Explore alternative space on campus.
 - b) Evaluate possibility of reorganizing space.
 - c) Establish SBDC in downtown Corvallis.
3. FTE:
 - a) Re-evaluate publicity and target services.
 - b) Develop new classes.
 - c) Forge new relationships with business and industry.

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TABLE I
INSTITUTIONAL STAFF PROFILE TABLE

Number of full-time instructors	*127
Number of part-time instructors	**12
Number of terminal degrees:	
Doctor	10
Master	95
Bachelor	18
Professional license	1
Less than Bachelor	15
Nine months salary:	
Minimum	\$19,846
Medium	\$26,256
Maximum	\$34,446
Years of experience at the institution:	
Minimum	.5
Medium	10
Maximum	17
Total years of teaching experience:	
Minimum	0
Medium	12
Maximum	32

* 1 temporary

** 2 temporary

TABLE 2
NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY

	Doctor	Master	Bachelor
Arizona State University	2	3	
Barry College			1
California State University		4	1
California Poly State University		1	
Colorado State University		4	
Eastern Washington University		2	
Fresno State University			1
Humbolt State University		1	
Kansas State University		1	
Miami University		1	
Michigan State University		1	
North Illinois State College		1	
Oberlin College			1
Ohio State University		1	
Oregon College of Education		1	
Oregon Health Sciences University		1	
Oregon State University	3	30	7
Pepperdine University		1	
Portland State University		1	
San Diego State University		1	
San Francisco State University		1	
San Jose State University		3	1
Southern Oregon State College		1	1
Stanford University		1	
Suny New Paltz			1
Troy State University		1	
University of California		2	1
University of Idaho			1
University of Illinois		1	
University of Missouri	1	1	
University of North Carolina		1	
University of Northern Colorado	1		
University of Oklahoma		1	
University of Oregon		10	1
University of the Pacific			1
University of Pennsylvania		1	
University of Pittsburg		1	
University of Redlands		1	

TABLE 2
NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY

	Doctor	Master	Bachelor
University of Southern California	1	1	
University of Southern Florida		1	
University of Washington	1	2	
University of Wisconsin		2	
University of Wyoming		1	
Utah State University		2	
Walla Walla College		1	
Wayne State University		1	
Western Washington State University		1	
Western Oregon State College		1	
Willamette University		1	
Yale	1		

FINANCE, FACILITIES, & BUSINESS SERVICES

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156 Computer Services

158 Facilities

Business Services

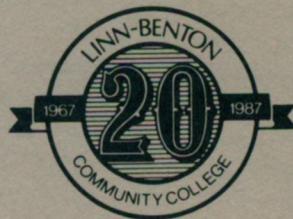
161 Bookstore

163 Printing Services

165 Food Services

166 Safety & Security

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FINANCE, FACILITIES, AND BUSINESS SERVICES

FINANCE

DESCRIPTION:

Linn-Benton Community College operates on three primary sources of funding:

1. The largest resource (42%) comes from local property taxes. A tax base was approved by the voters in 1976. That base has grown 6 percent annually, as allowed in the Oregon Constitution, so that it provided \$4.2 million in 1986-87. The second year of a two-year serial levy approved in June 1985 provided an additional \$1.3 million of property tax resources. New tax bases can be approved by the voters at the Primary and General Election in even-numbered years. A new tax base was approved by voters in November 1986 by merging the existing tax base and serial levy amounts.
2. The second largest resource of \$4.9 million, or 33 percent of the total, comes from state reimbursement that is distributed to the college based on full-time equivalency (FTE) of enrolled students. Although state reimbursement has increased in dollar amount each year, the increases have not kept up with inflation or with growth in FTE. The percentage of support has decreased from 35 percent in the last five years. When the tax base was approved in 1976, the state's share of support was 42 percent.
3. Tuition remains in the 15-20 percent range of total resources as directed by Board guidelines. There was an increase of \$1/credit in 1984-85, and an increase of \$2/credit has been approved for 1987-88. Tuition constitutes approximately \$2.4 million annually. Oregon Statutes direct that tuition at community colleges be "low" but do not dictate the dollar amount. The actual rates are set by the local college boards.

The Beginning Fund Balance is a resource that is made up by underspending the prior year's appropriations, together with any prior year resources that exceed budget estimates. The balance is important to meet cashflow needs in the

first two months of the new fiscal year and to provide some stability against revenue shortfalls. The resource has been stabilized at approximately \$1 million for the last two years. Federal resources and other miscellaneous income make up only about 2 percent of the budget.

Fiscal stability for the future is of paramount importance to the college. The two years of stability afforded by the two-year serial levy have emphasized this factor. The various tax limitations measures pending at the state level still threaten stability.

The budget cycle for Linn-Benton Community College follows budgeting guidelines established for municipal corporations in Oregon which are based on Oregon's Local Budget Law (Chapter 294, Oregon Revised Statutes). Within the process, the college has considerable leeway for staff and lay persons' participation. The college has chosen to make the process meaningful by involving staff with teams of the Budget Committee in work sessions prior to the official budget meetings. Approximately 70 percent of the dollar resources are committed to personnel contracts early in the process. Therefore, it is incumbent on those involved to be very prudent in the distribution of discretionary resources. The draft budget is assembled by the Director of Accounting & Finance with all known factors identified. Managers then make suggested changes to meet the needs of programs under their direction. Budget Teams, consisting of two Board members, two appointed lay members, one or more faculty and classified staff, and appropriate management staff review draft proposals and suggest changes to the *Proposed* document. The Budget Committee approves the budget with any incorporated recommendations. The Board of Education adopts the budget prior to the beginning of the ensuing fiscal year.

Expenditures within the institution are managed by division directors within the framework of the budget. Managers are expected to stay within the totals under their direction and to stay within the appropriations of Personal Services, Materials & Services, and Capital Outlay. Budget transfers between appropriation categories can only be accomplished through Resolution by the Board of Education.

It is necessary for the manager requesting the transfer to identify available resources within other appropriations unless the needs meet the requirements for use of Contingency as set out in Oregon Department of Revenue administrative rules.

The finance and accounting functions are heavily dependent on support by the College Computer Services Department. All software in use has been developed in-house. Budget reports are issued at the end of each month. On-line inquiry systems are being refined to allow more current status inquiries for each account.

Personnel in finance and accounting include twelve clerical and accounting staff in addition to the director, manager, and secretary.

Payables are cycled bimonthly on the 10th and 25th. Payroll is issued twice each month--mid-month for part-time staff and students, and end-of-the-month for full-time staff. The receivables function is an ongoing collection process with peak periods four times a year at the beginning of each term. The college extends credit to agencies supporting students and has an active deferred tuition payment schedule. The financial aid activities for disbursement of aid and collections of loans are demanding, with the majority of students participating in one or more financial aid programs.

The accounting function has been undergoing significant changes with the implementation of a manually posted full General Ledger for all funds; 1985-86 was the first year that the Ledger was in place. Fixed assets are not yet incorporated into the accounting system; the target date for this addition is prior to July 1, 1987.

Since Oregon's community colleges incorporate accounting systems somewhat differently than the HEGIS format, TABLES 1 & 2, presented at the end of this section, reflect the current revenue and requirements according to Oregon's format.

ANALYSIS:

Preparation and approval:

The budget preparation and approval process meets all legal requirements and is designed to involve all managers who have budget responsibility and authority. In 1985-86, representatives of the Faculty and Classified associations were

invited to participate in the Budget Team process and are continuing in that role in the current year. Broad involvement and participation is a strength of the process.

Some dissatisfaction was expressed concerning the budget process that was used during the formation of the 1987-88 budget. Steps have been taken to identify the activities and to project resources necessary to link the budget process and our strategic plan. Limited resources continue to be a frustration to staff in that the continuation of existing programs and services consumes the majority of the college resources. Flexibility in new programming and services is limited, requiring constant review of our current instructional programs and services.

Evaluation:

The accounting system is inadequate to meet the future needs of the college. However, the manually posted General Ledger in place since 1985 is an improvement over previously used financials that were formulated at year-end for audit purposes. The college is actively pursuing the acquisition of a comprehensive accounting system. Most accounting systems in place are either manual or computer-assisted. There exists no integrated system to aid staff with the heavy workload of paper transactions.

Income:

A decision favoring stability in funding was made in 1986 when it was determined to merge the 1986 tax base with the levy beyond the base into a new tax base that could subsequently be increased 6 percent annually. The voters approved the new base on November 11, 1986.

Considerable variance exists among Oregon community college districts' property valuation and capacity to support their college. The assessed values, levy amounts, tax rates, and tax dollars per FTE are shown in TABLE 2A, presented at the end of this section. The disproportionate capacity for support adversely impacts those colleges that are located in the poorer districts. The problem of this inequity has not been addressed in Oregon. Although three colleges actually have less tax support per FTE, Linn-Benton's capacity to deliver comprehensive services is limited by this factor.

Linn-Benton's total resources per full-time equivalent student have traditionally been at or below the mean for community colleges in Oregon. TABLE 3, presented at the end

of this section, shows the relative ranking for 1985-86. TABLE 3, which is TABLE VII from the State Department of Education, shows LBCC's cost per FTE to be \$336 or approximately 10 percent below the mean.

The percent of state funding has steadily declined over the past five years. The Oregon Community College Association and the State Department of Education are seeking additional state resources during the legislative session which began January 15, 1987. It is hoped that in addition to slightly better state support for the base operations of Oregon's community colleges, special appropriations will be made for major maintenance items and for instructional equipment.

Tuition resources continue at about 16 percent of totals. Low-cost tuition is maintained to ensure that community colleges remain accessible to low- and middle-income residents.

An avenue open that might result in strengthening of the college's financial position would be to pursue external funding for specific projects. For example, a Title III Institutional Aid Grant is being actively pursued at this time.

Since approximately 60 percent of total resources are tied directly to FTE (Full Time Equivalency of enrollment), an increase in enrollment has a significant and positive impact on fiscal solvency. The college will continue to explore new markets, improve retention, and generally improve marketing activities. The 4 percent FTE increase in 1985-86 resulted in an additional \$290,000 state reimbursement. Subsequently, in 1986-87 a 3 percent decrease in enrollment resulted in a \$250,000 decrease in state reimbursement. Since Oregon community colleges do not have an enrollment envelope in which to work, these increases and decreases are directly translated to improvements and deterioration in the colleges' fiscal welfare. This is a decided weakness in the funding system.

Net assets:

The net assets of the institution have been relatively stable for several years. The current Operating Fund has increased an average of 5 percent per annum over the past five years. There has been an increase in the assets of the Plant Fund, with reserves being built for future roof replacement and other major repair projects. The college has no endowment fund. The Financial Aid Fund has not increased or decreased in recent years.

Quasi-Endowment Funds:

The college does not have endowment funds. It does, however, utilize Transfers Out to move resources to the Plant Fund and the Financial Aid Fund from the General Fund. This provides the necessary local resource for each of these funds. The Financial Aid transfer has remained unchanged for several years. The Budget Committee has adopted a priority to transfer "substantial" local funds annually to support the Plant Fund. The amount budgeted for transfer in 1986-87 is \$100,000. The Plant Fund transfers were \$85,520 in 1983-84; \$116,840 in 1984-85; and \$166,500 in 1985-86. It is anticipated that Plant Fund transfers will continue at approximately this level in subsequent budget years.

Transfers into the General Fund are limited to the shares of grant funding that are available to provide local services to those grants. Totals transferred in have been \$46,680 in 1983-84; \$58,299 in 1984-85; \$84,537 in 1985-86; and \$64,461 in 1986-87.

The percentage of grant funds transferred to the General Fund is extremely small, most typically 5 percent or less. The reason for the small percentage is to maximize external resources actually going to support the grant activity. It has been suggested by the Budget Committee that this small percentage should be reviewed in light of the actual cost of providing college support. This review has not been accomplished.

Instructional expense:

The Direct Instructional Expense and Indirect Instructional Expense, both on a per FTE basis and direct dollar expenditure basis, are shown in TABLE 4, presented at the end of this section.

During the five years for which complete figures are available, the overall costs have gone up 36 percent. Direct instructional costs increased 38 percent, and instructional support increased 84 percent. All other indirect costs increased less than 30 percent.

The institution has not addressed the Indirect vs. Direct Ratio as a "problem." However, a great deal of work has been done regarding the success and retention of students, and the Indirect Instructional costs reflect the effort being made.

Costs per student:

Instructional cost per student increased dramatically between 1980 and 1985. Contributing to the increase were substantial salary increases that brought LBCC faculty from the low quartile among Oregon community colleges to, or near, the mean. During this same period, the college enrollment declined approximately 20 percent. Because the enrollment decline was across all programs, there were fewer students per class rather than fewer classes. Direct instructional costs/student and student/teacher ratios for 1985-86 are available in chart form in TABLE 5.

Enrollment stabilized in 1985, increased slightly in 1986-87, and declined in 1987-88. Increased costs/FTE are presently attributable to the cost of meeting contract obligations for salaries.

There have been no increases in budget for supplies and materials in recent years. This condition continues to strain the ability to meet requirements as they develop. If inflation were to show a significant increase, the college would find itself in a serious shortfall situation to meet increasing costs of supplies and materials.

Financial planning:

Financial planning for the period 1980-86 has been interrupted by 17 elections to obtain tax-supported operating resources beyond the 1976 tax base. (See election schedule available in the Accreditation Workroom.) In addition to disruptions created by multiple votes for levies, there have been looming threats of immediate cuts of 40 percent or more of the budget resource by state-wide tax measures to limit property taxes from the present 2.8 percent to 1.5 percent of property values.

Current and future financial planning will focus on programming within stable but limited resources. Projections have been made that forecast resources for three years into the future. These projections are believed to be accurate within ± 2 percent of what will actually be received.

The strategic plan includes the projected resources and begins to tie the goals and objectives to the resources. Any major new activity that requires significant resources must be planned at the expense of an ongoing activity or be accommodated with grant resources external to the regular primary funding.

Indebtedness:

College indebtedness is limited to the general obligation bonds still outstanding that were sold in 1970 and 1971 for the purpose of campus construction.

In total, the principal and interest remaining to be paid is \$2,465,565. Final payment will be made on this indebtedness on July 1, 1991. Planning is under way to determine a means for meeting some of the college's deferred needs with a levy that would be at a tax rate similar to the bond interest and redemption requirements.

Both the amount of this debt and the payment schedule should be considered moderate. The annual debt service levy requirement represents approximately 7 percent of the total taxes levied by the college.

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COMPUTER SERVICES**DESCRIPTION:****General Scope of Services:**

The role of the College Computer Services Department may be described by the following set of functions:

1. Development and support of administrative computer applications.
2. Operation of a central computer center utilizing an IBM 4361 mainframe computer.
3. Operation of a computer terminal network connecting approximately one-hundred terminals to the computer center facilities.
4. Support of an instructional computing laboratory providing approximately fifty workstations for student use.

Computer Center Resources:

Physical Resources: The center facilities are based on the following combination of hardware and software components:

1. IBM 4361 mainframe computer with six mega-bytes of RAM.
2. 3.5 gigabytes of online mass storage.
3. Two magnetic tape drive units.

4. A conventional high speed impact printer.
5. IBM 3812 page printer
6. Communications ports in support of 140+ terminal devices.
7. The VM/CMS conversational operating system.
8. The DOS/VSE operating system running as an administrative applications production partition under VM.
9. The CICS conversational applications monitor operating in the administrative applications partition.

Human Resources:

The Computer Center staff consists of ten individuals supervised by the director, who has overall responsibility for services. The center operates on two shifts, necessitating operations staffing for 16 hours/day. Recent reorganization has resulted in the reassignment of two individuals to user support. The development staff consists of the equivalent of four full-time staff concentrating on systems analysis and programming.

Administrative Applications:

The major portion of the college administrative operations are supported with online applications through the main Computer Center. Major application subsystems include the following:

1. Budget information and reporting system including online purchase order processing.
2. Payroll system.
3. Movable property inventory.
4. Accounts payable system.
5. Admissions/Registration system.
6. Financial Aid system.
7. Counseling/Student tracking.
8. Class scheduling/Schedule printing system.
9. College Catalog system.

There are also numerous other applications of lesser magnitude.

The college is currently considering the acquisition of comprehensive and integrated administrative applications software to replace software that has been developed "in-house" and to provide systems that do not currently exist. The new software would provide a more adequate decision support information base.

Instructional Computer Services:

The College Computer Services Department supports instructional activities in a number of ways, such as:

1. Operational support of a fifty workstation student microcomputer laboratory in the Forum.
2. Operational support of a lab in the Business Division giving Data Processing major students access to the central mainframe computer.
3. Consulting support for instructional staff.
4. Development of specialized applications such as automated test scoring, instructor evaluations, test question databases, etc.
5. Two-way phone link with OSU's Instructional Computer Lab.

ANALYSIS:

The continuity of the process of computerizing the college was broken approximately five years ago when a IBM 4300 series computer was acquired. Due to lack of compatibility with the previous college computer, the college was left without any application software and with limited resources for acquisition. The college chose to undertake the difficult process of developing the most critical operational level applications in-house. The effort resulted in relatively good success with the student registration/admissions system but less success with the financial systems. To date there are no automated general ledger or receivables systems. Since there are now well-developed comprehensive administrative systems to meet college needs available on the commercial market, the college plans to meet future major needs through acquisition. There will continue to be custom needs that will be met by college systems development staff.

All of the applications mentioned above were developed within the last five years. As most of these are online applications, the terminal network has been expanded from about a dozen terminals to over one hundred. The computer resource being delivered by the mainframe has increased tenfold in the last three years. The IBM 4361 is now beyond the point of 80 percent utilization.

The college is now considering how to address its future information system needs by adding purchased software tools and strengthening its leadership at the management level.

Cooperation:

As is implied by the above description, the College Computer Services Department works cooperatively in varying degrees of magnitude with the majority of other departments of the college. This cooperation occurs with both administrative and instructional departments.

Future Plans:

The college will acquire comprehensive integrated software as a basis for decision support and administrative processing. The following activities will be necessary to support the acquisition and to continue to meet operational needs:

1. Complete the analysis of the responses to the Request for Proposals to meet the software/hardware needs.
2. Continue to enhance existing systems not scheduled for replacement within twenty-four months
3. Develop a comprehensive information system plan to address future management information system needs and to develop delivery strategies.
4. Establish a resource allocation plan to assure the successful implementation of new hardware/software.
5. Apply computing resources to support institutional research activities and to improve student success through appropriate interventions.

ASSESSMENT:**Strengths:**

1. High stability of the computer services resource.
2. The comprehensive nature of the scope of services from mainframe data processing to microcomputer maintenance as well as student computing.
3. Specialized applications designed for unique institutional needs.
4. Extended hours of operation beyond prime-time shifts.
5. Prompt response to operational problems experienced by users.
6. A broad selection of staff skills for user consulting.
7. An economical approach to student computing through shared mainframe.

Weaknesses:

1. Resource constraints.
2. Inadequate resources for staff training and development.
3. Lack of an adequate user support staff separate from development staff.
4. User expectations beyond available resources.
5. A serious need for accounting software upgrading.
6. A mainframe computer near its capacity.

Problems:

1. Keeping pace with technological changes.
2. Inability to replace experienced staff members with persons of equivalent experience.
3. Integrating new software with existing software.
4. Development of a college-wide network for computing.

Solutions:

1. Allocate resources for application software upgrades. Establish staff training budget.
2. Consider proper classifications of positions.
3. Interface existing and acquired software by bridging between common data elements.
4. Establish a computer network planning group.

Recommendations:

1. Use college computerized data bases to get data on student outcomes.
2. Develop telephone registration to promote enrollment.
3. Expand off-campus on-line registration.
4. Consider offering computer services for the benefit of the community.

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FACILITIES

Under the direction of the Director of Facilities, the division functions with four major departments, as follows:

Administration:

The department consists of five employees: Director of Facilities, Facilities Coordinator, Facilities Secretary, Cleri-

cal Specialists (2). Administrative tasks include:

1. Prepare and administer a consolidated budget for the Facilities Division operation.
2. Monitor and administer utilities for all campuses.
3. Monitor and administer telephone systems for all campuses.
4. Prepare and maintain a space inventory of all LBCC properties.
5. Monitor and report on building space utilization.
6. Implement and maintain appropriate fire protection systems/programs.
7. Monitor and administer all motor pool procedures for programs that provide transportation for the campus.
8. Provide computerized management information systems for Facilities Division use.
9. Coordinate service for typewriter repairs campus-wide.
10. Provide mail service for both inter-campus and U.S. mail.
11. Administer shipping/receiving needs for the campus.
12. Coordinate new construction/remodeling planning and supervise as needed.
13. Maintain all construction records/documents (e.g., plans, specifications, contracts, warranties, etc.).
14. Recommend purchases of needed Facilities Division equipment/materials/etc.
15. Coordinate identification, documentation, and disposal of all hazardous materials.
16. Administer all campus key systems/requests for keys/lock functions/record-keeping through a computerized system.
17. Coordinate inspection required by the Oregon State Fire Marshall and follow-up/verification of hazard abatement.

Maintenance:

The Maintenance Department conducts a comprehensive college-wide maintenance program. All maintenance and repairs to buildings on the main campus and at the centers are accomplished by this work force. Outside contractors, under supervision of the Maintenance Department, accomplish most of the remodeling and renovation.

The Maintenance Department is headed by the Maintenance/Grounds Supervisor who supervises the staff and manages the projects. Six staff members fulfill the maintenance responsibilities. Staff have expertise in electronics/electrical maintenance, plumbing, and carpentry. With su-

pervision bridging both maintenance and grounds, it is often convenient to utilize staffing across the departmental lines where the need is the greatest.

Some of the typical programs accomplished by this department are:

1. Heating, ventilation, and air conditioning operation and maintenance.
2. Maintenance of electrical systems.
3. Job Order requests by campus staff.
4. Motor pool vehicle maintenance.
5. Co-maintenance of telephone systems.
6. Compliance of safety (hazard abatement).
7. Maintenance of fire alarm and clock systems.
8. Moving services and room set-ups.
9. Accommodating needs of access for the handicapped.
10. Special projects.

Grounds:

The Grounds Department provides a planned program of grounds care: care of shrubs, plantings, and trees; trash pick-up; parking lot cleaning/maintenance; all sidewalk maintenance/cleaning; and exterior window washing.

The Grounds Department is staffed with a Maintenance/ Grounds Supervisor (responsibility for both departments), a Lead Groundskeeper, and two Groundskeepers. During the growing season, it is necessary to utilize up to twenty temporary workers for groundswork. The college provides Learn-and-Earn opportunities for LBCC students who will return to college enrollment after the summer break. The campuses are sited on 123 acres of land, most of which is landscaped. The Grounds Department provides special parking, ramps, and other improvements to make access to campus easier for the handicapped.

Custodial:

The Custodial Department has a Custodial Supervisor, one Lead Custodian, and fifteen Custodians.

The department provides custodial services to all areas of the main campus except certain designated vocational lab areas. The custodial effort contributes greatly to the longevity of the building furnishings. This effectively postpones the need to expend funds for the replacement of furnishings and contributes to the ability to apply resources to instructional programs. The Custodial Department al-

so contributes to cost savings by providing surveillance of the campus during their shift and reducing the need for security staff.

Proper maintenance of college grounds and facilities serves to create good first impressions with students and the public as well as to indicate a protection of the taxpayers' investment. A clean, well-maintained environment enhances the efforts of students and staff.

ANALYSIS:

The Facilities Division has been and continues to be cognizant of the needs of the college. It serves all the physical needs that a totally comprehensive college such as Linn-Benton Community College demands.

The Facilities Division has adopted a participatory management style. All full-time employees belong to their respective participatory committees—one for each department. Using the reasoning that the person doing the work is the person most likely to know what solutions might be applied to solve the problem, the committees meet weekly to review the needs of each assigned task. Reports are made of each meeting and forwarded to the director. The director in turn meets each week with the supervisory staff to ascertain how recommendations of the committees can be supported.

To increase communication within the division, each participatory committee appoints one member of their group to serve on a joint participatory committee that meets each month. At this meeting, information is exchanged regarding activities of each department. This assures that the action of one department will not adversely impact another department without having been discussed and resolved.

The Facilities Administrator, through quarterly meetings of his peers from other institutions, ascertains that the procedures used by the Facilities Division do in fact conform to the standards of the industry. The agenda for these meetings provides critical information for innovative approaches to operation and maintenance of physical plants.

A state-wide study of space utilization information, maintained by the State Department of Education in Salem, provides information that may be required for capital improvement needs. Submissions of requests to the State Department of Education for capital assistance is dependent on this information. An annual upgrade of the college's space utilization document is submitted to the agency.

Linn-Benton Community College's future building plans are described in a Long Range Facility Update Plan (available in the Accreditation Workroom). This document describes inadequacies in our facilities that need to be remedied. It also lays out a schedule that might be followed to meet these needs. It does not, however, address the features of the college that are particularly good.

The college continues to provide facilities that are spacious. The architecture of the main facility protects occupants from inclement weather as they go from building to building. The grounds continue to be a pride of the community besides providing areas of solitude for students and for classroom activities. Athletic fields and a wellness trail further provide for the well being of those who use the facilities.

Parking areas are adequate to accommodate all automobiles used by students and staff. Energy management systems control the environment for year-round comfort. Furnishings, for the most part, have been upgraded or are in good repair.

The college has reacted to the 1986 Space Utilization Study by accomplishing about one-half of the recommendations. This helps to assure that the highest and best use is made of the space available. It is hoped that state funds will become available so the deficiencies described in the Building Improvement Request Document can also be corrected as soon as possible.

The Facilities Division's entire structure is designed to respond to and provide for the needs of students and staff. All procedures and forms used to respond to requests for service are simplified to facilitate their use. The division relates well with the student body through the utilization of many students in its workforce. The division promptly reacts to student requests through "Pass the Buck" communication. Members of the division are always receptive to requests for interviews by the student newspaper staff for information regarding services.

Although the grounds at the college are maintained at a level of excellence, general maintenance and housekeeping have not been able to attain this high standard; however, both operations are acceptable. The size of the staff providing the services has been reduced, and this has created an overload that cannot be overcome by the staff now available. The administration has acknowledged this problem and is reviewing a staff increase.

It has become quite apparent that the participatory management style, now used by the Facilities Division, has improved both productivity and morale. Staff involvement in problem solving has "personalized" the need to perform quickly and in a professional manner. Cross-training in the Administration Department also provides a first response service. There is no longer a need to transfer calls for service to another staff member because the person answering the request "doesn't do that job." This has substantially raised the competence of the Service Center in the eyes of students and staff. The "bringing together" of the administrative staff into one office has increased the ability to serve the "customer" better. There is always someone on duty.

The computerization of most functions of the Service Center (administrative staff work) has made it possible to accommodate the heavy workload. A recent systems analysis by advanced students in Data Processing has developed a unified organization of the Facilities Division's management information system. The division has been praised for its involvement in computerized management.

The Facilities Division maintains a series of general goals that pertain to both students and staff and to the protection of the taxpayer's investment. It is a comprehensive and demanding list of goals to achieve. The division does a good job of responding to these demands.

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BUSINESS SERVICES

Bookstore

DESCRIPTION:

The mission of the Linn-Benton Community College Bookstore is to support the academic goals of the institution by ensuring the availability of textbooks and materials needed for courses offered. The objective is to provide such educational materials at a cost which is low and yet at a level which assures the continued delivery of materials and services through sound management practices.

The bookstore is located on the first level of the College Center building and occupies 3535 square feet of space with 920 square feet devoted to warehouse and shipping and receiving activities, 2,315 square feet to the merchandise

and sales area, and 300 square feet to office functions. The space was remodeled in 1982 and has proved to be very efficient. The customer flow has proved to be most effective.

The prime function of the store is the operation of a textbook department, which stocks required texts and supplemental books that accounted for 78.9 percent of the annual sales in the 1984-85 fiscal year. In addition to the texts and supplemental books, the store also stocks a section of general interest books.

Basic class and college supplies are an important and ever changing section of inventory within the store, with 14.5 percent of Bookstore sales in this area and \$29,771 being spent by college departments for needed office supplies in the 1984-85 fiscal year.

In addition to books and supplies, the bookstore carries a number of specialty and sundry items, such as gifts, greeting cards, candy, souvenirs, and clothing, on which a higher margin is possible.

The bookstore also provides special ordering of needed books or materials which are not normally carried as part of the inventory.

The pricing policy of the bookstore operation is to set prices at a level that adequately ensures income to cover the direct operational costs of staff, supplies, merchandise, inventory growth, equipment procurement, and other related operating expenses.

Textbook pricing on new books was recently changed to a level 2 percent below suggested retail price, with the prices of used books being set at a rate 25 percent below the cost of new books. Prices on other merchandise are slightly less than comparable prices of merchants in the local area. Purchases by college departments receive a 20 percent discount on office supplies and related items.

Gross sales in the 1985-86 fiscal year amounted to \$808,182.78. This represents a dollar increase of 40.7 percent since 1981. During that same period, the direct operational expenditures increased by only 34.4 percent as some staffing reductions and reassignments were required to accomplish the low level of increase.

The bookstore is funded as a separately sustained operation, and comparisons with other like institutions have shown that the LBCC Bookstore generated fewer dollars per mer-

chandise dollar expended and generates more dollars for each personnel dollar expended. This reflects an efficient operation which offers its merchandise at a lower cost than similar community colleges in Oregon.

The bookstore is staffed by four full-time employees with additional support staff in the College Center Office assisting with fiscal functions.

The bookstore should remain fiscally sound and continue to provide needed services to the college community.

ANALYSIS:

The fiscal soundness of the bookstore operations has strengthened over the past six years due to a reduction in personnel costs and a reduction in slippage. The reduction in staffing was undertaken as a result of declining enrollments within the college and a need for the bookstore to become more efficient in its operations and in its utilization of personnel. The slippage factor was addressed through the modification of certain inefficient procedures. Both actions have resulted in a solvent operation without a significant reduction of services to students or the college community.

Sales for the fiscal year which ended June 30, 1986, amounted to \$808,182.78, a substantial increase from the previous year's \$718,106.98. Such increases in dollar flow are primarily the result of increased prices as set by the publishers and do not necessarily result in greater "profit" to the bookstore. However, such a cash flow coupled with the reduction in operational costs resulted in a beginning fund variance for the year of \$93,123.22. As a result of the Bookstore's fiscal position, it was determined that prices on new textbooks would be set intentionally at two percent below the publisher's retail price. This action, coupled with the fact that the pricing practice of the bookstore never included shipping costs in determining textbook prices, has resulted, we believe, in the LBCC Bookstore offering the lowest point of sale prices on new textbooks within the Pacific Northwest.

During the 1986-87 academic year, the Campus Services Committee was established. This committee, which is representative of faculty, student, and management, addresses policies, procedures, and concerns relative to the operation of the LBCC Food Services, Bookstore, and Printing Services. This committee has been most effective in its deliberations to date.

It is anticipated that the LBCC Bookstore will continue to offer excellent service to the students and the college community and at the same time remain in a sound fiscal condition.

There are currently no plans for expansion of the bookstore. The college enrollment has stabilized and the facility is functioning most efficiently. New directions in sales and services being contemplated center around the utilization of bookstore resources to develop a low-cost leasing program to provide equipment to various departments within the college. Such a venture would aid the institution in that it would not have to dedicate substantial funds in any one year for certain capital expenditures.

ASSESSMENT:

Strengths:

The bookstore is strong in the variety of the books and merchandise offered and in the efficiency of its merchandising. The pricing level is viewed very favorably relative to other bookstores at similar institutions. The appearance of the Bookstore is also noted as a strength as well as the manner in which the supplies are provided to the various college departments through the bookstore operation.

Weaknesses:

During the peak periods (approximately two days) at the beginning of each term, there exists a high degree of congestion within the bookstore. This weakness exists due to the limited size of the bookstore and the efficiency of the merchandising space. Additionally, some current manual systems are not at an acceptable efficiency level during certain periods of the textbook ordering process.

Problems:

The lack of data processing applications is currently a problem area in that the current manual system of book orders tends to demand a great deal of processing time. Another problem is the lack of instructor's commitment in meeting deadlines for textbook and supply ordering.

Solutions:

The bookstore staff will be pursuing the securing of an electronic data processing system which will meet the current needs of textbook ordering and inventory control. The staff is also communicating with the instructional staff to sensitize them as to the problems related to their delaying the placement of textbook and supply orders.

Printing Services**DESCRIPTION:**

The goal of Linn-Benton Community College Printing Services is to support the instructional mission of the institution by providing services in the preparation of printed materials. The objective is to provide such educational and other necessary materials at a quality level and at a cost which is low and yet at a level which assures the continued delivery of materials and services through sound management practices.

The Printing Services also provide opportunities for students of the Graphic Communications instructional program to have practical hands-on experience in their career field.

Printing Services includes three departments, bindery, typesetting, and printing, which produce printed materials to meet the instructional and administrative needs of the college.

The service functions currently provided include bindery, camera-ready mechanicals, typesetting for certificates, quick-printing, and multi-color printing.

Printing Services was recently relocated to the first level of the Learning Resource Center and occupies approximately 1,578 square feet of space.

Current equipment includes a complete darkroom facility, folding and staple machines, an offset printing press, an offset duplicating system with plate maker and collator in-line, off-line collators, spiral bindery machines, typesetting systems, paper cutter, electrostatic platemaker, and lighted layout tables.

The staff is composed of five employees assigned at an FTE level of 4.75. Additional assistance is provided utilizing student employees as well as Cooperative Work Experience (CWE) for Graphic Communications majors. The College Center Office personnel also assist in fiscal operational matters.

The service became a fully cost-centered, separately sustained operation in 1982, with the college providing space and utilities at no cost. At the time the unit became cost-centered, there was an approximate 54.1 percent decrease in dollars.

ANALYSIS:

The LBCC Printing Services is a very efficiently run, separately sustained operation. The service has operated as a cost center since 1982 and as such has maintained its solvency even at the beginning when there was a significant decline in the utilization of the services due to user fees being applied. The initial drop in expenditures from 1981-82 through 1983-84 was \$78,292 and resulted in significant savings to the institution. However, at the same time, such an initial reduction in usage by the college departments resulted in a reduction of revenues available to the operation. Printing Services was able to weather the initial decline through cost-cutting actions including reduction in staffing levels.

Although there was an initial period of adjustment to cost centering of the Printing Services, the operation has always maintained a solvent position. The production levels within the operation have increased and staffing levels have been adjusted proportionately.

Pricing for the services is set with two basic concepts in mind. First, the cost must be less than that of local commercial shops for providing the same service. Second, the prices must be at such a level to cover all direct and indirect costs of the operation. Pricing on convenience services for the general public is set approximately 20 percent higher than the standard charge.

Customers who wish their items to be duplicated in a very short turn-around period are charged an additional 20 percent for such service. This charge was established to cover additional costs which result from a need to maintain already established deadlines and prevent a backlog problem for job orders which have been previously scheduled. The additional charge helps to maintain low costs for the users who are able to work within usual time-lines.

In the fall of 1986, Printing Services moved to a new location within the Learning Resource Center. The new location, although smaller in size, is configured in such a manner that the layout of the equipment is much more efficient. The new location has also afforded better access to the services offered to students and staff.

The staffing of Printing Services is at a 4.75 full-time equivalent level with assistance from students in the work-study program. Students enrolled in the Graphic Communications instructional program may also work within the operation through the Cooperative Work Experience program.

The equipment within the Printing Services is relatively old but has held up fairly well. There has been an upgrading of equipment in the bindery area with the addition of a new shrink wrap machine, a used paper folder, and a speed stapler.

At the time the operation went to a cost-centered basis in 1982, the Printing Services staff and management made direct efforts to inform the college community about its new operational procedures, timelines, and changes. These efforts have continued with very positive results and greatly increased use of services.

Evaluations which have been returned by customers have been most positive relative to quality of product being produced and the manner in which the staff serves its customers. The evaluations indicated that customers would prefer a quicker turn-around time on jobs submitted than the current three-day period.

During the 1986-87 academic year, the Campus Services Committee was established. This committee, which is representative of faculty, students, and management, addresses policies, procedures, and concerns relative to the operation of Printing Services, as well as LBCC Food Services and the Bookstore. This committee has been most effective in its deliberations to date.

It is anticipated that the LBCC Printing Services will continue to maintain a sound fiscal condition and provide satisfactory service to the college. However, several items need to be addressed in the very near future. There are specific goals which are interrelated and need to be addressed in the coming years:

1. A stated consensus as to the specific functions and services Printing Services is expected to fulfill.
2. A stated definition of the relationship of LBCC Printing Services to other approaches for duplication of printed materials throughout the college.
3. A plan for the upgrading or acquisition of equipment necessary to provide a level of service consistent with college needs and expectations as well as to provide an improvement in the turn-around time for orders.

ASSESSMENT:

Strengths:

Printing Services has proved to be a cost effective service which currently produces a high-quality product. Users are also assured that printed items are treated in a highly confidential manner.

Weaknesses:

Weaknesses in the service are the necessary time to complete submitted jobs and the current condition of the equipment which is aged and dated. It should be noted that there could be better cooperation and coordination with the LBCC Graphic Communications program in the utilization of Printing Services for student CWE experiences.

Problems:

The role of Printing Services, what services it should be providing, is sometimes vague, particularly as it relates to general copying which is occurring college-wide.

Solutions:

Solutions to problems are currently being sought through a Copy Committee which should be defining college-wide copying policy and practice and the manner in which it is to be implemented. Following that definition, Printing Services will be in a position to define its role and implement necessary action to assume that role.

Food Services

DESCRIPTION:

The goals of Linn-Benton Community College Food Services are to provide the college community and guests with nutritious food at a reasonable cost and to offer a choice of menus and types of service to accommodate various needs and desires. Such offerings and services are provided at a cost which is low and yet at a level which assures the continued delivery of products and services through sound management practices.

(Though the college does not provide institutional housing for students, it does maintain a composite and current listing of housing available in private homes and commercial establishments. The listing is maintained in the Office of Student Programs and is updated each quarter to help students locate suitable housing with minimum delay.)

LBCC Food Services provides a variety of environments in which to enjoy nutritional food at low cost on the main campus. All locations are accessible to the handicapped. The Commons Cafeteria located in the College Center provides seating for up to 550 customers and provides hot meals, salads, pastry, grill items, and beverages. It is open from 7:30 a.m. until 3:30 p.m. Monday through Friday. The Camas Room, located in Takena Hall, provides fast food items for quick service and has seating available for 42 customers. The Camas Room is open from 8 a.m. until 9 p.m. Monday through Thursday and from 8 a.m. until 3:30 p.m. on Friday. The Santiam Restaurant, located in the College Center, provides menu dining through the Culinary Arts and Hospitality Services instructional program. The Santiam Restaurant is open from 9:30 a.m. until 1 p.m. Monday through Thursday. Food Services also provides extensive on-site catering services to the college and the local community.

Although no college-operated food service exists at the various Community Education centers, there are vending machines provided at each site. In addition, the location of two of the centers is within easy walking distance to commercial food and beverage operations.

Staffing for Food Services consists of a manager and nine regular staff involved in food preparation or related support assignments, amounting to 6.5 FTE for the year. Students in the Culinary Arts curriculum assist in food preparation,

with additional staffing provided by part-time student staff employed through the college work-study program.

Food Services operates as a separately sustained cost center unit within the college. The college assists the operation by providing space, utilities, and some maintenance. Daily revenue generated during the 1985-86 fiscal year amounted to \$334,413.25, with a daily average customer count of 2,161. Average daily food sales during operating hours amounted to \$1,992.58. Special catering services generated an additional \$61,831.50 for the 1985-86 fiscal year.

Comparative data on food services with like community colleges has shown that LBCC pricing is lower and that the operation tends to be more efficient relative to dollars expended for personnel.

Since college enrollment has not grown over the past few years, the growth in daily sales has been only moderate. In the past five years, annual daily sales have only grown by 15.8 percent, with the increase in catering revenues having grown by 45.9 percent over the same period. It is anticipated that Food Services will continue to provide quality food and related services to the college community. Prices may increase to reflect increases in wage rates and cost of goods sold.

ANALYSIS:

Food Services is well managed and operated and provides a broad offering of foods which are priced at a very reasonable level. Comparisons of pricing of foods and beverage offerings at other colleges and universities within the state, as well as comparisons of prices in the industry within the local area, have demonstrated that LBCC's prices on comparable food items are considerably less than their counterparts.

Periodic customer surveys, which are conducted through the various food service outlets, have indicated that overall food quality and service on campus is good. Shortcomings of the offerings, according to respondents, were in the Camas Room fast food operation. This is understandable as the outlet is in a prime location on campus and yet is limited in facility space and equipment. Attempts are being made to expand the offerings.

Each of the various food service outlets, Commons, Camas Room, and Santiam Restaurant, provides a unique environment and offerings for the differing tastes and desires

of the patrons served. The staff are professional and courteous and provide good role models for students of the Culinary Arts and Hospitality Services program which operates within the same kitchen environment. Current staffing appears adequate, but there is a high dependence upon the college's student work force for additional staff. This reliance on students at times has created problems due to unavailability of qualified students. Additional permanent staffing may be needed in the future.

The various facilities of the Food Services operation are adequate, although it may be desirable at a future date to expand the seating capacity for the Camas Room. Equipment is in relatively good repair, and the recent donation by Pacific Power and Light of eight new equipment items within the main kitchen has upgraded the equipment to a level that is most satisfactory.

In recent years, Food Services was organizationally merged with the Culinary Arts and Hospitality Services program. Such action was undertaken in an effort to better utilize the resources and eliminate duplication of efforts. The organizational structure has proved with time to be most effective, and both Food Services and the instructional program have benefited greatly.

The fiscal soundness of the operation continues to be good. Even as the enrollment of the college has declined, the cost to the customers has not increased appreciably. Much of the fiscal soundness of the operation is a result of the implementation of efficient systems and the increase in the level of catering activities. In the fiscal year ending June 30, 1986, Food Services generated \$61,831.50 in catering activities, which represents 15.6 percent of the total dollars generated through that year's operations. Such catering dollars supplement the daily operations and allow the pricing levels to remain low for the students of the college. Catering sales, however, reflect the local economy and subsequently are a volatile source of revenue.

During the 1986-87 academic year, the Campus Services Committee was established. The committee, which includes representatives from faculty, students, community members, and management, addresses policies, procedures, and concerns relative to the operation of the LBCC Food Services, Bookstore, and Printing Services. This committee has been most effective in its deliberations to date.

Future plans for the Food Services operations are to maintain the quality of the operations in a fiscally sound position.

ASSESSMENT:

Strengths:

The major strengths of the college's Food Services are the quality and the variety of the food which is offered daily to its customers. Service is available in a variety of dining environments and is provided at low cost and in a timely manner.

Weaknesses:

The relative weaknesses in the operations are the congestion in the Camas Room and the Commons Scramble area during peak periods. The providing of food during the vacation and summer periods may be viewed as a weakness relative to the offerings during the academic year. The weaknesses in the summer Camas Room operation are the availability of seating and the slowness of service during the noon hours.

Problems:

One major problem facing the Food Services operation is the dependency which is placed upon student workers to provide the service. This dependency is particularly true during peak periods. Another problem facing the operation in the future is the limited availability of seating in the Camas Room area.

Solution:

A proposal for expansion of the Camas Room is currently under consideration. The staff is also communicating with the Financial Aid Office to sensitize them to the problem that Food Services faces with student workers.

SAFETY AND SECURITY

DESCRIPTION:

The mission of the Linn-Benton Community College Public Safety/Security Services is to provide the campus with a preventative security system, a comprehensive safety education program, first aid service, and management of the parking needs of the college, as well as to act as informed guides for guests of the college.

The Public Safety/Security Services function plans and evaluates the procedures required for preventing or responding to a variety of emergencies which can threaten the operational stability of the college. In addition, this function attempts to educate the college community in matters related to safety, personal security, and crime prevention.

In order to effectively perform the assigned duties, this function draws upon the services of two managers who devote approximately half-time to Public Safety/Security Services and half-time to the instructional needs of the Criminal Justice program under a new administrative umbrella: the Justice Services Department. The office is additionally staffed by one Clerical Specialist (secretary), two full-time Security Officers, and one half-time Security Officer. In addition, part-time and student aides (Cooperative Work Experience and work-study) are utilized to provide full services to the college at the present rate of 120 hours of coverage per week. The present Justice Services Department concept came into being as a result of the perceived need to provide a way for matching the educational function of the Criminal Justice program with the support function of Public Safety/Security Services. The goal of such a merger was a broader educational experience for students, growth opportunity for faculty and staff, and a better utilization of college resources. The first phase of this organizational structure was begun with the 1986-87 college year.

Public Safety/Security Services staff regularly patrol the campus to deter theft and prevent damage to people and property. Such patrols also provide early detection of hazardous conditions. Staff regularly assist students, staff, and guests with directions, vehicle problems, and emergency first aid.

The office also conducts preliminary inquiries in the investigation of vehicle accidents, crimes, or misconduct and coordinates such activities with the college administration and local law enforcement agencies. Additionally, the Supervisor of Justice Services has responsibility for student discipline, in coordination with the administration, in all matters pertaining to criminal conduct on college property. Other services provided by Public Safety/Security Services include: enforcement of college parking regulations; lost and found; that portion of risk management that deals with accident reporting, investigation, recordkeeping, and employee reentry into the workplace; coordination of required inspections by the Oregon State Fire Marshal, the college's Worker's Compensation Insurance carrier, and other regula-

tory agencies as required; and responsibility for chairing the College Safety Committee, as directed by the President. The office also acts as the coordinator for all outside law enforcement agencies having business with the college.

ANALYSIS:

The Public Safety/Security Services function of the Justice Services Department is well managed and operated with the expertise of combined professional skills necessary to provide an upgraded service delivery level to both the students and the college community. Innovative ways are being used to ensure a safe and secure environment in an atmosphere of constant review and analysis. The fact that the budgets of the Criminal Justice program and Public Safety/Security Services are separately administered provides the operational efficiency required in such a venture.

The office has recognized the student's need for work exposure and the need to provide a complete security system for the college by training student security aides to act in a limited manner to provide an expanded level of coverage equal, at the present time, to two full-time staff. This welcome addition has saved the college the funds the additional service level requires, while adding to the students' experience. However, a high dependence on student help is, at times, risky because of the potential unavailability of qualified students. Additional service demands in the future could require a more permanent staffing configuration.

The organizational merger of the Criminal Justice program with Public Safety/Security Services that produced the Justice Services Department was undertaken in an effort to utilize resources more fully, provide better service, and enhance the learning experience for students. It has worked extremely well thus far. The Justice Services organizational structure has proved to be most effective in the instructional Criminal Justice program by fully utilizing staff expertise to new levels of excellence while providing the college a much tighter level of accountability for the service delivery function of Public Safety/Security Services than formerly existed in the separated model.

Future plans for the Public Safety/Security Services operation are to maintain the quality of the services now being provided and to explore avenues of additional service within a framework of excellence and fiscally sound practices.

ASSESSMENT:

Strengths:

The major strength of the Public Safety/Security Services function is the ability to ensure a safe and secure learning and working environment through its role as a key communicator within the organization as well as in the community at large. The services provided are comprehensive and professional.

Weaknesses:

The relative weakness in the operation comes from a need for a large student workforce to maintain service levels. This weakness becomes more pronounced during summers and college vacation periods when student aides are not as available.

Problems:

One major problem facing Public Safety/Security Services is the need for computerized record-keeping in the areas of parking tickets, crime data, and Worker's Compensation files. Additional funds are needed but are not available.

Solutions:

A proposal for the office to assume the scheduling of all college activities outside of normal class schedules is currently under consideration. The staff is also planning a series of educational seminars/workshops for students and staff as well as the community.

TABLE I
FIVE-YEAR REVIEW OF RESOURCES & REQUIREMENTS

RESOURCES	1982-83	1983-84	1984-85	1985-86	1986-87 BUDGET	1987-88 (PROPOSED)
TAXES	4,789,267 (38.5%)	5,396,355 (39.1%)	5,436,713 (38.6%)	6,138,743 (43.1%)	6,269,623 (41.9%)	6,523,049 (43.5%)
TUITION/FEES	2,259,486 (18.0%)	2,187,889 (15.9%)	2,264,779 (16.1%)	2,178,393 (15.3%)	2,387,985 (16.0%)	2,484,893 (16.6%)
STATE REIMB.	3,830,812 (30.6%)	4,315,470 (31.3%)	4,314,400 (30.6%)	4,636,811 (32.6%)	4,924,275 (32.9%)	4,996,274 (33.3%)
FEDERAL/OTHER	619,125 (4.9%)	476,109 (3.5%)	592,365 (4.2%)	342,032 (2.4%)	355,003 (2.3%)	386,023 (2.6%)
TOTAL	11,498,690 (91.5%)	12,375,823 (89.8%)	12,608,257 (89.5%)	13,295,979 (93.4%)	13,936,887 (93.1%)	14,390,239 (96.0%)
BEG. FUND BAL.	1,018,929 (8.5%)	1,401,327 (10.2%)	1,478,020 (10.5%)	935,362 (6.6%)	1,030,000 (6.9%)	599,000 (4.0%)
TOTAL	12,517,619 (100.0%)	13,777,150 (100.0%)	14,086,277 (100.0%)	14,231,341 (100.0%)	14,966,886 (100.0%)	14,989,239 (100.0%)

TABLE 2
FIVE-YEAR REVIEW OF RESOURCES & REQUIREMENTS

REQUIREMENTS BY APPROPRIATION	1982-83	1983-84	1984-85	1985-1986	1986-87 BUDGET	1987-88 PROPOSED
PERSONAL SERVICES	8,619,675 (77.5%)	9,781,392 (79.2%)	10,415,864 (79.6%)	10,825,649 (79.0%)	11,697,495 (78.2%)	11,803,145 (78.8%)
MATERIALS/ SERVICES	1,007,555 (9.1%)	1,308,801 (10.6%)	1,365,168 (10.4%)	8,294,856 (16.9%)	2,203,715 (14.7%)	2,165,439 (14.4%)
CAPITAL	458,002 (4.1%)	440,575 (3.6%)	339,161 (2.6%)	162,243 (1.2%)	313,516 (2.1%)	215,021 (1.4%)
OTHER REQUIREMENTS	1,031,060 (9.3%)	818,042 (6.6%)	972,159 (7.4%)	334,660 (2.5%)	296,160(Trf) (2.0%)	219,149 (1.5%)
CONTINGENCY	0	0	0	0	456,000 (3.0%)	586,485* (3.9%)
TOTAL	11,116,292 (100.0%)	12,348,810 (100.0%)	13,092,352 (100.0%)	13,617,408 (100.0%)	14,966,886 (100.0%)	14,989,239 (100.0%)

*Includes Designated Contingency for contract settlements and equipment replacement.

TABLE 2A
OREGON COMMUNITY COLLEGE TAX LEVY COMPARISONS 1986-87

COLLEGE	ASSESSED VALUE IN THOUSANDS	LEVY	TAX RATE PER 1,000	FTE	TAX/FTE
BLUE MTN.	2,397,562	3,812,124	1.59	1,319	2,890
CENTRAL OREGON	3,309,025	5,641,765	1.52	1,642	3,436
CHEMEKETA	7,003,908	11,906,643	1.70	5,845	2,037
CLACKAMAS	6,073,777	8,138,861	1.34	3,512	2,317
CLATSOP	1,319,812	1,742,151	1.32	913	1,908
LANE	6,848,982	12,876,087	1.88	7,406	1,738
LINN-BENTON	3,810,371	6,591,942	1.73	4,099	1,608
MT. HOOD	5,712,619	9,892,519	1.73	5,234	1,890
PORTLAND	25,982,202	22,084,871	.85	11,924	1,852
ROGUE	1,809,976	2,316,769	1.28	1,697	1,365
SWOCC	1,666,707	2,416,725	1.45	1,407	1,718
TILLAMOOK BAY	881,289	378,954	.43	208	1,822
TREASURE VALLEY	707,993	2,796,571	3.95	961	2,910
TREATY OAK	620,163	527,139	.85	401	1,315
UMPQUA	2,250,298	2,362,804	1.05	1,964	1,203

TABLE 3
OREGON COMMUNITY COLLEGES APPROVED OPERATING COSTS
1985-86
(REIMBURSABLE PROGRAMS ONLY)

INSTITUTION	PROGRAM FTE (INC. OUT-OF- STATE)	REIMBURS- ABLE FTE	REIMBURSABLE PROGRAMS OPERATING COSTS	OPERATING COST PER FTE (3/1)
BLUE MOUNTAIN	1,370.22	1,365.54	6,111,192	4,460.01
CENTRAL OREGON	1,581.27	1,577.78	7,862,628	4,972.35
CHEMEKETA	5,633.39	5,617.03	20,333,930	3,609.54
CLACKAMAS	3,336.36	3,305.25	12,962,742	3,885.29
CLATSOP	862.32	818.56	4,492,440	5,209.71
LANE	7,647.01	7,447.52	26,648,325	3,484.80
LINN-BENTON	4,352.54	4,287.84	13,426,764	3,084.81
MT. HOOD	4,950.99	4912.00	17,183,681	3,470.76
PORTLAND	11,491.48	11,304.58	33,531,117	2,917.91
ROGUE	2,025.27	2,019.42	4,800,692	2,370.40
SWOCC	1,465.67	1,456.25	5,464,021	3,728.00
TILLAMOOK BAY	213.34	213.34	918,844	4,306.95
TREASURE VALLEY	946.25	932.92	4,319,780	4,565.16
TREATY OAK	425.19	367.18	1,276,002	3,001.02
UMPQUA	1,966.98	1,963.45	5,797,163	2,947.24
STATE TOTALS	48,268.28	47,588.66	165,129,321	3,421.07

NOTE: Allowable expenditures for operating expenses include:

- Administration--those activities which have as their purpose the general direction and control of the affairs of the community college that are systemwide.
- Instruction--Those activities dealing directly with the teaching of students or with improving the quality of teaching.
- Research--expenditures incurred by reason of systematic processes of inquiry that require utilization of research techniques. This does not include improvement of instructional activities which should be charged to instruction.
- Public information--expenditures for those activities which are primarily to serve the general public, except costs of publishing budgets and notices of elections. (continued)

- Operation of plant--expenditures for the housekeeping activities to keep the physical plant open and ready for use.
- Maintenance of plant--expenditures for those activities which keep the grounds and buildings at their original condition of completeness or efficiency either through repairs or replacements of property.
- Fixed costs--expenditures of a generally recurrent nature which are not readily allocable to other expenditure classifications.

TABLE 4
DIRECT/INDIRECT INSTRUCTIONAL EXPENSE PER FTE

REQUIREMENTS BY FUNCTION	1981-82 FTE 4,535	\$/FTE	1982-83 FTE 4,114	\$/FTE	1983-84 FTE 4,092	\$/FTE
INSTRUCTION (DIRECT)	6,268,028 (57.5%)	1,382	6,306,876 (56.7%)	1,533	7,362,908 (59.6%)	1,799
INSTRUCTIONAL SUPPORT	470,851 (4.3%)	104	582,278 (5.2%)	142	638,646 (5.2%)	156
COMMUNITY SERVICE	3,249 (-1%)	1	2,840 (-1%)	1	2,820 (-1%)	1
STUDENT SERVICE	784,741 (7.2%)	173	670,776 (6.0%)	163	755,948 (6.1%)	185
COLLEGE SUPPORT SER.	1,861,376 (17.1%)	410	1,782,159 (16.0%)	433	1,824,385 (14.8%)	446
PLANT OPER./ MAINTENANCE	1,344,586 (12.3%)	296	1,415,393 (12.7%)	344	1,505,650 (12.2%)	368
OTHER/ TRANSFERS	175,836 (1.6%)	39	355,970 (3.4%)	87	258,453 (2.1%)	63
CONTINGENCY	0		0		0	
TOTAL	10,908,667 (100%)	2,405	11,116,292 (100%)	2,702	12,348,810 (100%)	3,018

(Continued on next page)

Section IV

FINANCE, FACILITIES, AND BUSINESS SERVICES

REQUIREMENTS BY FUNCTION	1984-85 FTE 3,959	\$/FTE	1985-86 FTE 4,148	\$/FTE
INSTRUCTION (DIRECT)	7,765,463 (58.9%)	1,961	7,902,943 (58.2%)	1,905
INSTRUCTIONAL SUPPORT	767,094 (5.8%)	194	790,411 (5.8%)	191
COMMUNITY SERVICE	3,916 (-1%)	1	3,875 (-1%)	1
STUDENT	829,748 (6.3%)	210	910,145 (6.7%)	219
COLLEGE SUPPORT SER.	2,005,890 (15.2%)	507	2,060,463 (15.2%)	497
PLANT OPER./ MAINTENANCE	1,499,763 (11.4%)	379	1,519,934 (11.2%)	366
OTHER TRANSFERS	315,138 (2.4%)	80	384,873 (2.8%)	93
CONTINENCY	0		0	
TOTAL	13,187,012 (100%)	3,331	13,572,644 (100%)	3,272

TABLE 5
DIRECT INSTRUCTIONAL COSTS/STUDENT & STUDENT/TEACHER RATIOS

Instructional Program	Prs.Srv	Mat/Srv	Capital	Expend	Fc.Ft	Fc.Pt	Staff	Total	FTE	FTE/FAC	FTE/STF	Cost/FTE
Anthropology	36442	123	0	36565	1.00	0	0	1.00	18.84	18.84	18.84	1940.82
Criminal Justice	47545	0	0	47545	1.00	0.79	0	1.79	46.80	26.15	26.15	1015.92
Fine Art/App.Arts	245508	18789	0	264297	5.50	1.09	0	6.59	81.74	12.40	12.40	3233.39
Foreign Language	35986	53	0	36039	1.00	0	0	1.00	12.13	12.13	12.13	2971.06
Geography	5781	0	0	5781	0	0.45	0	0.45	11.39	25.31	25.31	507.55
History	65556	0	0	65556	1.40	0	0	1.40	51.75	36.96	36.96	1266.78
Music	61422	5034	0	66456	1.40	0.46	0	1.86	23.48	12.62	12.62	2830.32
Philosophy/Religion	20151	0	0	20151	0.60	0	0	0.60	15.53	25.88	25.88	1297.55
Political Science	34513	0	0	34513	1.00	0	0	1.00	16.22	16.22	16.22	2127.81
Psychology	84881	0	0	84881	1.80	0	0	1.80	45.33	25.18	25.18	1872.51
Sociology	61226	2953	0	64179	1.20	0.40	0	1.60	47.51	29.69	29.69	1350.85
Speech/Theater	148922	4567	0	153489	4.00	1.40	0	5.40	89.00	16.48	16.48	1724.60
Writing/Literature	273282	2792	0	276074	6.60	2.15	0	8.75	191.80	21.92	21.92	1439.38
Culinary Arts and Hosp.	80200	5270	0	85470	1.00	0.18	0.60	1.78	33.70	28.56	18.93	2536.20
Business Management	437693	8052	0	445745	8.30	8.73	0.80	17.83	323.86	19.02	18.16	1376.35
Data Processing	193856	4401	0	198257	4.00	3.10	0.30	7.40	149.71	21.09	20.23	1324.27
Office Technology	372089	12941	0	385030	7.00	4.84	4.30	16.14	194.27	16.41	12.04	1981.93
Benton Center--General	328598	40168	0	368766	0	16.57	3.00	19.57	350.43	21.15	17.91	1052.32
Benton Center--Electro	32241	1442	0	33683	1.00	0.14	0	1.14	8.82	7.74	7.74	3818.93
Benton Center--Math/Co	87442	3466	0	90908	1.00	1.68	1.10	3.78	78.85	29.42	20.86	1152.92
Benton Center--Office	83146	2293	0	85439	1.00	1.90	0.50	3.40	65.29	22.51	19.20	1308.61
Lincoln Center	163198	11301	0	174499	0	8.30	0	8.30	139.37	16.79	16.79	1252.06
Albany Center	201896	31046	0	232942	0	10.60	1.80	12.40	229.84	21.68	18.54	1013.50
Lebanon Center--General	195132	21701	0	216833	0	8.00	2.00	10.00	129.89	16.24	12.99	1669.36
Parent Education	103187	18911	0	122098	0.50	5.84	1.00	7.34	78.43	12.37	10.69	1556.78
Sweet Home Center	93701	14666	0	108367	0	3.86	0.90	4.76	67.06	17.37	14.09	1615.97
TED Center	104494	28095	0	132589	0.50	2.04	1.00	3.54	116.37	45.81	32.87	1139.37
Associate Degree Nursing	281285	12534	934	294753	7.00	2.07	1.50	10.57	69.17	7.63	6.54	4261.28

TABLE 5
DIRECT INSTRUCTIONAL COSTS/STUDENT & STUDENT/TEACHER RATIOS

Instructional Program	Prs.Srv	Mat/Srv	Capital	Expend	Fc.Ft	Fc.Pt	Staff	Total	FTE	FTE/FAC	FTE/STF	Cost/FTE
Cont. & Related Health												
41317	3317		0	44634	1.00	1.66	0	2.66	14.45	5.43	5.43	3088.86
Dental Assisting												
43742	5149		0	48891	1.00	0.54	0	1.54	18.48	12.00	12.00	2645.62
Emergency Medical Tech.												
82202	4835		0	87037	1.00	0.95	1.00	2.95	26.13	13.40	8.86	3330.92
Physical Education/Health												
334250	29613		0	363863	5.00	6.99	1.00	12.99	170.88	14.25	13.15	2129.35
Auto Body												
83783	11805		0	95588	2.00	0.79	0	2.79	36.38	13.04	13.04	2627.49
Automotive Technology												
165736	7771		0	173507	3.00	0.95	1.00	4.95	56.67	14.35	11.45	3061.71
Farrier School												
36376	3741	200		40317	1.00	0.01	0	1.01	25.60	25.35	25.35	1574.88
Heavy Equipment Mechanical												
84566	11234		0	95800	2.00	0.60	0	2.60	38.66	14.87	14.87	2478.01
Machine Tool												
99743	8670		0	108413	2.00	1.70	0	3.70	35.92	9.71	9.71	3018.18
Metallurgy												
39227	4653	382		44262	1.00	0.72	0	1.72	25.29	14.70	14.70	1750.18
Refrig./Heating/Air Con												
70302	11083		0	81385	2.00	0.35	0	2.35	31.80	13.53	13.53	2559.28
Welding												
147476	22856		0	170332	3.00	1.22	0	4.22	43.24	10.25	10.25	3939.22
Library												
132812	25756	9945		168513	2.00	0.53	3.50	6.03	0	0	0	0
Media												
112171	41944		0	154115	1.00	0.32	2.50	3.82	0	0	0	0
Agriculture/Horticulture												
49147	1933		0	51080	1.00	0.10	0	1.10	18.92	17.20	17.20	2699.79
Animal Technology												
91469	9730		0	101199	2.00	0.32	0	2.32	24.04	10.36	10.36	4209.61
Biological Science												
218583	16588	940		236111	4.40	2.07	1.00	7.47	99.89	15.44	13.37	2363.71
Drafting/Civil Eng. Tech.												
109556	11139	85		120780	2.00	0.82	1.00	3.82	51.39	18.22	13.45	2350.26
Electronics/Engineering												
197989	9509		0	207498	4.00	1.38	1.30	6.68	64.99	12.08	9.73	3192.77
Mathematics/Computer Prog.												
434462	7801		0	442263	7.30	6.95	3.30	17.55	303.52	21.30	17.29	1457.11
Physical Science												
216486	10662	441		227589	3.50	2.30	1.00	6.80	97.35	16.78	14.32	2337.84
Water/Wastewater												
147013	16619		0	163632	2.50	0.96	1.80	5.26	49.41	14.28	9.39	3311.72
ABE/GED												
154849	9287		0	164136	3.00	4.72	0.80	8.52	229.78	29.76	26.97	714.32
Coop. Work Experience												
100314	3645		0	103959	1.80	1.80	0.80	4.40	59.48	16.52	13.52	1747.80
Counseling												
363281	8805		0	372086	6.00	2.36	2.00	10.36	0	0	0	0
Developmental Education												
298619	18861		0	317480	4.00	4.06	1.40	9.46	128.76	15.98	13.61	2465.67
Handicapped												
81668	2423		0	84091	1.50	0.70	0	2.20	35.03	15.92	15.92	2400.54

Standard IX Students Accreditation Self-Study

Proposed Team Membership

- David Bezayiff — Dean, Student Services
- Kay Chapman — Manager, Publications/Media Relations
- Mick Cook — Manager, Campus Security and Safety
- Charlene Fella — Director, Student Programs
- May Garland — Coordinator, Learning Center
- Paula Grigsby — Coordinator, Disabled Student Services
- Bob Miller — Associate Dean, College Services/Bookstore
- Gene Neville — Manager, Food Services
- ✓ Lance Popoff — Director, Financial Aid
- ✓ Marlene Propst — Director, Career Center
- Diane Watson — Director, Admissions and Records
- Mark Weiss — Chair, Counseling
- One Student — representing traditional student population
- One Student — representing non-traditional student population
- ✓ One Classified — representing Student Services Division — *Karen Nelson*
- One Instructional — representing Athletics *Griffin*

Standard IX Students Committee Membership: 15

EXECUTIVE SUMMARY AND FUTURE DIRECTIONS

Over the last five years, Linn-Benton Community College has continued to increase quality of instruction through program and service improvements and has taken new initiatives to enhance our response to community needs for first-class education. We have improved our planning process through developing better community and staff participation and through the strategic planning process, and we will continue to use other tools to better evaluate current activities and set future directions.

The graduate follow-up studies coordinated through the Student Employment Center are important references, the most recent of which is available in the Accreditation Workroom. In addition, we are currently engaged in extensive review of student information through the President's research office. New actions to increase faculty and staff contacts promoting recruitment, retention, and instructional success are being considered and will be implemented.

While we have made major advancements in the areas of assessment, placement, and advising, continued action on the CAPA recommendations and a broader scope of commitment to these concerns is essential. Student access and developmental education are high priorities for LBCC. We will continue to take a lead role in combating illiteracy and will keep our doors open to as many people as possible, providing services and programs that assist students in

achieving their goals.

Among recently initiated or expanded projects that will receive further attention are 1) college and community wellness, 2) college support of economic development, and 3) International Education and Services, including the role of the college related to the recent Federal Immigration and Naturalization Act. We must continue to review and improve our curricular offerings and support services within resource constraints. We must make the difficult decisions. Using our strategic planning process, a concentrated review will begin of resources, enrollment, and the design of our service components.

The projects mentioned above cannot be facilitated without quality leadership and continual development of staff. We must assume responsibility to reshape organizational practices in accordance with environmental changes. Our capacity to translate intention into reality and to empower staff to seek new and effective ways of serving students and our community depends on quality leadership.

We are adapting and repositioning ourselves for the future. Our willingness to address change through an open, ongoing, participative process will be the key to our success. Self-exploration and improvement do not stop with the completion of the accreditation self-study process.