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**ACCREDITATION
REPORT**



**SELF~STUDY
PROGRAM GOALS ANALYSIS**



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INTRODUCTION

This volume of our Accreditation Report is a companion to the Self-Study. 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.

We wanted to initiate and develop during the self-study process more detailed and on-going analysis of goals. We aimed to incorporate improved self-assessment and change processes into continuing college planning and development. A thorough, frank improvement-oriented study process called for analysis, then, of the goals of each college unit, the activities undertaken in support of the goals, the outcome measures related to these activities, and the use of measurement results.

By clarifying specific goals and outlining associated activities, each unit would be strengthened in purpose. By listing goals and activities in matrix form, each unit would be better able to recognize the value of traditional or routine activities; to present, for college review and for possible adoption by other units, valuable new goal-supporting activities; and to identify the need for development of activities to support important goals. Similarly, by listing "outcome measures" and "use of results," each unit would present measurement tools for college review, with that review revealing methods of documentation available for adoption or adaptation by various units.

In short, the matrices that follow clarify, for individual units and for the college administration, the purposefulness of our efforts and also provide easy-to-use reference tools. Future updating of unit goals in this format will promote the implementation of appropriate activities for new and continuing goals as well as encourage the documentation of results.

Student Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<ol style="list-style-type: none"> 1. To provide systems that optimize the potential for students to be successful. 	<ol style="list-style-type: none"> a. New student orientation. b. Academic advising. c. Assessment. d. Placement. e. Intervention--Code 16-intrusive and advising-probationary. f. Financial Aid. g. CWE. 	<ol style="list-style-type: none"> a. Students will be knowledgeable about college procedures, rules, and services. b. Students' skills will be accurately measured and the results used to make good decisions about classes to take. c. Students who encounter difficulty will be contacted individually by counselors and advised and guided to the appropriate action. d. Appropriate students will gain on-the-job experience in prospective career fields. e. Eligible students will receive loans, grants, and/or part-time on-campus employment. f. Students will be referred to appropriate jobs for both part-time and full-time employment. They will also receive assistance in job search skills, resume writing, and interviewing techniques. 	<ol style="list-style-type: none"> a. The orientation program and publications will be modified to improve student knowledge. b. We will analyze, modify, and implement appropriate changes.

Student Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To provide opportunities to develop the whole person outside the academic setting.</p>	<ul style="list-style-type: none"> a. Career planning class. b. Personal development classes. c. Student government. d. Clubs. e. Athletics. f. Co-curricular activities. g. Women's Center. h. Extra curricular activities. 	<ul style="list-style-type: none"> a. Students will be able to make an appropriate career choice. b. Students will have the option of participating in clubs and student government to build interpersonal and leadership skills. c. Students will have the opportunity to participate in intramural or intercollegiate sports. d. Women students will have peer support as they explore new directions in their lives. e. Students will improve social skills through participation in various activities and events. 	<ul style="list-style-type: none"> a. We will analyze, modify, and implement appropriate changes based on student feedback.

Admissions

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<ol style="list-style-type: none"> 1. To provide a comprehensive system of outreach and follow-up. 	<ol style="list-style-type: none"> a. Skills contest. b. Campus tours. c. High school visitations. d. College/career fairs. e. Children's plays. f. Faculty involvement with high schools. g. Military/four-year articulation. h. Employer career fairs. i. Student involvement in recruitment. j. Correspondence follow-up. k. Admissions tracking. l. Open house with LBCC students. 	<ol style="list-style-type: none"> a. Increased enrollment. b. Better LBCC image. c. Better information and services for prospective students. d. Earlier decision making by students. e. More student contact which establishes interest in LBCC. f. Early application. g. Better/earlier information to faculty and departments. 	<ol style="list-style-type: none"> a. Identify specific markets to target. b. Develop a better support system for students. c. Manage college resources.

Admissions

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To develop systems and services which enhance the opportunities for student success.</p>	<ul style="list-style-type: none"> a. Implement the CAPA recommendations. b. Do grading follow-up. c. Provide on-line credit evaluations which are sent to departments. d. Provide accurate and timely information through class schedules, catalog, and academic rules and regulations. e. Provide information to departments and faculty: class lists/filled sections, enrollment in needed classes, and admissions information. f. Fill transcript orders in a timely manner. g. Implement the institutional guarantee. h. Conduct a survey regarding student needs. i. Develop a system which allows for earlier notification of graduation requirement deficiencies and process. 	<ul style="list-style-type: none"> a. A centralized student entry center. b. Better information for advising. c. Better management of educational programs. d. Good use of students' time and resources. e. Better management of the institution's resources. f. Smooth transition to four-year colleges/employment. g. Students assisted in selection of majors and in targeting areas of study. h. A higher opinion of LBCC programs. i. Faculty more accountable for instruction and delivery systems. 	<ul style="list-style-type: none"> a. Analyze and implement changes. b. Provide better information for students. c. Provide better information for staff and faculty.

Registrar

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<ol style="list-style-type: none"> 1. To make the registration process an efficient and user-friendly system. 	<ol style="list-style-type: none"> a. Appointment registration. b. Phone registration. c. Post billing pilot project. d. Implementation of special program admissions. e. Enhanced computer-assisted registration. f. Flexible registration hours. g. Drops by mail/phone/in person. h. On-line center registration/phone-in for campus classes. i. Post billing/reassignment of tuition/fees collection. j. Purchase of an integrated software package. k. Enrollment reserved by counselors. 	<ol style="list-style-type: none"> a. Faster refund process. b. More accurate class lists. c. Better enrollment data. d. Students dealing more effectively with filled classes. e. Increased retention. f. A better managed institution. g. The college better able to deal with needs of a diverse student population. 	<ol style="list-style-type: none"> a. A better managed institution. b. More knowledge about students to better meet students' needs. c. A better managed class schedule. d. Better advising.

Registrar

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To insure the integrity, safety, and maintenance of student records.</p>	<ul style="list-style-type: none"> a. Transcript on-line editing system project. b. On-line grade report editing/grade verification to instructors. c. Microfilm index within state archivist approved guidelines and timely purge of information. d. Acceptance of only official transcripts and certain admission documents. e. Vault with limited access to student records with safety procedures. f. Maintenance of hardcopy of student transactions within accepted guidelines. g. Posting of degrees/certificates with checks and balances. h. Checking of students' registration schedules/student print-outs/class lists. 	<ul style="list-style-type: none"> a. Integrity. b. Safety. c. Assurance of earning degrees or certificates. d. Students able to obtain accurate records. e. Assurance of grading accuracy. f. Timely processing of transcript orders. g. Better and timely access to student information. 	<ul style="list-style-type: none"> a. Improved advising. b. An audit trail. c. Issuance of degrees. d. Enhanced college image. e. Continued improvement of student record keeping.

Advisement, Counseling, & Testing

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To help students set and achieve realistic educational objectives within a reasonable time.</p>	<p>a. Assessment (CGP, CAI, Strong, Discover, CLEP/Course Challenge, Woodcock Johnson, Meyers-Briggs).</p> <p>b. Orientation (High School Visitation, initial orientation, College Success Skills Class, individualized information giving and referral by counselors).</p> <p>c. Advisement (initially contact to establish objectives, provide information to achieve objectives, identify impediments to success, set strategies to overcome barriers, design action plan including actual schedule, monitor identified students' progress).</p> <p>d. Counseling (teach skills to maintain and increase emotional well-being, provide crisis intervention and referral, support and encourage the development of self-esteem and personal power, offer career and life planning).</p>	<p>a. Assessment (Outcome measures include whether students establish vocational objectives and whether they are successful in those objectives. Methods include self-reporting as in Career/Life Planning and individual sessions with advisors and counselors, instructor reports and referrals, grades, and follow-ups for intensive advising program).</p> <p>b. Orientation (Outcome measures include self-reports from students regarding understanding of enrollment procedures; graduate follow-up studies indicating helpfulness of process; feedback from faculty regarding students' understanding of processes they must follow; feedback from test items administered in the College Success Skills Class, Career Planning classes, and Study Skills classes; feedback from high school counseling).</p> <p>c. Advisement (Outcome measures include the increased likelihood of students' success as measured by information from probation lists, instructor reports, and direct student feedback).</p> <p>d. Counseling (Outcome measures include structured and unstructured feedback from students on</p>	<p>a. Results used in individual academic advising of students.</p> <p>b. Results used for the modification of admission requirements (all full-time students will be required to take the CGP exam in Fall 1987).</p> <p>c. Results used for inception of new advising programs such as the Code 16 program which was implemented in Fall 1986 to meet the needs of students who score low on the language portion of the CGP.</p> <p>d. Results used to make recommendations for further modifications of these programs.</p> <p>e. Results used to select students for admission into certain programs, including the Honors Program, Data Processing program, EMT program, and others.</p> <p>f. Results used for program development and modification of College Success Skills piloted in Fall 1986. Orientation program modified in Fall 1986 to shorten presentation.</p> <p>g. Results used for program development and modification, including the advisor in-service program, and modification of the advisor handbook.</p> <p>h. Results used for program development and modification, including curriculum development, estab-</p>

Advisement, Counseling, & Testing

Program Goals

Related Program
Activities

Outcome Measures

Use of Results

evaluation of services including classes and the frequency of any given student's requests for counseling services.

lishment of support groups, and staff professional development training.

Cooperative Work Experience

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide all qualified students the opportunity to integrate theory and practice through appropriate cooperative work experience placements related to their occupational or academic interests by developing a comprehensive Cooperative Work Experience program.</p>	<ul style="list-style-type: none"> a. Coordinate the CWE program with the staff at LBCC by communicating with managers, faculty, and classified staff on a group and individual basis. b. Coordinate the CWE program with the students at LBCC by making classroom presentations, providing informational materials, and visiting CWE students at their training sites. c. Provide articulation among high school, community college, and four-year college CWE programs by participating in local and state professional organizations. d. Coordinate the CWE program with employers by visiting local employers to explain the CWE program. 	<ul style="list-style-type: none"> a. Survey staff members regarding their knowledge and support of the CWE program. b. Measure the level of staff, student, and employer inquiries about the CWE program. c. Chart the growth of CWE student and employer participation over time in different program and occupational areas. d. Monitor the level of CWE attendances in professional organizations and participation in local and state professional organizations. e. Conduct follow-up studies on former CWE students and employers to obtain information regarding their attitudes about the operation and quality of the CWE program. 	<ul style="list-style-type: none"> a. Identify strengths and weaknesses of the program. b. Formulate or revise CWE policies to increase program effectiveness and quality. c. Implement or revise promotional activities to ensure the maximum number of people are informed about the CWE program. d. Identify program or occupational areas which could benefit from more involvement with CWE. e. Develop more qualified CWE placement sites for students. f. Increase student participation in the CWE program. g. Increase management, faculty, and staff knowledge of the CWE program. h. Increase employer knowledge of and participation in the CWE program.

Student Employment Center

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To assure all eligible LBCC students receive direct assistance in obtaining part-time or full-time employment as desired.</p>	<ul style="list-style-type: none"> a. Full-time placement. b. Part-time placement. c. Graduate follow-up. d. All students informed of S.E.C. location and services. e. Faculty informed of services available to students and staff. 	<ul style="list-style-type: none"> a. Offer job referral assistance to graduates/alumni. b. Offer job referral assistance to current students for part-time work. c. Maintain employer contacts. d. Offer job search assistance workshops and/or individual help. e. Post/advertise part-time, full-time, and temporary employment opportunities and civil service information. f. Track graduates (by phone and mail) to offer job search assistance. g. Collect data on number of hires, types of jobs, number of new applications, number of referrals, and income generated by hires. 	<ul style="list-style-type: none"> a. Faculty survey to evaluate services offered through the S.E.C. b. Graduate follow-up report evaluating students' preparation for further education or employment and employment status. c. Employer follow-up of graduates evaluating vocational training received at LBCC. d. Job order/hire statistics report to appropriate people.

Student Activities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To support and enhance educational goals of the institution.</p>	<ul style="list-style-type: none"> a. Co-curricular clubs/ programs. b. Sponsorship of educational forums. c. League of Women Voters. d. Loft Theater productions. e. Voter awareness programs. 	<ul style="list-style-type: none"> a. Number of students participating in clubs and forums. 	<ul style="list-style-type: none"> a. Analyze results to alter programs. b. Share results with faculty.
<p>2. To provide students with the opportunity for social, personal, cultural, psychological and emotional development.</p>	<ul style="list-style-type: none"> a. Social activity programs--dances, musical performers, float decoration, spirit week, Christmas party. b. Club activities. c. Recreational tournaments. 	<ul style="list-style-type: none"> a. Number of students in attendance. b. Evaluation by students. 	<ul style="list-style-type: none"> a. Revise and develop programs.
<p>3. To provide students with opportunities to obtain and practice leadership and organizational skills.</p>	<ul style="list-style-type: none"> a. Club organization and management. b. Leadership workshop. c. Leadership class. d. Participation in Community Colleges of Oregon Student Association and Commissions. e. PIC team. f. Student Government. g. Committee appointments. h. Representation on LBCC Board of Education. i. Campus governance through ASLBCC. j. SAP budget committee process. k. Activities planning and implementation. l. Development of action plans to deal with issues of concern to the student body. 	<ul style="list-style-type: none"> a. Student demonstrations of increased ability to assume leadership roles. b. LBCC assumption of leadership statewide (currently an LBCC student is one of two student representatives to the Oregon State Board of Education.) c. Student evaluations. d. Activities/events occurring smoothly and well-attended. e. Resolution of issues. 	<ul style="list-style-type: none"> a. Utilize feedback to revise and develop programs.

Student Activities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To meet changing needs of students and the community.</p>	<ul style="list-style-type: none"> a. Performing Arts Series. b. Opera Guild. c. Children's Theater with Albany Parks and Recreation. d. Co-sponsorship of cultural activities--poets and speakers, for example. e. Children's Christmas Party. f. Transportation needs (bus tickets available through office). g. Information for new/prospective students regarding housing. h. Campus blood drive. i. Voter registration drives. j. Coordination of campus visitations by other colleges. k. Child care referral. 	<ul style="list-style-type: none"> a. Events well attended by students and community. b. Number of tickets sold. c. Number of students seeking information. d. Number of pints of blood donated. e. Number of voters registered. f. Number of colleges visiting LBCC. 	<ul style="list-style-type: none"> a. Evaluate attendance at activities. b. Utilize feedback to develop new programs.

Athletics

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a quality intercollegiate experience for LBCC's student/athletes.</p>	<ul style="list-style-type: none"> a. Provide a variety of activities. b. Provide appropriate funding to provide competitive schedules. c. Provide safe facilities and equipment. d. Provide knowledgeable and effective coaches. e. Provide linkage between the college and community. f. Generate pride for the department, the college, and the community. g. Provide the college with positive community relations activities. h. Provide administrative staff to manage and implement programs. 	<ul style="list-style-type: none"> a. Teams should demonstrate success in terms of wins and losses. b. Individuals should achieve personal success (i.e., personal bests, all league awards, etc.) c. A sense of well being on the part of participants should be prevalent. d. Athletes should express positive relationships about coaches. e. Comparisons with other programs should be favorable. f. Input from local and state coaches should be evaluated. 	<ul style="list-style-type: none"> a. Provide documentation for maintenance or adjustments to programs. b. Utilize information in budget preparation. c. Utilize information in assessing benefits of the program to the college. d. Work with staff and athletes for an improved program. e. Utilize information in marketing the program and college to the community.
<p>2. To strive to develop an athletic program which develops community support and interest.</p>	<ul style="list-style-type: none"> a. Provide schedules of activities. b. Establish and maintain functional press relations. c. Maintain a degree of staff visibility in the community and particularly in the athletic community. d. Seek community input regarding community involvement. 	<ul style="list-style-type: none"> a. Input from staff, students, and community. b. Input from athletes. c. Input from parents. d. Input from press. 	<ul style="list-style-type: none"> a. Utilize input in determining support. b. Revise plan for support depending upon input. c. Utilize contacts to increase the department's ability to maintain and increase community support.

Athletics

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To provide an inter-collegiate program which promotes the recruitment of outstanding students to LBCC.</p>	<ul style="list-style-type: none"> a. Coaches establish sound and effective recruiting policies. b. Involve former and current athletes in the recruiting program. c. Work with state coaches to establish LBCC's reputation. d. Fund recruitment in each annual budget. e. Provide strong administrative support for an effective recruiting program. 	<ul style="list-style-type: none"> a. Success of teams and individuals reflecting quality of athletes. b. Review of grades. c. Input from instructors. d. Input from opposing coaches. e. Input from current and former athletes. 	<ul style="list-style-type: none"> a. Allow coaches and athletic staff to change recruiting techniques or maintain what has been effective. b. Provide input for potential budget adjustments. c. Help with public relations in selling the contribution that the athletic program has made.
<p>4. To provide personal and professional growth for students and staff involved in the intercollegiate program.</p>	<ul style="list-style-type: none"> a. Classes and courses provided by LBCC. b. Workshops, clinics, and seminars. c. Local and regional travel opportunities. d. Advising. e. CWE opportunities. 	<ul style="list-style-type: none"> a. Improve performance. b. Expand understanding of region. c. Increase awareness of the local and regional professional opportunities. d. Increase knowledge of how our athletic program relates to others in the region. e. Review and evaluate opportunities for further knowledge. f. Enhance social attitudes. g. Enhance social development of athletes. 	<ul style="list-style-type: none"> a. Provide experiences that are needed to expand awareness. b. Provide student/athlete follow-up on program successes. c. Respond to student feedback. d. Develop future opportunities for growth. e. Improve growth opportunities as suggestions are reviewed.

Athletics

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>5. To provide a variety of intercollegiate activities to LBCC students.</p>	<ul style="list-style-type: none"> a. Cross-Country (men and women). b. Volleyball (women). c. Basketball (men and women). d. Baseball (men). e. Track (men and women). 	<ul style="list-style-type: none"> a. Athlete and instructor evaluations. b. Measurement of the effectiveness of skill development. c. Assessment of the number of athletes participating. d. Assessment of meeting the specific needs of individuals. e. Assessment of enhanced potential for the continuation of competition at the four-year level. f. An increased understanding of athletics and the commitment needed for achieving success. g. An increased understanding of individuals working together in cooperation in order to realize success. h. The ability to attract outstanding student/athletes to LBCC. i. Reviews and evaluations of sports programs offered. 	<ul style="list-style-type: none"> a. Staff review of programs to improve and upgrade the total program. b. Feedback from former athletes. c. New programs developed as needs dictate. d. Review of the impact of the sports program on the college and community. e. Athlete follow-up on program success.

CAPA

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To assist students in achieving their educational objectives by matching their abilities, needs, and aspirations with appropriate instructional options and to improve retention of students.</p>	<ul style="list-style-type: none"> a. Establish mandatory placement testing. b. Establish a mandatory placement scheme for mathematics, reading, and writing. c. Establish mandatory time lines for student completion of mathematics and writing requirements. d. Evaluate the need for increased support for math, reading, and writing labs as well as for tutoring services. e. Develop a computerized record keeping system to support the above activities. f. Provide maximum possible access to degree programs for students not meeting initial entry requirements. 	<ul style="list-style-type: none"> a. Increased student retention. b. Higher course completion rates. c. Student and faculty satisfaction as measured by follow-up surveys. 	<ul style="list-style-type: none"> a. Possible modification of placement testing, placement schemes, and course content. b. Possible modification of instructional delivery systems. c. Possible modification of the ways in which placement information is shared with students.

Women's Center

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<ol style="list-style-type: none"> 1. To provide LBCC women students with programs, policies, and services to facilitate recruitment, graduation, and career placement. 	<ol style="list-style-type: none"> a. Peer advocate class for training staff. b. Publicity to inform staff and students of services. c. Brownbag seminars. d. An advisory committee to plan and help implement programs and services. e. Liaison between LBCC Women's Center and community services. 	<ol style="list-style-type: none"> a. Assessment of peer advocates knowledge of Women's Center services. b. Survey of staff and students' knowledge of Women's Center offerings. c. Measurement of attendance and participation in Women's Center programs and seminars. d. Feedback from the Advisory Committee with regard to information and referral systems effectiveness. e. Record and analyze requests for services. 	<ol style="list-style-type: none"> a. Identify strengths and weaknesses of the program. b. Revise or initiate services that will best serve LBCC women. c. Increase participation by LBCC women students. d. Increase knowledge of the Women's Center program by staff and students. e. Discuss feedback from the advisory committee and decide if changes are needed.

Fine and Applied Arts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To assure that graduates of the transfer programs (Fine Art and Journalism) will be able to transfer their credits to any university in the area that offers baccalaureate degrees in their chosen field.</p>	<p>a. Faculty contact with colleagues in the universities, to insure good relationships between LBCC and the 4-year institutions.</p> <p>b. Annual survey of the catalogs of each university, to determine that general education courses and departmental requirements meet the universities' transfer and graduation requirements.</p> <p>c. Faculty contact with colleagues at 2-year colleges to keep abreast of curriculum development and growth throughout the state's community college system.</p>	<p>a. Continue contact with graduates who have transferred, to be certain their coursework has provided the necessary background for upper division courses.</p>	<p>a. Annual review and update of curriculum to better match 4-year curricula.</p> <p>b. Update advising information to meet changing requirements at 4-year schools.</p> <p>c. Make changes necessary based on personal contacts and student surveys.</p>

Women's Center

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide LBCC women students with programs, policies, and services to facilitate recruitment, graduation, and career placement.</p>	<ul style="list-style-type: none"> a. Peer advocate class for training staff. b. Publicity to inform staff and students of services. c. Brownbag seminars. d. An advisory committee to plan and help implement programs and services. e. Liaison between LBCC Women's Center and community services. 	<ul style="list-style-type: none"> a. Assessment of peer advocates knowledge of Women's Center services. b. Survey of staff and students' knowledge of Women's Center offerings. c. Measurement of attendance and participation in Women's Center programs and seminars. d. Feedback from the Advisory Committee with regard to information and referral systems effectiveness. e. Record and analyze requests for services. 	<ul style="list-style-type: none"> a. Identify strengths and weaknesses of the program. b. Revise or initiate services that will best serve LBCC women. c. Increase participation by LBCC women students. d. Increase knowledge of the Women's Center program by staff and students. e. Discuss feedback from the advisory committee and decide if changes are needed.

Fine and Applied Arts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To assure that graduates of the transfer programs (Fine Art and Journalism) will be able to transfer their credits to any university in the area that offers baccalaureate degrees in their chosen field.</p>	<p>a. Faculty contact with colleagues in the universities, to insure good relationships between LBCC and the 4-year institutions.</p> <p>b. Annual survey of the catalogs of each university, to determine that general education courses and departmental requirements meet the universities' transfer and graduation requirements.</p> <p>c. Faculty contact with colleagues at 2-year colleges to keep abreast of curriculum development and growth throughout the state's community college system.</p>	<p>a. Continue contact with graduates who have transferred, to be certain their coursework has provided the necessary background for upper division courses.</p>	<p>a. Annual review and update of curriculum to better match 4-year curricula.</p> <p>b. Update advising information to meet changing requirements at 4-year schools.</p> <p>c. Make changes necessary based on personal contacts and student surveys.</p>

Fine and Applied Arts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To assure that those students who are interested in art history, art appreciation, or studio-type art classes, but whose major is in some other field, will be able to participate in courses offered in this department.</p>	<ul style="list-style-type: none"> a. A variety of lecture and studio courses offered regularly. b. Field trips to galleries. c. Projects to develop skills in appreciating, understanding and creating art. d. Exhibits and talks in AHSS Gallery. e. Instructors, as professional and exhibiting artists, offer appropriate role models. f. LBCC student art shows held annually. g. Participation in Regional High School Skills Contest annual juried art show. h. Demonstrations or art show. Cultural events. i. Informational workshops. 	<ul style="list-style-type: none"> a. Track the numbers of non-majors taking courses to determine what percentage of the student body is participating. b. More of the general student body is exposed to the programs and we can reach those yet undecided about what they would like to choose for a field of study. 	<ul style="list-style-type: none"> a. Design new courses. b. Revise curriculum. c. Modify class instruction to more effectively meet the problems that students have when producing their art work.

Fine and Applied Arts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To enable graduates in graphic design or printing technology to hold entry-level or better positions as a result of their training at LBCC.</p>	<ul style="list-style-type: none"> a. Basic courses in each discipline. b. Emphasis on related courses that provide cross-training to improve the graduate's value to an employer. c. Use of an advisory committee to annually review and suggest improvements in the curriculum and facilities. d. CWE or related experience to provide students with on-the-job training and employer contacts. e. Faculty working in the field to stay current. f. Contact with employers to maintain a flow of information on the availability of job openings. g. Use of free-lance projects to help students gain experience in working with clients. h. Student shows in all aspects of the applied arts program. i. Spring Career Day which enables students to meet individuals who are working in the fields they anticipate entering. j. Graduating design students are required to present their portfolios to large and small groups (guests, faculty, students). k. Graduating design students' portfolios are reviewed by professionals (business and academic) before the students graduate. 	<ul style="list-style-type: none"> a. Track graduates with follow-up questionnaires as to job placement and satisfaction with educational preparation. b. Follow-up contact with present and former employers of our graduates for feedback on performance and adequacy of training (via placement office survey and informal contacts by faculty). 	<ul style="list-style-type: none"> a. Curriculum revision by working through advisory committee. b. Information about professional goals, expectations, entry-level requirements, and pay scales.

Fine and Applied Arts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To assure that graduates in Fine Arts will have high skill levels in their production of art work and that they will have an understanding of the creative processes and be able to solve visual problems and develop imagery with clarity, unity, and effective visual impact.</p>	<ul style="list-style-type: none"> a. A variety of lecture and studio courses offered regularly. b. Fields trips to galleries. c. Projects to develop skills in appreciating, understanding, and creating art. d. Exhibits and talks in AHSS Gallery. e. Instructors, as professional and exhibiting artists, offer appropriate role models. f. LBCC student art shows held annually. g. Participation in Regional Skills High School Contest annual juried art show. h. Demonstrations or art shows. Cultural events. i. Informational workshops. 	<ul style="list-style-type: none"> a. Art work produced is evaluated on the basis of certain general and specific criteria. These criteria will be based on the particular art skill being developed. 	<ul style="list-style-type: none"> a. Continually modify class instruction to more effectively meet the problems that students have when producing their art work.

Social Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
1. To encourage the development of knowledge about social and ethical issues in contemporary society.	a. The courses offered within the social science curriculum. Sponsorship of college/community programs. b. Faculty presentations.	a. Enrollment and retention data. b. Student evaluations. c. Attendance figures. d. Audience evaluation.	a. Review with department and Division director. b. Review in Majors meetings.
2. To assist in the development of critical and analytical thinking skills.	a. Directed discussions. b. Selected use of essay exams. c. Research paper requirement.	a. Student evaluations. b. Student retention records.	a. Review with department and division director. b. Review in Majors meetings.
3. To provide basic lower-division course work for pre-professional and degree-seeking social science majors.	a. Transfer courses in six social science disciplines. b. Interdisciplinary degree program.	a. Enrollment and retention data. b. Student and administrative evaluations.	a. Review with department and division director. b. Review in Majors meetings.
4. To provide elective courses for non-majors.	a. "Introduction to the Social Sciences." b. Presentation of a variety of transferable social sciences courses.	a. Articulation with four-year institutions.	a. Review with department and division director. b. Review in Majors meetings.
5. To provide program and career advising.	a. All faculty are involved in degree and transfer advising.	a. Feedback from students and transfer institutions.	a. Review with Counseling.
6. To provide social science courses in support of non-social science curricula and degrees.	a. Social science courses developed and scheduled in consultation with appropriate program staff.	a. Assessment by other college-program faculty.	a. Review with relevant program faculty.
7. To serve as a focal point for community discussion of social issues.	a. Liaison with Oregon Committee for the Humanities. b. Yearly community program. c. Campus visitations. d. Presentations to community groups.	a. Results not objectively measurable.	a. Review with the division and the Vice President for Instruction.

Social Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>8. To provide social science students with special opportunities for internships, work experience, and foreign study.</p>	<p>a. Assist with CWE coordination. b. Coordinate with international studies program.</p>	<p>a. Enrollment data. b. Presentations by students who have participated.</p>	<p>a. Review with department. b. Presentations at Social Science Majors meetings.</p>
<p>9. To assist Social Science students in successfully transferring.</p>	<p>a. Majors meeting b. Faculty advising.</p>	<p>b. Currently no measurement.</p>	<p>a. Review with department, counseling staff and registrar.</p>

Criminal Justice

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To assure that graduates in Criminal Justice will be able to function as professionals in the fields of Law Enforcement and Corrections.</p>	<ul style="list-style-type: none"> a. Basic core courses in Criminal Justice. b. Recommend special courses in Social Sciences and General Education areas. c. Use of advisory committee to review and update curriculum. d. Extensive use of Cooperative Work Experience internships. e. Agency and institution visits. f. Use of guest lecturers. g. Instructional staff are chosen for practical as well as academic knowledge. 	<ul style="list-style-type: none"> a. Attrition/retention analysis: a continuing look at each graduating class. b. Follow-up graduate survey every two years: skill needs, problems, and suggestions for improving the program. c. Detailed interviews with employers every year: strengths, weaknesses, suggestions. 	<ul style="list-style-type: none"> a. Review with faculty, Division Director, and Vice President for Instruction. b. Discuss results with advisory committee. c. Review instructional methods and curriculum and make needed changes.
<p>2. To assure that graduates of the transfer (AS) curriculum will be able to transfer their credits to area universities offering a baccalaureate degree in Criminal Justice.</p>	<ul style="list-style-type: none"> a. Maintain professional contact with colleagues in the four-year schools. b. Annually survey programs of the four-year institutions to ensure that LBCC general education courses and program requirements meet the standards for transfer and graduation. c. Periodic contact with colleagues at Oregon two-year colleges for curriculum growth and development. 	<ul style="list-style-type: none"> a. Continue to follow-up with graduates who have transferred to ensure coursework taken at LBCC has provided the proper foundation for upper division courses. 	<ul style="list-style-type: none"> a. Annual review and update of curricula. b. Update advising material to reflect changes in four-year curriculums. Make necessary changes based on continuing student surveys.

Criminal Justice

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To enable students who are interested in Criminal Justice, but are majoring in another field of study, to take courses offered in this department.</p>	<ul style="list-style-type: none">a. A broad variety of courses offered on a regular basis.b. Visits to agencies and institutions.c. Cooperative Work Experience internships available to non-majors.d. Use of guest lecturers.e. Instructional staff chosen for ability to relate to a broad base of student interests.	<ul style="list-style-type: none">a. Track non-majors to determine percentage of the headcount showing interest on a basis other than future vocation in the field.b. Present Criminal Justice to a greater number of the general student body to aid the undecided in the selection of a field of study.	<ul style="list-style-type: none">a. Design new courses of general interest.b. Modify classroom instruction to meet needs of the non-major.c. Constantly revise curriculum to meet needs of a wider audience.

Performing Arts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
1. To assure that graduates with a Humanities degree have a good understanding of music as it relates to the other Humanities.	a. Curriculum that enhances the association of Music and Humanities.	a. Student success in classes. b. Student evaluations.	a. Curricular evaluation and possible modification.
2. To increase the number of theatre and students.	a. High School recruiting. b. On campus recruiting. c. Off campus performances to demonstrate program viability.	a. Enrollment statistics.	a. Measure enrollment of course offerings and adjust as needed.
3. To define and develop a Loft Theatre program.	a. Production offerings for student participation.	a. Performances both on and off campus.	a. Audience and student evaluation will be used to continue defining the potential of the Loft Theatre.
4. To train students who are capable of manipulating the artistic medium of the stage with artistic freedom and faculty guidance.	a. Course work with broad liberal arts training as well as specific technical courses.	a. Student involvement in future productions.	a. Audience and student evaluation.
5. To establish a closer linkage between faculty and students.	a. Meetings of interested students. b. Social functions for students and faculty. c. Employment opportunity education.	a. Potential of increased student interest and awareness.	a. Feedback from students as to how to better meet their needs.
6. To increase visibility of performance activities.	a. Community performances. b. Community service.	a. Number of people made aware of performance activities.	a. As community becomes more aware of our potential we can serve them better.

Humanities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To encourage understanding of social and ethical values in contemporary society.</p>	<p>a. Discussions of relevant issues in writing and literature classes. b. Applications to contemporary issues and events.</p>	<p>a. Quality of discussions, writing, and thinking. b. Enhance awareness of world around us and of relevance of literature.</p>	<p>a. Department review; course evaluation and possible revision. b. Department self-study.</p>
<p>2. To provide opportunities for personal and creative enrichment.</p>	<p>a. Diverse courses in writing and humanities curriculum.</p>	<p>a. Student self-evaluation.</p>	<p>a. Department self-study; development of new courses.</p>
<p>3. To enhance writing, language, critical thinking, and imaginative skills.</p>	<p>a. Diverse writing courses.</p>	<p>a. Student evaluation; feedback from transfer institutions.</p>	<p>a. Course and curriculum revision.</p>
<p>4. To promote self-understanding and empathy for others.</p>	<p>a. Writing and literature courses.</p>	<p>a. Student self-evaluation.</p>	<p>a. Course and curriculum revision.</p>

Humanities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
5. To provide basic lower division course work for pre-professional and degree-seeking humanities majors.	a. Transfer courses in writing and literature. b. Diverse humanities degree curriculum.	a. Enrollment and retention data. b. Student and administrative evaluations. c. Articulation with four-year institutions.	a. Review with department and division director. b. Department self-study. c. Curriculum revision.
6. To provide elective courses for non-majors.	a. Wide variety of transferrable courses offered.	a. Feedback from students and transfer institutions.	a. Curriculum revision.
7. To provide program and career advising.	a. All faculty involved; use of majors meetings.	a. Feedback from students and transfer institutions.	a. Review with counseling staff.
8. To provide courses in support of other curricula and degrees.	a. Intra-campus coordination and articulation.	a. Assessment by other college program faculty.	a. Review with relevant program faculty.

Humanities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>9. To foster literary and cultural activities.</p>	<p>a. Liaison with Oregon Committee for the Humanities. b. Campus visits. c. Cooperation with OSU and Student Activities.</p>	<p>a. Varied programs of cultural value. b. Stronger ties to local schools and cultural organizations. c. Enlarged set of activities in which students and public participate.</p>	<p>a. Review with division and VP for Instruction and students. b. Development of programs designed to meet local needs and interests.</p>
<p>10. To provide Humanities students with special opportunities for internships, work experience, and foreign study.</p>	<p>a. Assist with CWE coordination. b. Coordinate with international studies program.</p>	<p>a. Employer evaluation of student employees. b. Improved awareness of our world c. Placements of students and faculty in overseas programs or activities.</p>	<p>a. Review with students; emphasis on work skills and attitudes. b. Curricular revision and deepening of curriculum.</p>

Business Management

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To prepare students for transfer to four-year institutions.</p>	<ul style="list-style-type: none"> a. AA in Business Administration. b. AA (General). c. Some students transfer without completing all the courses required for an AA. d. Some students have already completed BA/BS degrees and come to LBCC for prerequisite courses--to enter MBA programs. e. Some students have already completed BA/BS degrees and come to LBCC to take course work required to take the CPA examination. f. An advising system to help students meet degree requirements. g. An advisory committee for input from the business community. h. An individual tutoring program for students taking accounting courses. i. A student leadership organization (DECA). j. The use of guest speakers to supplement class lectures. k. The use of computers to supplement course work. l. Professional development for faculty members. m. Close articulation with four-year institutions, especially OSU. 	<ul style="list-style-type: none"> a. Follow-up of students --the success of students at four-year institutions. b. Feedback from four-year institutions. c. Feedback from Advisory Committees. d. Feedback from students. e. Student/course evaluations. f. Test results on CPA exams. 	<ul style="list-style-type: none"> a. Review and revision of curriculum. b. Review and revision of teaching methods. c. More emphasis on ability to use computers. d. Reallocation of staff teaching assignments.

Business Management

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To prepare technical/vocational graduates for successful entry-level employment in a variety of business positions.</p>	<ul style="list-style-type: none"> a. AS in Accounting Technology. b. AS in Management/Marketing. c. AS in Banking and Finance. d. AS in Supervisory Training. e. Course work for operating small businesses. f. Course work which assists business and government organizations to conduct marketing research. g. An advising system to help students meet degree requirements. h. An advisory committee for input from the business community. i. An individual tutoring program for students taking accounting courses. j. A student leadership organization (DECA). k. The use of guest speakers to supplement class lectures. l. The use of computers to supplement course work. m. Professional development for faculty members. n. Close articulation with four-year institutions, especially with OSU. 	<ul style="list-style-type: none"> a. Follow-up of students --tracking job placement of students. b. Feedback from Advisory Committees. c. Feedback from students. d. Student/course evaluations. e. Feedback from employers. 	<ul style="list-style-type: none"> a. Review and revision of curriculum. b. Review and revision of teaching methods. c. More emphasis on ability to use computers. d. Reallocation of staff teaching assignments.

Business Management

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To provide specialized training for people already employed in various professions/occupations.</p>	<ul style="list-style-type: none"> a. A joint venture educational program with the American Institute of Banking (training for banking employees). b. A joint venture educational program with the Institute of Financial Education (training for savings and loan employees). c. Training programs for Licensed Tax Consultants and Licensed Tax Preparers. d. Courses for people working in the purchasing field. e. Courses in supervisory development. f. Courses in real estate. g. Courses in computer skills. h. Courses in accounting and payroll skills. 	<ul style="list-style-type: none"> a. Follow-up of students --tracking job placement of students. b. Feedback from Advisory Committees. c. Feedback from students. d. Student/course evaluations. e. Feedback from employers. 	<ul style="list-style-type: none"> a. Review and revision of curriculum. b. Review and revision of teaching methods. c. More emphasis on ability to use computers. d. Reallocation of staff teaching assignments.

Business Management

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To provide specialized training of an upgrading/retraining nature for students re-entering the job market.</p>	<ul style="list-style-type: none"> a. To support the TED Center by providing instructors to these programs. b. To support the TED Center by providing assistance in program design and curriculum development. c. To provide a wide variety of evening courses in business. d. Faculty involvement in seminars and workshops. e. Faculty involvement in the LBCC Speakers Bureau. f. Faculty involvement in private consulting work in the business community. g. Faculty involvement with the TED Center Bookkeeping Update program. h. Faculty involvement with the TED Center Sales Representative program. 	<ul style="list-style-type: none"> a. Input from students in these programs. b. Input from employers. c. Course evaluations. d. Feedback from the Advisory Committee. 	<ul style="list-style-type: none"> a. Review and revision of curriculum. b. Review and revision of teaching methods. c. Continued interest in developing new courses/programs where there is demand for jobs. d. Development of new courses/seminars.

Data Processing

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<ol style="list-style-type: none"> 1. To prepare students for successful employment in data processing positions. 	<ol style="list-style-type: none"> a. Cooperative Work Experience for all programs. b. Fundamental computer skills courses. c. Specialized training: programming, computer operations, data entry. d. Advisory Committee used to review and update. e. Related general education courses. f. Guest lecturers and field trips. g. Development of good work habits--employment survival skills. h. Simulations and practicum courses. i. Professional development for staff. j. Staff contact with prospective employers. k. Required course work in related fields (e.g., accounting required for computer programming majors) l. Student involvement in Data Processing Management Association (DPMA) offered. 	<ol style="list-style-type: none"> a. Instructor evaluation of student performance. b. Follow-up of graduates--formal and informal. c. Feedback from employers, including repeat requests for program graduates. d. Continued requests for employment of graduates. e. Student course evaluations. 	<ol style="list-style-type: none"> a. Curriculum review and revision. b. Teaching methods review and revision. c. Selection of hardware, software, and teaching materials. d. Modification of program requirements.

Data Processing

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To provide transfer courses for Computer Science students and majors of other programs.</p>	<ul style="list-style-type: none"> a. Computer literacy courses for all LBCC students. b. Cooperative credit program for high school students in the Linn-Benton Educational Service District. c. Transfer courses. d. Advising provided for transfer students. e. Role models provided as computer professionals. f. Close cooperation with OSU Computer Science department and Linfield College Business Information Systems department. 	<ul style="list-style-type: none"> a. Success of LBCC students at four-year institutions. b. Communication and follow-up with graduates. 	<ul style="list-style-type: none"> a. Modify advising information as necessary. b. Coordinate course number and content with Oregon State University.
<p>3. To provide service courses for the community.</p>	<ul style="list-style-type: none"> a. Evening courses offered in computer related fields. b. Introductory applications courses offered. c. Faculty available for consultation. d. Presentation of seminars and workshops. e. Faculty attendance at conferences. f. Faculty participation in College Speakers Bureau. 	<ul style="list-style-type: none"> a. Evaluation of courses. b. Evaluations of seminars and workshops. c. Requests for additional training. d. Continuation of interest and support. e. Informal and formal response from current and former students. 	<ul style="list-style-type: none"> a. Respond to evaluations. b. Respond to suggestions for future topics. c. Develop new courses, seminars, and workshops. d. Respond to demand and requests.

Office Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
1. To prepare graduates for successful employment in secretarial/clerical positions.	<ul style="list-style-type: none"> a. Basic office-related skills courses. b. Specialized training: legal, medical, word processing. c. On-the-Job Training for two-year programs. d. Advisory Committee reviews. e. Student organization (Future Secretaries of America) activities. f. Related basic skills courses. g. Field trips and guest speakers. h. Development of work habits. i. Building of self-esteem. j. Simulations and practicum course. k. Professional development for staff. l. Close contact with community by staff. m. Student involvement in professional organizations encouraged. 	<ul style="list-style-type: none"> a. Competency-based testing. b. Follow-up of graduates. c. Feedback from employers. d. Informal contact with former students and graduates. e. Repeat requests for employment of graduates. f. Student/course evaluations. 	<ul style="list-style-type: none"> a. Curriculum review and revision. b. Teaching methods review and revision. c. Testing review and revision. d. Selection of hardware, software, and teaching materials. e. Modification of program requirements.

Office Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To provide upgrading and/or retraining mechanisms for the population of Linn and Benton counties.</p>	<ul style="list-style-type: none"> a. Open-entry, open-exit courses. b. Evening courses. c. Courses offered at LBCC centers. d. Short, self-paced courses. e. Variable credit. f. Faculty participation in Speakers Bureau. g. Faculty attendance at conferences. h. Short-term training offered on demand. i. Faculty as resource for TED Center projects. 	<ul style="list-style-type: none"> a. Evaluations of courses. b. Evaluations of seminars and workshops. c. Requests for additional training. d. Referrals from former participants. e. Continual interest and support. 	<ul style="list-style-type: none"> a. Respond to evaluations. b. Respond to suggestions for future topics. c. Develop new courses, seminars, etc. d. Respond to demand and requests.
<p>3. To provide support courses for majors in other programs offered at LBCC to complement their program requirements.</p>	<ul style="list-style-type: none"> a. Basic typing courses--Keyboarding, Basic Typing, and Typing Skill Building. b. Business Math with Calculators. c. Computer competency courses. d. Shorthand (for note-taking purposes). 	<ul style="list-style-type: none"> a. Course evaluations. b. Communication with faculty from other departments. 	<ul style="list-style-type: none"> a. Modification of course content--Keyboarding for Personal Use and Business Math for Culinary Arts. b. Modification of grading--P/NP for non-majors in Keyboarding. c. Scheduling during appropriate terms and at appropriate times.

Office Technology

Program Goals

Related Program Activities

Outcome Measures

Use of Results

4. To provide an avenue for high school students to make an easy transition into the programs offered by this department through articulation efforts with the local high schools.

- a. High school challenge tests.
- b. High school Skills Contest.
- c. Faculty on high school advisory committees.
- d. Personal and professional interchange with high school faculty.
- e. Participation in the Regional Planning project.
- f. Courses offered late afternoons, evenings, and summers.
- g. Participation in high school visitation days.
- h. Participation in high school career days.

- a. High school students successfully pass challenge tests.
- b. 150 high school students normally participate in the Skills Contest
- c. Ten high school students earn LBCC scholarships at the Skills Contest.
- d. LBCC recommended to high school students by high school faculty.
- e. High school students attend LBCC while still in high school.

- a. Update the Skills Contest annually.
- b. Update challenge tests.
- c. Participate in Regional Planning activities.

5. To prepare community college students for transfer to a four-year institution in Business Education.

- a. Offer transfer courses.
- b. Provide advising for transfer students.
- c. Provide role models as business educators.
- d. Represent LBCC on OSU Business Education Advisory Committee.
- e. Maintain transfer agreement with OSU.
- f. Provide typing and shorthand courses as well as lab facilities for OSU.
- g. Welcome four-year institution representatives visiting the LBCC campus.

- a. Success of LBCC graduates at four-year institutions.
- b. Follow-up of graduates.
- c. Communication with graduates.
- d. Communication with OSU staff regarding changes needed.

- a. Modify advising information as necessary.
- b. Correlate course numbers and content.

Community Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide leadership to the college for responsive, flexible, innovative, high quality programs.</p>	<ul style="list-style-type: none"> a. Develop new courses. b. Develop programs to meet agency and business needs, including on-site training. c. Start programs as needed by the community as opposed to the traditional term deadline and program times. d. Conduct student evaluations of all courses, on a regular basis. e. Utilize Quality Circles, student focus groups, advisory committees, etc. for strengthening program effectiveness. f. Provide a wide range of courses in local communities to form the beginning basis of a student's transfer or vocational degree program. g. Hire quality part-time instructors who bring a broader dimension to the college's total program due to their backgrounds. h. Encourage the approval of innovative transfer courses which meet local needs. i. Provide a balanced night-time credit program in local communities. 	<ul style="list-style-type: none"> a. Program balanced with new and existing courses. b. A cancellation rate that shows willingness to take risks. c. Continuation of agencies and businesses utilizing our services to meet their education needs. d. Reviews and evaluations with agencies of training provided for them. e. Student evaluations showing a high level of satisfaction with the courses offered. f. Implementation of suggestions from Quality Circles, student focus groups, etc. g. Students being able to start their degree programs in their local community. h. Flexibility in course offerings due to the broad range of part-time instructors. i. More innovative humanities courses offered. 	<ul style="list-style-type: none"> a. Develop new directions and emphasis in the programs and delete courses that have outlived their usefulness. b. Provide training for mediocre instructors and replace those who have poor evaluations. c. Improve training as suggested by businesses and agencies. d. Fund innovations suggested in review process.

Community Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To maintain a broad philosophical approach to community education and continue to be an integral part of the major mission of the college.</p>	<ul style="list-style-type: none"> a. Provide a variety of classes (credit and non-credit) to meet the needs of all adults in our local communities. b. Utilize budget resources to meet local needs within the framework of the mission statement. c. Assess the needs of the local community and report those needs to the appropriate department of the college to provide the delivery of service. d. Provide centers, classes, and student services in local communities. 	<ul style="list-style-type: none"> a. Community education seen as a respected and integral part of LBCC. b. Local communities receiving a wide range of services and programs. 	<ul style="list-style-type: none"> a. College departments meeting the reported needs of off campus students. b. Development of a balanced schedule of classes and services in local communities.

Community Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To make college programs accessible to non-traditional students.</p>	<ul style="list-style-type: none"> a. Provide college services in centers such as extended office hours, career counseling, financial aid, and general information regarding classes and activities on the main campus and at the other centers. b. Provide classes, workshops, and programs designed to meet local needs. c. Make facilities available to the community. 	<ul style="list-style-type: none"> a. Recognition of the needs for readily accessible information and services for individuals throughout the district and addition of the important element of convenience to allow all students to make informed decisions about their future educational program. b. Recruitment of students by utilizing special tuition rates (Golden Age, family, and unemployed workers) and flexible schedules (hours and locations) tailored to the schedules of local residents, especially valuable as it attracts rural students into college offerings. c. Programs designed for older adults in senior centers and retirement and nursing home facilities. d. Course offerings for beginning adult basic education students that open new vistas leading to greater opportunities and life satisfaction. e. Short term classes, weekend workshops, and seminars on topics such as health, art, parent education, and business which expand the opportunities for working in individuals who need classes but whose schedules do not conform to the regular schedule. f. Rental and donation of space to outside organizations and 	<ul style="list-style-type: none"> a. Encourages students to seek out and utilize resources to acquire new skills; produces confidence in the timid, insecure students who want to become self-sufficient and to become informed regarding the alternatives offered by the college. b. Tends to enhance self-confidence; establishes a sense of accomplishment and desire to continue with more positive learning experiences; provides a continued link between students, centers, and the main campus, which expands all levels of communication. c. Keeps minds and bodies healthy through activities geared for older adults, part of the total constituency in an 'open-door' college. d. Raises community literacy level and results in total population becoming more education oriented; recruits students for future training in certificate and/or degree programs. e. Involves a group who might not be able to take classes due to time constraints; results in an important segment of employed people looking to the college for their continuing education needs. f. Provides access for constituents to their "property" in a new

Community Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
		<p>agencies, providing exposure of the college to another group of citizens.</p>	<p>manner; encourages individuals who might not be informed about the many services and classes available to follow up by seeking out and enrolling in a class, another valuable way to promote good public relations.</p> <ul style="list-style-type: none"> g. Gives the opportunity for the college to repay other institutions for their support and cooperation. h. Brings visitors to the campus and centers for added familiarity with the college. i. Adds funds to the budgets.

Community Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To increase the visibility of Community Education Centers to the communities served.</p>	<ul style="list-style-type: none"> a. Directors assigned to Chamber of Commerce for active involvement. b. Center classrooms and equipment available for community use. c. Seminars, courses, and workshops provided upon request. d. Knowledge of all of LBCC enhanced by providing topical programs to civic meetings. 	<ul style="list-style-type: none"> a. Networking through participation in functions. b. Enhanced credibility of LBCC by hard work of its employees. (One director served as chamber president, and others have been actively involved as directors or committee heads.) c. Community Education classrooms strengthened lack of suitable meeting locations. d. Flow of locals into center for all purposes. e. Needs of community met locally, for example, through unemployment workshops and hospitality training seminars for tourist areas. f. Needs surveys. g. Exposure of current developments kept flowing to the public in key positions. 	<ul style="list-style-type: none"> a. Through good rapport with influential parties in community, confer with these on an advisory basis. b. Review classroom usage, making changes if needed. c. Discuss priorities of scheduled courses, re-vamping to keep current. d. Increase enrollment and develop a positive image (especially at tax levy time).

Community Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>5. To be the advocate for part-time staff and students.</p>	<ul style="list-style-type: none"> a. Provide timely inservice and update training for part-time instructors. b. Insure that part-time instructors are equally compensated and receive the same recognition as their full-time counter-parts. c. Strive to provide top-notch high quality classes that meet the needs of the adult community. d. Do timely surveys that reflect the needs of the community. e. Insure that required classes are provided for part-time degree-seeking students at a time and place accessible to them. f. Provide a communication link to upper management and administration for the non-traditional, part-time user of the college. 	<ul style="list-style-type: none"> a. Proper and continuous recognition and compensation on a par similar with instructors at other institutions. b. Quality programming that fills the needs of the part-time students. 	<ul style="list-style-type: none"> a. Improved working environment. b. More highly qualified part-time instructors being attracted to LBCC. c. The college better able to meet the needs of the non-traditional part-time students. d. Increased enrollments of part-time students. e. Increased offerings in both specific and general areas.

Culinary Arts/Hospitality Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To enable a student, upon graduating from any of the options in the Culinary Arts and Hospitality Services program, to be well prepared to enter the food service industry and advance quickly to an entry level supervisory position, and through the transfer program to be prepared to enter the OSU program at a junior level.</p>	<ul style="list-style-type: none"> a. Maintain a strong basic core curriculum. b. Develop additional broader experiences than those provided within the formal classroom or lab setting. c. Nurture individuals to develop their fullest potential in their chosen field. 	<ul style="list-style-type: none"> a. Provide formal instruction through theory classes. b. Provide practical and realistic daily experiences within a controlled lab setting which utilize what has been learned through theory classes. c. Provide special banquet and catering experiences for additional and unique student skill development. d. Assist the Culinary Arts Club in providing students with leadership opportunities. e. Develop additional learning experiences through field trips and guest lecturers. f. Work closely with employers to gain feedback on graduates. g. Maintain contact with graduates and early-leavers to ascertain career growth. h. Continually monitor and analyze student skills through assessment and observation. i. Continually assess program objectives to maintain the direction of the program. 	<ul style="list-style-type: none"> a. Monitor student graduation levels and placement. b. Review program activities relative to program goals and adjust as warranted. c. Analyze and act upon recommendations of the Culinary Arts/Hospitality Services Advisory Committee.

Nursing & Nursing Assistant

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To prepare beginning and LPN advanced placement students to take the RN--NCLEX exam for licensure as RNs and prepare students to function professionally.</p>	<ul style="list-style-type: none"> a. Basic core courses in the nursing sciences. b. Clinical laboratory experience. c. Applied nursing skill evaluation. d. Campus laboratory experience. e. Individual student conferences. f. Variety of community health experiences. g. Classes in contemporary nursing issues. h. Community based advisory committee used for evaluation and review. i. Nursing service--nursing education committee participation. j. Student Nurses Organization participation. k. Referral to campus-wide resources for individual student problems. l. Faculty attendance at continuing education offerings. 	<ul style="list-style-type: none"> a. NCLEX--RN state board exams. b. Achievement exams. c. Yearly graduate follow-up. d. Nursing service--nursing education committee reviews. e. Student-based program evaluation. f. Oregon State Nursing Accreditation. g. National League of Nursing Accreditation. h. NCLEX Program Analysis 1982-85. 	<ul style="list-style-type: none"> a. Review NCLEX-RN and achievement test results to evaluate curriculum with ADN faculty; revise and update curriculum. b. Update curriculum based on changes in nursing practice. c. Identify changes in employment needs of local health care providers. d. Review and improve instructional techniques based on student evaluations. e. Maintain currency with state and national nursing education standards.

Nursing & Nursing Assistant

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To provide advanced placement opportunities for LPN's to enter the ADN Program.</p>	<ul style="list-style-type: none"> a. Challenge Tests for Nursing I, II, & III. b. Skills challenge exams. c. Orientation for advanced placement students. d. Modules for upgrading deficient skills. e. Tutoring to assist students. f. Evaluation of former education. g. Advising and information sharing. h. Visitors to program. i. Auditing of ADN program courses. 	<ul style="list-style-type: none"> a. Challenge Exams. b. Success in ADN Courses. 	<ul style="list-style-type: none"> a. Better advising of students. b. Placement of students in ADN Program. c. Evaluation of admissions criteria for advanced placement students.
<p>3. To prepare graduates of the Nursing Assistant Program for positions as nurse's aides, orderlies, or home health aides.</p>	<ul style="list-style-type: none"> a. Basic nursing assistant theory. b. Clinical experience in health care facilities. c. Campus laboratory experiences. d. Community based advisory committee used for evaluation and review. 	<ul style="list-style-type: none"> a. Written testing. b. Clinical evaluation. c. Employment rate and success. 	<ul style="list-style-type: none"> a. Identify changes in employment needs of local health care providers. b. Review and improve instructional techniques. c. Issue a "Certified Nursing Assistant" certificate from LBCC to graduates of the program.

Dental Assisting

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a program through which our graduates will be able to successfully complete all licensure examinations and to function well in the dental profession.</p>	<ul style="list-style-type: none"> a. Basic core courses in the dental and material sciences. b. Specialty courses in radiology and expanded functions of dentistry. c. Courses in clinical dental assisting. d. On campus laboratory and clinical experience in dental assisting technique and related functions. e. Clinical experience via a full service on campus dental clinic staffed by a community dentist and hygienist. f. Cooperative work experience available outside the program curriculum. g. A variety of community health and education experiences. h. Office practicum internship program. i. Student dental organizations, including Oregon Dental Assistants Association membership. j. Community-based advisory committee for evaluation and review. k. Applied dental assisting skills evaluation. l. Open supervised laboratory and conference times available. m. Referral to campus-wide resources for individual student problems. n. Faculty attendance at continuing education offerings. o. Opportunity for stu- 	<ul style="list-style-type: none"> a. Oregon Board of Dentistry radiology certification exams. b. Oregon Board of Dentistry Expanded Function Dental Assistant Certificate. c. American Dental Assistants Association Certification Exam. d. Yearly graduate follow-ups. e. Written evaluations from community dentists participating in the office practicum. f. Student-based program evaluation. g. Oregon Board of Dentistry Course. h. American Dental Association Accreditation. i. Attrition and retention analysis of former graduates. 	<ul style="list-style-type: none"> a. Review scores of all licensure exams, review with faculty, and revise and update curriculum. b. Review written evaluations from office practicum and critique curriculum content accordingly. c. Update curriculum based on changes in dentistry and use of materials. d. Review and improve instructional techniques based on student evaluation. e. Maintain currency with state and national dental education standards. f. Review test results and attrition data with community based advisory board.

Dental Assisting

Program Goals

Related Program
Activities

Outcome Measures

Use of Results

dent participation in
continuing educa-
tion.

Emergency Medical Technician

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To enable graduates of the EMT/Paramedic Program to function well in the field.</p>	<p>a. Students are prepared for the realities of employment by participating in field internship prior to program completion.</p>	<p>a. Follow-up of graduates and employers is conducted every five years.</p>	<p>a. Review of data with division head, advisory committee, and faculty.</p>
<p>2. To enable graduates of the EMT/Paramedic Program to be successful in State Certification Exams, which include both written and practical tests.</p>	<p>a. Faculty participate in frequent curriculum updates with both state agencies which provide program direction.</p>	<p>a. Examination statistics are reviewed after every certification exam. b. LBCC students are significantly above the state averages at all levels.</p>	<p>a. On-going review of data maintained and correlated with past performance.</p>
<p>3. To adapt instruction to varying levels of student abilities.</p>	<p>a. Reading skills of all entering students are evaluated prior to admission. b. Students with skill deficiencies are counselled in regard to an appropriate skill-building plan specific to student needs.</p>	<p>a. Re-testing after remedial skills building. b. Individual testing and analysis. c. Access to open labs. d. Access to individual tutoring. e. Retesting policy for skills and major exams.</p>	<p>a. Integration of the student into the program after skills building.</p>

Physical Education & Health

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To prepare students to become professionals in physical education, health, and recreation.</p>	<ul style="list-style-type: none"> a. Professional program featuring key activity areas. b. Courses designed to introduce philosophy, history, and concepts of P.E. c. Guest speakers. d. Related co-op experience. e. Staff specialist in professional areas. f. School visitations. g. Guidance counselors provided. h. Related activities with state and volunteer agencies. 	<ul style="list-style-type: none"> a. Diagnosis of entry performance. b. Proficiency test comparisons. c. Individualized teaching situations. d. Evaluation of graduates' performance. e. Interviews with employees. f. Student evaluations. g. Analysis of graduates. h. Review of curriculum offerings. i. Articulation with four-year programs. 	<ul style="list-style-type: none"> a. Evaluate student quality. b. Determine effectiveness of program content. c. Suggest needs for curriculum revision. d. Use a major program advising committee (student & faculty). e. Maintain a consistent program with popular four-year programs.
<p>2. To provide a comprehensive service curriculum affecting skills, attitude, and knowledge.</p>	<ul style="list-style-type: none"> a. Develop knowledge of value of physical fitness. b. Provide an avenue for fitness development. c. Enhance skills in team and recreational sports. d. Discuss strategy involved in team concepts. e. Utilize instructor specialization. f. Promote enthusiastic approach to comprehensive learning. g. Enhance social attitudes by way of sports. h. Promote intramural opportunities. 	<ul style="list-style-type: none"> a. Student and instructor evaluations. b. Curriculum review annually. c. Evaluation of enrollment tendencies. d. Testing and review of fitness evaluations. e. Measurements of effectiveness of skill development. f. Uniform teaching content in similar courses. 	<ul style="list-style-type: none"> a. Respond to student evaluations. b. Maintain current trends in courses. c. Compare fitness test results. d. Do student follow-up on program success. e. Develop new courses to replace weak areas. f. Update student texts.

P.E. & Health

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To provide a comprehensive health and wellness curriculum affecting knowledge, attitudes, and behavior.</p>	<ul style="list-style-type: none"> a. Personal Health classes. b. Wellness classes. c. CWE opportunities. d. Workshops. e. Institutional Wellness Committee. f. Screening and assessment. g. Wellness trail utilization by community. h. Coordination with satellite centers. 	<ul style="list-style-type: none"> a. Increasing interest in health and being healthy. b. Desire to become better educated. c. Desire to participate. d. Cognitive development. e. Social development. f. Affective development. g. Behavioral changes. h. Detailed questionnaire of community needs. 	<ul style="list-style-type: none"> a. Review feedback from evaluations. b. Review results of tests, screening, and assessments. c. Respond to feedback from former students, staff, and community. d. Review impact of Institutional Wellness Committee. e. Review data with staff and Wellness Committee. f. Discuss needed changes.
<p>4. To provide safety and emergency care education and training.</p>	<ul style="list-style-type: none"> a. First Aid classes. b. Cardio-Pulmonary Resuscitation Classes. c. Industrial Safety classes. d. Community and college workshops. 	<ul style="list-style-type: none"> a. Basic understanding of emergency care and safety. b. Knowledge of preventing accidents and injury. c. An understanding of the importance of safety consciousness. d. Decrease in injuries. 	<ul style="list-style-type: none"> a. Review curriculum to provide improved offerings. b. Respond to feedback from former students and community employees. c. Provide workshops. d. Review feedback from evaluations.

P.E. & Health

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>5. To enhance the quality of life for students, staff, and community by providing programs and services that promote healthy lifestyles.</p>	<ul style="list-style-type: none"> a. Physical Education classes. b. Wellness and Health classes. c. Safety classes. d. CPR and First Aid classes. e. CWE opportunities. f. Professional Classes. g. Intramural opportunities. f. Staff and community wellness evaluations. g. Advising. h. Fitness testing. i. Screening and assessment. j. Institution Wellness Committee. k. Health Fair. l. Staff development. n. National and state agency work. 	<ul style="list-style-type: none"> a. Faculty and course evaluations. b. Interpretation of diagnostic tests and screenings for staff and students. c. Assessment of enrollment. d. Demand for additional classes or sections or new courses. e. Detailed interviews with employers. f. Knowledge of interrelationship of physical, mental, emotional, and social aspects of the human being. g. An understanding of the importance of exercise and health. h. Staff assessment of strengths and weaknesses. i. Increased awareness of community needs. j. Major gain in resource knowledge. k. Staff gains in latest techniques in specific areas (e.g., heart, cancer, drugs, alcohol, Aids, etc.) 	<ul style="list-style-type: none"> a. Create new courses as needed. b. Provide workshops. c. Discuss and analyze needs with immediate staff and Wellness Committee. d. Using feedback from former students, take action as needed. e. Increase knowledge of current trends in education. f. Improve staff in weak areas. g. Obtain latest material in specific areas.

Welding Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a desirable employee to the welding employers of Linn and Benton counties and the Northwest.</p>	<ul style="list-style-type: none"> a. A related and practical mathematics sequence (Math I and II). b. A related English composition and speech sequence (Writing 115, 121 and Speech 1.103) c. Cooperative Work Experience (CWE). d. Two welding related metallurgy classes. e. Industrial Fluid Power (Hydraulics) class. f. A three term blueprint/layout sequence. g. Machine Tool classes. h. Electricity classes. i. Health/Physical Education classes. j. Industrial Safety classes. k. Industrial Technical Society (local student chapter of American Welding Society) participation. 	<ul style="list-style-type: none"> a. Student weld quality testing of different procedures by independent testing laboratories. (including State of Oregon Department of Commerce Pressure Vessel Division). b. The ability of students to secure and maintain employment at satisfactory levels. c. Feedback from employers (verbal and written questionnaires). d. Feedback from Advisory committees. e. Student follow-up results. 	<ul style="list-style-type: none"> a. Analyze data collected from the various sources and determine its validity. b. Discuss valid data with division director, and Vice President for Instruction and Advisory Committee. c. Discuss data and division director/VP recommendations with department staff members and Advisory Committee. d. Present avenues for implementation to division direction and Vice President for Instruction, Advisory Committee, and department staff. e. Report results of implementation to Advisory Committee, division director and Vice President. f. Implement recommended modifications and/or adjustments.

Manufacturing Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To enable graduates of the Manufacturing Technology program to enter the machinist trade having the basic skills, attitude, and information necessary for successful employment.</p>	<p>a. In addition to the institution's general education requirements, the Manufacturing Technology majors must successfully complete the following courses: Math III or equivalent, Metals Investigation & Evaluation (Metallurgy), Fundamentals of Drafting, Industrial Safety, Welding I & II, and Microcomputer Basic.</p> <p>Suggested electives: Any Math sequence through calculus, Drafting I & II, Computer Aided Drafting, Keyboarding, Personnel Management, and Industrial Fluid Power.</p> <p>Other related activities: Cooperative Work Experience, Industrial Technical Society Seminar, Student Unit #20 Society of Manufacturing Engineers, Field Trips, and Seminars/Workshops (guest speakers).</p>	<p>a. Advisory Committee participation in curriculum development, equipment procurement, donations, suggestions, student employment, and general feedback, including visits with employers, student follow-up, articulation with high schools and student recruitment, articulation with four-year institutions (student transfers) and successful placement of graduates.</p>	<p>a. Analyze general information from all sources, trends in industry; local needs, employment opportunities, and student enrollment; equipment needs and budgetary concerns; curriculum.</p> <p>b. Discuss concerns within the department and with the division director and Advisory Committee. Prioritize those items that require action. Gain approval from the administration/Board for the required action. Make a determination and commitment to those concerns that can be implemented.</p>

Metallurgy Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a desirable productive employee in metallurgically related industries in Oregon as well as out of state.</p>	<ul style="list-style-type: none"> a. A related and practical mathematics sequence ending with Elements of Algebra (1.110) b. A related English composition and speech sequence (Writing 115, 121, and Speech 1.103). c. Cooperative Work Experience (CWE). d. Industrial Safety/Health/First Aid classes. e. Computer competency requirement. f. Two sequential courses in chemistry (Chem. 101, 102). g. A general blueprint reading course (4.100). h. A related physical science course (GS 104). i. A related machine tool processes course (4.130). j. Industrial Technical Society participation. k. A related welding course (4.141). l. A Metallurgy Advisory Committee. 	<ul style="list-style-type: none"> a. Feedback from employers (verbal and written). b. Feedback from the Advisory Committee. c. Student follow-up results. d. The ability of students to secure and maintain employment at satisfactory levels. 	<ul style="list-style-type: none"> a. Analyze data collected from the various sources and determine its validity. b. Discuss valid data with division director, Vice President for Instruction, and Advisory Committee. c. Discuss data and division director/VP recommendations with Advisory Committee. d. Present avenues for implementation to division director, Vice President for Instruction, and Advisory Committee. e. Report results of implementation to Advisory Committee, division director, and Vice President. f. Implement recommended modifications and/or adjustments.

Auto Body Repair

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To produce graduates who are well able to function in society as trained/skilled craftsmen in the auto body trade. This goal is supported by the related activities which are stressed as important functions of student training to reinforce the knowledge provided by the curriculum, the skill building in the laboratory hours, and opportunity to supplement these through additional technical knowledge.</p>	<p>a. Beside the core classes in Auto Body Repair, the program requires the student to take the following related classes:</p> <p>Welding I, II, III--two credits applicable to the new high strength steel used in automobile bodies which are lighter and thinner and require different welding techniques.</p> <p>Industrial Safety.</p> <p>Human Relations in Business.</p> <p>Business Math with Calculators.</p> <p>English Composition and Speech.</p> <p>Industrial Technical Society Seminar (for additional technical seminars, activities, and information).</p> <p>Cooperative Work Experience (required during spring term either directly C.W.E. or on-the-job training with local auto body shops).</p>	<p>a. Follow-up contact with students, graduates, or non-graduates is being done yearly, with a list of students and their employees kept on file for future reference and participation in up-dating in new technology in the industry.</p> <p>b. Contact with local auto body repair shop owners and employees is maintained through seminars, advisory committees, and industrial training upgrading provided for them through the Oregon Auto Body Craftsmen Association.</p> <p>c. Program/instructor evaluations are provided from students every year for use in correcting problems or upgrading curriculum.</p> <p>d. Feedback from former students, employers, Advisory Committee, and divisional staff is used to maintain program quality.</p>	<p>a. Results from feedback information from employers and Advisory Committee are used in evaluation of the program. Recommendations are then given to the division director and the Vice President for Instruction.</p> <p>b. The department staff tries to present avenues for implementation of recommendations to the college administration with the cooperation of the Advisory Committee.</p> <p>c. The resulting flow of information between administration and the department and the Advisory Committee members helps to implement changes or modification to the program.</p>

Mechanical Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>I. To prepare students to be mechanics in their trade; to prepare students to be gainfully employed mechanics.</p>	<p>a. Besides the basic core mechanics classes, the department offers seven hours of skill building laboratory time each week for students to build skills in the areas in which they are being trained each quarter. In addition, the Industrial Technical Society Seminar provides seminars, workshops, field trips, and guest speakers with up-to-date information on the technology in the auto and diesel area. It also provides the opportunity for the students to develop socially. The RPM club which is a student club in the automotive area provides the opportunity for the students to work together on projects and related activities in the mechanics area.</p> <p>The mechanics area Advisory Committee is used to help keep the curriculum up to current industry requirements and to acquire equipment on a par with industry, through donations as well as recommendations.</p> <p>Automotive Service Excellence provides the guide to industry standards in the mechanics area.</p> <p>The programs both use Cooperative Work Experience positions obtained through Advisory Committee Members' recommendations as well</p>	<p>a. The affirmation of the program goal's success is the measure of success the students achieve. Students successfully completing the program requirements attest to the success of the program. Completing the program and acquiring employment in the trade upon completion of the programs is another measure of the success of the program goals. The reputation that the programs enjoy with the employers in the area and the number of former students employed in the field in the immediate area are another measure. A list of former students and their present status as mechanics/or trade related employees is available.</p>	<p>a. The staff must determine the validity of the data provided on the success of the program goals. Analysis of the data is made and discussed with other instructors, the director of the division, and the Advisory Committee. We then present methods of implementation of recommendations (changes, additions, or corrections to the present curriculum).</p>

Mechanical Technology

Program Goals

Related Program
Activities

Outcome Measures

Use of Results

as local automotive
trade dealers.

The Regional Skills
Contest, promoted
through the Linn-
Benton ESD uses stu-
dents to help with the
contest contents as
well as to be present-
ors and demonstra-
tors.

Industrial Concepts

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>I. To provide the basic skills and knowledge that will enable mechanics students to succeed in their major field of study and to provide the basic skills and related information needed for students in other technical areas.</p>	<p>a. The related program activities that best serve the Industrial Concepts Program are those classes pertaining to the development of reading, writing, and math skills. Those students having a deficiency in one or more of these areas are advised by the major advisors to take these courses in order to improve their chances of successful employment.</p>	<p>a. All Industrial Concepts students are tested on each completed section of individualized study materials by means of a written test, performance test, or both. Typically, the student must have a passing score of 80 percent or above in order to receive credit.</p> <p>b. Once the student has completed all the required assignments or activities, then the student's major advisor will provide feedback which is helpful in determining how effective the individualized instruction was.</p> <p>c. Further information is provided by follow-up studies of graduates from the mechanics programs.</p>	<p>a. The results of student testing, major advisor's feedback, and information from follow-up studies of graduates are used to determine how relevant and up-to-date the curriculum and instructional materials are in meeting the students' needs.</p> <p>b. The Industrial Concepts Program is set up on an open-entry/open-exit basis utilizing individualized instruction. This allows flexibility in making curriculum changes based on the above sources of feedback.</p>

Refrigeration/Heating/Air Conditioning

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To prepare graduates to directly enter employment as technicians, installers, or service and repair personnel in the industry.</p>	<ul style="list-style-type: none"> a. The local Advisory Committee reviews the program and provides content recommendations. b. The program design includes coursework in all facets of the trade. c. Instructors are journeymen from the trade, selected for their practical knowledge of the occupational requirements. d. Traditional classroom methods are supplemented with extensive hands-on training using in-lab experiences and field trips. e. Cooperative Work Experience placement is emphasized for students who do not already have trade experience. f. Within budget constraints, tools and training equipment are selected for conformity to current industry requirements. g. Entering students with inadequate vocational or academic preparation are referred to the vocational skills lab or Developmental Education as needed. 	<ul style="list-style-type: none"> a. A local Advisory Committee reviews curriculum and all proposed changes and major equipment acquisitions. b. Day-to-day observation of students in the lab and "paper and pencil" examinations are used to assess student knowledge. c. The college Placement Office contacts graduates annually. d. Department faculty confer with Industrial Concepts Lab and Developmental faculty regarding student progress. 	<ul style="list-style-type: none"> a. The division director reviews recommendations of the Advisory Committee, utilizing them in program and budget planning. b. The advisory Committee annual reports are routed to the Office of Instruction and Board of Education. c. Graduation requirements are modified as necessary and implemented annually. d. Students with deficient progress are counseled in the advising process. e. The Placement Office follow-up study is reviewed by instructors, the Advisory Committee, and the administration.

Refrigeration/Heating/Air Conditioning

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To serve as a regional source of trained personnel.</p>	<p>a. Field trips are used to expose students to regional trade activities.</p> <p>b. Instructors maintain regional contacts with manufacturers, supplier representatives, and major employers.</p> <p>c. A college Placement Office is open the entire year and accepts and distributes job-opening information.</p>	<p>a. A local Advisory Committee reviews curriculum and all proposed changes and major equipment acquisitions.</p> <p>b. Day-to-day observation of students in the lab and "paper and pencil" examinations are used to assess student knowledge.</p> <p>c. The college Placement Office contacts graduates annually.</p> <p>d. Department faculty confer with Industrial Concepts Lab and Developmental faculty regarding student progress.</p>	<p>a. The division director reviews recommendations of the Advisory Committee, utilizing them in program and budget planning.</p> <p>b. The Advisory Committee annual report is routed to the Office of Instruction and Board of Education.</p> <p>c. Graduation requirements are modified as necessary and implemented annually.</p> <p>d. Students with deficient progress are counseled in the advising process.</p> <p>e. The Placement Office follow-up study is reviewed by instructors, the Advisory Committee and the administration.</p>

Farrier School

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To serve as a regional training program.</p>	<ul style="list-style-type: none"> a. Fourteen-week intensive hands-on program. b. Work on live horses supplied by OSU and customers. c. Field trips off-site to experience real-world work conditions. d. Extensive work at the forge, involving shoe building techniques. e. Program review by an advisory committee. f. Related course work in business practices for self-employed persons. g. Close relationship with OSU School of Veterinary Medicine. h. Use of media to recruit students from the region. 	<ul style="list-style-type: none"> a. Periodic formal program review. b. Formal and informal follow-up with graduates. 	<ul style="list-style-type: none"> a. Review of follow-up and reviews by administration, faculty, and Advisory Committee. b. Administration action on Advisory Committee recommendations.
<p>2. To prepare graduates for self-employment as farriers.</p>	<ul style="list-style-type: none"> a. Individualized advanced training. b. Instructor participation in training clinics available through trade associations. 	<ul style="list-style-type: none"> a. Informal feedback from students. 	<ul style="list-style-type: none"> a. Share information with Advisory Committee.

Agriculture/Horticulture

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To prepare vocational students for careers in agriculture, horticulture, and related service occupations.</p>	<ul style="list-style-type: none"> a. Provide courses of instruction as approved by the Advisory Committee and staff. b. Provide active learning experiences on-campus and in the community. c. Offer cooperative work experience integrated into the program. d. Utilize the Advisory Committee and local industry. e. Coordinate activities with other educational programs at the college and at other schools. f. Utilize able professionals in instruction as teachers or guests. 	<ul style="list-style-type: none"> a. Follow-up graduates through Placement Office. b. Survey employers of graduates. c. Maintain contact with graduates. d. Utilize graduates on the Advisory Committee. e. Maintain contacts with higher-ed faculty. 	<ul style="list-style-type: none"> a. Modify curriculum as recommended by the Advisory Committee and staff. b. Modify staff or support services as indicated.

Animal Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide quality educational experience in modern livestock production practices and develop a horse management option for the AS degree in Animal Technology.</p>	<p>a. Curriculum courses in animal production and horse science. b. Intercollegiate livestock judging team. c. Advisory Committee composed of industry leaders and students.</p>	<p>a. Testing of all students for specific area knowledge and skills. b. Graduate follow-up to determine success of students completing the program. c. National ranking of livestock judging team. d. Student evaluations of all faculty on an annual basis.</p>	<p>a. Test results used for grade assignment. b. Graduate follow-up used to target specific areas of emphasis (e.g., vocational emphasis versus transfer course emphasis). c. Advisory Committee used for input on changes in curriculum. d. Student evaluations used for input on reviewing and/or changing instructional approach, textbooks, testing methods, course materials, etc.</p>

Civil Engineering/Drafting Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To prepare graduates for successful employment in Civil Engineering Technology and Drafting Technology.</p>	<ul style="list-style-type: none"> a. Faculty selected for technological expertise. b. Fundamental general drafting courses. c. Fundamental Civil Engineering Technology courses. d. Specialized courses in Computer Applications and Computer-Aided Drafting. e. Advisory Committee utilized to review and evaluate. f. Development of an emphasis on employment survival skills. g. Graduate follow-up and faculty contacts with potential employees. h. Required, related General Education courses. i. Required, related science and technical courses. j. Community and employer contact through field trips and guest lecturers. k. Professional development for faculty and staff. l. Student involvement in professional societies (ASCET). m. Constant articulation and evaluation of courses by faculty. n. Course prerequisites. 	<ul style="list-style-type: none"> a. Faculty evaluation of learning expectations. b. Postgraduate follow-up feedback--formal and informal. c. NICET--certified engineering technicians' exam offered. d. Student evaluations. e. Employer feedback--requests for program graduates. f. Attrition/retention records and analysis. 	<ul style="list-style-type: none"> a. Curriculum review, evaluation, and revision. b. Teaching methods' evaluation and revision. c. Priority ranking of decision package requests.

Civil Engineering/Drafting Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To provide technician upgrade courses in Civil Engineering and Drafting Technology.</p>	<ul style="list-style-type: none"> a. Computer-Aided Drafting training sequence offered as evening courses fall, winter, and spring. b. Advising provided for technician upgrade students. c. Geometric Tolerancing evening courses. d. Articulation with employers and graduates as to technician upgrade needs. 	<ul style="list-style-type: none"> a. Monitor student progress, promotions, and job change as a result of technician upgrade activities. 	<ul style="list-style-type: none"> a. Evaluate and modify technician upgrade course offerings. b. Advertise course offerings through local businesses, industry, and institutions.
<p>3. To provide a variety of service courses for students enrolled in other programs.</p>	<ul style="list-style-type: none"> a. Evening courses offered in fundamental drafting skills. b. Blueprint Reading courses offered in the evening and during the day in a variety of technical fields. c. Faculty attend conferences and seminars. 	<ul style="list-style-type: none"> a. Evaluation of courses. b. Articulation with faculty and Advisory Committee members from programs served. 	<ul style="list-style-type: none"> a. Course review, evaluation, and revision. b. Teaching methods' evaluation and revision. c. Course material update and revision.
<p>4. To provide cooperative credit courses for students enrolled in local high school drafting programs.</p>	<ul style="list-style-type: none"> a. Provide course materials for cooperative credit courses. b. Provide workshops and seminars for cooperative credit-participating instructors. c. Provide advising for cooperative credit participants. 	<ul style="list-style-type: none"> a. Monitor cooperative credit participants' success in program. b. Monitor cooperative credit participants' entrance into post-high school technical programs. 	<ul style="list-style-type: none"> a. Evaluation, review, and revision of cooperative credit courses and material. b. Evaluation of teaching by administrators, faculty, and teachers of cooperative credit courses.

Electronics Engineering Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To develop in students job entry-level skills as EETs, independent work attitude and skills, and lifelong learning skills; to enable graduate employment in electronics-related industries; to strengthen the associate degree in Electronics Engineering Technology and to maintain OIT and OSU block transfer agreements.</p>	<ul style="list-style-type: none"> a. Basic electronics courses. b. Advanced electronics courses. c. Safety instruction. d. Mechanical skills instruction. e. Advisory committee guidance (includes 1 EET program student). f. Staff chosen for appropriate industrial experience and education. g. Cooperative work experience and work study program. h. Notebooks used to document all laboratory work. i. Students develop and meet time lines and design projects when given circuit parameters. j. General Education requirements for a degree. k. Reading, composition, and math courses that are transferable and above AS degree requirements. l. Resume writing and interview skills. m. OIT campus visitation. n. Industrial visitors' presentation to class. o. Industrial advisory committee members as a source for locating jobs. p. Informal contact with alumni. 	<ul style="list-style-type: none"> a. Comprehensive tests in all basic and advanced electronics courses. b. Notebook evaluation. c. Yearly survey of 1-year grads by Advisory Committee. d. 3-year survey of graduates by Advisory Committee. e. Yearly curriculum review and update suggestions by Advisory Committee. f. Attrition and retention analysis quarterly. g. Employment advancement. h. Block transfer of students to OIT and OSU. 	<ul style="list-style-type: none"> a. Faculty review of materials and texts annually. b. Advisory Committee review of both survey results and each member's personal input regarding appropriate new skills for changes in technology. c. Upgrade of equipment based on Advisory Committee recommendations. d. Evaluation of results of surveys to determine upward progression in employment status and satisfaction with present employment. e. Evaluation of results of surveys to determine continuing education and advanced degrees needed.

Engineering Transfer

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a program which will allow graduates to gain admission to four-year engineering programs at the professional level.</p> <p>Stay abreast of an evolving technology with periodic updates in curriculum and laboratory equipment.</p> <p>Maintain the high quality of our instructional program by providing opportunities for professional development.</p> <p>Maintain articulation and cooperation with other state institutions.</p> <p>Provide scheduling of core courses so students can progress through the program without disruption.</p>	<ul style="list-style-type: none"> a. Curriculum design b. Balance of full-time and part-time faculty. c. Examine current texts periodically. Review professional journals. Service and calibrate equipment. d. Attend regional and national conventions yearly. Secure release time for curriculum development. e. Attend the community college visitation meetings yearly at OSU. f. Maintain contacts with colleagues at other schools. g. Track graduates through to employment. 	<ul style="list-style-type: none"> a. Check work loads and faculty morale. b. Interview graduates still in the four-year program. c. Interview faculty on adequacy of professional development program. d. Complete student evaluations of faculty. e. Compute completion rate and success ratio for graduates. 	<ul style="list-style-type: none"> a. Review status of the program periodically with faculty. b. Make recommendations to the division director for implementation.

Mathematics

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To maintain the relevancy of course offerings.</p>	<ul style="list-style-type: none"> a. At least once/year consult with those faculty of campus programs the department serves. b. Continually monitor relevant programs, and courses at Oregon's 4-year institutions. c. Review professional and trade journals for trends and innovations in mathematics and related programs. d. Provide for curricular revisions suggested by activities a, b, and c above. 	<ul style="list-style-type: none"> a. Graduate students questionnaire, biannually. b. Personal interviews with local employers, 3 per year. c. Personal interviews with relevant faculty in 4-year institutions, 5 per year. 	<ul style="list-style-type: none"> a. From questionnaires and interviews determine the strengths and weaknesses of graduates. b. Review program and instructional approaches; modify to address determined weaknesses of graduates.
<p>2. To provide for the accessibility of the curriculum to all students.</p>	<ul style="list-style-type: none"> a. Coordinate class offerings in math with those of classroom-related programs to avoid scheduling conflicts. b. Offer classes during late afternoon and evening hours. c. Maintain the independent study and the variable credit courses offered though the mathlab. d. Closely articulate courses offered at the off-campus centers with their main campus counter-parts. e. Provide the off-campus centers with curriculum and testing materials for the math lab courses. 	<ul style="list-style-type: none"> a. At the beginning of each term, poll students about scheduling problems. b. Consult with the off-campus faculty at least twice a year. c. Compile completion rate statistics for the variable credit math lab courses. 	<ul style="list-style-type: none"> a. Use results of student polls to reduce scheduling problems b. Review off-campus discussions with faculty and math lab personnel, take needed actions c. Based on math lab statistics, discuss needed changes in instructional approaches and curriculum.

Mathematics

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To offer guidance counseling and placement testing to assure that students enter courses which are appropriate for their abilities.</p>	<p>a. Develop and maintain skills diagnostic pretests for math I, II, III, pre-business math, elements of algebra, intermediate algebra and college algebra.</p> <p>b. Maintain a guidance notebook containing topics on general guidance as well as topics on mathematics related subjects.</p>	<p>a. Administer the skills diagnostic pretests during the first week of each term.</p> <p>b. Solicit interviews with students who have been counseled. Ask for feedback on the usefulness of the recommendations.</p>	<p>a. Advise students of their chances of success. If the probability is small, recommend a more appropriate placement.</p> <p>b. Correlate end of term grades with pretest scores and modify tests as needed.</p> <p>c. Use student feedback to modify counseling procedures.</p>
<p>4. To establish an associate degree program in mathematics.</p>	<p>a. Discuss program scope and sequence with faculty of community colleges which have a degree program in mathematics.</p> <p>b. Discuss program scope and sequence with corresponding program directors at some 4-year institutions.</p> <p>c. Present a detailed proposal to the vice president for instruction.</p>	<p>a. Follow up questionnaire to program graduates every two years.</p> <p>b. Interviews of two professors of mathematics in a 4-year institution about program relevancy.</p>	<p>a. Discuss results of questionnaire.</p> <p>b. Adjust scope and sequence of program as needed.</p>

Mathematics

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>5. To enhance the mathematics literacy of the community at large. Promote positive attitudes about mathematics.</p>	<ul style="list-style-type: none"> a. Maintain a highly visible mathematics skills contest for scholastic students. b. Offer support for community mathematics events (such as Math for the Curious). c. Exhibit in attitude, spirit, and actions our dedication to our students and to mathematics. d. Acquire a complement of enough qualified full-time instructors so that at most 30 percent of mathematics courses are taught by part-time help. 	<ul style="list-style-type: none"> a. Solicit feedback from mathematics skills contest participants and their teachers. b. Contact, once each year, scholastic school staff and other community leaders about their view of our participation in math-related school and community activities. 	<ul style="list-style-type: none"> a. Review results of mathematics skills contest tests and modify questions as needed. b. Review comments from mathematics skills contest participants and their teachers. Make needed changes. c. Use contacts with community leaders and scholastic school personnel to keep abreast of and maintain involvement in off-campus activities in mathematics.

Biological Science

Program Goals

1. To meet the needs of students with regard to the life sciences, preparing them for the next step in their educations, careers, or use of science in everyday life.

Related Program Activities

- a. Offer courses which develop critical thinking skills, encourage students to continue lifelong learning, treat science as a process, point out connections between science and society, reduce science anxiety, and help develop writing and quantitative skills.
- b. Offer a broad, well-rounded curriculum and teach broad, well-rounded courses.
- c. Gather more information on students entering courses and follow-up information on students after they leave courses.
- d. Encourage administration to take the lead in collecting data on students.
- e. Encourage all LBCC Students who need science to take their science courses at LBCC.

Outcome Measures

Use of Results

Biological Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To revise, develop, and implement curriculum and instruction meeting the goals and needs of the community, LBCC, other institutions, students, and faculty.</p>	<ul style="list-style-type: none"> a. Continue to offer a mix of courses for majors, other transfer students, vocational students, and general interest. b. Do a peer review of course objectives, outlines, and content. c. Meet yearly with nursing and dental assisting faculty. d. Keep counseling informed of course content and requirements. e. Meet yearly with other community college biology faculty. f. Collect information on articulation with four-year schools, especially with regard to BI 101-102-103 at OSU. g. Change topic sequence of BI 101-102-103 to articulate better with OSU if necessary. h. Add a remedial late-starting course for students who fall behind. i. Pay special attention to the needs of education majors. j. Study the feasibility of special BI sections for education majors. k. Improve collections of mammals, birds, and marine specimens. l. Bring guest speakers into courses for coverage of research, current events, and local issues. m. Study the need and feasibility of Core Biology. 		

Biological Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
3. To assess facilities and coordinate facilities with the instructional program.	<ul style="list-style-type: none">a. Develop or coordinate with other departments the use of additional lab space to make the schedule more flexible and attractive to students.b. Develop and implement a plan for a natural area on campus.c. Implement existing plans for an arboretum on campus.d. Develop a larger, better-lighted display area, with plans to expand into a natural history museum.e. Work toward better communication and coordination with the Facilities Division.		

Biological Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To become a community center for science, responding to community needs and taking leadership in science education issues.</p>	<ul style="list-style-type: none"> a. Survey community needs--vocational (majors and non-majors) and avocational--and coordinate curriculum, facilities, and schedule. b. Plan and implement a marketing effort for fall term to attract new and returning students to biology classes. c. Keep track of courses offered at other centers and encourage part-time faculty to teach courses at centers. d. Develop a biology department program guide. e. Develop a department course guide to be used by advisors, counselors, and students. f. Host high school biology teachers at a get-together once per year. g. Increase participation in the LBCC Speakers Bureau. h. Host a noon-hour biology film/discussion series. i. Start a biology club. 		

Biological Science

Program Goals

5. To create an environment for growth, enthusiasm, competence, and teamwork among department staff.

Related Program Activities

- a. Encourage all faculty to participate in professional development activities regularly.
- b. Organize a yearly retreat/workshop for faculty--science and education.
- c. Participate in activities which will encourage and maintain teamwork among faculty.
- d. Encourage faculty to participate in campus instructional committees and activities (Honors, Inservice, Instructional Standards, Professional Development, etc.).

Outcome Measures

Use of Results

Physical Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To make available a balanced variety of science courses designed to meet the needs of the wide spectrum of students attending LBCC.</p> <p>To provide a strong background in physical science for students in the lower-division transfer program who are planning to follow careers in science or science-related occupations.</p> <p>To provide a general background in scientific knowledge and applications for non-science majors in the lower-division transfer program.</p> <p>To provide the physical science background required for students in the vocational and technical programs at LBCC.</p> <p>To provide for the general needs in physical science of the adult population of the college district.</p>	<p>a. The department offers sequence courses at several levels in general chemistry and general physics, including CH101/102, CH104/105/106, CH201/202/203, P201/202/203 and P211/212/213. Introductory one-term courses are available in chemistry and physics; a full-year organic chemistry and a one-term quantitative analysis are offered for advanced students; a three-term non-transfer technical physics series is provided for students; and a three-term non-transfer technical physics series is provided for students in vocational and technical fields. Additionally, a general science sequence is taught for non-science transfer students, and special-topics one-topic one-term courses are scheduled in astronomy, meteorology, and history of science. Classroom activities include lectures, discussions, demonstrations, practice drills, drills in calculations, and a wide variety of audio-visual techniques. Field trips are frequently utilized. Laboratory experiences give the students practice in laboratory techniques and in problem-solving.</p>	<p>a. Student progress is followed carefully through individual contact between faculty members and their students, classroom interactions, evaluative testing, quizzes, and careful checking of homework assignments and laboratory reports. Yearly interviews with former LBCC students who have transferred to OSU provide valuable insight into how well LBCC's physical science programs are satisfying student needs. Occasional visits with students who have transferred to other institutions or have moved on to full-time employment also provide useful information, particularly since their positions in the work force help the department identify the courses which helped them achieve their objectives.</p>	<p>a. Problems of LBCC graduates with regard to transfer of courses and to their progress in subsequent university courses or their success in their ultimate field of employment are considered carefully in the planning of course offerings, the subject matter to be offered, and the selection of teaching methods and materials.</p>

Physical Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To help prepare students for future science courses, as well as life in a technological society, through a variety of carefully-planned classroom and laboratory experiences.</p>	<p>a. Laboratory experiments are designed and selected in all courses to assure a rich and wide variety of experiences with physical phenomena. Demonstrations in lectures are used to illustrate physical principles. Films and videotapes are used to give students vicarious experience with phenomena which are beyond the scope of the laboratory or lecture room presentation. The use of the hand-held calculator and the desk-top computer is introduced in several courses and is extensive in others. Students work with a variety of mathematical skills, from basic arithmetic and algebra in the introductory courses, to calculus, linear regression techniques and sophisticated computer spreadsheet programs such as Lotus 1-2-3 in the advanced courses. All laboratory courses attempt to make modern equipment available to students, including electronic top-loading balances, pH meters, and, particularly in the physics courses, a wide variety of electronic equipment.</p>	<p>a. Direct observation of students in the laboratory environment and a great deal of personal assistance from all physical science instructors helps to insure that students understand the equipment and techniques utilized. Follow-up measures include written laboratory reports and classroom examinations.</p>	<p>a. Student progress is measured by written assignments and examinations. Informal conversations are also used by instructors to determine whether student progress is satisfactory and whether additional instruction or modified teaching techniques are required to help each student meet course objectives. In some instances, it is additionally possible to identify gifted students. Graduates of LBCC science courses frequently volunteer information in alternate years as to the value of particular learning experiences, and these comments are considered carefully in the design and modification of LBCC physical science course offerings.</p>

Physical Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To strive toward continued improvement of teaching quality and student success.</p>	<p>a. Placement tests and questionnaires are used to determine whether students have been placed in courses appropriate to their goals and background skills. Good use is made of the counseling staff to assist in this effort. All faculty members make sincere efforts to know their students personally and to provide individual assistance in courses when required. Regularly-scheduled office hours are maintained by all faculty members, and staff members willingly provide extra hours of their time for additional assistance to students as needed, either personally or by telephone. Attempts are made to contact students who cease attending class, in an effort to encourage them to return if possible. Physical science faculty members participate in the campus-wide student course evaluation procedure. They also participate in a wide variety of local and national professional organizations, ranging from local computer-user groups to state-wide organizations, including informal gatherings of Oregon community college science teachers and more formal groups such as the Oregon Science Teacher's Association. Regional meet-</p>	<p>a. Student retention is monitored by the department, as is departmental FTE. Both of these factors are considered useful indicators of the success of individual courses and of the success of the department as a whole in attracting and retaining students. The success of students as measured by class testing tools is also studied carefully by individual faculty members.</p>	<p>a. Informal review of departmental success is carried out at departmental meetings. Information on successful teaching techniques and reports from professional meetings are shared among the staff members. Faculty members are provided confidential copies of their students' course evaluation results, which furnish additional information about the success of the instructor as perceived by the students at the time of evaluation, although the delay between the evaluation process and the receipt of the results from the Office of Instruction limits the effectiveness of this process.</p>

Physical Science

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To continue management of the physical science department equipment and facilities in an orderly and efficient manner.</p>	<p>a. Much of the responsibility for this goal rests with the physical science department technician, who is charged with most of the equipment and supply responsibilities, including ordering, receiving, storage, repair, and preparation of materials for laboratory exercises. There are additional demands on this position, which may vary from year-to-year as course situations, prices and availability of materials, and governmental regulations change. Certain areas require continual monitoring and study to insure that the department is run on a modern basis. For example, at the present the department is considering greater use of computerized records to monitor equipment and supply requirements for each laboratory exercise. Computerizing would make possible comparing usage from year to year, simplifying the preparation efforts needed for each lab in the future, reducing waste, providing a better analysis of cost requirements, and projecting in advance equipment and material needs to take advantage of competitive bidding between suppliers. An example of a typical continuing concern is that of safety procedures and</p>		

Physical Science

Program Goals

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Related Program Activities

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Outcome Measures

Use of Results

Physical Science

Program Goals

Related Program
Activities

Outcome Measures

Use of Results

practices. Although the department has always placed a high priority upon safety practices for staff and students alike, recent trends nationwide have made necessary continual evaluation of safety practices, including use of safety equipment such as glasses, laboratory aprons, and gloves, and safe working procedures. Liaison with former students and employers will be necessary as part of this continuing evaluation.

Water/Wastewater Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide individuals with the required knowledge, training, appropriate skills, work attitudes, and opportunities for entry level employment into the professional fields of potable water supply and treatment, wastewater collection and treatment, and water resource protection.</p>	<ul style="list-style-type: none"> a. Provide basic core courses in potable supply and treatment, wastewater collection and treatment, and water resource protection. b. Organize job experience activities related to on-campus coursework. c. Utilize advisory committee and other professionals for on-campus coursework direction and student interaction. d. Provide methods for up-grading of staff (Program staff are chosen for specialized knowledge and practical applications). e. Efficiently utilize budget resources to meet both instructional and laboratory equipment needs. 	<ul style="list-style-type: none"> a. Satisfaction of employment needs of the Water and Wastewater treatment community. b. Successful job employment of program graduates. c. Fulfillment of professional certification requirements by program graduates. d. Program staff with current technology training and upgrading. e. Advisory committee input on current procedures and technology. 	<ul style="list-style-type: none"> a. Utilization of employers' needs and feedback concerning employee preparation. b. Utilization of student graduate feedback on their job preparation. c. Analysis of number of graduates employed and professional certification progress. d. Discussion of program analysis with advisory committee and faculty. Chart needed changes. Plan change actions.

Water/Wastewater Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To contribute to the protection and management of the human environment by promoting professionalism, public awareness, and technical growth.</p>	<p>a. Take an active role in AWWA, PNPCHA, APWA, and NETA.</p> <p>b. Promote professionalism among students.</p> <p>c. Offer opportunities for employed professionals to acquire educational requirements for certification.</p> <p>d. Offer opportunities for employed professionals to upgrade their skills and knowledge.</p> <p>e. Promote W/WW career awareness in high schools, the college, and the community.</p>	<p>a. Has someone attended at least one section meeting per quarter?</p> <p>b. Does someone attend National Conferences?</p> <p>c. Does each staff member serve on a committee?</p> <p>d. Does the staff know what's happening in the organizations?</p> <p>a. How many students become members of PNPCHA and AWWA?</p> <p>b. Do students know what PNPCHA, AWWA, and APWA are?</p> <p>c. What is student "attitude" toward the profession?</p> <p>a. Do certified operators attend classes and workshops?</p> <p>a. Do operators of all levels attend classes, workshops, and short schools?</p> <p>b. Are topics appropriate as expressed on questionnaires?</p> <p>a. Are high school visitations made?</p> <p>b. Does staff participate in "Speakers Bureau"?</p> <p>c. Is program promoted on campus via displays, posters, newspapers, and in person?</p>	<p>a. Provide time and funds to do so.</p> <p>b. Provide time and funds to do so.</p> <p>c. Provide time and funds to do so.</p> <p>d. Report activities at staff meetings.</p> <p>a. Discuss membership advantages and make forms available.</p> <p>b. Provide class time to discuss.</p> <p>c. Maintain a professional "attitude" in the classroom.</p> <p>a. Offer classes at times and locations to encourage attendance.</p> <p>a. Offer classes on the desired topics at times and locations to encourage attendance.</p> <p>b. Circulate and analyze questionnaires.</p> <p>a. Assign a part of staff load.</p> <p>b. Encourage participation.</p> <p>c. Assign staff time and encourage activities.</p>

Water/Wastewater Technology

Program Goals	Related Program Activities	Outcome Measures	Use of Results
	<ul style="list-style-type: none"> f. Promote professionalism among employer managers and administrative bodies. 	<ul style="list-style-type: none"> a. Does staff communicate with managers, etc.? b. Is program promoted among manager organizations, i.e., League of Oregon Cities. 	<ul style="list-style-type: none"> a. Employer followup and surveys. b. Assign as part of staff load. c. Develop PR audiovisual materials.

Developmental Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a balanced program to develop basic skills in reading, English, spelling, and study skills.</p>	<ul style="list-style-type: none"> a. Assess accurately the students' skill deficiencies by means of standardized and teacher-constructed tests. b. Interpret the test results. c. Prescribe instructional materials based on test results. d. Offer individualized and group instruction at various instructional levels to meet skill deficiencies. e. Offer additional instructional support in the Language Arts Laboratory for students in Developmental Center classes. f. Offer one and two credit skill development courses for students in specified vocational programs. g. Provide classroom activities in a variety of modes: lecture, discussion, practice, audio-visual techniques, and computer assisted instruction. h. Evaluate instructional levels systematically and adjust instruction to demonstrated student skill competencies. 	<ul style="list-style-type: none"> a. Monitoring of student progress by individual contact between faculty and students, classroom performance and participation, and carefully checked and/or graded homework assignments, quizzes, midterms, and final examinations. b. Meeting with selected faculty members teaching former Developmental Center program students to help evaluate effectiveness of Developmental Center courses. 	<ul style="list-style-type: none"> a. Review and evaluate regularly courses offered. b. Modify some classes to include skills and basic information needed in other college programs. c. Monitor enrollment figures and modify class offerings to meet the student needs and demands.

Developmental Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To improve students' self-concept by providing opportunities for them to succeed in structured class activities and situations.</p>	<ul style="list-style-type: none"> a. Provide instruction written at the students' individual reading levels. b. Provide ample opportunities for students to repeat skill enhancing exercises until proficiency is demonstrated. c. Provide extensive opportunity for faculty-student instructional interaction outside the actual classroom. d. Provide opportunities to recognize and reward classroom skill improvement in extremely small increments. e. Orient students to college life and expectations. f. Encourage students to become self-reliant in their own learning. g. Encourage students to become sufficient in the use of various college resources. h. Aid students in selecting appropriate college courses and majors. 	<ul style="list-style-type: none"> a. Retain high risk students for the duration of the term. b. Increase skill level and classroom performance of students. c. Ensure students are able to transfer skills to other college classes. d. Retain high risk students for additional terms of instruction. e. Monitor student comments on annual faculty evaluations. 	<ul style="list-style-type: none"> a. Based on student evaluations, adjust course content and teaching styles to meet the needs of the student.

Adult Basic Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide assessment, placement, and instruction of students in a variety of basic skills.</p>	<p>a. Assessment: Use various assessment instruments to determine the skill level of students in Adult Basic Education, the GED program, and English as a Second Language.</p> <p>b. Placement: Determine appropriate placement of each student in ABE, GED & ESL. Determine appropriate class level for ESL students.</p> <p>c. Instruction: Provide instruction on four levels in ESL--Beginning I, Beginning II, Intermediate, and Advanced.</p> <p>d. Provide individualized instruction to ABE & GED students in the following areas: reading, English grammar and composition, math, social studies, and science.</p>	<p>a. Student evaluation questionnaires.</p> <p>b. On-going teacher evaluation of students through teacher observation and testing.</p> <p>c. Specific tests for credit courses.</p> <p>d. Retention rate of students in various classes.</p> <p>e. Transitions from ABE to GED.</p> <p>f. GED completions.</p>	<p>a. Curriculum revision.</p> <p>b. Modification of instruction.</p>
<p>2. To provide counseling and goal setting for students with limited academic achievement.</p>	<p>a. Counsel students in determining educational and life goals.</p> <p>b. Provide help to students in setting short and long-term goals.</p> <p>c. Provide information about community services when appropriate.</p> <p>d. Refer students to school counselors when appropriate.</p>	<p>a. Student evaluation questionnaires.</p> <p>b. On-going teacher evaluation of students through teacher observation and testing.</p> <p>c. Retention rate of students in various classes.</p> <p>d. Transitions from ABE to GED.</p> <p>e. GED completions.</p>	<p>a. Curriculum revision.</p> <p>b. Modification of instruction.</p>

Adult Basic Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To provide credit classes for students needing high school credit.</p>	<p>a. Provide credit courses for students who are working on an adult high school diploma or high school students who need credit for graduation.</p>	<p>a. Specific tests for credit courses. b. Transitions to credit classes.</p>	<p>a. Curriculum revision. b. Modification of instruction.</p>

Disabled Student Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To improve the educational development of disabled students.</p>	<p>a. Identify disabled students who are eligible for program services.</p> <p>b. Assess educational needs of disabled students.</p> <p>c. Determine appropriate services for disabled students.</p> <p>d. Provide direct assistance to disabled students.</p> <p>e. Refer disabled students needing advising and counseling to appropriate college personnel.</p> <p>f. Gather mid-term evaluations from college instructors for disabled students receiving services from the program.</p>	<p>a. Analyze the match between student disability and program services provided.</p> <p>b. Analyze the match between the student's strengths and weaknesses and the college program in which the student is enrolled.</p> <p>c. Review student progress reports (grades) twice each term.</p> <p>d. Disseminate program/service evaluation forms to disabled students each term.</p>	<p>a. Improve services as suggested by disabled students and college personnel.</p> <p>b. Develop a pool of trained personnel to assist disabled students, i.e., notetakers, readers, etc.</p> <p>c. Develop program procedures for increased efficiency and effectiveness.</p>
<p>2. To improve the understanding and support of the LBCC college community of the needs of disabled students.</p>	<p>a. Advocate the needs of disabled students with the campus community to ensure that each qualified student receives access to programs and services.</p> <p>b. Provide consultive and/or training assistance to college personnel working with disabled students.</p> <p>c. Disseminate information about needs and legal rights of disabled students to college personnel.</p> <p>d. Promote the Disabled Student Services program to local high school students and to the college community.</p>	<p>a. Disseminate program evaluation forms to college personnel after each term.</p>	

Disabled Student Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To provide a variety of prevocational basic skills and/or living skills courses for developmentally disabled and mildly disabled adults.</p>	<ul style="list-style-type: none"> a. Maintain a dialogue with students, parents, and agency personnel to determine the educational needs of disabled adults. b. Develop new courses in living skills and pre-vocational skills for disabled adults. c. Hire qualified part-time instructors to teach courses. d. Promote classes by sending schedules of the program's classes to local agencies and schools one time per term. e. Interview potential students to determine student needs and appropriateness for entrance into classes. f. Pretest students in prevocational basic skills and living skills. g. Select and implement curriculum appropriate for students. h. Develop individualized educational plans for students. i. Record data on daily progress of students. j. Analyze student data on a weekly basis. k. Adjust student programs as needed. l. Organize weekly staff meetings to review students' progress. m. Attend monthly, county-wide inter-agency staffings to review students' progress. n. Organize in-service activities for staff. 	<ul style="list-style-type: none"> a. Survey sent to students, parents, and agency personnel one time per year. b. Evaluations used to measure instructor's competence in teaching classes. c. Students meet goals indicated on the individualized educational plans. d. Students demonstrate skill improvement on post-test scores. e. Students demonstrate ability to apply skills learned in classes. f. Student evaluations indicate satisfaction/dissatisfaction with classes. 	<ul style="list-style-type: none"> a. Develop new classes. b. Update methods and materials in present class offerings. c. Provide inservice activities for staff.

Disabled Student Services

Program Goals

Related Program
Activities

Outcome Measures

Use of Results

- o. Educate students in the proper use of community college facilities.
- p. Evaluate students' ability to apply skills learned in living and prevocational skill classes.

Credit Class Tutoring

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide one-on-one peer and group learning assistance to any student needing help to successfully complete a course of study at LBCC.</p>	<ul style="list-style-type: none"> a. Improve tutor training model and increase faculty involvement in recruitment and training. b. Make a specific number of hours of training mandatory each term. c. Work with WCRLA on tutor certification. d. Incorporate study groups and supplemental instruction for appropriate courses. e. Secure stable funding commitment from the college to augment the division budget. 	<ul style="list-style-type: none"> a. Continued improvement in tutor training will serve students' educational needs. b. Mandatory training will ensure quality and consistency in tutoring practices and promote realistic tutor certifications. c. Study groups and supplemental instruction will increase the number of students served and reduce program costs incurred by one-to-one training. d. Stable funding will allow long term planning, increase training potential, and provide more up-to-date training materials. e. Tutees, instructors, and tutors will be interviewed to evaluate tutee grade improvement and effectiveness of trained tutor staff. 	<ul style="list-style-type: none"> a. Modify tutor training and staffing to meet the needs of college programs. b. Evaluate progress and completion rate of students receiving tutorial assistance.

Volunteer Literacy Program

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide an improved educational environment for adults who are considered below the acceptable norm in reading, math, functional living skills, and English conversation skills.</p>	<ul style="list-style-type: none"> a. Continue volunteer tutor recruitment to supplement instruction so it is available to meet the classroom needs of the adult learner. b. Design training materials for specific areas for volunteer training: reading, math, daily living, and survival skills. c. Increase recruitment efforts for preliterate (0-4 level) students within the district. d. Increase the retention rate of low achievers by having volunteers give individual attention. e. Begin work on the formation of a coalition of volunteer organizations and local service agencies. f. Network with other Oregon community colleges to upgrade and improve volunteer training. 	<ul style="list-style-type: none"> a. Specifically designed training materials will increase skill level of volunteers. b. Qualified volunteers will help with retention and improved skill levels of targeted population. c. Working and sharing with other Oregon community colleges will improve delivery of services in all college districts. d. A coalition of local agencies and organizations, assisting with recruitment, will help identify a greater number of the targeted group to be served. e. Interviewing students, instructors, and volunteers will evaluate student achievement and effectiveness of trained volunteers. f. Improvement of student grades and retention in their chosen field of study at LBCC will be evaluated. g. Students will be more self-reliant and involved in their own learning. 	<ul style="list-style-type: none"> a. As a result of improved instructional materials, volunteer tutors will perform more effectively. b. More students will be retained in the literacy program because of more qualified tutors. c. Based on the work with the literacy coalition, a greater number of students will have to be served. d. Adjustments in the training of volunteers based on feedback from instructors and students will be made.

Supplemental Instruction

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide additional assistance to students in high risk courses with the support of concerned division and instructional staff.</p>	<ul style="list-style-type: none"> a. Identify high risk vocational courses and implement supplemental instruction groups. b. Secure a stable funding commitment from the college for non-vocational high risk courses. c. With input from college staff, select, hire, and train SI leaders. d. Network with LBCC staff and other Oregon community colleges using the SI model to upgrade and improve the training and delivery system. 	<ul style="list-style-type: none"> a. Retain students in high risk courses for the duration of a term. b. Increase the number of students served and reduce program costs incurred by one-to-one tutoring in high risk courses. c. Through stable funding allow for expansion to meet the needs of students enrolled in high risk courses. d. Improve student grades and completion rates in chosen fields of study at LBCC. e. Interview students, instructors, and SI leaders to evaluate student grade improvement and effectiveness of trained SI leaders. 	<ul style="list-style-type: none"> a. Modify SI leader training to improve delivery of services and meet the needs of the college program. b. Have students use available college resources to increase their success rate in class and become independent learners. c. Review and evaluate student success in high risk classes using SI and those high risk classes not using the SI model.

Instructional Computer Lab

Program Goals	Related Program Activities	Outcome Measures	Use of Results
1. To provide centralized support to computer-using students; provide facilities for in-lab instruction; provide facilities which supplement classroom instruction.	a. Provide access to hardware. b. Provide access to software. c. Provide instructional assistance.	a. Excess FTE generated through student use of the "open" lab. b. Number and variety of courses offered in the classroom facility, sorted by division to show trends across the curriculum. c. Evaluation results, indicating quality of service delivery.	a. Incorporate into planning/design of facilities improvement and expansion. b. Revision and improvement of service delivery to match the needs of users.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To administer a centralized recruitment and selection system for the district in compliance with EEO/AA Regulations.</p>	<ul style="list-style-type: none"> a. Recruit for positions as required. b. Monitor selection/hiring process according to established guidelines. c. Attend a least one BLI workshop yearly for an update of EO/AA regulations. d. Actively seek feedback on recruitment/hiring process, forms, and procedures. 	<ul style="list-style-type: none"> a. Hiring Summary Packets. b. Resource Files. c. Customer evaluations. d. Quarterly summaries for H.R. Director. e. Quarterly Summaries. f. Prepare yearly summary for President. Prepare 3-year trend analysis. g. Yearly Summary. 	<ul style="list-style-type: none"> a. Upgrade standard dissemination list for position vacancies. b. Modify procedures, process, and goals. c. Provide training and technical assistance to management staff as needed. d. Revise Affirmative Action Plan each five years. e. Form/procedure revisions.
<p>2. To advise and train for compliance with all externally imposed laws, regulations, etc. (e.g., wage and hour laws, civil rights laws, benefit continuation laws, workman's compensation laws.)</p>	<ul style="list-style-type: none"> a. Attend professional organization meetings and workshops to be informed of recent changes/potential changes in requirements. b. Research potential problems, solutions/alternatives. c. Advise and counsel staff as needed/requested. d. Disseminate resource materials, guidelines, policy, and procedural changes. e. Receive/disseminate information concerning compliance via journals, newsletters, BLI, OCCA, LGPI mailouts, and the like. 	<ul style="list-style-type: none"> a. Functional, operational guidelines and procedures clearly defined. b. Resource materials available as needed and disseminated as appropriate. c. Increased usage of Human Resource's personnel as resources. 	<ul style="list-style-type: none"> a. Propose changes in policy to the Board. b. Propose changes in operational procedures to the President's Council. c. Revise Affirmative Action Plan every five years. d. Fewer successful claims against the college.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To develop, implement, and manage employee compensation programs including wage and salary programs and fringe benefit programs.</p>	<ul style="list-style-type: none"> a. Maintain data bases. b. Research current practices, promising innovations, market standards, and employee needs. c. Consult with insurance providers on options, programs, and provider's guidelines/requirements. d. Disseminate information concerning fringe benefits, approved wage scales, and employment requirements. e. Advise and counsel college employees on their rights and responsibilities. f. Solicit feedback. 	<ul style="list-style-type: none"> a. Calculations of yearly salary; calculations of paid leave allotments for staff. b. Human Resources Procedural Manual. c. Insurance Advisory Committee recommendations, survey results. d. Compensation Advisory Committee recommendations. 	<ul style="list-style-type: none"> a. Generate reports as required/requested. b. Ensure compliance with benefit continuation laws. c. Propose policy changes for Board consideration and procedural changes for President's Council consideration.
<p>4. To oversee and maintain a comprehensive, centralized employee records system.</p>	<ul style="list-style-type: none"> a. Revise procedures, content, and organization of files as changing needs of user groups are identified. b. Update procedures against state archives requirements yearly. Maintain files according to established guidelines. c. Solicit feedback from users on current practices. d. Consult with Data Processing on electronic personnel data storage and retrieval. 	<ul style="list-style-type: none"> a. Administrative Rules. b. Maintain selected data in personal computer data bases. 	<ul style="list-style-type: none"> a. Revise procedures and file organization as changing needs of user groups are identified. b. Generate reports as required/requested both externally and internally.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>5. To coordinate and facilitate collective bargaining processes for the district, ultimately providing centralized interpretation and administration of agreements.</p>	<ul style="list-style-type: none"> a. Research current practices, other contracts in our comparison groups, innovative concepts, market place data, etc. b. Collect, compile, summarize, and synthesize data for employee group. c. Facilitate/coordinate the negotiation process. d. Prepare contract drafts. e. Propose strategy to board negotiation teams and the Board. f. Disseminate final contracts. g. Annotate contracts. h. Interpret contracts. i. Participate in OCCA college bargaining liaison groups. j. Participate in college bargaining training sessions. 	<ul style="list-style-type: none"> a. Proposals prepared/refined/costed. b. Article drafts prepared. c. Base-line data and projected data prepared (e.g., contract costs). d. Maintain records of contract questions and concerns. 	<ul style="list-style-type: none"> a. Proposals for changes in future contracts or negotiation process. b. Interpretation and administration of contracts.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>6. To provide leadership and management of special funds for staff development opportunities.</p>	<ul style="list-style-type: none"> a. Administer Professional Development, Classified Staff Development and Organizational Development funds: committee coordination, budget coordination, and grant payment coordination. b. Facilitate yearly In-services (committee coordination, scheduling, promotion, and budgeting). c. Consult with TED Center re: employee training needs and interests. d. Support other training programs initiated by other departments (e.g., Women's History Week, Wellness Committee, etc.). 	<ul style="list-style-type: none"> a. Year-end summaries. b. Inservice summaries and evaluations. c. Workshop attendance and evaluations. 	<ul style="list-style-type: none"> a. Propose guideline revisions. b. Plan future Inservice programs. c. Plan future training in cooperation with TED Center.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>7. To facilitate a program of positive employer-employee relations and the resolution of conflicts and grievances at the lowest level possible.</p>	<ul style="list-style-type: none"> a. Promote open and honest communication among employees and/or the Association leadership. b. Regular meetings with Association leadership to discuss potential concerns before problems arise. c. Administer formal/informal means to provide staff sources of input. d. Sponsor good-will activities (i.e., Classified Appreciation Week and social activities). e. Interpret/support employee benefits beyond the strict interpretation of the contract (e.g., sick leave for care of children and preparation time for physical fitness activities). 	<ul style="list-style-type: none"> a. Staff attitude survey. b. Number of complaints addressed. c. Number of problems/complaints referred beyond the lowest level. d. Two-year "post-test" results of staff attitude survey. 	<ul style="list-style-type: none"> a. Recommend policy to Board and procedural changes to President's Council.
<p>8. To design, implement and, monitor consistent performance appraisal programs throughout the district.</p>	<ul style="list-style-type: none"> a. Coordinate committees, facilitate input, and develop drafts. b. Establish timely procedures, notify staff, and monitor completion of process yearly. c. Periodically evaluate the process and tools. d. Provide training and technical assistance to staff as users. 	<ul style="list-style-type: none"> a. Yearly appraisals of all staff on file. b. Performance Appraisal manuals prepared/ disseminated. c. Summaries of user input on file. 	<ul style="list-style-type: none"> a. Propose procedural changes to President's Council.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>9. To facilitate/monitor college unemployment compensation insurance claims procedure including hearing preparations.</p>	<ul style="list-style-type: none"> a. Serve as liaison between supervisors and the Gibben's company. b. Represent management staff in unemployment hearings. c. Supply information on a regular basis to the Gibben's Company as requested. d. Actively seek ways to reduce cost of unemployment for the college. e. Coordinate the notices of intent to rehire for recess employees. 	<ul style="list-style-type: none"> a. Unemployment cost summaries. b. Hearing findings. 	<ul style="list-style-type: none"> a. Future decisions on carriers/programs as well as modifications of existing procedures. b. Progress disseminated to administrative staff.
<p>10. To manage/monitor college reclassification processes of district exempt and classified positions.</p>	<ul style="list-style-type: none"> a. Disseminate guidelines and reclassification application materials. b. Serve as a resource to management for position structuring. c. Upgrade classified classification system on a rotational basis by position families. d. Solicit feedback/input and involvement in decision making (e.g., Classified Appeal Board and Compensation Advisory Committee). e. Make initial decisions on reclassification requests. 	<ul style="list-style-type: none"> a. Number of classification requests; number of reclassification decisions referred to appeal committee; number of reclassification decisions upheld. b. Clearly defined classification specifications. c. Positive employee attitude as measured by questionnaires and lack of grievances and conflicts. d. Functional, procedural guidelines to ensure fairness and consistency. 	<ul style="list-style-type: none"> a. Review and compare applicable segments of the employee attitude survey. b. Restructured positions as required. c. Redefine procedures as required.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>11. To provide a comprehensive orientation program for new college staff.</p>	<ul style="list-style-type: none"> a. Develop procedures and the necessary information for dissemination. b. Prepare packets of orientation materials. c. Human Resources Staff Training. d. Schedule and conduct monthly orientations. e. Compile evaluations of process by participants. 	<ul style="list-style-type: none"> a. Human Resources operations manual. b. Individual employees packets disseminated. c. Agendas and invitations on file. d. Compilations on file. e. Summarize data yearly. f. Orientation program summary to President yearly. 	<ul style="list-style-type: none"> a. Data summaries used to modify the orientation process and to recommend policy and procedural changes.
<p>12. To provide a comprehensive employee exit interview process for terminating staff.</p>	<ul style="list-style-type: none"> a. Research current laws/regulations that affect terminating employees. b. Prepare packets of exit materials. c. Schedule and conduct individual exit interviews as employees terminate. d. Provide written information to those employees who do not attend the exit process. e. Compile and summarize data generated by the Exit Questionnaire. f. Conduct survey of previous staff (e.g., Early Retirees). 	<ul style="list-style-type: none"> a. Exit packet forms completed. b. Insurance continuation forms received. c. Questionnaires, compilations, and summaries shared with the President and additional college staff as appropriate. 	<ul style="list-style-type: none"> a. Data summaries used to modify the exit process. b. Feedback used to recommend policy and procedural changes. c. Information summarized and shared with the Vice Presidents and President as appropriate. d. Staff training and technical assistance provided as necessary. e. Upgrade packets as needed.

Instructional Staff

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>13. To provide an employee assistance program for the district's continuing/regular staff.</p>	<p>a. Provide confidential counseling to employees of a personal nature for a variety of concerns: job-related relationship problems, alcohol abuse, financial/legal difficulties, family problems, depression and so forth.</p>	<p>a. Increased productivity. b. Reduced absenteeism. c. Increased worker morale. d. Increased worker motivation.</p>	<p>a. Feedback on program used to recommend changes. b. Anonymous information summarized and shared as appropriate. c. Staff training and technical assistance provided as necessary. d. Upgrade pamphlets for employees as needed.</p>

Articulation

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To increase cooperation of LBCC and high schools and curricular consistency among LBESD schools.</p>	<ul style="list-style-type: none"> a. Regional Skills Contest. b. Cooperative credits program. c. TECA meetings. d. LBCC Admissions-Financial Aid-High School Workshop. e. Tech Scholar Internships. f. President's Breakfast. e. LBCC Scholars' Program. 	<ul style="list-style-type: none"> a. Market LBCC public awareness through faculty-faculty interchange and through student recognition and publicize business connections with awards/scholarships. b. Enhance technical education, reward excellence in vocational curriculums, tie college-high school faculty and curriculums closer together. c. Make better information available to high school students about career choices. d. Discuss financial aid requirements and changes plus activities on campus. Feature different divisions of the college each year. e. Develop local business and industry support and recognition for academic achievements in all curricular areas. 	
<p>2. To increase cooperation of LBCC and 4-year colleges and universities and curricular consistency to aid student transfer.</p>	<ul style="list-style-type: none"> a. Course equivalency lists. b. Formal transfer agreements. c. Attendance at professional meetings for subject matter faculty and/or administrators. d. Attendance at community college day activities at 4-year schools. e. Statewide coordinating committee participation. 	<ul style="list-style-type: none"> a. All outcomes are based on eliminating unnecessary duplication and lost time and credits during the transfer process. b. In addition, faculty-faculty interactions will improve curricular consistency. 	

Evening Degree Program

Program Goals	Related Program Activities	Outcome Measures	Use of Results
1. To provide an opportunity for a college education to those students with day-time obligations.	<ul style="list-style-type: none">a. Provide classes in the evening and on week-ends.b. Strive to provide classes to accommodate shift workers.c. Work with off-campus center directors to ensure that high quality degree curriculum is being offered.d. Conduct surveys and evaluations to ensure student needs are met.	<ul style="list-style-type: none">a. Students being able to complete their associate degrees in the evening.b. The ability to offer a college degree to a new population.c. The ability to earn a degree with little or no change in a student's life-style.	<ul style="list-style-type: none">a. Provide increased education and degrees to a larger population in the area.b. Better meet the needs of the part-time degree seeking student.c. Increase enrollment.d. Provide additional resources to help students meet goals.e. Increase career opportunities.

Evening Degree Program

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To make college programs more accessible to non-traditional students.</p> <p>To provide counseling and career guidance services.</p> <p>To provide financial aid help to part-time evening degree students.</p> <p>To provide special registration times for part-time evening degree students.</p>	<ul style="list-style-type: none"> a. Provide academic and career counselling to students in the evening. b. Conduct evening degree student orientations at off-campus centers in the various major local communities. c. Make financial aid and other grant information available in the evenings. d. Provide special registration times for evening degree students. e. Provide Major Codes I.D. number for evening degree students. f. Make book store and food services available to evening students. g. Make campus and other areas where evening classes are held pleasant, secure, and friendly places. h. Provide proper training of staff about every degree program and how to identify the needs of students. 	<ul style="list-style-type: none"> a. Students receive proper help and academic advice. b. Students complete degree requirements on schedule in a timely manner. c. Students feel as if they are a part of the LBCC family and have a sense of ownership. d. A better college-student relationship is achieved. e. Tracking ability to ensure student satisfaction is improved. f. Students are made aware of programs available to help them achieve their goal. 	<ul style="list-style-type: none"> a. Review smaller population results to provide a model that reflects larger daytime student population needs. b. Create a positive learning environment. c. Create good PR from older mature students. d. Use as market for increased enrollment. e. Provide feedback from students.

Evening Degree Program

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To design and provide a program that ensures all degree courses are offered within the four-year timeline.</p>	<ul style="list-style-type: none"> a. Provide a suggested curriculum schedule designed to meet degree requirements. b. Ensure all required courses for the degrees offered are provided during the four-year cycle. c. Ensure quality instruction is provided. d. Design course offering so students will have minimal delay in taking needed classes. 	<ul style="list-style-type: none"> a. Students completing degree requirements in minimal time. b. Flexibility for students entering the programs with various levels of prior experience and number of courses completed. Provides additional flexibility for full-time faculty. c. Provide feeder students to day-time classes. 	<ul style="list-style-type: none"> a. Provides information for expansion and updating curriculum. b. Identifies feeder students for day-time programs. c. Identifies instructor resources in the area. d. Provides additional data when evaluating new programs.
<p>4. To make use of telecourses and other non-traditional educational delivery systems as well as off campus community Education centers.</p>	<ul style="list-style-type: none"> a. Make full use of telecourses provided by the consortium. b. Work with local cable companies throughout the district. c. Provide tapes and media equipment at each community education center. d. Implement teleconference programs. e. Implement work experience programs. f. Schedule classes in various local communities. 	<ul style="list-style-type: none"> a. Better utilizes students' available time. b. Competes well for limited available time of students. c. Utilizes a variety of student skills. d. Provides a different learning environment for older, mature students. e. Provides flexible and alternate times to view programs. f. Provides the ability to review actual presentations. 	<ul style="list-style-type: none"> a. Review the flexibility of offerings. b. Make centers an integrated part of the college. c. Provide additional data for making future decisions. d. Increase the level of acceptance of classes in the local communities. e. Assess local needs.

Honors

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To attract and retain superior students.</p>	<p>a. All faculty are asked to nominate students.</p> <p>b. All area high school counselors are contacted twice annually.</p> <p>c. All college scholarship recipients are invited to apply.</p> <p>d. The CGP score report identifies qualified students.</p>	<p>a. Enrollment and retention data.</p>	<p>a. Review with Honors Committee and Vice President for Instruction.</p>
<p>2. To recognize and meet the special needs of superior students.</p>	<p>a. Presentation of thematic-based, team-taught instructional program to qualified and selectively enrolled students.</p>	<p>a. Program evaluation by students.</p>	<p>a. Review with Honors Committee and Vice President for Instruction.</p>
<p>3. To improve the overall image of the college.</p>	<p>a. Publicity and promotion in on- and off-campus publications.</p> <p>b. Individual recruitment of prospective students.</p> <p>c. Solicitation of community members in Honors dialogue via field trips, seminars, guest lecturers, etc.</p>	<p>a. Response by students, staff, and community members to the program.</p>	<p>a. Review with Honors Committee and Vice President for Instruction.</p>

Honors

Program Goals	Related Program Activities	Outcome Measures	Use of Results
4. To challenge faculty and stimulate professional growth.	a. Organization and development of non-traditional teaching teams and instructional approaches.	a. Faculty self-appraisal and evaluation.	a. Review with Honors Committee and Vice President for Instruction.
5. To serve as a focal point for the development of innovative programs, services, and courses.	<p>a. Bring together many of the college's best teachers from diverse disciplines to interact professionally.</p> <p>b. Create model networking, boundary-spanning structure that transcends formal college organization lines.</p>	a. Results not objectively measurable.	
6. To provide special recognition and rewards for truly outstanding students.	<p>a. The existence of a program for superior students selectively enrolled.</p> <p>b. Provision of non-traditional, uniquely challenging learning environment.</p> <p>c. Presentation of certificates of participation to students.</p>	a. The continued scheduling of Honors Colloquium.	a. Review with Honors Committee and Vice President for Instruction.

International Education and Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
1. To provide educational services for foreign students and recent immigrants.	a. Review foreign student admission standards. b. Establish a foreign student advisory system and guidelines. c. Establish acculturation classes for faculty and staff.	a. Report of study. b. Records of individuals served and evaluation by foreign students and recent immigrants. c. Evaluation of classes by faculty and staff.	a. Consider changes in admission standard and recruitment of foreign students. b. Consider modification for advisory system. Review by Counseling. c. Assess success; modify if necessary.
2. To provide global education courses and supportive services.	a. Assess our instructional resources in global education. b. Coordinate and promote current offerings in global education (including International Education classes). c. Establish a global education resource library. d. Respond to global education needs of area businesses, providing some service through the TED Center.	a. Publication of a list of instructional resources. b. Appearance of International Education information in the catalog, schedule of classes, Communicator and Commuter. c. Publication of global education resources. Record of requests for assistance, information, workshops, and speakers on International subjects; record of services provided.	a. Distribution of publication to divisions, departments, and centers. b. Publicity for International Education and communication of services provided. c. Distribution to faculty, staff, and students. d. Assessment of role LBCC plays with respect to area businesses regarding global education.

International Education and Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To coordinate and assemble information concerning international education, overseas study tours exchange programs, etc.</p>	<ul style="list-style-type: none"> a. Centralize all incoming International Education information from government agencies, public and private organizations, foreign governments, and consortia. b. Network with other community colleges, universities, and high schools. c. Promote internal communications about international concerns such as study tours, grants, exchange programs, foreign languages available, etc. d. Reach out into the community to service organizations and chambers of commerce, coordinating with the Speakers Bureau. 	<ul style="list-style-type: none"> a. Inclusion of International Service Center in college publications, organizational charts, maps, etc. b. List of contacts, referrals, conferences attended, consortia joined, and programs shared. c. Appearance of International Education information in Comuter, Communicator, and in memos. d. List of speakers requested, presentations made, etc. 	<ul style="list-style-type: none"> b. Review by International Education Committee. c. Promotion for International Education and Services Center, LBCC. d. Publicity for programs and activities. Reviewed by International Education Committee.

Parent Education

Program Goals

Related Program Activities

Outcome Measures

Use of Results

(To provide opportunities for parents to develop increased skill, understanding, and support in parenting their own children.)

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| <p>1. To provide opportunities for parents to increase knowledge, clarify attitudes, and improve practices.</p> | <p>a. Parents will practice child guidance techniques in labs with their own children.</p> <p>b. Parents will observe and share guidance techniques.</p> <p>c. Parents will discuss a wide variety of topics relating to child guidance, growth, and development; activities for children; health, safety, and nutrition; home management and other topics central to parenting. Parents will have ready access to the vast body of literature on parenting, child development, and other relevant topics by location of lending libraries in the classroom.</p> | <p>a. Parents will have a number of responses available to handle children's behavior.</p> <p>b. Parents will know an increased number of age-appropriate activities.</p> <p>c. Parents will have increased skill in accessing information and knowledge.</p> <p>d. Parents will have an increased number at options for managing home, time, and stress.</p> | <p>a. Parents will self-report the amount of increased skill.</p> <p>b. Instructional staff will observe and record increases in skills.</p> |
| <p>2. To offer courses in a manner that creates or strengthens the natural, informal systems that provide the on-going support parents need.</p> | <p>a. Parents will share names, addresses, and phone numbers by the second class session. Ample opportunity will be given to decline having one's name included in the listing.</p> <p>b. Parents will be given mechanisms for helping one another (in and out of class) such as child care exchanges, mutual problem solving sessions, and shared celebrations.</p> <p>c. Parents will be encouraged and assisted in planning follow-up activities such as play groups and reunions after the completion of the class.</p> | <p>a. Parents will have others with whom they can share concerns and joys of parenting.</p> <p>b. Parents will have others with whom they can share child care.</p> <p>c. Parents will have people they can rely upon in times of stress or need.</p> | <p>a. Parents self-report. Instructional staff will observe and record instances of play groups, child care cooperatives, and other signs of support.</p> |

Parent Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To increase parents' awareness of their own importance in their child's life and of the community resources available.</p>	<p>a. Using the course curriculum as a guide, parents will determine topics to be covered during the quarter.</p> <p>b. While remaining within good Early Childhood Education theory and practice as determined by the instructor, parents will shape the curriculum taught their children in the lab.</p> <p>c. Lists of local resources will be disseminated, and, when appropriate, community resource people will be invited into the class.</p> <p>d. Parents will work with other community agencies and organizations such as the public schools, the health departments, and libraries on behalf of their children.</p>	<p>a. Classes will have topic choice forms available.</p> <p>b. Parents will participate in decision making regarding the children's programs.</p> <p>c. Resource lists will be made available.</p> <p>d. Involvement of other agencies in the classes will be facilitated.</p>	<p>a. Collection of topic choice forms will be on file.</p> <p>b. Resource lists will be on file.</p> <p>c. Lists of cooperating agencies will be on file.</p>
<p>4. To use a variety of methods in classes to increase parents understanding and working knowledge of child development.</p>	<p>a. Developmental characteristics of children enrolled in the labs will be noted by the instructor.</p> <p>b. Easily understood and age-appropriate developmental information will be presented to parents in a variety of formats including hand-outs, media presentations, and lecture and through discussion.</p> <p>c. Books, articles, hand-outs, and other materials on child development will be in libraries in each parent/child lab.</p>	<p>a. Parents will have increased knowledge of appropriate developmental characteristics.</p> <p>b. Parents will know how to find information on development.</p>	<p>a. A variety of presentations of developmental information will be filed and accessible.</p> <p>b. Books and articles on development will be accessible.</p> <p>c. Libraries or library information will be available in classes.</p>

Parent Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>5. To offer classes in such a way as to enhance feelings of self-worth and competence.</p>	<p>a. Instructors will learn the names of parents and children by the second class session.</p> <p>b. Instructors will identify strengths which parents bring to class and will create mechanisms for parents to share knowledge and skills.</p> <p>c. Instructors will create an environment in which parent and child will be successful by communicating clear expectations, recognizing accomplishments, and accepting "mistakes" as an important part of the learning process.</p>	<p>a. Parents will know other parents with children of similar ages.</p> <p>b. Parents will share information with one another.</p> <p>c. Parents will support one another in solving parenting concerns.</p> <p>d. Early class seminars will focus on information parents need to feel confident and be successful in classes.</p>	<p>a. A parent list will be filed.</p> <p>d. Information on roles, expectations, and grading will be on file.</p>

(To provide high quality and cost effective education in the area of child and family studies.)

<p>1. To unify program projects, classes, and activities.</p>	<p>a. Create a Department of Family Resources, including Home Economics transfer, the Parent Education Program, and Early Childhood Education.</p>	<p>a. Provide institutional stability for valuable and viable instructional activity in Home Economics Transfer, Parent Education, and Early Childhood Education.</p> <p>b. Attract transfer students interested in Home Economics by naming existing instructional activities.</p> <p>c. Retain transfer student by effective advising of Home Economics majors.</p> <p>d. Attract day care providers to short-term training programs.</p>	<p>a. Departmental status attained.</p> <p>b. Vocational certificate for Parent Education approved.</p> <p>c. 1 or 2 year Home Economics program approved.</p> <p>d. System of tracking students from admissions through 1 or 2 year program in place.</p> <p>e. Certificate for short-term training in day care approved.</p>
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Parent Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To offer balanced, responsive classes to area residents in the area of child and family studies.</p>	<p>a. Schedule and support 6-9 Home Economics transfer classes per year.</p> <p>b. Schedule and support 50-60 vocational supplementary classes in parenting in local communities.</p> <p>c. Schedule and support 1-3 workshops/short courses in early childhood education.</p>	<p>a. Provide instruction to 75-115 Home Economics and other transfer students.</p> <p>b. Provide education and support to 1,000 parents.</p> <p>c. Provide training to 50-150 Early Childhood Education students.</p>	<p>a. Class schedule.</p>
<p>3. To provide parent education which also meets child care needs of campus families.</p>	<p>a. Schedule, staff, and support the campus parent-child class and lab.</p> <p>b. Provide child care for campus families.</p> <p>c. Secure safe and adequate facility for the child care lab.</p>	<p>a. Enhance both the academic and family success of campus families.</p> <p>b. Enhance the support system for campus families.</p> <p>c. Provide a vocational class in parenting for campus families.</p> <p>d. Provide child care for campus families.</p> <p>e. Provide an observation site for Humanities and Social Science, Home Economics, and vocational students.</p> <p>f. Provide a building designed for the education of 35-40 children and parents with an observation facility for students.</p>	

Parent Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>4. To recruit, hire, and maintain high quality staff.</p>	<p>a. Recruit and hire staff with a strong knowledge base in the area of child development and family dynamics.</p> <p>b. Train staff in adult education, specifically the education of parents.</p>	<p>a. Parent Education viewed as an attractive and supportive source of part-time employment.</p> <p>b. High-level of participation in inservice training.</p>	<p>a. Number of qualified applications per year.</p> <p>b. Records of instructor inservice participation.</p>
<p>5. To evaluate and support high quality staff.</p>	<p>a. An evaluation plan will be followed and monitored for effectiveness.</p>	<p>a. Strengths and weakness of classes and instruction will be identified.</p> <p>b. Plans for building on strengths and remedying weaknesses will be developed and implemented.</p>	<p>a. Records of all forms of evaluation will be filed in appropriate places.</p>
<p>(To maintain and deepen the program's base in local communities throughout the district.)</p>			
<p>1. To form with the vocational advisory committee a link between the community and college.</p>	<p>a. Parent participants and agency staff representing a broad range of interest and geographic area will be invited to sit on the Advisory Committee.</p>	<p>a. A representative Advisory Committee will be appointed annually.</p> <p>b. The committee will meet on a regular basis.</p> <p>c. The committee will keep the college informed of community needs and educate the community on program resources.</p> <p>d. The committee will continue scholarship fund overseeing and fund raising.</p>	<p>a. Names of individuals and agencies on the Advisory Committee will be filed.</p>

Parent Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To maintain as a high priority cooperative ventures with community employers, organizations, and institutions.</p>	<p>a. Maintain and strengthen contracts with 4 school districts and the ESD to provide parent education through the schools.</p> <p>b. Work with schools and the ESD to provide an annual parent fair.</p> <p>c. Work closely with employers and community groups to provide work and family seminars.</p> <p>d. Work with schools, the health department, Community Services Consortium, and other groups to serve school-aged parents.</p> <p>e. Work with area health providers to serve parents of newborns.</p>	<p>a. Contracts on file.</p> <p>b. Cosponsored classes. Volunteers trained, organized, and supported.</p> <p>c. Annual one-day workshop and resource fair.</p> <p>d. Seminars scheduled.</p> <p>e. Proposal for federal, state, or foundation funding of cooperative ventures written and submitted.</p> <p>f. Cosponsor baby classes with health care providers.</p> <p>g. Tuition money to offset cost of service to young families.</p>	<p>a. Minutes of committee meetings on file.</p> <p>b. Class records. Volunteer records.</p> <p>c. Fair evaluation report.</p> <p>d. Contracts filed.</p> <p>e. Class records.</p> <p>f. Proposals submitted.</p>

(To maintain and strengthen efforts to be an effective part of local, state, and national efforts to strengthen families.)

<p>1. To provide leadership in the effort to position community colleges as providers of parent education in Oregon.</p>	<p>a. Continue replication project with Portland and Umpqua community colleges.</p> <p>b. Provide leadership for statewide legislative efforts.</p> <p>c. Provide leadership for foundation funding of continuation of the replication project.</p>	<p>a. Completion of project objectives in Spring of 1987.</p> <p>b. Position paper to be presented to Speaker Katz.</p> <p>c. Grant proposals written.</p>	<p>a. Materials and manuals.</p> <p>c. Proposals submitted.</p>
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Parent Education

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>2. To participate in local, state, and national organizations and activities directed at strengthening families.</p>	<ul style="list-style-type: none"> a. Participate in Oregon Community College Home Economics Consortium. b. Continue active participation in Oregon/National Association for the Education of Young Children. c. Continue membership and participation in the Family Resource Coalition. d. Continue participation in the Employer Child Care Task Force. e. Continue participation in the national/state work and family project. f. Play a supportive role in college and community efforts directed to "at risk youth." 	<ul style="list-style-type: none"> a. Attendance by appropriate staff at biannual meetings and task force meetings when appropriate. b. Support Spring 1987 OAEYC Conference, "The Family Connection," to be held at LBCC. c. Maintain membership and communication with the coalition. d. Provide resources as requested by the task force. e. Maintain communication and attend conferences as appropriate. f. Provide the parent education component of efforts to support "at risk youth." 	<ul style="list-style-type: none"> a. Records of attendance. b. Conference records. c. Correspondence and travel records. d. Class records.

TED Center

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide leadership to the college for responsive, flexible, innovative, high quality programs for business and industry.</p>	<ul style="list-style-type: none"> a. Develop programs to meet agency and business needs, including on-site training. b. Offer classes on industry's timeline not ours. c. Hire quality consultants and faculty to bring expertise. d. Conduct student evaluations of all courses, on a regular basis. e. Develop a wellness program for staff, students, and community. 	<ul style="list-style-type: none"> a. Balanced program offered. b. The continuing use by agencies and businesses of our services to meet their educational needs. c. Flexibility in course offerings due to broad range of expertise. d. Concrete quantitative and qualitative data available. e. Wellness evaluations completed. 	<ul style="list-style-type: none"> a. Improved training as suggested by businesses and agencies. b. Continued development of classes. c. Feedback evaluated and used in planning. d. Training improved where appropriate. e. Increased organizational effectiveness.
<p>2. To continue to be an integral part of the college mission.</p>	<ul style="list-style-type: none"> a. Provide wide range of services to business and industry. c. Continue to provide professional development opportunities for staff. d. Utilize budget resources to meet needs within framework of the mission statement. e. Develop new short-term training projects. f. Assess needs of business and industry. g. Establish SBDC in downtown Corvallis. 	<ul style="list-style-type: none"> a. The TED Center seen as respected and an integral part of LBCC. b. Increased involvement in training. c. Business and industry receiving a wide range of services. d. Variety of training available. e. Information compiled. f. Increased use of service. 	<ul style="list-style-type: none"> a. TED Center meeting reported needs of the populations served. b. Improved productivity. c. Development of balanced schedule of classes. d. Improved range of training service. e. Service provided. f. Improved service.

TED Center

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To assure the TED Center is visible to target populations.</p>	<p>a. Active involvement in Chambers of Commerce.</p> <p>b. Involvement in Economic Development organizations.</p> <p>c. Marketing Plan implemented.</p> <p>d. Internal marketing increased.</p>	<p>a. Networking through participation in functions.</p> <p>b. Enhanced credibility of Center.</p> <p>c. Comprehensive marketing as evidenced by increased enrollment.</p> <p>d. Awareness increased.</p>	<p>a. Good rapport with business leaders.</p> <p>b. Confer with these on an advisory basis.</p> <p>c. Increased enrollment.</p> <p>d. Increased rapport.</p>
<p>4. To be an advocate for business and industry quick-start training, and to use part-time faculty/consultants.</p>	<p>a. Provide a communications link to staff for this population.</p> <p>b. Develop instructor packets.</p>	<p>a. Increased knowledge on the part of college staff of training needs of business and industry.</p> <p>b. Clear expectations of Center and consultants.</p>	<p>a. Increased involvement and support of non-traditional training.</p> <p>b. More informed staff consultants.</p>

Computer Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To support college administrative data processing.</p>	<p>a. Provide technical training for CCS staff.</p> <p>b. Assist users in administrative data processing operations.</p> <p>c. Coordinate planning and implementation of Data Processing System Evaluation.</p> <p>d. Operate systems to support users in planning and prioritizing data processing applications.</p>	<p>a. Collect usage statistics for applications programs.</p> <p>b. Use Computer Services Requests (CSRs) to gain information about data processing needs of the college.</p> <p>c. Use the system analyst to help plan and prioritize data processing applications.</p> <p>d. Use system analyst to test new applications before release.</p>	<p>a. Provide information for management decisions in computer services.</p> <p>b. Use information for evaluation of bugs in applications.</p>
<p>2. To operate the College Computer Service Network.</p>	<p>a. Provide technical training for CCS staff.</p> <p>b. Operate the central computing center with IBM 4361 computer.</p> <p>c. Support and evolve the computer terminal network of over 100 terminals.</p> <p>d. Provide technical support for the operation of approximately seventy student workstations for instructional use.</p>	<p>a. Keep details of downtime for the IBM 4361 mainframe computer.</p> <p>b. Record incorrent runs and frequency of incorrect runs.</p> <p>c. Record the number of rerun requests.</p>	<p>a. Identify areas within computer services where changes or corrections are required.</p>

Computer Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>3. To provide a User Support System.</p>	<ul style="list-style-type: none"> a. Provide technical training for CCS staff. b. Provide on-call response to users having hardware or software difficulties with data processing applications. c. Provide consulting support to user departments regarding local microcomputing equipment. d. Assist users in learning to utilize existing systems and planning for future computer services needs. 	<ul style="list-style-type: none"> a. Performance appraisals. 	<ul style="list-style-type: none"> a. Identify areas within computer services where changes or corrections are required. b. Provide information for management decisions in computer service planning.
<p>4. To acquire comprehensive integrated software systems and hardware support.</p>	<ul style="list-style-type: none"> a. Complete the analysis of responses to the Request for Proposal to meet software/hardware needs. b. Establish a resource allocation plan to assure the successful implementation of systems. c. Implement software over an appropriate time period. 	<ul style="list-style-type: none"> a. Level of user satisfaction. b. Increased student retention. 	<ul style="list-style-type: none"> a. Adequate administrative processing of information. b. Student intervention for success. c. Decision support.

Facilities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide services and facilities conducive to fostering a high quality, safe, and modern learning environment while enhancing student life and staff productivity at Linn-Benton Community College.</p>	<ul style="list-style-type: none"> a. Planning, construction, and renovation. b. Maintenance of facilities. c. Custodial care of facilities and furnishings. d. Grounds care and beautification. e. Response to service need. f. Maintenance of utility systems. g. Space inventory and utilization. h. Hazardous materials communication and disposal. 	<ul style="list-style-type: none"> a. The Facilities Division, where related, is following the Linn-Benton Community College three-year Strategic Plan which indicates: <ul style="list-style-type: none"> 1) The college will continue to maintain cost effectiveness. 2) Resources for capital improvements and additions will be limited. 3) Alternative funding sources for innovative projects will become increasingly important. 4) Each part of the college community will have to engage in effective marketing. 5) Human resources management will become increasingly complex. 6) Linn-Benton Community College will continue its commitment to excellence by offering the district high quality educational opportunities. b. Increase communication between staff personnel requesting work and maintenance personnel accomplishing work (mainly scheduling); set aside time from other activities for preventive maintenance and expand on computerized programs for preventive maintenance. c. Continue acceptable custodial care of facilities and furnishings; utilize new concepts for custodial 	<ul style="list-style-type: none"> a. The Facilities Division supports tight budgeting though the practice of frugal spending and the application of minimal staff. b. Major maintenance projects have been divided into ten year projects. c. We are making strides in energy savings so more of the funds in the General Fund can be allocated to instructional programs. d. Innovative funding is being used to pay for equipment and procedures that lower operational cost. e. Participatory management seemingly is the key to a smooth running operation. f. Remodeling is being accomplished to accommodate educational programs and their support services. g. Meetings taking place between the Maintenance Supervisor and Managers once a week bridge the communication gaps; the on-line computerized job order program helps communicate disposition of work requests; establishment of a parts store will make the maintenance department more productive. h. Increased custodial needs are now accomplished with five fewer custodians; an innovative no-product

Facilities

Program Goals	Related Program Activities	Outcome Measures	Use of Results
		<p>maintenance; cut down product use.</p> <p>d. Continue utilizing small full-time grounds crew; expand adaptation of innovative grounds care; make full use of new premises for office and storage.</p> <p>e. Continue exposing the campus to services provided by the Facilities Division; continue cross-training of employees; provide opportunities for increased efficiency through computerization; stress the need for pleasant, professional communication with "customers."</p> <p>f. Provide continuous environmental comfort for students and staff; be alert for utility hazards; computerize system operations.</p> <p>g. Annually upgrade the space inventory; evaluate space utilization.</p> <p>h. Continue progress on process of identifying, recording, and labeling hazardous materials; start process of training all employees in the use of hazardous materials in the workplace; establish a list of depots where hazardous materials can be disposed.</p>	<p>floor care saves both work hours and product use; mandatory exercises cut down on absenteeism.</p> <p>i. The three person grounds crew expands to over twenty-five in the growing season; planning small planters and bark dust beds avoids hand trimming; grounds crew's facilities enhance their operation.</p> <p>j. We will provide all departments with a Facilities Services Guide; "Helper" computer programs allow administrative staff to accomplish a heavy workload; cross-training better serves our customers; pleasant, professional attitudes afford better communication.</p> <p>k. The installation of a new energy management system closely regulates the heating, cooling, and lighting needs for the college; new "back-up" primary power lines provide an alternate source of electricity when failures occur.</p> <p>l. A space inventory is updated annually; an ad hoc space utilization committee meets upon the President's request to study highest and best use of occupied space; the Facilities Division provides revised floor plan books each year for use by all staff.</p> <p>m. We will accomplish identification, label</p>

Facilities

Program Goals

Related Program
Activities

Outcome Measures

Use of Results

ing, and training for
use of hazardous ma-
terials and establish a
list of depots for haz-
ardous waste dispo-
sal.

Bookstore

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To make available for purchase at a low cost the textbooks and materials necessary for the student to pursue an education.</p>	<ul style="list-style-type: none"> a. Secure the best price on available textbooks and materials needed by staff and students. b. Staff at appropriate levels without hindering services. c. Annually review and adjust prices to assure maintenance of fiscal solvency. d. Adjust operational units to respond to the various levels of campus activities. e. Respond in a professional manner to special needs and service requests. f. Continually train and cross-train staff to meet the technical needs of the operation. g. Expand and improve service areas as warranted. 	<ul style="list-style-type: none"> a. Maintain the needed text books and materials at the appropriate level throughout the year. b. Provide special ordering services as requested. c. Maintain fiscal solvency of operation. d. Continually improve the processes to provide fast service relative to operation. 	<ul style="list-style-type: none"> a. Monitor monthly and year-end reports as to fiscal status. b. Review and act upon response provided by customers through formal and informal feedback. c. Take appropriate action on recommendations of the Auxiliary Services Committee.

Printing Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To reproduce printed materials of a high quality in a timely and cost effective manner.</p>	<ul style="list-style-type: none"> a. Secure the best price on appropriate materials needed for the operation. b. Staff at appropriate levels of efficiency without hindering service. c. Annually review and adjust prices to maintain fiscal solvency. d. Adjust operational units to respond to the various levels of campus activities. e. Respond in a professional manner to special needs and service requests. f. Continually train and cross-train staff to meet the technical needs of the operation. g. Provide opportunity for students to gain skills and experience through CWE in Printing Services operation. h. Expand and improve service areas as warranted. 	<ul style="list-style-type: none"> a. Maintain financial solvency of operation. b. Maintain the confidentiality of materials being reproduced. c. Provide printing services as a convenience to individual staff and students. d. Maintain the highest standards of service at appropriate levels throughout the year. e. Provide a supportive role for the Graphics instructional program. 	<ul style="list-style-type: none"> a. Monitor monthly and year-end reports as to fiscal status. b. Monitor user levels. c. Review and act upon responses provided by customers through formal and informal feedback. d. Take appropriate action on recommendations of the Auxiliary Services Committee.

Food Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a variety of nutritious and tasteful food at the lowest possible cost in various clean and comfortable environments.</p>	<ul style="list-style-type: none"> a. Secure the best product cost consistent with product quality. b. Staff at appropriate levels of efficiency without hindering service and fiscal position. c. Adjust pricing as needed to maintain fiscally solvent operation. d. Secure quality food products and maintain a highly trained and competent staff. e. Respond in a professional manner to special service needs. f. Adjust operational units to respond to the levels of campus activity. g. Provide planning, purchasing, and instructional tasks as needed for the instructional program. h. Expand or improve service areas as warranted. 	<ul style="list-style-type: none"> a. Daily provide three different nutritious and tasty meals in the Commons. b. Maintain all food service preparation and service areas in a clean and sanitary manner. c. Provide special catering services to the college and community. d. Maintain the highest standards of service and selection at the appropriate level throughout the year. e. Maintain financial solvency of the operations. f. Continue a supportive role for the Culinary Arts and Hospitality Services instructional program. 	<ul style="list-style-type: none"> a. Maintain monthly and year-end reports as to fiscal status and adjust operations as needed. b. Monitor customer count at various operations. c. Review and act upon responses provided by customer evaluations though formal and informal feedback. d. Have periodic inspection of facilities by internal and external examiners. e. Take appropriate action on recommendations of the Auxiliary Services Committee.

Safety and Security Services

Program Goals	Related Program Activities	Outcome Measures	Use of Results
<p>1. To provide a comprehensive program of preventative security, safety education, parking management, first aid, and other services required to assist students, staff, and guests.</p>	<p>a. Maintain staff training at the state-of-the-art levels consistent with existing requirements.</p> <p>b. Staff at the appropriate levels of efficiency without hindering service and fiscal position.</p> <p>c. Respond in a timely and professional manner to special service needs.</p> <p>d. Adjust personnel coverages to respond to the levels of campus needs and activity.</p> <p>e. Provide planning and instructional tasks as needed for the Criminal Justice instructional program.</p>	<p>a. Provide campus patrol during those times the campus is being used by students and guests.</p> <p>b. Maintain an open office during those times of campus use so students and guests have a central location for first aid, lost and found, and other general or specific needs.</p> <p>c. Provide special safety education workshops.</p> <p>d. Maintain the highest level of service throughout the year.</p> <p>e. Maintain an accurate recordkeeping system for employee accidents, parking violations, and losses of personal and college property.</p> <p>f. Maintain service level within budgeted dollars.</p> <p>g. Continue a supportive role for the Criminal Justice instructional program.</p>	<p>a. Maintain monthly staff meetings for purposes of training and information sharing.</p> <p>b. Maintain monthly activity reports and evaluate trends as they may appear.</p> <p>c. Review and act upon responses provided by students, staff, and guests through formal and informal evaluations.</p> <p>d. Take appropriate action on recommendations of the Business Council, Instructional Council, and President's Council.</p>