

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Learning Plan Goal 1: Increase support for innovation in instruction.

Unit: ABSE

Developed and piloted a successful non-credit college preparation class for three terms.

Unit: ADVANCED TECH

Electronics: New curriculum in robotics and STAMP technologies.

Automotive, Welding and Manufacturing: Expanded RTEC curricula for high school students on and off campus.

Four first year Diesel students placed 1st, 2nd, 3rd, and 4th in the state VICA Skills USA competition.

Over \$500,000 was allocated to the division programs from capital asset replacement, Carl Perkins, and technology fee funding. These allocations were based on the FY05 unit planning requests to enhance and maintain the curricula, facilities and equipment.

Drafting: Updated matrix of required professional skills based on industry interviews, advisory committee, and research from national professional organizations. Mapped skills to existing courses; performed gap analysis. Revised program curriculum and course outcomes. Eliminated emphasis areas, resulting in increased enrollment per course.

Unit: ALS

Obtained funding for ALS for supplemental instruction effort

Unit: ARTS

Digital Lab/Smart Classroom—Room 11/130 assigned to Arts as media lab. Specified equipment and space now waiting for construction.

Digital Transitions-- Purchased web based arts image resource. Trained faculty/staff. Waiting on smart lab and equipment to move to digital.

Fibers Studio--Plans developed with facilities. Waiting for construction.

Ceramics—Two engine test bays allocated for relocation of the remote kiln site. Move will be done this summer by AAD faculty.

Ceramics--Hosted ceramics pre-conference for meeting of National Council for Education in the Ceramic Arts. More than 200 artists, students and academics attended the two day event.

Ceramics--Hosted "Empty Bowls" to create 1,000 pottery bowls to be sold by Food for Lane County to buy food for those in need.

Dance-- Hosted workshop with national Martha Graham Dance Co.

Dance-- Hosted workshop with national Continuum Company.

Theatre-- Moved Fall production to main stage.

Theatre-- Build small replica of Globe Theatre and preformed in Blue Door Theatre.

Artworks-- Working with University of Oregon Art/Communication consortium to develop awareness of significance of visual arts and culture.

Integrated Arts Learning-- Developing partnership with Springfield Public Schools to involve LCC arts faculty in helping to facilitate an Integrated Arts Learning in the school district's K-12 curriculum.

Integrated Arts Learning-- Developing partnership with North Eugene Arts and Ideas High Schools to mentor students and to develop Integrated Arts Learning plan for classes.

Integrated Arts Learning-- Working with Gates Foundation Consultants and the Oregon Small Schools Initiative to help integrate arts learning into 14 regional K-12 schools in Oregon.

Integrated Arts Learning—Working with Chicago Arts Partnership for Education (CAPE) program founders to develop Fall workshop in Integrated Arts Learning for LCC, Springfield, North Eugene, and Gates Oregon Small School Initiative faculty.

Unit: AVIATION MAINTENANCE TECHNICIAN

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1.
 - a) Overall planning calls for the AMT unit to be fully moved from the main LCC campus to the Aviation Campus on the south end of the Eugene Airport beginning Winter term 2007.
 - b) The objective is to significantly enhance opportunity for AMT students to gain direct experience with aviation operations and aviation services on the airport. This valuable experience and often leads to employment.
 - c) To better utilize faculty and physical facilities in the Flight Technology program and the AMT program. This arrangement adds a practical element for both pilots and AMT's
2. A substantial increase in computer lab capacity yields a significant improvement in the use and flexibility of the faculty and instructional facilities. This capacity provides for wireless technology permitting AMT's to replicate operations in a modern aviation maintenance facility including the ability to down-load current aircraft systems status and down-link technical data from common data bases.
3. Perkins monies have been used to purchase new technology NDT equipment (Non-destruct testing). The new technology can detect faults in metal structures and in composites.
4. The move to the airport campus provides an important "real" opportunity to stress and enhance emphases on professionalism and operational safety.
5. Grant sources are being developed and federal funding sources are being investigated as a source of funds to substantially expand the real physical facilities, classroom and office spaces in the airport campus complex to house the anticipated increased student load...this in response to a major increased need for well trained technicians on a global basis. The request for 2005 – 2006 was not funded, work is under way to prepare for the 2006 – 2007 funding year.
6. A concerted effort is being made to place selected aviation artifacts, which are not essential for instruction, in public locations - the objective is to gain as much exposure for the the program as possible within considered fiscal constraints.
7. There is a considered increased effort to network with private enterprises, education institutions, agencies such as the FAA and the Oregon Department of Aviation. The objective is to maximize opportunity for marketing, increasing employment opportunities for graduates and increasing opportunities for faculty to gain experience in current technology in the industry.

Unit: BUSINESS DEV. CENTER

Modify classes to meet student needs. Classes range from a 10 week Going into Business class to Small Business Management, Business Foundations, Farm Business Management, Non-Profit Management and continuing education through the Alumni Group and the Business Group. Currently the largest employer in the Business Group has grown to 160 employees. The student who has stayed active in the group for the longest has participated for 7 years.

Unit: CENTER FOR MEETING & LEARNING

Continued to integrate culinary and hospitality students into the operations of the CML.

Unit: CONFERENCE & CULINARY

Strong leadership of division with addition of Brian Kelly as Food and Beverage Manager.

Unit: COUNSELING

On Course training.

Unit: DISABILITY SERVICES

Increased Assistive Technology for students with disabilities (e.g., more seats or upgrades of JAWS, WYNN software, 21" monitor, MP3 file use for alternate format, PC Anywhere for hearing loss, creative use of Instant Messaging when interpreters are not available, etc.)

Increased opportunities for student independence by making technology and training available on campus, allowing students to scan and either listen to or enlarge the print of their own materials on campus or at home

Improved provision of timely services at reduced cost and with increased electronic access for students with disabilities by purchasing technology upgrades (Hi Speed Doc Scanner, Embosser/Printer & software, WYNN Reader & Spanish conversion software, Scientific Notebook software, ATT Natural Voice software)

Collaborated extensively with instructional departments at Lane (Auto Tech, For Lang, Massage, Math, Co-op Ed, Cont Ed, etc)

Provided an AT demonstration to CIT students

Collaborated with other departments: CES re: scholarships for students with disabilities, Health Center and Counseling for clinical issues, Counseling to jointly provide an Art workshop about disability issues

Conducted annual Transition Academy for high school students with disabilities, their parents and professionals; continued to provide consultation about transition to college and disability issues to school districts statewide and nationally

Continued to provide disability awareness and information through DS Awareness Tips and through dept presentations

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Streamlined the DS eligibility process by creating a more efficient Letter of Accommodation (LOA), developing a DS orientation for new students (reducing student wait time for appts), creating a new and more efficient application for Disability Services, cross-training advisors to share some of the documentation review tasks

Unit: ESL

Completed Curriculum analysis and redesign

Unit: FAMILY & HEALTH CAREERS

Incorporated simulation technology into the Nursing and Respiratory Care (RC) programs

Lane Respiratory Care students won the collegiate "Sputum Bowl" competition at the annual Oregon society of Respiratory Care conference and earned \$600 cash award to help defer costs of their attending the national conference. Three students gave a presentation during the conference.

Unit: FLIGHT TECHNOLOGY

1.A new instructional unit has been developed as an additional measured skills set in Stage I of the Professional Pilot Course. The aviation industry is rapidly integrating self-fueling for aircraft. Our objective was to minimize our liability and reduce the prospect for damage to department aircraft. This unit substantially expands the student's knowledge of types of aviation fuel, methods for testing and fire hazard control.

2.A new Airline Pilot preparation course has been developed. The course objective is to provide our students and our instructional staff for their professional move into the airline industry as commercial pilots. Secondary objective is to have a "new product" that can be sold in the larger market place; emphasis for this market is current military pilots who will soon be transitioning for the military to commercial aviation.

3.New avionics equipment has been installed in some of the primary training fleet. The additional equipment supports an abinitio element to the Professional Pilot Course.

4.Working on a joint project with UO and OSU to develop new instructional strategies in response to the recent and rapid integration of new technology in the aviation / space industries.

5.Safety is a major element of our overall operational practices. The unit recently underwent an intensive safety audit by our insurance underwriter. The unit received an award for exemplary safety of operations. As of this date, the unit has delivered 270,000 hours of flight instruction to student pilots without an injury accident.

1.Adopted the FAA IACRA facility for doing on-line pilot certification. Pilot certification is measured against the FAA standards: once all standards have been complied with, the FAA representative in the unit can issue a pilot certificate directly to the new applicant.

2.Increased participation with industry partners to assure Lane is providing a quality product – highly skilled pilots to the industry.

3.Will be taking an active part with the City of Eugene to promote a major aviation education event this fall (2006). This is a two-day event. The Lane Aviation Academy will be hosting the Aviation and Space Education and the Future pavilion.

1.Lane Aviation academy has been working actively with Lane ESD to improve resource sharing with the public schools. Emphasis is placed on workshops for teachers and special events for students.

2.Increased mutual participation with the City of Eugene, State of Oregon Department of Aviation, Evergreen International Airlines and Horizon air.

3.Increased activity with both major universities in Oregon and their links to NASA and the Oregon Space Grant Consortium.

4.Initiated a project with the State of Oregon to develop a network of aviation related resources in Oregon that can support the development of an Aviation Education Industry in Oregon.

1.Significant partnerships have been forged with the two major universities. These mutual programs add in measurable ways to our ability to enhance professionalism.

2.Horizon Air is a partner airline providing current data as to current industry trends and developing workforce needs.

3.The partnership with Evergreen International Airlines provides opportunity for participation with the company for internships, summer employment and cooperation with their education programs.

4.Increased participation with the Oregon Space Grant Consortium provides many opportunities for professional development for our staff and career development for our students.

5.We are in the process of developing a closer working partnership with the Evergreen Museum and Education Center.

Unit: FLORENCE

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Completed first year of our MOA/HRT program using IP-Video for courses received from Eugene.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

Program and curriculum changes in the Culinary Arts Program were completed.

Program and curriculum changes in the Hospitality Management Program were completed.

New contracted faculty was hired.

Unit: LANGUAGE, LITERATURE & COMMUNICATION

The LLC Division faculty has been active in the development and implementation of a number of innovative initiatives to enhance student learning, e.g., FYRED UP! First Year Experience, Writing 115 and 121 for Women in Transition, the development of WR 227 as an online course, Writing for Scholarships, and the development of the introductory literature series (Eng 104-106) in an online format. Faculty are also developing hybrid classes, and a number of the division's courses include a Service (community-based) learning component. Additionally, the college-wide "Reading Together" program. Several new learning communities have been developed.

Unit: MATH

Math Resource Center

Math Resource Center (MRC) services are provided to meet the needs of all math students from Mth 010A thru Mth 261. The Developmental Math Tutor Room averaged about 700 student contact hours per week, and the Transfer Level Math Tutor Room averaged about 300 student contact hours per week during the school year. The MRC provides free support services (tutoring, video support, study areas) for the 3500+ main campus enrolled math students each term.

In Spring 2001, the Mathematics Division moved to the new and remodeled Building 16, which supports increased facilities and staffing for the Math Resource Center and associated study spaces. The new MRC has expanded services and is significantly more visible and accessible to students and staff. In the five years since moving to Building 16, overall student success has increased from 70% to 78%. This increase in success rates has been paralleled by an increase in overall math student use of MRC services over the same time period. Also, over this same time period, retention rates have improved to 92%. These increases in student success and retention are strongly correlated to and can be attributed to increased use of tutoring (both for developmental level and transfer level students), MRC video and text materials, and spaces for studying. Critical to this is the visibility and location of the MRC. Large windows and a central location create an environment that supports a culture of learning and persistence. Students see their peers studying and getting help from tutors. The MRC is a welcoming space where learners of all styles and abilities can get help. Several MRC time sheet tutors took the Tutor Training Course offered by Tutoring Services this past year.

There will be a negative impact on student support and ultimately, on student retention and success, due to funding support for time sheet tutors being reduced starting Spring 2006.

Unit: SCIENCE

Increased College Now agreements.

Completed a feasibility analysis of the Energy demonstration building.

Successfully submitted GIS grant.

Participated in grant submissions at LCC REESE, UO STEP, DOLETA.

Piloted partnership with PCC's distance learning MLT program.

Completed assessment project for Biobonds; projects begun for life sciences and division wide.

Expanded course offerings to include a biology course in Costa Rica, eight new courses in Biology, Chemistry, Earth and Environmental Science, Energy Management, and Physics.

Partnered with community groups to promote science education and to benefit Mount Pisgah Arboretum.

Hosted a statewide working group to discuss prerequisites for Anatomy and Physiology courses.

Unit: SOCIAL SCIENCE

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Faculty continued to refine the delivery of course materials through use of innovative formats and technology. During this year, alternatives to the traditional classroom learning experience were provided through 7 learning communities, 32 telecourses, 7 online courses, 10 courses through the CLCs, 2 courses through college connections, and 8 courses with service learning components. The development and utilization of multi-media classroom materials increased as more classrooms became available with multi-media technology. The division also offered both credit only (1) courses and courses that combined credit and non credit (for CEUs) options (6) through the Summer Academy.

The division continued to provide courses that interest students and have high demand. During the planning of the yearly schedule for each discipline in the division, the schedule of offerings was refined through elimination or alternation of sections that had shown weak enrollment in the past year. For select courses, flyers were created to attract targeted populations of students.

Additional funding was obtained for the 05-06 year to continue to operate the Social Science Testing lab so that it could serve select courses from Distance Learning, CIT, Art, Family and Health Careers and Science in addition Social Science courses. Support for student success also accrued from the Summer Academy, Regional Reserve Officer Police Academy and GIS grant mentioned above.

Unit: TRIO

Achieved five years of funding through the Department of Education (now funded through August, 2011) to serve first generation, low-income students and students with disabilities. Scored in the top 10% of applicants.

Developed and implemented strategies to utilize the CCSSE at Lane. Presented CCSSE outcomes to a number of audiences.

Promoted On Course curriculum to a wider Lane audience as a means to increase student success (On Course Workshop, On Course Curriculum Development Funds)

Expanded Fast Lane to Success, to include Writing in the learning community aimed at improving success and retention for first year college students.

Participated in developing the Title III grant for a comprehensive, integrated first-year experience.

Unit: TUTORING

Participated in SAGA and Supplemental Instruction Committee. Supported Supplemental Instruction committee efforts to obtain funding to increase student success rate. ALS provided Supplemental Instruction committee leadership.

Obtained college assessment committee funding for development of tutoring assessment plan.

Unit: WOMEN'S PROGRAM

College and community relations

Staff were members of the following community councils & committees:

- oHASCA

- oDomestic Violence Council

- oState Attorney General's Taskforce on Sexual Assault

Staff participated in the following college councils, committees and task forces

- oSAGA

- oLearning Council

- oDiversity Council

- oLearning Communities Leadership Team

- oAcademic Program Review

- oAcademic Council

- oPeer To Peer

- oFirst year experience planning steering committee

- oFYRED Up

- oTitle 111 grant

- oR Tech

- oPathways

- oFaculty Safe group

- oLane's chapter of AAWCC

- oClass schedule redesign