

**Learning Plan Goal 2: Address the need for direct student support from faculty and staff as a crucial element of the learning environment.**

**Unit: ARTS**

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

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.

**Unit: BUSINESS**

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

Completion of Business Department office space (total of 2.5 office space moves)

Conducted pilot project in "Spanish in Business" program

#### Unit: BUSINESS DEV. CENTER

Offer services to individuals interested in starting a business. Services include general information, initial assessments, referral to one-on-one advising sessions with an advisor knowledgeable in their area of interest, referral to appropriate college classes, workshops and/or seminars, advising follow up through start of business.

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.

Expanded collaboration with, and experienced increased referrals from, local cities and Chambers of Commerce, Lane County, University of Oregon, Senior Core of Retired Executives (SCORE), LCOG, Department of Human Services, Vocational Rehabilitation, Lane Metro Partnership, Lane Workforce Partnership and college departments.

Lane Micro Business is the largest provider in the state for MBs. We have expanded our outreach/marketing efforts to include larger populations of artisans, women, minorities, Veterans, the disabled, people with low incomes and surrounding rural communities. There is more of a focus in growing businesses versus developing hobby businesses.

#### Unit: CENTER FOR MEETING & LEARNING

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

#### Unit: CIT

Conducted pilot project in "Spanish in Business" program

#### Unit: CONFERENCE & CULINARY

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

#### Unit: COTTAGE GROVE

Provided enhanced library services – in cooperation with LCC library staff.

#### Unit: COUNSELING

Student calling campaign.

Several Counseling Department faculty and staff served as mentors for students in, FYRED-UP, Lane's first year experience program.

#### Unit: ENROLLMENT SERVICES

Implemented an improved Bus Sticker look up process using a feature in ExpressLane that radically improved the speed at which we can dispense stickers to students.

#### 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.

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

1. Faculty and staff are encouraged to sustain an environment that is "student friendly." We actively practice the principle of "Students First."

2. We periodically up-date our furnishings and the technology available to our students.

3. Staff member take an active position with the college to make sure the lawns are watered and the facilities are neat and clean.

#### Unit: FLORENCE

Increased library services for credit students by providing on-site instruction.

#### 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.

Focus on retention and success led to a higher graduation rate.

#### Unit: LANGUAGE, LITERATURE & COMMUNICATION

Ongoing process of transition to 4 credit courses:

The English Department converted all of its writing classes (WR 115-243) and all but one of its film studies classes to 4 credits to better articulate with the UO and OUS as well as to enhance student learning. Several student assessment tools are being used to monitor student response to the 4 credit curriculum. The 4 credit classes are being taught in a variety of modalities, including hybrid and online courses, as well as traditional classroom format.

The Communication Department completed its transition to a 4 credit curriculum with the last 4 classes moving to 4 credits in 05-06.

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.

Two LLC students won awards and publication in the League for Innovation's Student Literary Competition journal; a third won honorable mention. A number of students were supported by English Department faculty to publish their work in Denali and Earth Tithe.

Faculty recognition awards went to Frances Gray and Barbara Sullivan of the English Department. English Department faculty continued their publication record in the Community College Moment.

#### Unit: LIBRARY

Expanded instruction and/or services to outreach centers.

Participated in EOAR, Saga and First Year Experience activities.

Developed and offered ESL orientation.

#### Unit: MATH

Retention and Diverse Learners – Retention Task Force

The Retention Task Force, created in Fall 2005, and led by Michel Kovcholovsky, is an interdepartmental team that is investigating ways to improve the rates of success and retention for minority and women students in math and science courses. It is currently in the process of gathering historical retention and success data for math and science to compare minorities and women to Lane's entire student population, particularly in courses which acts as gateways. The task force is considering alternative delivery and ways to enrich and support the learning environment for traditionally under-represented groups, both at the student level and the instructor level. It seeks to know why minority students do not perform at the same level as other students do, to develop strategies to remedy those differences, and to formulate and implement a plan to improve minority student retention and encourage the highest levels of success for Lane Community College math and science students.

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

#### Retention and Diverse Learners – Math Anxiety Learning Community

Faculty John Steele (Math), Debra Ganser (Counseling), and Cristina Simoni (Academic Learning Skills) have created a Math Anxiety Learning Community, which encompasses a trio of courses (Effective Learning, College Success, Whole Numbers, Fractions, and Decimals). This learning community is structured specifically for math anxious students. Outcomes Steele, Ganser, and Simoni expect are increased retention and completion rates of math anxious students, enhanced ability to communicate in both language and symbolic form, and better efficiency and quality of interaction between faculty and student. Once a student has completed a math anxiety course, he/she will be able to address his/her individual issues and be better prepared to complete subsequent math courses. Originally, the learning community was to be offered Fall 2006 term, but implementation has been postponed for one year due to scheduling conflicts.

#### 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.

#### The Building 16 Environment

The new Science/Mathematics building was designed to give students a friendly and supportive environment in which to learn. Specifically, the building has dedicated tutoring labs, well-stocked video libraries, computer labs with appropriate updated software, and bright, open study areas for both quiet study or group-work. The offices and classrooms are large enough to comfortably accommodate students with disabilities, and public phones and copy machines are conveniently located throughout the building. Hallways are decorated with student-designed Science and Math projects, as well as numerous posters and displays chosen to pique their curiosity. Each term, some instructors post "challenge" problems on public blackboards, and offer prizes for correct solutions.

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

#### Mathematics Division Goals

The Mathematics Division has established and now is in the process of carrying out the following goals:

##### Goal #1: Improve student retention and student learning

- Gather and analyze data to identify sources of retention and learning problems
- Increase technical support for data collection and analysis
- Improve classroom technology
- Increase tutoring
- Offer math anxiety workshops
- Identify and address needs of evening students
- Develop curriculum: Update structure and pedagogy of courses
- Procure funding for release time so full-time faculty can do this work
- Increase number of full-time faculty to appropriately handle the workload
- Compensate part-time faculty for committee work, professional development, and meetings, so part-time faculty can help with workload

##### Goal #2: Improve capacity for data gathering

- Increase technical support for data collection
- Purchase equipment, if needed, for data collection
- Procure funding for release time so full-time faculty can do this work
- Increase number of full-time faculty to appropriately handle the workload

##### Goal #3: Improve unit assessment

- Gather and analyze data to assess unit performance
- Increase technical support for data analysis
- Purchase or design software if needed for data analysis
- Procure funding for release time so full-time faculty can do this work
- Increase number of full-time faculty to appropriately handle the workload
- Compensate part-time faculty for committee work, professional development, and meetings, so part-time faculty can help with workload

##### Goal #4: Improve instructor capacity to work on student retention, assessment, and learning

- Improve classroom technology
- Develop curriculum: Update structure and pedagogy of courses
- Develop curriculum: Work on breadth, depth, text and ideology
- Professional Development: Plan and attend mathematics colloquia (in-house sharing times)
- Professional Development: Organize and attend math enrichment seminars (offered by people outside the Lane Mathematics Division)
- Address math anxiety course needs
- Procure funding for release time so full-time faculty can do this work
- Increase number of full-time faculty to appropriately handle the workload
- Increase Materials and Supplies funds to adequately reflect our spending patterns

##### Goal #5: Improve faculty involvement

- Procure funding for release time so full-time faculty can do this work
- Increase number of full-time faculty to appropriately handle the workload
- Compensate part-time faculty for committee work, professional development, and meetings, so part-time faculty can help with workload

##### Goal #6: Improve technology in the classroom

- Update projectors
- Upgrade computer lab

##### Goal #7: Improve curriculum assessment

- Gather and analyze data to assess curriculum
- Increase technical support for data collection and analysis
- Procure funding for release time so full-time faculty can do this work
- Increase number of full-time faculty to appropriately handle the workload
- Compensate part-time faculty for committee work, professional development, and meetings, so part-time faculty can help with workload

#### Unit: SCIENCE

Piloted partnership with PCC's distance learning MLT program.

#### Unit: SOCIAL SCIENCE

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.

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

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

#### 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

#### Unit: WORKFORCE DEV.

Disbursed over \$200,000 in scholarships, creating FTE for other college depts.

Partnered with ABSE to deliver beginning computer class incorporating math and writing.

Assisted with job search strategies and processes through resume development and evaluation, weekly Job Club meetings, and job search workshops.

Assisted with career planning through assessment and evaluation of interests, skills, abilities, personality, and learning styles. Assisted with educational research and development, including weekly "Access to Training" workshops orienting participants to next steps for career planning; access to learning tools in the Resource Center; one-on-one career and job search advising; and referral to ABSE, ESL, Testing, Counseling, Women in Transition, etc. Advisors assisted participants with labor market exploration of chosen career fields and developed plans with students for training opportunities.

Mentored teen parents at Cottage Grove site to successfully obtain GED and do college prep work.

Sponsored an externship for JFK University student to develop skills toward academic objective of Career Development Masters degree; provided front-end services to participants.

Staff provided TUI and UI services to students.

Staff provided on-campus marketing and outreach efforts, connecting students, instructors and staff to community resources, training and employment services through department tours.