

Learning Plan Goal 3: Enhance student success and retention.

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.

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

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Delivered revised ALS Reading 80 curriculum

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.

Printmaking Studio--Room 10/200 assigned to Art and plans developed with facilities. Waiting for construction.

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

Multimedia—Using \$200,000 Tech Fee Grant to upgrade computer systems and software.

Multimedia—Developing new photography program--2 new classes this year with more next year.

Curriculum Development—Comprehensive curriculum development plan increased enrollment with new courses in Theatre, Music, Dance, Design, Fibers, Printmaking, Photography, Sculpture, Journalism, Drawing, Native American Art, ArtWorks, Art History, Multimedia, Learning Communities & expanded art history offerings on-line.

Music-- Acquired new \$9,000 grand piano from donor.

Dance-- Expanded program and moved classes to downtown studio.

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-- Developed and launched new Division web site to incorporate ArtWorks initiative and all programs on one site.

Artworks-- Working with Lane Art on Campus Committee to place art on campus.

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

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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 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 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

Creation of Core curriculum...including redesign of 17 courses & creation of 3 new courses

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.

Unit: CENTER FOR MEETING & LEARNING

Exceeded revenue goal, bringing in 630K.

Received high customer satisfaction results; rated 4.6 out of 5.

Solid booking trends for 2007, including re-booking (some 3-4 years).

Developed quality staff, solid team work with customer service focus.

Sponsored three successful CML speaker events that included Meg Wheatley, Ron McMillan, and Drs. Peter and Susan Glaser.

Implemented marketing plan, including website, brochure, tag line, and logo.

Increased pricing for external groups, and lowered internal rates from 40% to 30% of external rate.

Implemented sustainability initiatives, contributing all food scraps and coffee grounds to the composter. Purchased reusable dishes for campus catering.

Completed audio-visual upgrades in the large conference rooms 102-104 and auditorium.

Introduced on-line registration for internal and external conference guests.

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

Opened the David Joyce Gallery with two art exhibits during the year.

Unit: CIT

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Implemented the CIT Core Curriculum

Redesigned support for students in CIT instructional lab with extensive training for lab aides

Unit: CONFERENCE & CULINARY

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

Strengthened integration between three departments, resulting in cost savings and effective use of resources.

Successfully completed process to gain full on-premise sales license through the OLCC.

Completed work with budget office to correct budget inaccuracies.

Supported departments to succeed through shared expertise.

Made application for several small grants to enhance division resources.

Implemented on-line registration process for events in the CML and "Classical Cuisine" student dinners.

Unit: COOPERATIVE EDUCATION

Division staff participated in many college/community activities: Career fair, Preview Night, Bioneers, Transition academy, Assessment, Governance Councils, etc.

Unit: COUNSELING

ESL scholarship workshop around 40 attendees.

SARS Grid-We implemented a computerized scheduling and record keeping system that is allowing advisors to provide more coordinated advising to students over their time at Lane.

First time enrollment fee.

Back On Course class.

EOAR 2005

- 1,650 participants
- Generated about 18 FTE
- Increased registrations by EOAR participants before leaving campus by 19%.
- Significantly stronger positive feedback about EOAR from students

FastLane to success.

Helped strengthen the partnership between ESL and Workforce Development to quickly & successfully transition a cohort of displaced ESL students from non-credit classes to full-time vocational programs. The Counseling Department created personalized, intensive, and individualized training plans for each individual.

International Day was a huge success.

7809 students met with a counselor or advisor specifically to get cleared for advanced registration

- 94% of those students followed through and registered
- 98% of those who registered completed at least one of their courses

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Scholarships:

- Between July, 2005 and April, 2006 347 students brought in \$643,637.00 in private (not Lane Foundation) scholarship money to Lane Community College. This is an increase of \$105,736 over 2004-05.
- In 2005-06 a Lane Community College student received a \$30,000 Jack Kent Cooke scholarship. Only one other school in the nation has had a recipient in three consecutive years.
- Twenty Lane students are received the "Take Aim" scholarship (\$1000-\$3000/year). In comparison, only one Portland Community College student received a scholarship.
- For the fourth year in a row a Lane Community College student received a Coca-Cola scholarship.
- 1718 students reported that they came to CES specifically for help with scholarships.
- Scholarship workshops
- Scholarship classes
- We were happy to learn that the .49 FTE scholarship coordinator position will receive Perkins funding again in 2006-07
- 7 Lane students received the "Ford Restart" scholarship out of 30 awarded statewide to community colleges and universities.
- 7 Lane students received the "Ford Opportunity" scholarship out of 50 awarded statewide to community colleges and universities.
- 2006-07 year, Lane will have a total of 21 students with Ford awards attending Lane

Lane Job Connection.

Enhancement of SAGA web page.

Unit: DISABILITY SERVICES

Noted increase in number of students served (756 requested services; an additional 555 students eligible but not using services; an additional 146 engaged in eligibility process but did not become eligible; an additional 36 were midway through process by end of year)

Noted increase in number of requests for phone or in-person assistance from our front desk staff (11,110)

Improved accessibility on campus for those with disabilities by arranging an accessible lower counter at the DS front desk; working with Enrollment Services to improve lobby access in Bldg 1; assisting Facilities Management in determining Areas of Rescue across campus and improving signage for evacuation and safety of those with disabilities

Unit: ENROLLMENT SERVICES

Working with the On-line Admissions Team (OAT) consisting of Alen Bahret, Ron Rourke, Marcia Bell and myself brought the credit on-line admissions process up in October 2005 and made it the primary method by which students apply by spring 2006.

Worked with Degree and Transcript Evaluation Team (Margaret Kimble, Siv Serene Barnum and Jason Elliot) to realign how students approach them with an ACD line, e-mail communication and moved the backlog of evaluations significantly ahead.

Served on the Aspire Magazine Team and created the Aspire Web Team (Chuck Appleby, Devin Robel, Lori Brenden, Ron Rourke, Rich Freund and myself) and revolutionized what will be both in the Aspire magazine and the aligned changes reflected in newly designed Enrollment Services web pages.

Created a process with Virginia Brady and Gwen Slyuk to have students push #1 when calling Enrollment Services to have Gwen look up L numbers.

Removed all forms from the lobby and put them on the web, which results in a huge costs savings for printing and form maintenance and provides improved access for students and staff.

Worked with Information Technology to create a process by which all credit admits must have an e-mail address and provided information to students through IT to find out how to obtain free e-mail address. Significantly reducing printing and postage costs within my department by using e-mail to send admission letters with "L" numbers to admits.

Worked with Bert Logan to all but eliminate complaints coming from students at collections by decreasing the threshold at which we send students to outside collection agencies.

Based on feedback from faculty and Instructional Chairs worked to change opening registration times from 4 a.m. to 2 p.m. resulting in better service to students.

Unit: ESL

Completed Curriculum analysis and redesign

Unit: FAMILY & HEALTH CAREERS

Offered three College Now courses

Developed Introduction to Health Occupations. The on-line course will be offered on campus and as College Now class.

Nursing students are involved in developing and sharing simulation scenarios in the simulation lab.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

The retention rate for the first year nursing class was 70 of 72 or 97%, and the rate for the second year class was 66 of 70 or 94%.

The Gray Family Scholarship available to Early Childhood Education (ECE) students had been extended until 2013. The ECE program received \$20,000 for scholarships each year.

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.Actively working with the ESL program at Lane. The ESL program has a potential for providing a significant cultural link for students in Lane Aviation Academy.

2.Lane aviation Academy is actively developing resources partnerships with women's groups to encourage women to prepare for non-traditional jobs in the aviation / space industries.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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

Increased foundation student scholarship account by 55% through engaging more community partners.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Ended year with \$1.3 million in sales.

Overall, no price increases during the year.

Organic fruit introduced, fruit sales increased 450%.

Shifted 20% more of food purchases to local vendors.

Implemented sustainability initiatives, i.e., energy-misers, re-usable dishes, etc.

Broke records for composting.

Built strong partnership with Wellness program.

Staff turnover provided new opportunity to raise level of overall performance and expectations.

Introduced new Dining Dollars, electronic debit cards, to the Food Court.

Introduced the use of VISA to the Food Court.

Shifted to on-line FS survey.

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.

Scholarship program was expanded to include five distinct funding options for students.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

The LLC Division expanded its College Now agreements with HS English programs for the WR 121-123 series, and for English 104-106—a total of 19 courses articulated. The French Department added several to those begun last year for a total of 15 courses. And this year, Spanish began articulation with 32 courses. The LLC Division, between English and Languages, articulates 56 CN courses with area high schools. The Division is also beginning its first efforts to establish a first-year Spanish sequence at Cottage Grove.

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.

Each department within LLC is developing an assessment plan for their program. The Language Department is developing outcomes for first year classes and has developed a one-credit course to help certain students with the academic demands of language study; Language PT faculty developed curriculum for a Spanish class for culinary workers. The Speech Communication department has created a plan and an instrument to assess (initially) Speech 100 and 111 (transfer courses); one faculty member was awarded a assessment grant to develop a promising plan. The English Department has created outcomes for all Writing courses and all Film Studies courses, implemented a Student Perception Survey across the classes, and has a plan (which requires a modest level of funding) for evaluating writing across the LCC campus; work is underway for assessment of literature courses. The English Department has assessed its literature offerings and made strategic changes for 05-06 in order to be fiscally sustainable.

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.

Unit: LIBRARY

Established partnerships with high school librarians to enable transition to college.

Participated in EOAR, Saga and First Year Experience activities.

Developed and offered ESL orientation.

Worked with Disability Services to create new policy and services to students with special needs.

Expanded materials collection to meet needs of ESL students, non-credit programs, workforce training activities.

Offered variety of instructional formats; 3-credit self-paced class, 3-credit online class, online tutorial.

Unit: MATH

Flexible Sequence Algebra

The Mathematics Division is in the third year of a \$400,000 FIPSE grant to develop and pilot a more flexible delivery system for the traditional Algebra sequence, titled: "Flexible Sequence Algebra" (FSA). It features an alternate delivery format, which includes modularization, open-entry, open-exit, yet is instructor-led. Currently we are implementing FSA for Mth 095 (Intermediate Algebra). There are a number of benefits due to the smaller one-credit, two-week units:

- The flexibility is better adapted to the needs of working and adult learners;
- FSA is based on mastery learning, which is better suited to the needs of under-prepared learners and those who have difficulty with traditional "one attempt testing" methods.

One of the requirements of the FSA grant is to disseminate results locally, regionally, and nationally. In January 2006, Lane staff (Shellabarger, McNair, Murphy, and Barnum) presented the FSA project performance evaluation and analysis at the national FIPSE conference. In April 2006, Shellabarger, Smith, Moore, Kovcholsky, and Cassidy shared our FSA results in a session at the joint ORMATYC / WAMATYC math conference. In addition, math faculty (Shellabarger, Murphy, and Moore) and four students presented the FSA program and success and retention statistics to the LCC Board in April 2006.

Alternate Learning Delivery Formats

Alternate delivery formats are available or are in the process of being developed, including traditional, resource based, open-entry, open-exit, and flexible sequencing:

- Dosage Math for MOA's (Mth 026) was held in Lane's studio classroom and beamed to the LCC Florence campus.
- Instructors have been using Easy Web Page for handouts and other supplemental materials (Mth 026, 052, and 054).
- Class lecture notes were posted online for Dosage Computation (Mth 054).
- Fundamentals of Elementary Mathematics (Mth 211, 212, and 213) students are required to use Moodle for supplemental materials.
- Vicky Kirkpatrick has been developing materials for an online section of Introduction to Contemporary Mathematics (Mth 105) using Moodle.
- Vicky Kirkpatrick is developing a Moodle site for Math for Introductory Sciences (Mth 052) independent study students.
- Flexible Sequence Algebra (FSA) for Mth 095 (Intermediate Algebra); see page one above.
- Students can complete the following courses, self-paced, through the Math Resource Center (MRC): Mth 20, 22, 53, 58, 60, 65, 71, 72, 90
- All math students (whether taking math courses in a self-paced format, traditional lecture, FSA, or by distance learning) can receive free walk-in tutoring assistance, watch or check out math videos, use math reference books, and study at the MRC.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Math Program Assessment – Developmental Math Task Force

Developmental math courses comprise the majority of sections taught at Lane. It has been more than a decade since we have had a comprehensive review of this important area. The Developmental Math Task Force (created in Fall 2005) is responsible for being a locus of the review, assessment, and restructuring of developmental math at Lane. The plan is to:

- revise developmental math as a whole program, with holistic goals;
- gather, consider, and implement innovations in a systematic manner across developmental math;
- implement and improve program level assessment, and use that information to create a developmental math program that better serves students across all learning styles.

In Winter term 2006, the Math Division, along with partners from Adult Basic & Secondary Education and Academic Learning Skills, began a Delphi process to determine consensus of issues to address and to suggest plans of action to improve our developmental math program.

Assessment – General Education

The Mathematics Division is currently involved in general education assessment in several areas:

- We have started working on assessing students' achievement of Lane's General Education outcome of Critical Thinking. Two math faculty (Stephen Selph and Jean Cassidy) each received one course of release in 2005-2006 to work on Critical Thinking assessment.
- In Fall 2005, Stephen Selph and other math faculty began working on College Algebra (Mth 111) assessment. College Algebra was chosen because it is the course that most students take to meet the AAOT mathematics requirement. In Spring 2006, several Mth 111 faculty piloted pre-test and post-test assessments. Over Summer 2006, Selph will compile the data from the assessments and will compare this to retention and success data for Mth 111 students. Selph will continue to develop more assessments for Critical Thinking; choosing instruments that will streamline into the curricula and that will build a program of long-term ongoing assessment.
- In Spring 2006, Jean Cassidy received release time to begin working on assessing the General Education outcome of Critical Thinking in Beginning Algebra (Mth 060). She helped create the NSF REESE grant proposal Deliberate Integrated Assessment Strategy (DIAS): An Action Research Study in STEM Disciplines in a Community College (see next bullet) and participated in Lane's Assessment Seminar. These activities laid the foundation for creating an assessment plan for Beginning Algebra that supports making learning outcomes explicit, visible, and meaningful to students, integrating assessment with instruction, and creating an environment where faculty and students are partners in the learning process.
- Lane Community College is applying for an NSF grant in the Research and Evaluation on Education in Science and Engineering (REESE) category. The grant request, Deliberate Integrated Assessment Strategy (DIAS): An Action Research Study in STEM Disciplines in a Community College, focuses on improving student achievement in STEM disciplines by transforming the classroom into a learning-centered environment that systematically cultivates student engagement and responsibility for learning. The College believes that the work done for this grant will help us meet the accreditation recommendation from the Northwest Commission on Colleges and Universities: "The assessment of program and course outcomes is inconsistent across the college. The committee recommends that Lane Community College evaluate the effectiveness of the educational program in terms of the change it brings about in students and make improvements in the programs as dictated by the assessment process (Policy 2.2)". Mathematics Division staff (including Jean Cassidy, Vicky Kirkpatrick, Don McNair, Stephen Selph, and Ben Hill) participated with other Lane staff, the Core Team, and Beverly Parsons in writing the grant proposal.

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.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Retention and Diverse Learners – General

There are renewed efforts this past year by the Mathematics Division to address and establish a plan that will improve our responsiveness and support of diverse learners. During Fall In-service 2005, we had an all-math staff discussion (including some members from Academic Learning Skills and Adult Basic & Secondary Education) with the ultimate goal to create and promote diverse and inclusive learning environments in our division and through our courses that "respond respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities". Two important outcomes of the meeting were the formal creation of the Developmental Math Task Force (to comprehensively and holistically review developmental math courses at Lane) and the Retention Task Force (to improve the retention and success of groups traditionally under-represented in math and science). In addition, the all-math staff discussion fueled the beginning of many deep and continuing conversations among staff about learning, authentic assessment, and the need to support diverse learners.

The Mathematics Division supports and encourages our entire faculty and staff to participate in diversity trainings and in multicultural center events (e.g., Oregon Diversity Institute Conference).

When hiring, Mathematics Division screening committees have adhered to Lane's affirmative action/equal opportunity guidelines. Postings have listed "working effectively with students from diverse cultural, racial and ethnic backgrounds, as well as students with disabilities or with other special learning disabilities" as one of the core essential functions of a faculty member.

In an effort to be more effective, the Mathematics Division has devised delivery strategies (various modes of instruction: including open-entry/exit, variable credit, and modularized delivery, lecture format, small group work, individual and group projects, and working with manipulatives and physical models) that address the following diversities:

- *Students learn at different rates.
- *Students' abilities vary greatly.
- *Students learn in different ways.

We are in the third year of a three-year FIPSE grant Flexible Sequence Algebra (FSA). FSA seeks to give an alternative pacing and mastery option to students who might otherwise be unable to complete algebra due to personal, work, or scheduling conflicts, or those who might get stuck on one or two main topics within the course content. The open-entry, open-exit, modular format is supportive of non-traditional learners, workers returning to college for further training/education, and students having math anxiety.

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

Increased College Now agreements.

Increased Community Awareness of Science Programs.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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

Unit: SOCIAL SCIENCE

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.

Unit: STUDENT LIFE & LEADERSHIP

Worked with ASLCC to develop LeaderCredit class for ASLCC and student leaders. Class will be implemented fall 06 as non-credit with plans to offer credit version later in the year, pending curriculum review and approval.

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.

Provided a number of workshops and credit classes to support student academic and personal success, such as Success Strategies, Basic Computer Skills, Dealing with Test Anxiety, Scholarship Application Process, Stress Management, Using the Lane Web Page, Financial Aid Application, Art from the Heart, Creating Resilience, Eliminating Self-Defeating Behavior, "Show Me the Money!"

Twenty-eight TRiO Students (21% of students planning to continue in school in 2006-07) were awarded 36 Scholarships worth over \$125,000 for the 2006-07 academic year. Sixty-eight percent of those students awarded scholarships had taken "Show Me the Money!"

Some of the TRiO practices have been used as a model to build broader retention and success practices at the College (intrusive advising, mid-term progress reports).

Participated with SAGA to promote college-wide understanding of success and retention principles and practices.

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

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.

Participated in the development of an intervention for students disqualified from Financial Aid (Back On Course).

Unit: TUTORING

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

Met budget targets with least possible impact on students by re-organizing allocations.

Unit: WOMEN'S PROGRAM

Numbers of students served:

The Women's Center provided positive supportive services to students, contact numbers increased from 04/05.

oIn 2005/06 the Center had 20,669 visitors and responded to 5,183 phone calls.

oThe Center logged 7526 student computer users (for Express Lane & other student use)

oIndividual peer help with financial aid forms was provided to 749 students from Jan – June 2006.

oWomen Starting College workshops served 434 students

Provided adequate front desk coverage:

oHired a pool of part time workers to supplement hrs provided by .5 receptionist

oAllocated dept funding from student fees and M&S savings to provide supplemental hours for timesheet employees

oAdded a bilingual (Spanish and English) work study student to the staff to improve services to Latinas

oRecruited, hired and trained work study students to provide reception services when .5 FTE receptionist is not working

Supported development of Transiciones

Women's Center Coordinator acted as a resource person & mentor for the Transiciones Advisor in developing workshop presentations for Spanish speaking women "Latina Women Starting College".

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Enrollment

- oTransitions to Success, the first year experience learning community for women in transition had 272 student participants in 2005/06; the 2 optional Transitions 2 classes enrolled an additional 41 students
- oTotal FTE generated was 43.75, a 37.5% increase over 2004/05 with no increase in number of sections.
- oClass completion rate and success rate for all Transitions' offerings from IRAP data was very high, 91.72% completions rate and 90.02% success rate.
- oTransitions staff and the Women's Center Coordinator developed a new entry process for the Transitions students. This process which involved more required student steps and contact points with staff (increasing engagement) began summer 2005 for fall entering students. This increased engagement with students has reduced the student attrition rate that had existed from the first point of contact with the student until program advising and entry.

Development of curriculum and learning experiences

- oCurriculum development funds were used to develop new diversity curriculum for the core transitions classes
- oA new segment of the Transitions learning community – a writing class, WR 115, linked to the core Life Transitions course was taught fall and spring terms
- oWomen's Program and English faculty facilitated the development of a second term to the Transitions learning community. They obtained Learning Communities Leadership Team curriculum development funds to implement a term of Transitions 2 linked with WR 121 in spring 2007. This also fostered program alignment with other developing First Year experiences.
- oNew curriculum was implemented for the Transitions discussion groups as these now function as an additional credit for the students

TRANSICIONES

- oOffered "Latina Women Starting College" workshops
- oDeveloped and offered non credit classes in life and career development spring and summer 06
- oNetworked with key campus and community contacts
- oAdvised Latina students

WOMEN'S PROGRAM

Scholarships and resource generation

- oWomen's Program staff committee reviewed student applications and awarded 9 Foundation scholarships to students
- oStaff utilized the program newsletter for soliciting donations for student support

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.

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

Assisted with educational resource exploration, including scholarships, inter-agency benefits, community benefits; special focus on Workforce Network scholarship eligibility and application.

Focused on student retention through one-on-one advising and motivation, assistance with barriers to completion, and student follow-up.

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

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Maintained safe, comfortable and welcoming environment designed for serving students of diverse backgrounds; signage in Resource Center is in English and Spanish; utilized ESL workstudy/learn and earn students to create bilingual presence; housed Experience Works which provides job search services for those 55 and older; partnered with LILA to provide services for deaf and hard-of-hearing participants; specialized computer workstations in Resource Center with large monitors and ADA compliant accessories; kitchen area for participant use.

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.