

Learning Plan Goal 4: Curriculum enhancement.

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

ALS Faculty participated in EOR, and other college fair recruitment efforts

Unit: ARTS

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

Printmaking--Acquired new \$7,000 printing press from donor and students sold art works/t-shirts for fundraiser.

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 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.

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.

Outreach-- Developed active outreach committee and created brochures and other display information to present at high school and other recruitment venues. Organized annual arts competition and exhibition for high schools and attended 10 events designed to recruit students for Lane.

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

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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.

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

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.

1. Integration of the computer labs significantly increases the opportunity for doing a lot more "paper labs" which can be evaluated within the system. The system maintains a record of all student performance and provides an instantaneous feedback loop to the student. Provisions for corrective procedures are a part of the package.

2. Increased interaction with the FAA and with industry partners is an important source of data useful to assure the program is on-track with industry standards and practices.

Unit: BUSINESS

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

Approval of Retail Management LTOY Certificate

Approval of Legal Office Skills LTOY Mini-certificate

Approval of Office Software Specialist LTOY Mini-certificate

Suspension of E-Business Degree...start of collaboration w/CIT to create new Web Master Degree

Collaboration to create new type of computer literacy class to support Business Core - CIS103

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Certification of two Business Dept Faculty in Myers-Briggs as part of soft-skills curriculum work

Conducted pilot project in "Spanish in Business" program

] Offered program of employer panels and special topic workshops for students

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.

Develop community contacts for students such as lawyers, funding institutions and accountants.

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.

Develop partnership with the Center for Law and Entrepreneurship with the University of Oregon and use as a resource for students.

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.

Employee Training (ET) has presented trainings for many of Lane County's larger employees such as: Country Coach, Pacific Source, Invitrogen, Far West Steel, Molecular Probes, Weyerhaeuser, Marathon Coach, EWEB, Symantec, Springfield School District and Farmer's Insurance.

ET participates in the newly developed RV Consortium joining the three major employers together to address common training needs for their employees. This is an inter-agency endeavor that was initiated by the governor's office.

ET participates in the Health Care Consortium that included Triad, Peace Health and is expanding to include OML and OMG as partners. The focus of this consortium is to assess and meet the labor needs of the industry.

Participate in the Community Health Education Network(CHEN), developed by Lane Workforce Partnership. CHEN is designed to determine how to meet the training needs of the industry. Participate in CCHAP.

Future efforts for expansion include development of consortiums for the forest/wood products industry and the local utility companies. ET is also developing criteria on LEAN Manufacturing for presentation.

Current classes and seminars for the Healthcare Industry include: Nationally renowned Chris Pasero's Pain Management Seminar to be held in the CML on October 5th (Collaboration with Linn-Benton CC was integral to bringing this seminar to Lane.), Advanced Cardiac Life Support (ACLS) trainings (a two day training setup throughout the year), Pediatric Advanced Life Support Classes (possibly two classes a year), Critical Care Nursing Course (under discussion – this would include the establishment of a 'community standard' for critical care nurses) and providing space for current trainings provided by outsourced instructors.

Unit: CENTER FOR MEETING & LEARNING

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

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

Unit: CIT

Collaboration to create new type of computer literacy class to support Business Core - CIS103

Implemented the CIT Core Curriculum

Collaborated with Co-op/High School Connections and received \$49,000 County Commission incentive grant for new Computer Game Programming curriculum

Pilot work in offering certification courses (RHCE, CCNA) to CIT program graduates and community

Partner in successful GIS Grant (\$800,000 over 3 yrs)

Unit: CONFERENCE & CULINARY

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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

Unit: COOPERATIVE EDUCATION

Added Teacher Education course: Classroom Management in weekend format.

Participated in Apprenticeship state-wide degree effort.

Unit: ESL

Completed Curriculum analysis and redesign

Unit: FAMILY & HEALTH CAREERS

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

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

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.

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: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HEALTH, PE & ATHLETICS

Developed Health/Fitness Learning Community

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

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.

LLC established a first year curriculum in Chinuk Wawa (American Indian Languages 101-103) through the Endowed Chair position held by Dr. Janne Underiner.

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.

Unit: LIBRARY

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

Collaborated with faculty in other disciplines to customize library instruction for specific disciplines, assignments; collaborated with representatives from Oregon Consortium for Nursing Education to identify resources necessary to support Lane's entry into the program in 2007.

Unit: MATH

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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, Kovcholvsky, 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.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Technology

Increasingly, Lane math instructors use computer and Internet-based demonstrations and visual aids in teaching mathematics and in teaching technology skills that support mathematics learning. A limited number of portable projectors/tech carts have been used for this practice in the past, but in order to facilitate its practical implementation among a greater number of instructors on a more regular basis the division has requested (through the unit planning process) fixed multimedia projectors be installed in each of our classrooms.

One of the Mathematics Division Unit Planning Initiative requests has been to Improve Student Learning and Retention by Upgrading Classroom Technology. TACT Funds have been allocated for eight projection systems, over the last three years, and are being installed this Summer (2006). This equipment will assist the Division in addressing the challenges laid out in our 'classroom technology' initiatives by enhancing the quality and variety of instructional delivery, thus improving the learning environment for students.

In the past year, instructors have been increasing their use of technology to enhance and facilitate learning:

- Dosage Math for MOA's (Mth 026) was held in Lane's electronic 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.
- A number of faculty (part and full-time) have developed and maintained web sites.
- Vicky Kirkpatrick has been developing materials for an online section of Introduction to Contemporary Mathematics (Mth 105) using Moodle. The materials will support both independent study and distance learning.
- Vicky also developed a Moodle site for Math for Introductory Sciences (Mth 052) independent study students, but it has not been implemented yet.
- Deanna Murphy is preparing to teach Mth 026 (Dosage Math for MOA's) using the Studio Classroom and IP Video resources.
- Flexible Sequence Algebra (FSA) for Mth 095 (Intermediate Algebra) includes dynamically generated computer-administered and graded mastery tests.
- Many of the students who take self-paced math courses through the Math Resource Center take dynamically generated computer administered and graded mastery tests.

In August 2006, math and computer science staff attended a demonstration to learn how to use features of the Hitachi Star Boards that are being installed in Building 16 Smart Classrooms. Another demonstration (open to any interested college staff) will be given during Fall In-service 2006.

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.

Successfully submitted GIS grant.

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

Piloted partnership with PCC's distance learning MLT program.

Completed new faculty hire, physics.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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.

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.

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: 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

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: WOMEN'S PROGRAM

Provided support for Reading Together (RT) and Learning Communities

- oAcquired the RT books for the Women's Center library

- oInformed RT Coordinator of RT-related events in the Center so they could be included in RT publicity and the RT web page

- oWC Coordinator continued as a member of the Learning Communities Leadership Team

- oLearning Community faculty made presentations in the Center as a way to market their upcoming classes.

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

Assessment

Transitions faculty plus learning community faculty from ALS, CIT & LLC designated agreed overall Transitions program learning outcomes and mapped the program course progressions and connections. They planned systems for increased integration of all faculty who teach in the learning community.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

ACCESS

ACCESS provided programs and activities to assist students explore and succeed in non traditional careers.

- o Provided panel presentations on nontraditional careers and career exploration to 276 Transitions students
- o Organized computer modules each term for TTS students with 111 participants.
- o Organized Women in Information Technology networking meetings with 20 participants.
- o Provided a mentorship program linking students with professionals in their field for 16 students.
- o Program advisor participated in R Tech

TRANSICIONES

- o Offered "Latina Women Starting College" workshops
- o Developed and offered non credit classes in life and career development spring and summer 06
- o Networked with key campus and community contacts
- o Advised Latina students

College and community relations

Staff were members of the following community councils & committees:

- o HASCA
 - o Domestic Violence Council
 - o State Attorney General's Taskforce on Sexual Assault
- Staff participated in the following college councils, committees and task forces
- o SAGA
 - o Learning Council
 - o Diversity Council
 - o Learning Communities Leadership Team
 - o Academic Program Review
 - o Academic Council
 - o Peer To Peer
 - o First year experience planning steering committee
 - o FYRED Up
 - o Title 111 grant
 - o R Tech
 - o Pathways
 - o Faculty Safe group
 - o Lane's chapter of AAWCC
 - o Class schedule redesign

Unit: WORKFORCE DEV.

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.

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