

**Learning Plan Goal 5: Support connected learning through inter-disciplinary and collaborative learning strategies.**

**Unit: ABSE**

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

**Unit: ARTS**

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

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

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

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

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

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.

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

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 DEV. CENTER

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

#### Unit: CENTER FOR MEETING & LEARNING

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

#### Unit: CONFERENCE & CULINARY

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

#### Unit: COOPERATIVE EDUCATION

Increased Continuing Education Partnerships (ex. Phlebotomy/sterile processing).

Jamie Kelsch team taught in the Student Leadership program.

#### Unit: COUNSELING

Leveraged available resources by utilizing counseling/advising graduate interns from OSU & UO to provide 640 hours of services.

#### Unit: FLIGHT TECHNOLOGY

## OISS Accomplishments

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Fiscal Year 2005-2006

- 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.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.



## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

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.

#### Unit: LANGUAGE, LITERATURE & COMMUNICATION

Ongoing process of transition to 4 credit courses:

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

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

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

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

#### Unit: LIBRARY

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

#### Unit: MATH

##### 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.

##### 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.

##### Class Schedule Blocks Adjustment

During 2005-2006, math staff (Don McNair, Tracy Rea, Stephen Selph and lead course instructors input and review) created a new time-block schedule for a number of the daytime developmental algebra classes. The re-arrangement of time blocks serves several purposes:

- two days per week sections of Mth 060 / 065 / 070 have been replaced with those meeting three days per week, which is better pedagogically;
- four days per week sections of Mth 060 / 065 / 070 have been replaced with those meeting three days per week, which should make those sections fit more students' schedules;
- Flexible Sequence Algebra will be changed from meeting 4 days per week to 3 days per week; and
- better utilization of limited classroom space.

The new class schedule blocks will be implemented Fall 2006.

Evening sections of math courses will continue to be offered either meeting 2 evenings per week or 3 evenings per week.

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

#### Fiscal Contribution

The Mathematics Division contributes significantly to the financial health of the college, and of the community at large by striving to offer the courses students need to complete their programs in a timely manner, and with the highest possible rate of success. Mathematics courses are offered every term, usually in a variety of time/presentation formats. Coupled with our comparatively very high completion rates, this flexibility and consistency in mathematics scheduling allows the diverse programs of the college to give their students the mathematics they need, when they need it. A side benefit of this consistency is that most mathematics classes are full every term, thus providing the highest possible reimbursements from the state funding formulas.

Mathematics Division staff have participated in grant proposals to bring external sources of funding to support innovative programs and projects:

- We are in the third year of a \$400,000 FIPSE grant "Flexible Sequence Algebra."
- We also applied for and received a NSF grant (\$100,000) just a few years ago.
- This year, the college has applied for a \$1,000,000 NSF REESE grant Deliberate Integrated Assessment Strategy (DIAS).

#### Unit: SCIENCE

Completed a feasibility analysis of the Energy demonstration building.

Successfully submitted GIS grant.

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

Piloted partnership with PCC's distance learning MLT program.

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

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 FINANCIAL AID

Completed Financial Aid consortium agreement with Oregon State Univ., expanding degree partnership programs.

#### Unit: TRIO

Collaborated with UO TRiO program to create new process to help the smooth transition for students transferring from Lane to UO.

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



## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

#### 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.

Offered two Call Center Customer Service short-term trainings during winter and spring terms.

Had central role in planning, marketing and coordinating Spring term Career Fair, in collaboration with CES and Co-op. Also participated in interagency job fairs in the community.

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

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

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.

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