

Learning Plan Goal 7: Develop and encourage appropriate assessments to ensure preparedness.

Unit: ABSE

In the non-credit college preparation class, the teacher used the Noel Levitz College Student Inventory.

The Department successfully implemented contracts with Springfield, Creswell, Cottage Grove and 4J High Schools for Alternative Education GED Option Students billed for \$28,677.00 in services.

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.

Unit: ALS

Revised ALS Math 10 tests/quizzes

Unit: ARTS

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. Aviation as a industry is expanding rapidly globally. Lane's AMT program has been a key provider of skilled technicians in the workforce for many years. All graduates from the program, that want a job, can be placed. Due to growth and the aging of the current workforce, there is a major shortage of qualified technicians and the problem is becoming more acute.
2. Industry trends indicate that across the country, 5 years after being certified, 60 percent of the technicians are no longer working in the aviation industry. The reason is Aviation Technicians are highly skilled and their skills sets are highly transferable. This fact should be a part of our overall planning and recruitment strategy.
3. Students in the AMT program have the option of completing the course work required to complete the Aviation Leadership degree program granted by OSU.
4. Programs such as the Aviation Summer Camp have been developed to encourage high school students to explore aviation related careers.

Unit: BUSINESS

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

Unit: CIT

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.

Unit: COTTAGE GROVE

Expanded placement testing for Cottage Grove High School students.

Unit: ENROLLMENT SERVICES

Worked with Barb Delansky, Cathy Lindsley and Dan Timberlake to envision and gain approval to change international tuition to \$200 and \$10 per credit with hopes of increasing enrollment.

Unit: ESL

Improved pre/post Assessment plan

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

Advisory Committee format was changed to enhance industry participation. This led to new program requests that better reflected the needs of the local industry.

New contracted faculty was hired.

Program assessment grant was received to participate in developing a systematic, ongoing program assessment component for the Culinary Arts Program.

Culinary Arts and Hospitality Management website was updated. More content was added and navigation was improved.

Introduced on-line registration for "Classical Cuisine" student dinners.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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

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

Revised data collection methods and reporting to reflect instructional and services outcomes.

Developed tools to evaluate effectiveness of classroom and individual research instruction.

Evaluated all expenditures to maximize return; e. g. move to online over print resources; lived within budget.

Revised learning outcomes based on best practices, completed Phase 1 of comprehensive information literacy program.

Unit: MATH

Placement Testing and FIPSE Proposal of Online Testing System

In Summer 2006, math staff (Don McNair and Bill Griffiths) are in the early stages of writing a FIPSE Proposal to develop online testing systems and a public database of questions applicable to math and science from secondary through post-secondary levels. Such a high-quality dynamic database of questions allows instructors and institutions to easily create equivalent tests for a variety of assessment purposes including placement, common finals, gateway tests, mastery-learning, and make-up tests. Even more, this database could be used to create common collaborative statewide mathematics placement testing system for all state system colleges and universities. Currently, in Oregon, there is a statewide focus on common outcomes for general education math courses and a high level of interest in appropriate and effective placement. Lane has already created and has been using such a database and testing system (since 1998) for student placement into math courses as well as testing for students who are taking courses in a self-paced format in Lane's Math Resource Center.

This Summer (2006), three additional sections* (G, H, and I) were completed (by Steve Myers, Bill and Evan Griffiths) using the types of dynamic/randomly generated questions mentioned above. These sections expand Lane's math on-line placement testing capabilities. We are now able to place students much more efficiently and effectively, electronically into most of our developmental and a number of our lower division transfer courses: Mth 111 (College Algebra), Mth 112 (Trigonometry), Mth 231 (Discrete Math), Mth 241 (Elementary Calculus), Mth 243 (Intro to Probability & Statistics), and Mth 251 (Differential Calculus I).

*(Content tested in each section: G-college algebra, H-geometry, and I-trigonometry)

Unit: SCIENCE

Successfully submitted GIS grant.

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

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

The division Assessment Team composed of members representing both transfer and professional technical programs developed a pilot project for assessment of student learning outcomes for the division. The project linked the learning outcomes from the AAOT to the course materials for a sampling of Social Science Division courses. With impending reductions in office personnel, assessment and planning took place to maintain optimum service to students and faculty.

Unit: TRIO

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

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.

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

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

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

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.