

Learning Plan Goal 8: Enhance student transitions at all levels.

Unit: ABSE

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

Developed non- credit applied mathematics curriculum for under- prepared students interested in enrolling in manufacturing programs.

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.

The Department successfully completed work in contracts with Lane County and Lane ESD for educational services at MLK Education center and Lane County Sheriff' office to serve corrections populations and adjudicated youth.

Unit: ADVANCED TECH

The Automotive, Manufacturing and Welding programs partnered with the RTEC to deliver on campus courses for high school students.

The Electronics program faculty worked with Hynix corporation to implement an employment interview practicum for graduating students.

The RTEC faculty worked with a RV consortium to design a non-credit training program for entry level employment in the RV industry.

Unit: ALS

Increased marketing and enrolled enough students to offer "Transition to the University" Spring 06 w/ UO

Revised and updated ALS website

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Created map for ALS course articulation

Unit: ARTS

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

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.

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.

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.

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

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.

1. The significant increased use of computer labs provides for greater faculty flexibility...this fact enhances the opportunity for more personalized instruction.

2. The move to the airport is a move into newer facilities and it expresses a more "professional" environment.

3. The move to the airport provides greater opportunity for students to interact with the City of Eugene and the airport manager's office. This is important as it represents a more "real world" operational environment and the city can better understand the needs of the program.

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

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

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Unit: CENTER FOR MEETING & LEARNING

Increased community partnerships, including City of Eugene, EWEB, hotels, etc.

Unit: CIT

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

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: COOPERATIVE EDUCATION

Reorganized HS Connections office and processes to better serve K12 and LCC.

Increased FTE in College Now by over 20% (378 to 455).

Received 5 grants for RTEC/Pathways.

Increased number of students and courses in RTEC.

Added Electrical Fundamentals credit class in Apprenticeship.

Unit: COUNSELING

We are nearly ready to implement a new system that will allow us provide a multimedia on-line New Student Information Session on demand 24/7.

Dependable Strengths training to K-12 educators.

SB 300 Expanded Options Counselor.

Fall Kick Off 2005.

Articulated 62 majors with 6 new schools.

Career Fair.

Resume, interview, and mock interview workshops.

Unit: DISABILITY SERVICES

Increased opportunities for student independence by making technology and training available on campus, allowing students to scan and either listen to or enlarge the print of their own materials on campus or at home

Increased collaborations with state and local entities

Expanded collaborative activities for high school students transitioning to college

Conducted annual Transition Academy for high school students with disabilities, their parents and professionals; continued to provide consultation about transition to college and disability issues to school districts statewide and nationally

Unit: ENROLLMENT SERVICES

Revised the Under 18 Admissions process: removed need for high schools to submit paperwork, created the "Under 18 Student and Parent/Consent" Form, worked with Ron to have the words "Under 18" display on faculty class lists, gave faculty the right to ask students under 18 to drop classes and broke down barriers making it easier for student under 18 to enroll.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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.

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.

Karen Edmonds and Tracy Simms created an unbelievably successful "Lane Preview Night" which has attendance beyond our wildest expectations.

Worked with staff from Lane and OSU to create the OSU/Lane Degree Partnership program.

Worked with Counseling and Advising EOAR team to create a process by which students can use ExpressLane to register for EOAR which has significantly improved their processes and decreased their no-show rate so far by 50%.

Worked with Student Services Directors to propose and see through to implementation the new \$30 First Time Credit Enrollment fee resulting in our now longer having to make students pay for Testing and Graduation, expediting processes for students and staff.

With the retirement of Christine Strahan, worked with a number of staff to create a new International Admissions team, minus our Intl Admissions person.

Worked with Summer Academy team to create on-line admissions and registration processes which decreased dependency on staff and facilitated smoother enrollment processes.

Unit: ESL

Completed Curriculum analysis and redesign

Partnered with Employment Department to serve Trade Act Students, preparing them for credit programs

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.

Provided an avenue for Health Record Technology (HRT) students to complete their Health Information Technology (HIT) Associate's degree with an agreement with Portland Community College (PCC).

50% of the Dental assisting students were employed at the time of graduation.

11 of 15 Respiratory Care students had received job offers by the time they graduated.

Unit: FLIGHT TECHNOLOGY

1.A new instructional unit has been developed as an additional measured skills set in Stage I of the Professional Pilot Course. The aviation industry is rapidly integrating self-fueling for aircraft. Our objective was to minimize our liability and reduce the prospect for damage to department aircraft. This unit substantially expands the student's knowledge of types of aviation fuel, methods for testing and fire hazard control.

2.A new Airline Pilot preparation course has been developed. The course objective is to provide our students and our instructional staff for their professional move into the airline industry as commercial pilots. Secondary objective is to have a "new product" that can be sold in the larger market place; emphasis for this market is current military pilots who will soon be transitioning for the military to commercial aviation.

3.New avionics equipment has been installed in some of the primary training fleet. The additional equipment supports an abinitio element to the Professional Pilot Course.

4.Working on a joint project with UO and OSU to develop new instructional strategies in response to the recent and rapid integration of new technology in the aviation / space industries.

5.Safety is a major element of our overall operational practices. The unit recently underwent an intensive safety audit by our insurance underwriter. The unit received an award for exemplary safety of operations. As of this date, the unit has delivered 270,000 hours of flight instruction to student pilots without an injury accident.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

- 1.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.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: 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

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.

Unit: LIBRARY

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

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

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, Kovcholovsky, 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.

Partnerships with the Community

The Mathematics Division encourages and expands partnerships with organizations and groups in the community by:

- Serving the mathematics needs of a wide range of students, from students whose math anxiety blocks them from learning basic arithmetic, through students in vocational programs who need highly specific math skills (learning community participation), including students transferring to four year science and engineering programs;
- Working through LCC's College Now program, with local high schools, to offer college-level mathematics courses for college credit in high schools throughout the county;
- Working with local high schools to promote math awareness by hosting the annual Math Skills Fair; and
- Faculty members are/or have been actively involved in Advisory Committees.

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.

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)

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.

Successfully submitted GIS grant.

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

Piloted partnership with PCC's distance learning MLT program.

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.

Unit: TRIO

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!"

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

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

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

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".

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

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.

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 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.

Participated in collaboration with DHS in PROGRESS Program, with focus on job retention and career development of those participants exiting TANF. This local collaboration, including the program processes, procedures and outcomes, was highlighted nationally as a resource and model.

Staff provided TUI and UI services to students.