

**Learning Plan Goal 11: Build capacity to teach curriculum addressing issues of race/class/gender/sexual orientation and other institutionalized systems of inequality.**

**Unit: ABSE**

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

The department served 320 Latino's during 2005-06 in ABSE classes and Spanish GED classes.

The Department hosted Bridges to Practice: Serving students with Learning Disabilities training, a three part training on how to work with Learning Disabled students offered by the Western Center/Oregon Professional Development System and supported several faculty members and staff attendance. We supported a part-time faculty member to become a state trainer and national trainer.

**Unit: ADVANCED TECH**

The Construction program partnered with RTEC to offer a summer academy for women.

**Unit: ARTS**

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.

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

Theatre-- Build small replica of Globe Theatre and preformed in Blue Door Theatre.

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.Consolidation of the AMT program and the significant increased use of technology significantly enhances capacity.
- 2.The centralized aviation campus on the airport provides opportunity for gaining additional facilities and access to aviation operations – this is vital for a graduate to understand how vital the maintenance program is to overall aviation vitality and safety.

**Unit: BUSINESS**

Conducted pilot project in "Spanish in Business" program

**Unit: CIT**

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

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: FAMILY & HEALTH CAREERS

Developed a course in Cultural Diversity for Healthcare

#### Unit: FOODSERVICES

Hired new Food and Beverage Manager.

#### Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

#### Unit: LANGUAGE, LITERATURE & COMMUNICATION

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

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.

Faculty recognition awards went to Frances Gray and Barbara Sullivan of the English Department. English Department faculty continued their publication record in the Community College Moment.

#### Unit: MATH

##### 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.

#### Unit: SCIENCE

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.

#### Unit: SOCIAL SCIENCE

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

The division continued to develop curriculum and structure courses that provided a safe and inclusive environment for discussion of diversity and multi-cultural issues. Faculty and staff were active in college efforts in these areas (e.g. Ethnic Studies, White Privilege, and the Diversity Council). They also offered, and are developing, course that address these issues. Ethnic Studies completed the last of four emphasis areas, Asian-American Experience for implementation this year. Sociology and Psychology began development of diversity focused curriculum initiated through Unit Planning and funded through curriculum development funds. The division also participated in the first two of a series of sessions focused on resolving respectful work environment issues and developing skills for handling such situations.

#### Unit: WOMEN'S PROGRAM

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.

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