

Learning Plan Goal 13: Make all learning spaces safe for all students and staff.

Unit: BUSINESS DEV. CENTER

Re-organized reception area to create a more welcoming environment for students and business owners seeking information.

Unit: CIT

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: ENROLLMENT SERVICES

Worked with Chuck Appleby on a wide variety of issues to improve how Enrollment Services, Student Core Team and Banner serve departments, including eliminating the block on registration for debts under \$5.00, displaying locations on the web for classes, listing Learning Communities and Service Learning in a way that students can better find them, just to name a few.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

Unit: LANGUAGE, LITERATURE & COMMUNICATION

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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: SOCIAL SCIENCE

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

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

Diversified offerings in the Women’s Center

oHosted Women’s Center presentations on a variety of topics, targeting different audiences

oHosted weekly video series focusing on diversity issues

oAcquired additional posters for Center displays depicting diverse women not previously represented in the Center’s collection

oPosted a rainbow sticker at the entry to welcome LGBT visitors

oIncreased library holdings that focus on issues/concerns for Latinas, some written in Spanish (20 books added)

oAcquired more brochures in Spanish and designated an area on our brochure rack for all the Spanish language brochures

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.

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

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.

Staff training in Crucial Conversations.

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

Maintained safe, comfortable and welcoming environment designed for serving students of diverse backgrounds; signage in Resource Center is in English and Spanish; utilized ESL workstudy/learn and earn students to create bilingual presence; housed Experience Works which provides job search services for those 55 and older; partnered with LILA to provide services for deaf and hard-of-hearing participants; specialized computer workstations in Resource Center with large monitors and ADA compliant accessories; kitchen area for participant use.

Extensive collaboration with Dept. of Human Services, Oregon Employment Department, VocRehab, Lane Workforce Partnership, Disability Navigators, to provide services.