

**Learning Plan Goal 24: Expand discipline-oriented faculty professional development, with care to include professional-technical faculty.**

Unit: ABSE

The Department's Division Chair, two faculty members, and the Instructional Program Coordinator were invited to participate in the OCCWD Program Reviews at Portland Community College and Linn-Benton Community College Basic Skills Program.

Unit: ARTS

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

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

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: CIT

Pilot work in offering certification courses (RHCE, CCNA) to CIT program graduates and community

#### Unit: CONFERENCE & CULINARY

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

#### Unit: FAMILY & HEALTH CAREERS

Dental Assisting faculty member has been appointed by the Commission in Dental Accreditation as a site visitor for 2006-2007.

#### Unit: FOODSERVICES

Hired new Food and Beverage Manager.

#### Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

#### Unit: MATH

##### Professional Development

While the college generally supports a variety of professional development opportunities for all staff, the Mathematics Division has several specific features, which greatly enhance its ability to provide the best possible instructional service. In addition to a very open internal governance system (incorporated in our Mathematics Charter and Administrative Procedures Manual), staff participate in faculty-led instructional colloquia several times each term. The division has an extensive internal library of reference materials including journals, texts in every topic, and instructor-developed handouts and sample exams filed by course. We have also recently implemented a new peer-partnering system whereby experienced part-time and full-time instructors mentor new instructors in the workings of the division. Full-time and part-time instructors participate in regional and national conferences (such as ORMATYC, AMATYC, and the National FIPSE conference), and in opportunities close to or at LCC (such as the Oregon Diversity Institute Conference, Fall and Spring In-services, Lane's Assessment Seminar, Tutor Training, and numerous on-campus technology seminars). In addition, a number of activities, while not formally considered to be "professional development", can affect growth, reflection, and change in a similar way. Conversations that arise when doing collaborative program assessment and curriculum development are often rich and thought provoking. Articles read by one staff member have been shared with others in the division, and have led to deep conversation about authentic and meaningful learning. These conversations, in turn, have helped to add perspectives and options when working on program and curriculum review and assessment. Work on Flexible Sequence Algebra has lead into thoughts about mastery, course objectives, rubrics, and gives insight into the Retention Task Force goals.

## 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

Successfully submitted GIS grant.

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

Completed new faculty hire, physics.

#### Unit: SOCIAL SCIENCE

## OISS Accomplishments

### Learning Plan Goals

Fiscal Year 2005-2006

Opportunities for faculty and staff to participate in professional growth and development activities were consistently afforded. Participation in workshops on use of technology in the classroom, implementation of "Moodle" software for online course development, diversity, and white privilege took place in the 05-06 year. Training sessions for specific software, budget reorganization, and grant administration were also attended. A division forum, "Talking About Teaching" provided an opportunity for discussion of teaching issues and skills. As indicated above, the division also initiated discussions regarding issues and skills needed to develop and maintain a respectful working environment.

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### 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