

Learning Plan Goal 26: Develop and expand systems for assessing the effectiveness of services in supporting students to enhance their learning and achieve their goals.

Unit: ABSE

The department continues to systematically assess student's skill level upon entry into the program and for progress in reading, writing, and math utilizing standardized assessment and reports results to the OCCWD and shares reports with faculty and staff.

Unit: ADVANCED TECH

Autobody, Automotive, Construction, Diesel, Drafting, Electronics, Manufacturing, and Welding developed and published program assessment criteria in their unit plans. Program assessment includes employability, technical and core academic skill attainment. The advisory committees agreed to monitor the program assessment process.

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.

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

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: CENTER FOR MEETING & LEARNING

Introduced new catering menu, increasing the number of vegan, vegetarian, and local items on the menu.

Unit: CONFERENCE & CULINARY

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

Unit: COUNSELING

CCSSE presentations.

Unit: FLORENCE

Advisory Board developed Five-Year Goals: 2005-2010, based on assessment of student and community needs.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

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.

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

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

OISS Accomplishments

Learning Plan Goals

Fiscal Year 2005-2006

Assessment – General Education

The Mathematics Division is currently involved in general education assessment in several areas:

- We have started working on assessing students' achievement of Lane's General Education outcome of Critical Thinking. Two math faculty (Stephen Selph and Jean Cassidy) each received one course of release in 2005-2006 to work on Critical Thinking assessment.
- In Fall 2005, Stephen Selph and other math faculty began working on College Algebra (Mth 111) assessment. College Algebra was chosen because it is the course that most students take to meet the AAOT mathematics requirement. In Spring 2006, several Mth 111 faculty piloted pre-test and post-test assessments. Over Summer 2006, Selph will compile the data from the assessments and will compare this to retention and success data for Mth 111 students. Selph will continue to develop more assessments for Critical Thinking; choosing instruments that will streamline into the curricula and that will build a program of long-term ongoing assessment.
- In Spring 2006, Jean Cassidy received release time to begin working on assessing the General Education outcome of Critical Thinking in Beginning Algebra (Mth 060). She helped create the NSF REESE grant proposal Deliberate Integrated Assessment Strategy (DIAS): An Action Research Study in STEM Disciplines in a Community College (see next bullet) and participated in Lane's Assessment Seminar. These activities laid the foundation for creating an assessment plan for Beginning Algebra that supports making learning outcomes explicit, visible, and meaningful to students, integrating assessment with instruction, and creating an environment where faculty and students are partners in the learning process.
- Lane Community College is applying for an NSF grant in the Research and Evaluation on Education in Science and Engineering (REESE) category. The grant request, Deliberate Integrated Assessment Strategy (DIAS): An Action Research Study in STEM Disciplines in a Community College, focuses on improving student achievement in STEM disciplines by transforming the classroom into a learning-centered environment that systematically cultivates student engagement and responsibility for learning. The College believes that the work done for this grant will help us meet the accreditation recommendation from the Northwest Commission on Colleges and Universities: "The assessment of program and course outcomes is inconsistent across the college. The committee recommends that Lane Community College evaluate the effectiveness of the educational program in terms of the change it brings about in students and make improvements in the programs as dictated by the assessment process (Policy 2.2)". Mathematics Division staff (including Jean Cassidy, Vicky Kirkpatrick, Don McNair, Stephen Selph, and Ben Hill) participated with other Lane staff, the Core Team, and Beverly Parsons in writing the grant proposal.

Math Resource Center

Math Resource Center (MRC) services are provided to meet the needs of all math students from Mth 010A thru Mth 261. The Developmental Math Tutor Room averaged about 700 student contact hours per week, and the Transfer Level Math Tutor Room averaged about 300 student contact hours per week during the school year. The MRC provides free support services (tutoring, video support, study areas) for the 3500+ main campus enrolled math students each term. In Spring 2001, the Mathematics Division moved to the new and remodeled Building 16, which supports increased facilities and staffing for the Math Resource Center and associated study spaces. The new MRC has expanded services and is significantly more visible and accessible to students and staff. In the five years since moving to Building 16, overall student success has increased from 70% to 78%. This increase in success rates has been paralleled by an increase in overall math student use of MRC services over the same time period. Also, over this same time period, retention rates have improved to 92%. These increases in student success and retention are strongly correlated to and can be attributed to increased use of tutoring (both for developmental level and transfer level students), MRC video and text materials, and spaces for studying. Critical to this is the visibility and location of the MRC. Large windows and a central location create an environment that supports a culture of learning and persistence. Students see their peers studying and getting help from tutors. The MRC is a welcoming space where learners of all styles and abilities can get help. Several MRC time sheet tutors took the Tutor Training Course offered by Tutoring Services this past year. There will be a negative impact on student support and ultimately, on student retention and success, due to funding support for time sheet tutors being reduced starting Spring 2006.

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: STUDENT LIFE & LEADERSHIP

Worked with ASLCC to develop LeaderCredit class for ASLCC and student leaders. Class will be implemented fall 06 as non-credit with plans to offer credit version later in the year, pending curriculum review and approval.

Unit: TRIO

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

Assisted in developing pilot project for E-Portfolios

Unit: WOMEN'S PROGRAM

Assessment of services

Annual Women's Center survey was repeated: student satisfaction with Center services was assessed through the survey & results compared to the prior year. Students are highly satisfied with center services.

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.

Program performance is monitored and/or audited by state and federal agencies to ensure compliance with WIA and state regulations. Dept. conducts internal file reviews throughout the year. Comment box is set up in lobby to elicit feedback from participants. Dept. workshops and seminars are evaluated by participants at end of each activity, including pre- and post-activity assessment of knowledge base.