

## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

#### Student Affairs Plan Goal 1: Assess the student experience from pre-enrollment through goal completion.

##### Unit: ABSE

In the non-credit college preparation class, the teacher used the Noel Levitz College Student Inventory.

##### Unit: ARTS

Fibers Studio--Plans developed with facilities. Waiting for construction.

Dance-- Expanded program and moved classes to downtown studio.

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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: BUSINESS

Creation of Core curriculum...including redesign of 17 courses & creation of 3 new courses

Suspension of E-Business Degree...start of collaboration w/CIT to create new Web Master Degree

##### Unit: BUSINESS DEV. CENTER

Offer services to individuals interested in starting a business. Services include general information, initial assessments, referral to one-on-one advising sessions with an advisor knowledgeable in their area of interest, referral to appropriate college classes, workshops and/or seminars, advising follow up through start of business.

Modify classes to meet student needs. Classes range from a 10 week Going into Business class to Small Business Management, Business Foundations, Farm Business Management, Non-Profit Management and continuing education through the Alumni Group and the Business Group. Currently the largest employer in the Business Group has grown to 160 employees. The student who has stayed active in the group for the longest has participated for 7 years.

##### Unit: CIT

Implemented the CIT Core Curriculum

Partner in successful GIS Grant (\$800,000 over 3 yrs)

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

Secured a CWST Grant from Voc Rehab \$120,000 for 2 years.

##### Unit: DISABILITY SERVICES

Developed a competitive hiring process for a pool of highly qualified, diverse timesheet staff with multiple skills; improved monitoring system of timesheet staff work hours/time mgmt

##### Unit: ESL

Improved pre/post Assessment plan

##### Unit: FAMILY & HEALTH CAREERS

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Nursing students are involved in developing and sharing simulation scenarios in the simulation lab.

#### Unit: FOODSERVICES

Hired new Food and Beverage Manager.

#### Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

Program assessment grant was received to participate in developing a systematic, ongoing program assessment component for the Culinary Arts Program.

#### 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.

#### 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.

Investigated ways to garner FTE; e. g. library trainings, student research appointments.

Revised learning outcomes based on best practices, completed Phase 1 of comprehensive information literacy program.

#### Unit: SCIENCE

Completed assessment project for Biobonds; projects begun for life sciences and division wide.

Hosted a statewide working group to discuss prerequisites for Anatomy and Physiology courses.

#### 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: TRIO

Tracked outcomes for TRiO participants to ensure we meet TRiO grant objectives (GPA, percentage of courses and credits completed each term, term-to-term persistence, fall-to-fall persistence, graduation rates, transfer rates).

Developed and implemented strategies to utilize the CCSSE at Lane. Presented CCSSE outcomes to a number of audiences.

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

#### 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.

##### Assessment

Transitions faculty plus learning community faculty from ALS, CIT & LLC designated agreed overall Transitions program learning outcomes and mapped the program course progressions and connections. They planned systems for increased integration of all faculty who teach in the learning community.

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#### 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.

Partnered with ABSE to deliver beginning computer class incorporating math and writing.

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.

Assisted with educational resource exploration, including scholarships, inter-agency benefits, community benefits; special focus on Workforce Network scholarship eligibility and application.

Focused on student retention through one-on-one advising and motivation, assistance with barriers to completion, and student follow-up.

Staff provided TUI and UI services to students.

Participated in Rapid Response activities during local company layoffs, connecting community members with workforce and college campus services.