

Student Affairs Plan Goal 2: Commit to a culture of routinely assessing programs, services, and learning to encourage continuous quality improvement.

Unit: ABSE

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

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: ALS

Delivered revised ALS Reading 80 curriculum

Unit: ARTS

Digital Lab/Smart Classroom—Room 11/130 assigned to Arts as media lab. Specified equipment and space now waiting for construction.

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

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

Ceramics—Two engine test bays allocated for relocation of the remote kiln site. Move will be done this summer by AAD faculty.

Multimedia—Using \$200,000 Tech Fee Grant to upgrade computer systems and software.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Multimedia—Developing new photography program--2 new classes this year with more next year.

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.

Outreach-- Developed active outreach committee and created brochures and other display information to present at high school and other recruitment venues. Organized annual arts competition and exhibition for high schools and attended 10 events designed to recruit students for Lane.

Music-- Purchased new music stands and sound system for band room.

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

Theatre-- Moved Fall production to main stage.

Artworks-- Working on Mayor's Cultural Policy Review Board to help establish cultural arts policies for the city of Eugene and network.

Artworks-- Working with City Arts in Public Spaces board to place public art in Eugene and network.

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: 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

Completion of Business Department office space (total of 2.5 office space moves)

Unit: BUSINESS DEV. CENTER

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: CENTER FOR MEETING & LEARNING

Continued to integrate culinary and hospitality students into the operations of the CML.

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: COUNSELING

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

CCSSE presentations.

Unit: DISABILITY SERVICES

Assessed DS Dept needs and researched other college DS office processes, resulting in major revisions in procedures/practices, particularly related to Alternate Format

Improved utilization and tracking of DS Communication Forms and our department's problem solving response process

Streamlined the DS eligibility process by creating a more efficient Letter of Accommodation (LOA), developing a DS orientation for new students (reducing student wait time for appts), creating a new and more efficient application for Disability Services, cross-training advisors to share some of the documentation review tasks

Unit: ENROLLMENT SERVICES

Working with the On-line Admissions Team (OAT) consisting of Alen Bahret, Ron Rourke, Marcia Bell and myself brought the credit on-line admissions process up in October 2005 and made it the primary method by which students apply by spring 2006.

Envisioned and chartered the LobbyVision Team (Cecilia Combest, Rosa Lopez, Debbie Houts) to create dynamic Power Point Presentations which display on a 42 inch monitor in lobby of Building #1 giving student information pertaining to Enrollment, Financial Aid and Counseling processes.

Revised the Under 18 Admissions process: removed need for high schools to submit paperwork, created the "Under 18 Student and Parent/Consent" Form, worked with Ron to have the words "Under 18" display on faculty class lists, gave faculty the right to ask students under 18 to drop classes and broke down barriers making it easier for student under 18 to enroll.

Served on the Aspire Magazine Team and created the Aspire Web Team (Chuck Appleby, Devin Robel, Lori Brenden, Ron Rourke, Rich Freund and myself) and revolutionized what will be both in the Aspire magazine and the aligned changes reflected in newly designed Enrollment Services web pages.

Provided for better service to students and staff by moving Veteran's Affairs up to the second floor, High School and Community Relations to the first floor and created an Information window, staffed by Gwen Slyuk and Virginia Brady.

Realigned furniture in lobby to bring students closer to windows while creating a hotel-like lobby which is much warmer and less institutional.

Removed all forms from the lobby and put them on the web, which results in a huge costs savings for printing and form maintenance and provides improved access for students and staff.

Karen Edmonds and Tracy Simms created an unbelievably successful "Lane Preview Night" which has attendance beyond our wildest expectations.

Worked with staff from Lane and OSU to create the OSU/Lane Degree Partnership program.

Worked with Counseling and Advising EOAR team to create a process by which students can use ExpressLane to register for EOAR which has significantly improved their processes and decreased their no-show rate so far by 50%.

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.

Worked with Information Technology to create a process by which all credit admits must have an e-mail address and provided information to students through IT to find out how to obtain free e-mail address. Significantly reducing printing and postage costs within my department by using e-mail to send admission letters with "L" numbers to admits.

With the retirement of Christine Strahan, worked with a number of staff to create a new International Admissions team, minus our Intl Admissions person.

Worked with Barb Delansky, Cathy Lindsley and Dan Timberlake to envision and gain approval to change international tuition to \$200 and \$10 per credit with hopes of increasing enrollment.

Worked with Summer Academy team to create on-line admissions and registration processes which decreased dependency on staff and facilitated smoother enrollment processes.

Unit: ESL

Completed Curriculum analysis and redesign

Unit: FAMILY & HEALTH CAREERS

Incorporated simulation technology into the Nursing and Respiratory Care (RC) programs

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Provided restorative care experience for dental students through a partnership with Riverstone Clinic.

MOA program submitted their accreditation self-study and satisfactorily completed their site visit.

The Emergency Medical Technician (EMT) program is developing their accreditation self-study for the fall 06 site visit.

The Nursing Program submitted their accreditation site visit follow up report.

All Family and Health Career (FHC) are implementing assessment plans outlined in their college assessment documents.

The division participates in assessing the previous unit plan and developing the plan for the following year.

Unit: FLIGHT TECHNOLOGY

1.A new instructional unit has been developed as an additional measured skills set in Stage I of the Professional Pilot Course. The aviation industry is rapidly integrating self-fueling for aircraft. Our objective was to minimize our liability and reduce the prospect for damage to department aircraft. This unit substantially expands the student's knowledge of types of aviation fuel, methods for testing and fire hazard control.

2.A new Airline Pilot preparation course has been developed. The course objective is to provide our students and our instructional staff for their professional move into the airline industry as commercial pilots. Secondary objective is to have a "new product" that can be sold in the larger market place; emphasis for this market is current military pilots who will soon be transitioning for the military to commercial aviation.

3.New avionics equipment has been installed in some of the primary training fleet. The additional equipment supports an abinitio element to the Professional Pilot Course.

4.Working on a joint project with UO and OSU to develop new instructional strategies in response to the recent and rapid integration of new technology in the aviation / space industries.

5.Safety is a major element of our overall operational practices. The unit recently underwent an intensive safety audit by our insurance underwriter. The unit received an award for exemplary safety of operations. As of this date, the unit has delivered 270,000 hours of flight instruction to student pilots without an injury accident.

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: HEALTH, PE & ATHLETICS

Increase in FTE through enrollment and an improved tracking system

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

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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.

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.

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

Unit: MATH

Flexible Sequence Algebra

The Mathematics Division is in the third year of a \$400,000 FIPSE grant to develop and pilot a more flexible delivery system for the traditional Algebra sequence, titled: "Flexible Sequence Algebra" (FSA). It features an alternate delivery format, which includes modularization, open-entry, open-exit, yet is instructor-led. Currently we are implementing FSA for Mth 095 (Intermediate Algebra). There are a number of benefits due to the smaller one-credit, two-week units:

- The flexibility is better adapted to the needs of working and adult learners;
- FSA is based on mastery learning, which is better suited to the needs of under-prepared learners and those who have difficulty with traditional "one attempt testing" methods.

One of the requirements of the FSA grant is to disseminate results locally, regionally, and nationally. In January 2006, Lane staff (Shellabarger, McNair, Murphy, and Barnum) presented the FSA project performance evaluation and analysis at the national FIPSE conference. In April 2006, Shellabarger, Smith, Moore, Kovcholosky, and Cassidy shared our FSA results in a session at the joint ORMATYC / WAMATYC math conference. In addition, math faculty (Shellabarger, Murphy, and Moore) and four students presented the FSA program and success and retention statistics to the LCC Board in April 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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Class Schedule Blocks Adjustment

During 2005-2006, math staff (Don McNair, Tracy Rea, Stephen Selph and lead course instructors input and review) created a new time-block schedule for a number of the daytime developmental algebra classes. The re-arrangement of time blocks serves several purposes:

- two days per week sections of Mth 060 / 065 / 070 have been replaced with those meeting three days per week, which is better pedagogically;
- four days per week sections of Mth 060 / 065 / 070 have been replaced with those meeting three days per week, which should make those sections fit more students' schedules;
- Flexible Sequence Algebra will be changed from meeting 4 days per week to 3 days per week; and
- better utilization of limited classroom space.

The new class schedule blocks will be implemented Fall 2006.

Evening sections of math courses will continue to be offered either meeting 2 evenings per week or 3 evenings per week.

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Successfully submitted GIS grant.

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

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: STUDENT FINANCIAL AID

Financial Aid assesses academic progress quarterly and notifies students when performance is less than satisfactory.

Unit: STUDENT LIFE & LEADERSHIP

Staff participated in professional development activities and attended various regional, state and national conferences

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: TUTORING

Participated in SAGA and Supplemental Instruction Committee. Supported Supplemental Instruction committee efforts to obtain funding to increase student success rate. ALS provided Supplemental Instruction committee leadership.

Obtained college assessment committee funding for development of tutoring assessment plan.

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.

WOMEN'S PROGRAM

Scholarships and resource generation

- oWomen's Program staff committee reviewed student applications and awarded 9 Foundation scholarships to students
- oStaff utilized the program newsletter for soliciting donations for student support

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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.

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.

Marketed college's ability to train for proposed new companies locating in Lane County, with Lane Metro Partnership.

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

Staff provided on-campus marketing and outreach efforts, connecting students, instructors and staff to community resources, training and employment services through department tours.