

Student Affairs Plan Goal 4: Develop a campus-wide, coordinated, and targeted marketing strategy to enhance enrollment and image in the community.

Unit: ADVANCED TECH

Electronics: New curriculum in robotics and STAMP technologies.

Automotive, Welding and Manufacturing: Expanded RTEC curricula for high school students on and off campus.

Four first year Diesel students placed 1st, 2nd, 3rd, and 4th in the state VICA Skills USA competition.

Unit: ALS

Revised and updated ALS website

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Created map for ALS course articulation

Unit: ARTS

Ceramics--Hosted ceramics pre-conference for meeting of National Council for Education in the Ceramic Arts. More than 200 artists, students and academics attended the two day event.

Ceramics--Hosted "Empty Bowls" to create 1,000 pottery bowls to be sold by Food for Lane County to buy food for those in need.

Art-O-Mat--Moved to Hult Center Lobby for Summer visibility.

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.

Dance-- Hosted workshop with national Martha Graham Dance Co.

Dance-- Hosted workshop with national Continuum Company.

Artworks-- Developed and launched new Division web site to incorporate ArtWorks initiative and all programs on one site.

Artworks-- Developed two new posters to compliment new brochure and will distribute in August throughout Eugene. Poster and artwork designed and produced by Lane Art students to enhance enrollment.

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: AVIATION MAINTENANCE TECHNICIAN

1.
 - a) Overall planning calls for the AMT unit to be fully moved from the main LCC campus to the Aviation Campus on the south end of the Eugene Airport beginning Winter term 2007.
 - b) The objective is to significantly enhance opportunity for AMT students to gain direct experience with aviation operations and aviation services on the airport. This valuable experience and often leads to employment.
 - c) To better utilize faculty and physical facilities in the Flight Technology program and the AMT program. This arrangement adds a practical element for both pilots and AMT's
2. A substantial increase in computer lab capacity yields a significant improvement in the use and flexibility of the faculty and instructional facilities. This capacity provides for wireless technology permitting AMT's to replicate operations in a modern aviation maintenance facility including the ability to down-load current aircraft systems status and down-link technical data from common data bases.
3. Perkins monies have been used to purchase new technology NDT equipment (Non-destruct testing). The new technology can detect faults in metal structures and in composites.
4. The move to the airport campus provides an important "real" opportunity to stress and enhance emphases on professionalism and operational safety.
5. Grant sources are being developed and federal funding sources are being investigated as a source of funds to substantially expand the real physical facilities, classroom and office spaces in the airport campus complex to house the anticipated increased student load...this in response to a major increased need for well trained technicians on a global basis. The request for 2005 - 2006 was not funded, work is under way to prepare for the 2006 - 2007 funding year.
6. A concerted effort is being made to place selected aviation artifacts, which are not essential for instruction, in public locations - the objective is to gain as much exposure for the the program as possible within considered fiscal constraints.
7. There is a considered increased effort to network with private enterprises, education institutions, agencies such as the FAA and the Oregon Department of Aviation. The objective is to maximize opportunity for marketing, increasing employment opportunities for graduates and increasing opportunities for faculty to gain experience in current technology in the industry.

Unit: BUSINESS

Conducted pilot project in "Spanish in Business" program

Unit: BUSINESS DEV. CENTER

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

Develop community contacts for students such as lawyers, funding institutions and accountants.

Expanded collaboration with, and experienced increased referrals from, local cities and Chambers of Commerce, Lane County, University of Oregon, Senior Core of Retired Executives (SCORE), LCOG, Department of Human Services, Vocational Rehabilitation, Lane Metro Partnership, Lane Workforce Partnership and college departments.

Develop partnership with the Center for Law and Entrepreneurship with the University of Oregon and use as a resource for students.

Lead center for statewide BIZ branding intended to showcase the BIZ services in all the 17 community colleges in an easily identifiable manner. Lane was the leader in all marketing materials including brochures, letterheads, business cards, giveaways and advertising.

Lane Micro Business is the largest provider in the state for MBs. We have expanded our outreach/marketing efforts to include larger populations of artisans, women, minorities, Veterans, the disabled, people with low incomes and surrounding rural communities. There is more of a focus in growing businesses versus developing hobby businesses.

Unit: CIT

Conducted pilot project in "Spanish in Business" program

Unit: CONFERENCE & CULINARY

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

Unit: COOPERATIVE EDUCATION

Partnered with IE3 to provide a new International Co-op program that increases opportunities and reduces risk.

Division staff participated in many college/community activities: Career fair, Preview Night, Bioneers, Transition academy, Assessment, Governance Councils, etc.

Created Apprenticeship Home Page on the web.

Unit: COTTAGE GROVE

Obtained an Eldon Schafer Endowment for Innovation Grant for 2006-07. It will provide assistance for Caregivers of the elderly and disabled who wish to take classes to enhance their skills and knowledge.

Unit: ENROLLMENT SERVICES

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.

Unit: ESL

Completed advisory committee analysis

Increased IESL enrollment

Updated ESL/IESL webpage

Unit: FAMILY & HEALTH CAREERS

Offered three College Now courses

Developed Introduction to Health Occupations. The on-line course will be offered on campus and as College Now class.

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

There were 236 applicants for the nursing program for the 06-07 academic year which is the highest applicant pool since 1992.

There were 47 applicants for the Dental Assisting program (2006-2007) which accepts 26 students. This is the largest number of applicants since 2001.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

36 students applied for the Medical Office Assisting program which accepts 30 students. The number of applicants for the 06-07 academic year is the largest number of applicants since 1996.

Respiratory Care received 38 applicants for 20 slots for the 06-07 academic year. This is the largest pool of applicants since 1994.

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.

1.Faculty and staff are encouraged to sustain an environment that is "student friendly." We actively practice the principle of "Students First."

2.We periodically up-date our furnishings and the technology available to our students.

3.Staff member take an active position with the college to make sure the lawns are watered and the facilities are neat and clean.

Unit: FLORENCE

Increased foundation student scholarship account by 55% through engaging more community partners.

Built a new partnership with the Siuslaw Aquatic Center to provide reimbursable fitness courses.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

Program and curriculum changes in the Culinary Arts Program were completed.

Program and curriculum changes in the Hospitality Management Program were completed.

New contracted faculty was hired.

Culinary Arts and Hospitality Management website was updated. More content was added and navigation was improved.

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.

LLC established a first year curriculum in Chinuk Wawa (American Indian Languages 101-103) through the Endowed Chair position held by Dr. Janne Underriner.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

Participated in EOAR, Saga and First Year Experience activities.

Worked with Foundation to develop service to LCC alumni.

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, Kovchovsky, 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.

Partnerships with the Community

The Mathematics Division encourages and expands partnerships with organizations and groups in the community by:

- Serving the mathematics needs of a wide range of students, from students whose math anxiety blocks them from learning basic arithmetic, through students in vocational programs who need highly specific math skills (learning community participation), including students transferring to four year science and engineering programs;
- Working through LCC's College Now program, with local high schools, to offer college-level mathematics courses for college credit in high schools throughout the county;
- Working with local high schools to promote math awareness by hosting the annual Math Skills Fair; and
- Faculty members are/or have been actively involved in Advisory Committees.

Unit: SCIENCE

Increased College Now agreements.

Completed a feasibility analysis of the Energy demonstration building.

Unit: SOCIAL SCIENCE

The division continued to provide courses that interest students and have high demand. During the planning of the yearly schedule for each discipline in the division, the schedule of offerings was refined through elimination or alternation of sections that had shown weak enrollment in the past year. For select courses, flyers were created to attract targeted populations of students.

Unit: WOMEN'S PROGRAM

Provided support for Reading Together (RT) and Learning Communities

o Acquired the RT books for the Women's Center library

o Informed RT Coordinator of RT-related events in the Center so they could be included in RT publicity and the RT web page

o WCC Coordinator continued as a member of the Learning Communities Leadership Team

o Learning Community faculty made presentations in the Center as a way to market their upcoming classes.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Enrollment

- oTransitions to Success, the first year experience learning community for women in transition had 272 student participants in 2005/06; the 2 optional Transitions 2 classes enrolled an additional 41 students
- oTotal FTE generated was 43.75, a 37.5% increase over 2004/05 with no increase in number of sections.
- oClass completion rate and success rate for all Transitions' offerings from IRAP data was very high, 91.72% completions rate and 90.02% success rate.
- oTransitions staff and the Women's Center Coordinator developed a new entry process for the Transitions students. This process which involved more required student steps and contact points with staff (increasing engagement) began summer 2005 for fall entering students. This increased engagement with students has reduced the student attrition rate that had existed from the first point of contact with the student until program advising and entry.

Development of curriculum and learning experiences

- oCurriculum development funds were used to develop new diversity curriculum for the core transitions classes
- oA new segment of the Transitions learning community – a writing class, WR 115, linked to the core Life Transitions course was taught fall and spring terms
- oWomen's Program and English faculty facilitated the development of a second term to the Transitions learning community. They obtained Learning Communities Leadership Team curriculum development funds to implement a term of Transitions 2 linked with WR 121 in spring 2007. This also fostered program alignment with other developing First Year experiences.
- oNew curriculum was implemented for the Transitions discussion groups as these now function as an additional credit for the students

TRANSICIONES

- oOffered "Latina Women Starting College" workshops
- oDeveloped and offered non credit classes in life and career development spring and summer 06
- oNetworked with key campus and community contacts
- oAdvised Latina students

Marketing /outreach

- oWomen's Program web page was redesigned
- oWomen's Program newsletter was developed and mailed to campus and community
- oStaff participated in campus and community fairs
- oStaff did presentations to community agencies
- oStaff worked with Metro Housing to explore offering workshops for low income housing residents
- oDirector served on Aspire taskforce

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.

Offered two Call Center Customer Service short-term trainings during winter and spring terms.

Had central role in planning, marketing and coordinating Spring term Career Fair, in collaboration with CES and Co-op. Also participated in interagency job fairs in the community.

Assisted with job search strategies and processes through resume development and evaluation, weekly Job Club meetings, and job search workshops.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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.

Participated in collaboration with DHS in PROGRESS Program, with focus on job retention and career development of those participants exiting TANF. This local collaboration, including the program processes, procedures and outcomes, was highlighted nationally as a resource and model.

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.

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