

Student Affairs Plan Goal 5: Create a welcoming, inclusive, and responsive environment.

Unit: ARTS

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

Printmaking Studio—Room 10/200 assigned to Art and plans developed with facilities. Waiting for construction.

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

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.

Dance-- Hosted workshop with national Continuum Company.

Theatre-- Moved Fall production to main stage.

Theatre-- Build small replica of Globe Theatre and preformed in Blue Door Theatre.

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: BUSINESS

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

Conducted pilot project in "Spanish in Business" program

] Offered program of employer panels and special topic workshops for students

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.

Created the Center for High Tech Innovation which pursues the technology cluster- an effort that is supported by both the governor's office and the Economic Development Department and aligns with the state Network goal creating SBTC. (Small Business Technology Centers).

Employee Training (ET) has presented trainings for many of Lane County's larger employees such as: Country Coach, Pacific Source, Invitrogen, Far West Steel, Molecular Probes, Weyerhaeuser, Marathon Coach, EWEB, Symantec, Springfield School District and Farmer's Insurance.

ET participates in the newly developed RV Consortium joining the three major employers together to address common training needs for their employees. This is an inter-agency endeavor that was initiated by the governor's office.

ET participates in the Health Care Consortium that included Triad, Peace Health and is expanding to include OML and OMG as partners. The focus of this consortium is to assess and meet the labor needs of the industry.

Participate in the Community Health Education Network(CHEN), developed by Lane Workforce Partnership. CHEN is designed to determine how to meet the training needs of the industry. Participate in CCHAP.

Future efforts for expansion include development of consortiums for the forest/wood products industry and the local utility companies. ET is also developing criteria on LEAN Manufacturing for presentation.

Current classes and seminars for the Healthcare Industry include: Nationally renowned Chris Pasero's Pain Management Seminar to be held in the CML on October 5th (Collaboration with Linn-Benton CC was integral to bringing this seminar to Lane.), Advanced Cardiac Life Support (ACLS) trainings (a two day training setup throughout the year), Pediatric Advanced Life Support Classes (possibly two classes a year), Critical Care Nursing Course (under discussion – this would include the establishment of a 'community standard' for critical care nurses) and providing space for current trainings provided by outsourced instructors.

Re-organized reception area to create a more welcoming environment for students and business owners seeking information.

Unit: CENTER FOR MEETING & LEARNING

Received high customer satisfaction results; rated 4.6 out of 5.

Introduced on-line registration for internal and external conference guests.

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

Unit: CIT

Conducted pilot project in "Spanish in Business" program

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

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.

Strengthened integration between three departments, resulting in cost savings and effective use of resources.

Successfully completed process to gain full on-premise sales license through the OLCC.

Implemented on-line registration process for events in the CML and "Classical Cuisine" student dinners.

Unit: COOPERATIVE EDUCATION

Added Teacher Education course: Classroom Management in weekend format.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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: COUNSELING

We are nearly ready to implement a new system that will allow us provide a multimedia on-line New Student Information Session on demand 24/7.

Fall Kick Off 2005.

Unit: DISABILITY SERVICES

Improved provision of timely services at reduced cost and with increased electronic access for students with disabilities by purchasing technology upgrades (Hi Speed Doc Scanner, Embosser/Printer & software, WYNN Reader & Spanish conversion software, Scientific Notebook software, ATT Natural Voice software)

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

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: FAMILY & HEALTH CAREERS

The Dental Hygiene Program is partnering with SALUD to provide preventative dental services to 80 underserved individuals employed by the local vineyards during the summer of 2006.

Unit: FLIGHT TECHNOLOGY

1. Adopted the FAA IACRA facility for doing on-line pilot certification. Pilot certification is measured against the FAA standards: once all standards have been complied with, the FAA representative in the unit can issue a pilot certificate directly to the new applicant.

2. Increased participation with industry partners to assure Lane is providing a quality product – highly skilled pilots to the industry.

3. Will be taking an active part with the City of Eugene to promote a major aviation education event this fall (2006). This is a two-day event. The Lane Aviation Academy will be hosting the Aviation and Space Education and the Future pavilion.

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.

1. Significant changes have been made to improve the productivity of the physical resources and equipment. These changes have a potential of being able to support up to a 50 percent increase in student training activity with existing facilities and equipments.

2. Increase use of technology to improved efficiency with reduced administrative support.

Unit: FLORENCE

Certified 14 local businesses for our "Q" customer service program in partnership with the Florence Area Chamber of Commerce.

Completed first year of our MOA/HRT program using IP-Video for courses received from Eugene.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Introduced new Dining Dollars, electronic debit cards, to the Food Court.

Introduced the use of VISA to the Food Court.

Shifted to on-line FS survey.

Unit: HOSPITALITY MANAGEMENT

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

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

Advisory Committee format was changed to enhance industry participation. This led to new program requests that better reflected the needs of the local industry.

New Culinary Adventuring classes were created. These are elective classes that are open to majors and also to the public. They included a local guest chef series, wine country, and seasonal baking and pastry courses. This resulted in additional students and fee.

Scholarship program was expanded to include five distinct funding options for students.

New contracted faculty was hired.

Introduced on-line registration for "Classical Cuisine" student dinners.

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 expanded its College Now agreements with HS English programs for the WR 121-123 series, and for English 104-106—a total of 19 courses articulated. The French Department added several to those begun last year for a total of 15 courses. And this year, Spanish began articulation with 32 courses. The LLC Division, between English and Languages, articulates 56 CN courses with area high schools. The Division is also beginning its first efforts to establish a first-year Spanish sequence at Cottage Grove.

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.

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

Established partnerships with high school librarians to enable transition to college.

Participated in EOAR, Saga and First Year Experience activities.

Developed and offered ESL orientation.

Worked with Disability Services to create new policy and services to students with special needs.

Expanded materials collection to meet needs of ESL students, non-credit programs, workforce training activities.

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

Identified staff training/development needs and provided resources for acquisition and/or attendance at local conferences and workshops.

Improved facility with addition of group study rooms, wireless access, installation of word processing software on student machines, upgraded assistive technology.

Unit: SCIENCE

Increased Community Awareness of Science Programs.

Completed a feasibility analysis of the Energy demonstration building.

Successfully submitted GIS grant.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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: SOCIAL SCIENCE

Many courses in the division provided content that equip students for entry into the workforce through enhanced learning, workplace and life skills. The professional technical programs in the division, Human Services and Criminal Justice, worked with advisory committees to provide curriculum that directly prepares students for careers. Curriculum revisions implemented in the 05 – 06 year and ongoing for the next year will further change the curriculum toward statewide revisions that are being made. Human Services provided six courses with both credit and non-credit options, aimed at workers in the field, through the Summer Academy. The Criminal Justice program helped to facilitate a Regional Reserve Officer Police Academy operated through the Lane County Sheriff's Office and provided an option of class and Cooperative Education credits for Participants. The Geography Program partnered with Geology and CIT programs and obtained a \$782,144 NSF grant to develop courses and modules for infusing GIS information and techniques into the curriculum. This work should lay the groundwork for a professional-technical program for GIS certification.

The division continued to develop curriculum and structure courses that provided a safe and inclusive environment for discussion of diversity and multi-cultural issues. Faculty and staff were active in college efforts in these areas (e.g. Ethnic Studies, White Privilege, and the Diversity Council). They also offered, and are developing, course that address these issues. Ethnic Studies completed the last of four emphasis areas, Asian-American Experience for implementation this year. Sociology and Psychology began development of diversity focused curriculum initiated through Unit Planning and funded through curriculum development funds. The division also participated in the first two of a series of sessions focused on resolving respectful work environment issues and developing skills for handling such situations.

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.

Additional funding was obtained for the 05-06 year to continue to operate the Social Science Testing lab so that it could serve select courses from Distance Learning, CIT, Art, Family and Health Careers and Science in addition Social Science courses. Support for student success also accrued from the Summer Academy, Regional Reserve Officer Police Academy and GIS grant mentioned above.

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: STUDENT FINANCIAL AID

SFS offers maximum on-line processes for on-demand service within system limitations.

Unit: WOMEN'S PROGRAM

Numbers of students served:

The Women's Center provided positive supportive services to students, contact numbers increased from 04/05.

oIn 2005/06 the Center had 20,669 visitors and responded to 5,183 phone calls.

oThe Center logged 7526 student computer users (for Express Lane & other student use)

oIndividual peer help with financial aid forms was provided to 749 students from Jan – June 2006.

oWomen Starting College workshops served 434 students

Provided adequate front desk coverage:

oHired a pool of part time workers to supplement hrs provided by .5 receptionist

oAllocated dept funding from student fees and M&S savings to provide supplemental hours for timesheet employees

oAdded a bilingual (Spanish and English) work study student to the staff to improve services to Latinas

oRecruited, hired and trained work study students to provide reception services when .5 FTE receptionist is not working

Supported development of Transiciones

Women's Center Coordinator acted as a resource person & mentor for the Transiciones Advisor in developing workshop presentations for Spanish speaking women "Latina Women Starting College".

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

ACCESS

ACCESS provided programs and activities to assist students explore and succeed in non traditional careers.

- o Provided panel presentations on nontraditional careers and career exploration to 276 Transitions students
- o Organized computer modules each term for TTS students with 111 participants.
- o Organized Women in Information Technology networking meetings with 20 participants.
- o Provided a mentorship program linking students with professionals in their field for 16 students.
- o Program advisor participated in R Tech

TRANSICIONES

- o Offered "Latina Women Starting College" workshops
- o Developed and offered non credit classes in life and career development spring and summer 06
- o Networked with key campus and community contacts
- o Advised Latina students

College and community relations

Staff were members of the following community councils & committees:

- o HASCA
 - o Domestic Violence Council
 - o State Attorney General's Taskforce on Sexual Assault
- Staff participated in the following college councils, committees and task forces
- o SAGA
 - o Learning Council
 - o Diversity Council
 - o Learning Communities Leadership Team
 - o Academic Program Review
 - o Academic Council
 - o Peer To Peer
 - o First year experience planning steering committee
 - o FYRED Up
 - o Title 111 grant
 - o R Tech
 - o Pathways
 - o Faculty Safe group
 - o Lane's chapter of AAWCC
 - o Class 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.

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.

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

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.

Sponsored an externship for JFK University student to develop skills toward academic objective of Career Development Masters degree; provided front-end services to participants.

Have staff out stationed in DHS offices in Florence, Cottage Grove and Springfield.

Staff provided TUI and UI services to students.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Staff provided LCC liaison with local business community and provided employment information by attending monthly WorkNet business meetings.

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