

**Student Affairs Plan Goal 6: Enhance recruitment efforts.**

**Unit: ADVANCED TECH**

The Automotive, Manufacturing and Welding programs partnered with the RTEC to deliver on campus courses for high school students.

The Electronics program faculty worked with Hynix corporation to implement an employment interview practicum for graduating students.

The RTEC faculty worked with a RV consortium to design a non-credit training program for entry level employment in the RV industry.

**Unit: ALS**

ALS Faculty participated in EOR, and other college fair recruitment efforts

**Unit: ARTS**

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

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

Theatre-- Moved Fall production to main stage.

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.

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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**

## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

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 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 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

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

Extensive development/growth in College Now

#### 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.

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.

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: CENTER FOR MEETING & LEARNING

Implemented marketing plan, including website, brochure, tag line, and logo.

#### Unit: CIT

Extensive development/growth in College Now

#### Unit: CONFERENCE & CULINARY

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

#### Unit: COOPERATIVE EDUCATION

Reorganized HS Connections office and processes to better serve K12 and LCC.

Became LCC rep and fiscal agent for Lane Co. Teacher Pathways program to promote bicultural, bilingual potential teachers.

#### Unit: COTTAGE GROVE

Expanded placement testing for Cottage Grove High School students.

Provided classroom and office space for a South Lane School District alternative education program.

#### Unit: COUNSELING



## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

An academic advisor visited 3 high school family conferences and an Aspire conference and gave workshops on immigration issues for international college students. Also visited classrooms in Springfield and South high schools to work with at-risk students to help them see how they could attend Lane Community College.

#### Unit: DISABILITY SERVICES

Expanded collaborative activities for high school students transitioning to college

Conducted annual Transition Academy for high school students with disabilities, their parents and professionals; continued to provide consultation about transition to college and disability issues to school districts statewide and nationally

Collaborated with other institutions and agencies regionally and nationally re: gaining insights and developing effective systems for serving students with disabilities

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

Began development of a new DS database using Banner

#### 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.

#### 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.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.Lane Aviation academy has been working actively with lane ESD to improve resource sharing with the public schools. Emphasis is placed on workshops for teachers and special events for students.

2.Increased mutual participation with the City of Eugene, State of Oregon Department of Aviation, Evergreen International Airlines and Horizon air.

3.Increased activity with both major universities in Oregon and their links to NASA and the Oregon Space Grant Consortium.

4.Initiated a project with the State of Oregon to develop a network of aviation related resources in Oregon that can support the development of an Aviation Education Industry in Oregon.

## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

1. Actively working with the ESL program at Lane. The ESL program has a potential for providing a significant cultural link for students in Lane Aviation Academy.

2. Lane aviation Academy is actively developing resources partnerships with women's groups to encourage women to prepare for non-traditional jobs in the aviation / space industries.

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. Each year the unit has taken steps to control costs and improve our cash position. Considerable attention has been devoted to improved efficiency and longer-term planning.

2. Increased effort to secure outside sources of funding, such as grants and encouraging funding of scholarships.

3. There has been an increased emphasis on establishing partnerships that offer potential for increased marketing avenues and opportunities for additional program offerings.

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: 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.

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

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 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.

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

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

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

#### Unit: MATH



## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

#### 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.

#### Placement Testing and FIPSE Proposal of Online Testing System

In Summer 2006, math staff (Don McNair and Bill Griffiths) are in the early stages of writing a FIPSE Proposal to develop online testing systems and a public database of questions applicable to math and science from secondary through post-secondary levels. Such a high-quality dynamic database of questions allows instructors and institutions to easily create equivalent tests for a variety of assessment purposes including placement, common finals, gateway tests, mastery-learning, and make-up tests. Even more, this database could be used to create common collaborative statewide mathematics placement testing system for all state system colleges and universities. Currently, in Oregon, there is a statewide focus on common outcomes for general education math courses and a high level of interest in appropriate and effective placement. Lane has already created and has been using such a database and testing system (since 1998) for student placement into math courses as well as testing for students who are taking courses in a self-paced format in Lane's Math Resource Center.

This Summer (2006), three additional sections\* (G, H, and I) were completed (by Steve Myers, Bill and Evan Griffiths) using the types of dynamic/randomly generated questions mentioned above. These sections expand Lane's math on-line placement testing capabilities. We are now able to place students much more efficiently and effectively, electronically into most of our developmental and a number of our lower division transfer courses: Mth 111 (College Algebra), Mth 112 (Trigonometry), Mth 231 (Discrete Math), Mth 241 (Elementary Calculus), Mth 243 (Intro to Probability & Statistics), and Mth 251 (Differential Calculus I).

\*(Content tested in each section: G-college algebra, H-geometry, and I-trigonometry)

#### Unit: SCIENCE

Increased College Now agreements.

Increased Community Awareness of Science Programs.

Completed a feasibility analysis of the Energy demonstration building.

Piloted partnership with PCC's distance learning MLT program.

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.

#### Unit: TRIO

Participated in the development of an intervention for students disqualified from Financial Aid (Back On Course).

#### Unit: WOMEN'S PROGRAM

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

## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

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".

#### 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.

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#### 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.

Disbursed over \$200,000 in scholarships, creating FTE for other college depts.

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.

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.

Mentored teen parents at Cottage Grove site to successfully obtain GED and do college prep work.

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.

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

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