

Student Affairs Plan Goal 7: Develop policies and practices to increase student persistence.

Unit: ABSE

Developed and piloted a successful non-credit college preparation class for three terms.

Unit: ADVANCED TECH

Drafting: Updated matrix of required professional skills based on industry interviews, advisory committee, and research from national professional organizations. Mapped skills to existing courses; performed gap analysis. Revised program curriculum and course outcomes. Eliminated emphasis areas, resulting in increased enrollment per course.

Unit: ARTS

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

Printmaking—Acquired new \$7,000 printing press from donor and students sold art works/t-shirts for fundraiser.

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

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.

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-- Acquired new \$9,000 grand piano from donor.

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

Dance-- Replaced Marley dance floor.

Dance-- Replaced music system in dance studio.

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

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

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 North Eugene Arts and Ideas High Schools to mentor students and to develop Integrated Arts Learning plan for classes.

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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.

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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

Unit: BUSINESS DEV. CENTER

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

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

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.

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: COTTAGE GROVE

Provided enhanced library services – in cooperation with LCC library staff.

Unit: COUNSELING

ESL scholarship workshop around 40 attendees.

SARS Grid-We implemented a computerized scheduling and record keeping system that is allowing advisors to provide more coordinated advising to students over their time at Lane.

Back On Course class.

FastLane to success.

Student calling campaign.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Helped strengthen the partnership between ESL and Workforce Development to quickly & successfully transition a cohort of displaced ESL students from non-credit classes to full-time vocational programs. The Counseling Department created personalized, intensive, and individualized training plans for each individual.

International Day was a huge success.

7809 students met with a counselor or advisor specifically to get cleared for advanced registration

- 94% of those students followed through and registered
- 98% of those who registered completed at least one of their courses

Scholarships:

- Between July, 2005 and April, 2006 347 students brought in \$643,637.00 in private (not Lane Foundation) scholarship money to Lane Community College. This is an increase of \$105,736 over 2004-05.
- In 2005-06 a Lane Community College student received a \$30,000 Jack Kent Cooke scholarship. Only one other school in the nation has had a recipient in three consecutive years.
- Twenty Lane students are received the "Take Aim" scholarship (\$1000-\$3000/year). In comparison, only one Portland Community College student received a scholarship.
- For the fourth year in a row a Lane Community College student received a Coca-Cola scholarship.
- 1718 students reported that they came to CES specifically for help with scholarships.
- Scholarship workshops
- Scholarship classes
- We were happy to learn that the .49 FTE scholarship coordinator position will receive Perkins funding again in 2006-07
- 7 Lane students received the "Ford Restart" scholarship out of 30 awarded statewide to community colleges and universities.
- 7 Lane students received the "Ford Opportunity" scholarship out of 50 awarded statewide to community colleges and universities.
- 2006-07 year, Lane will have a total of 21 students with Ford awards attending Lane

Several Counseling Department faculty and staff served as mentors for students in, FYRED-UP, Lane's first year experience program.

Unit: DISABILITY SERVICES

Increased opportunities for student independence by making technology and training available on campus, allowing students to scan and either listen to or enlarge the print of their own materials on campus or at home

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

Created resource handouts for students, faculty/staff, community

Collaborated with other departments: CES re: scholarships for students with disabilities, Health Center and Counseling for clinical issues, Counseling to jointly provide an Art workshop about disability issues

Continued to provide disability awareness and information through DS Awareness Tips and through dept presentations

Improved accessibility on campus for those with disabilities by arranging an accessible lower counter at the DS front desk; working with Enrollment Services to improve lobby access in Bldg 1; assisting Facilities Management in determining Areas of Rescue across campus and improving signage for evacuation and safety of those 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

Unit: ESL

Increased ESL enrollment

Unit: FAMILY & HEALTH CAREERS

The retention rate for the first year nursing class was 70 of 72 or 97%, and the rate for the second year class was 66 of 70 or 94%.

Unit: FLIGHT TECHNOLOGY

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.
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. 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.

Unit: FLORENCE

Increased library services for credit students by providing on-site instruction.

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.

Focus on retention and success led to a higher graduation rate.

Unit: LANGUAGE, LITERATURE & COMMUNICATION

The LLC Division faculty has been active in the development and implementation of a number of innovative initiatives to enhance student learning, e.g., FYRED UP! First Year Experience, Writing 115 and 121 for Women in Transition, the development of WR 227 as an online course, Writing for Scholarships, and the development of the introductory literature series (Eng 104-106) in an online format. Faculty are also developing hybrid classes, and a number of the division's courses include a Service (community-based) learning component. Additionally, the college-wide "Reading Together" program. Several new learning communities have been developed.

Unit: LIBRARY

Developed and offered ESL orientation.

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

Accepted for membership in Orbis Cascade Alliance, access to larger collection of materials.

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

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.

Math Program Assessment – Developmental Math Task Force

Developmental math courses comprise the majority of sections taught at Lane. It has been more than a decade since we have had a comprehensive review of this important area. The Developmental Math Task Force (created in Fall 2005) is responsible for being a locus of the review, assessment, and restructuring of developmental math at Lane. The plan is to:

- revise developmental math as a whole program, with holistic goals;
- gather, consider, and implement innovations in a systematic manner across developmental math;
- implement and improve program level assessment, and use that information to create a developmental math program that better serves students across all learning styles.

In Winter term 2006, the Math Division, along with partners from Adult Basic & Secondary Education and Academic Learning Skills, began a Delphi process to determine consensus of issues to address and to suggest plans of action to improve our developmental math program.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

Retention and Diverse Learners – Retention Task Force

The Retention Task Force, created in Fall 2005, and led by Michel Kovcholvsky, is an interdepartmental team that is investigating ways to improve the rates of success and retention for minority and women students in math and science courses. It is currently in the process of gathering historical retention and success data for math and science to compare minorities and women to Lane's entire student population, particularly in courses which acts as gateways. The task force is considering alternative delivery and ways to enrich and support the learning environment for traditionally under-represented groups, both at the student level and the instructor level. It seeks to know why minority students do not perform at the same level as other students do, to develop strategies to remedy those differences, and to formulate and implement a plan to improve minority student retention and encourage the highest levels of success for Lane Community College math and science students.

Retention and Diverse Learners – Math Anxiety Learning Community

Faculty John Steele (Math), Debra Ganser (Counseling), and Cristina Simoni (Academic Learning Skills) have created a Math Anxiety Learning Community, which encompasses a trio of courses (Effective Learning, College Success, Whole Numbers, Fractions, and Decimals). This learning community is structured specifically for math anxious students. Outcomes Steele, Ganser, and Simoni expect are increased retention and completion rates of math anxious students, enhanced ability to communicate in both language and symbolic form, and better efficiency and quality of interaction between faculty and student. Once a student has completed a math anxiety course, he/she will be able to address his/her individual issues and be better prepared to complete subsequent math courses. Originally, the learning community was to be offered Fall 2006 term, but implementation has been postponed for one year due to scheduling conflicts.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Retention and Diverse Learners – General

There are renewed efforts this past year by the Mathematics Division to address and establish a plan that will improve our responsiveness and support of diverse learners. During Fall In-service 2005, we had an all-math staff discussion (including some members from Academic Learning Skills and Adult Basic & Secondary Education) with the ultimate goal to create and promote diverse and inclusive learning environments in our division and through our courses that "respond respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities". Two important outcomes of the meeting were the formal creation of the Developmental Math Task Force (to comprehensively and holistically review developmental math courses at Lane) and the Retention Task Force (to improve the retention and success of groups traditionally under-represented in math and science). In addition, the all-math staff discussion fueled the beginning of many deep and continuing conversations among staff about learning, authentic assessment, and the need to support diverse learners.

The Mathematics Division supports and encourages our entire faculty and staff to participate in diversity trainings and in multicultural center events (e.g., Oregon Diversity Institute Conference).

When hiring, Mathematics Division screening committees have adhered to Lane's affirmative action/equal opportunity guidelines. Postings have listed "working effectively with students from diverse cultural, racial and ethnic backgrounds, as well as students with disabilities or with other special learning disabilities" as one of the core essential functions of a faculty member.

In an effort to be more effective, the Mathematics Division has devised delivery strategies (various modes of instruction: including open-entry/exit, variable credit, and modularized delivery, lecture format, small group work, individual and group projects, and working with manipulatives and physical models) that address the following diversities:

*Students learn at different rates.

*Students' abilities vary greatly.

*Students learn in different ways.

We are in the third year of a three-year FIPSE grant Flexible Sequence Algebra (FSA). FSA seeks to give an alternative pacing and mastery option to students who might otherwise be unable to complete algebra due to personal, work, or scheduling conflicts, or those who might get stuck on one or two main topics within the course content. The open-entry, open-exit, modular format is supportive of non-traditional learners, workers returning to college for further training/education, and students having math anxiety.

Fiscal Contribution

The Mathematics Division contributes significantly to the financial health of the college, and of the community at large by striving to offer the courses students need to complete their programs in a timely manner, and with the highest possible rate of success. Mathematics courses are offered every term, usually in a variety of time/presentation formats. Coupled with our comparatively very high completion rates, this flexibility and consistency in mathematics scheduling allows the diverse programs of the college to give their students the mathematics they need, when they need it. A side benefit of this consistency is that most mathematics classes are full every term, thus providing the highest possible reimbursements from the state funding formulas.

Mathematics Division staff have participated in grant proposals to bring external sources of funding to support innovative programs and projects:

•We are in the third year of a \$400,000 FIPSE grant "Flexible Sequence Algebra."

•We also applied for and received a NSF grant (\$100,000) just a few years ago.

•This year, the college has applied for a \$1,000,000 NSF REESE grant Deliberate Integrated Assessment Strategy (DIAS).

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

Piloted partnership with PCC's distance learning MLT program.

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

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Unit: STUDENT LIFE & LEADERSHIP

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

Unit: TUTORING

Met budget targets with least possible impact on students by re-organizing allocations.

Unit: WOMEN'S PROGRAM

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

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

Unit: WORKFORCE DEV.

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

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.

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