

Student Affairs Plan Goal 8: Enhance the Lane workforce to best promote student success.

Unit: ABSE

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

The Department's Division Chair, two faculty members, and the Instructional Program Coordinator were invited to participate in the OCCWD Program Reviews at Portland Community College and Linn-Benton Community College Basic Skills Program.

The Department hosted Bridges to Practice: Serving students with Learning Disabilities training, a three part training on how to work with Learning Disabled students offered by the Western Center/Oregon Professional Development System and supported several faculty members and staff attendance. We supported a part-time faculty member to become a state trainer and national trainer.

Unit: ARTS

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

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

Ceramics--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.

Artworks-- Working with University of Oregon Art/Communication consortium to develop awareness of significance of visual arts and culture.

Integrated Arts Learning-- Developing partnership with Springfield Public Schools to involve LCC arts faculty in helping to facilitate an Integrated Arts Learning in the school district's K-12 curriculum.

Integrated Arts Learning-- 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 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.

1. Aviation as an industry is expanding rapidly globally. Lane's AMT program has been a key provider of skilled technicians in the workforce for many years. All graduates from the program, that want a job, can be placed. Due to growth and the aging of the current workforce, there is a major shortage of qualified technicians and the problem is becoming more acute.
2. Industry trends indicate that across the country, 5 years after being certified, 60 percent of the technicians are no longer working in the aviation industry. The reason is Aviation Technicians are highly skilled and their skills sets are highly transferable. This fact should be a part of our overall planning and recruitment strategy.
3. Students in the AMT program have the option of completing the course work required to complete the Aviation Leadership degree program granted by OSU.
4. Programs such as the Aviation Summer Camp have been developed to encourage high school students to explore aviation related careers.

Unit: BUSINESS

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Unit: BUSINESS DEV. CENTER

Moving towards supporting more of the department activities with program income. We have incorporated more sustainability practices into instruction. ET has shown a net gain in profit of \$60,000 this year.

Unit: CENTER FOR MEETING & LEARNING

Developed quality staff, solid team work with customer service focus.

Unit: CIT

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

Unit: CONFERENCE & CULINARY

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

Unit: COOPERATIVE EDUCATION

Increased leadership in professional organizations: Chuck Fike Pres-elect NCEEA, Steve Candee, Pres-elect NSSA, Marv Clemons, Exec. Comm. OACTE, Andrea, Newton, Reg. VP, CEIA etc.

Unit: COUNSELING

On Course training.

Enhancement of SAGA web page.

Unit: DISABILITY SERVICES

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

Identified funding and obtained approval from ET for a 0.5 FTE AT Technician position, which will provide shared services between DS, HR, Library, CIT, ALS, IT

Promoted professional growth and development among staff

Represented Lane as a member of the international AHEAD Board of Directors, various AHEAD Councils and Special Interest Groups, committees

Provided training regionally and nationally, particularly on the foundational background and professional/program standards of the field of disability services, and on transition from high school to college issues

Unit: ESL

Partnered with Employment Department to serve Trade Act Students, preparing them for credit programs

Unit: FAMILY & HEALTH CAREERS

Dental Assisting faculty member has been appointed by the Commission in Dental Accreditation as a site visitor for 2006-2007.

Unit: FLIGHT TECHNOLOGY

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. 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: 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: LIBRARY

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

Unit: MATH

Alternate Learning Delivery Formats

Alternate delivery formats are available or are in the process of being developed, including traditional, resource based, open-entry, open-exit, and flexible sequencing:

- Dosage Math for MOA's (Mth 026) was held in Lane's studio classroom and beamed to the LCC Florence campus.
- Instructors have been using Easy Web Page for handouts and other supplemental materials (Mth 026, 052, and 054).
- Class lecture notes were posted online for Dosage Computation (Mth 054).
- Fundamentals of Elementary Mathematics (Mth 211, 212, and 213) students are required to use Moodle for supplemental materials.
- Vicky Kirkpatrick has been developing materials for an online section of Introduction to Contemporary Mathematics (Mth 105) using Moodle.
- Vicky Kirkpatrick is developing a Moodle site for Math for Introductory Sciences (Mth 052) independent study students.
- Flexible Sequence Algebra (FSA) for Mth 095 (Intermediate Algebra); see page one above.
- Students can complete the following courses, self-paced, through the Math Resource Center (MRC): Mth 20, 22, 53, 58, 60, 65, 71, 72, 90
- All math students (whether taking math courses in a self-paced format, traditional lecture, FSA, or by distance learning) can receive free walk-in tutoring assistance, watch or check out math videos, use math reference books, and study at the MRC.

Professional Development

While the college generally supports a variety of professional development opportunities for all staff, the Mathematics Division has several specific features, which greatly enhance its ability to provide the best possible instructional service. In addition to a very open internal governance system (incorporated in our Mathematics Charter and Administrative Procedures Manual), staff participate in faculty-led instructional colloquia several times each term. The division has an extensive internal library of reference materials including journals, texts in every topic, and instructor-developed handouts and sample exams filed by course. We have also recently implemented a new peer-partnering system whereby experienced part-time and full-time instructors mentor new instructors in the workings of the division. Full-time and part-time instructors participate in regional and national conferences (such as ORMATYC, AMATYC, and the National FIPSE conference), and in opportunities close to or at LCC (such as the Oregon Diversity Institute Conference, Fall and Spring In-services, Lane's Assessment Seminar, Tutor Training, and numerous on-campus technology seminars). In addition, a number of activities, while not formally considered to be "professional development", can affect growth, reflection, and change in a similar way. Conversations that arise when doing collaborative program assessment and curriculum development are often rich and thought provoking. Articles read by one staff member have been shared with others in the division, and have led to deep conversation about authentic and meaningful learning. These conversations, in turn, have helped to add perspectives and options when working on program and curriculum review and assessment. Work on Flexible Sequence Algebra has lead into thoughts about mastery, course objectives, rubrics, and gives insight into the Retention Task Force goals.

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

Completed a feasibility analysis of the Energy demonstration building.

Unit: SOCIAL SCIENCE

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 LIFE & LEADERSHIP

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

Unit: TRIO

Promoted On Course curriculum to a wider Lane audience as a means to increase student success (On Course Workshop, On Course Curriculum Development Funds)

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

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.

Staff training in Crucial Conversations.

Assisted with career planning through assessment and evaluation of interests, skills, abilities, personality, and learning styles. Assisted with educational research and development, including weekly "Access to Training" workshops orienting participants to next steps for career planning; access to learning tools in the Resource Center; one-on-one career and job search advising; and referral to ABSE, ESL, Testing, Counseling, Women in Transition, etc. Advisors assisted participants with labor market exploration of chosen career fields and developed plans with students for training opportunities.

Assisted with educational resource exploration, including scholarships, inter-agency benefits, community benefits; special focus on Workforce Network scholarship eligibility and application.

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

Program performance is monitored and/or audited by state and federal agencies to ensure compliance with WIA and state regulations. Dept. conducts internal file reviews throughout the year. Comment box is set up in lobby to elicit feedback from participants. Dept. workshops and seminars are evaluated by participants at end of each activity, including pre- and post-activity assessment of knowledge base.

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.

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Fiscal Year 2005-2006

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

Staff provided TUI and UI services to students.

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