

Student Affairs Plan Goal 9: Provide assessment-based services and programs.

Unit: ABSE

The department continues to systematically assess student's skill level upon entry into the program and for progress in reading, writing, and math utilizing standardized assessment and reports results to the OCCWD and shares reports with faculty and staff.

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: 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: ALS

Delivered revised ALS Reading 80 curriculum

Revised ALS Math 10 tests/quizzes

Revised ALS mission statement, participated in CLA mission statement development

Unit: ARTS

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

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

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.

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

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.

Music-- Purchased new music stands and sound system for band room.

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-- Moved Fall production to main stage.

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

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

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

Integrated Arts Learning-- Working with Gates Foundation Consultants and the Oregon Small Schools Initiative to help integrate arts learning into 14 regional K-12 schools in Oregon.

Integrated Arts Learning--Working with Chicago Arts Partnership for Education (CAPE) program founders to develop Fall workshop in Integrated Arts Learning for LCC, Springfield, North Eugene, and Gates Oregon Small School Initiative faculty.

Unit: AVIATION MAINTENANCE TECHNICIAN

1.Integration of the computer labs significantly increases the opportunity for doing a lot more "paper labs" which can be evaluated within the system. The system maintains a record of all student performance and provides an instantaneous feedback loop to the student. Provisions for corrective procedures are a part of the package.

2.Increased interaction with the FAA and with industry partners is an important source of data useful to assure the program is on-track with industry standards and practices.

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.

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.

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.

Unit: CONFERENCE & CULINARY

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

Unit: COOPERATIVE EDUCATION

Developed an Co-op Outcomes Assessment Project.

Unit: DISABILITY SERVICES

Increased Assistive Technology for students with disabilities (e.g., more seats or upgrades of JAWS, WYNN software, 21" monitor, MP3 file use for alternate format, PC Anywhere for hearing loss, creative use of Instant Messaging when interpreters are not available, etc.)

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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)

Assessed DS Dept needs and researched other college DS office processes, resulting in major revisions in procedures/practices, particularly related to Alternate Format

Improved utilization and tracking of DS Communication Forms and our department's problem solving response process

Increased collaborations with state and local entities

Expanded collaborative activities for high school students transitioning to college

Provided an AT demonstration to CIT students

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

Maintained and expanded collaborative relationships with companies that provide AT and support

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

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

Trained & transitioned all staff to use Groupwise calendar system for all dept appointments, meetings, room use

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

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

Improved pre/post Assessment plan

Unit: FAMILY & HEALTH CAREERS

Dental Assisting had a 100% pass rate on the General Chairside, Infection Control Exam, and the Radiology, Health and Safety national exams.

Unit: FLORENCE

Advisory Board developed Five-Year Goals: 2005-2010, based on assessment of student and community needs.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

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.

New contracted faculty was hired.

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

Unit: LANGUAGE, LITERATURE & COMMUNICATION

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Each department within LLC is developing an assessment plan for their program. The Language Department is developing outcomes for first year classes and has developed a one-credit course to help certain students with the academic demands of language study; Language PT faculty developed curriculum for a Spanish class for culinary workers. The Speech Communication department has created a plan and an instrument to assess (initially) Speech 100 and 111 (transfer courses); one faculty member was awarded a assessment grant to develop a promising plan. The English Department has created outcomes for all Writing courses and all Film Studies courses, implemented a Student Perception Survey across the classes, and has a plan (which requires a modest level of funding) for evaluating writing across the LCC campus; work is underway for assessment of literature courses. The English Department has assessed its literature offerings and made strategic changes for 05-06 in order to be fiscally sustainable.

Unit: LIBRARY

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.

Revised data collection methods and reporting to reflect instructional and services outcomes.

Developed tools to evaluate effectiveness of classroom and individual research instruction.

Offered variety of instructional formats; 3-credit self-paced class, 3-credit online class, online tutorial.

Revised learning outcomes based on best practices, completed Phase 1 of comprehensive information literacy program.

Collaborated with faculty in other disciplines to customize library instruction for specific disciplines, assignments; collaborated with representatives from Oregon Consortium for Nursing Education to identify resources necessary to support Lane's entry into the program in 2007.

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, Kovcholovsky, 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.

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 Kovcholovsky, 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

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

The division Assessment Team composed of members representing both transfer and professional technical programs developed a pilot project for assessment of student learning outcomes for the division. The project linked the learning outcomes from the AAOT to the course materials for a sampling of Social Science Division courses. With impending reductions in office personnel, assessment and planning took place to maintain optimum service to students and faculty.

Unit: STUDENT FINANCIAL AID

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Financial Aid held a two-day retreat, Oct. 20 & 21, 2005 for Unit Planning and assessment.

Unit: TRIO

Tracked outcomes for TRiO participants to ensure we meet TRiO grant objectives (GPA, percentage of courses and credits completed each term, term-to term persistence, fall-to-fall persistence, graduation rates, transfer rates).

Some of the TRiO practices have been used as a model to build broader retention and success practices at the College (intrusive advising, mid-term progress reports).

Implemented new scheduling and tracking system that streamlined many tracking and documentation processes (SARS).

Unit: TUTORING

Participated in SAGA and Supplemental Instruction Committee. Supported Supplemental Instruction committee efforts to obtain funding to increase student success rate. ALS provided Supplemental Instruction committee leadership.

Worked with CIT to begin planning for alternative tutoring services delivery (online, phone, small group) to be instituted fall.

Unit: WOMEN'S PROGRAM

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.

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.

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

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.