

Student Affairs Plan Goal 10: Ensure success-oriented systems and experiences.

Unit: ALS

Obtained funding for ALS for supplemental instruction effort

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

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 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 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.

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.

Art Gallery—Resurfaced walls and installed new floor and new chairs.

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

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

Dance-- Hosted workshop with national Continuum Company.

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 Lane Art on Campus Committee to place art on campus.

Unit: AVIATION MAINTENANCE TECHNICIAN

1. Since the event of 911, there have been few international students in the AMT program. TSA has significantly relaxed VISA restrictions and it is now possible to recruit students with diverse cultural and ethnic heritage.
2. Aviation maintenance has traditionally been a male dominated profession; however, due to the very nature of aircraft structures women are well suited for this type of work and we are making a significantly increased effort to recruit women into the program.
3. Beginning fall term 2006, the Lane Aviation Academy will be an active partner with the international organization called "Women In Aviation."

Unit: BUSINESS

Regular and extensive participation in marketing, high school outreach and EOAR

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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

Unit: CIT

Regular and extensive participation in marketing, high school outreach and EOAR

Unit: CONFERENCE & CULINARY

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

Made application for several small grants to enhance division resources.

Unit: COUNSELING

In collaboration with Enrollment Services, we are now providing a continuous power point presentation of important student information on a large video monitor in the building #1 atrium.

First time enrollment fee.

EOAR 2005

- 1,650 participants
- Generated about 18 FTE
- Increased registrations by EOAR participants before leaving campus by 19%.
- Significantly stronger positive feedback about EOAR from students

Lane Job Connection.

Unit: DISABILITY SERVICES

Noted increase in number of students served (756 requested services; an additional 555 students eligible but not using services; an additional 146 engaged in eligibility process but did not become eligible; an additional 36 were midway through process by end of year)

Noted increase in number of requests for phone or in-person assistance from our front desk staff (11,110)

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.)

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

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

Expanded collaborative activities for high school students transitioning to college

Collaborated extensively with instructional departments at Lane (Auto Tech, For Lang, Massage, Math, Co-op Ed, Cont Ed, etc)

Created resource handouts for students, faculty/staff, community

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

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Unit: ESL

Increased IESL enrollment

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.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.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HOSPITALITY MANAGEMENT

New contracted faculty was hired.

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

Unit: LANGUAGE, LITERATURE & COMMUNICATION

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

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

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Participated in EOAR, Saga and First Year Experience activities.

Evaluated all expenditures to maximize return; e. g. move to online over print resources; lived within budget.

Unit: MATH

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.

Retention and Diverse Learners – Math Anxiety Learning Community

Faculty John Steele (Math), Debra Ganster (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, Ganster, 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.

Math Resource Center

Math Resource Center (MRC) services are provided to meet the needs of all math students from Mth 010A thru Mth 261. The Developmental Math Tutor Room averaged about 700 student contact hours per week, and the Transfer Level Math Tutor Room averaged about 300 student contact hours per week during the school year. The MRC provides free support services (tutoring, video support, study areas) for the 3500+ main campus enrolled math students each term.

In Spring 2001, the Mathematics Division moved to the new and remodeled Building 16, which supports increased facilities and staffing for the Math Resource Center and associated study spaces. The new MRC has expanded services and is significantly more visible and accessible to students and staff. In the five years since moving to Building 16, overall student success has increased from 70% to 78%. This increase in success rates has been paralleled by an increase in overall math student use of MRC services over the same time period. Also, over this same time period, retention rates have improved to 92%. These increases in student success and retention are strongly correlated to and can be attributed to increased use of tutoring (both for developmental level and transfer level students), MRC video and text materials, and spaces for studying. Critical to this is the visibility and location of the MRC. Large windows and a central location create an environment that supports a culture of learning and persistence. Students see their peers studying and getting help from tutors. The MRC is a welcoming space where learners of all styles and abilities can get help. Several MRC time sheet tutors took the Tutor Training Course offered by Tutoring Services this past year. There will be a negative impact on student support and ultimately, on student retention and success, due to funding support for time sheet tutors being reduced starting Spring 2006.

The Building 16 Environment

The new Science/Mathematics building was designed to give students a friendly and supportive environment in which to learn. Specifically, the building has dedicated tutoring labs, well-stocked video libraries, computer labs with appropriate updated software, and bright, open study areas for both quiet study or group-work. The offices and classrooms are large enough to comfortably accommodate students with disabilities, and public phones and copy machines are conveniently located throughout the building. Hallways are decorated with student-designed Science and Math projects, as well as numerous posters and displays chosen to pique their curiosity. Each term, some instructors post "challenge" problems on public blackboards, and offer prizes for correct solutions.

Unit: SOCIAL SCIENCE

Coordination of retrofitting of classrooms with multi-media equipment continued during the 05-06 academic year. Equipment refinements were also accomplished in the testing lab, interview lab, and the map room. Each of these efforts improves the accessibility and function of division facilities for students.

Unit: STUDENT FINANCIAL AID

Financial Aid provided 25 informational sessions to a variety of High Schools, the Community, and summer orientations.

Unit: TRIO

Achieved five years of funding through the Department of Education (now funded through August, 2011) to serve first generation, low-income students and students with disabilities. Scored in the top 10% of applicants.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Provided a number of workshops and credit classes to support student academic and personal success, such as Success Strategies, Basic Computer Skills, Dealing with Test Anxiety, Scholarship Application Process, Stress Management, Using the Lane Web Page, Financial Aid Application, Art from the Heart, Creating Resilience, Eliminating Self-Defeating Behavior, "Show Me the Money!"

Twenty-eight TRiO Students (21% of students planning to continue in school in 2006-07) were awarded 36 Scholarships worth over \$125,000 for the 2006-07 academic year. Sixty-eight percent of those students awarded scholarships had taken "Show Me the Money!"

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).

Collaborated with UO TRiO program to create new process to help the smooth transition for students transferring from Lane to UO.

Participated with SAGA to promote college-wide understanding of success and retention principles and practices.

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

Expanded Fast Lane to Success, to include Writing in the learning community aimed at improving success and retention for first year college students.

Participated in developing the Title III grant for a comprehensive, integrated first-year experience.

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

Assisted in developing pilot project for E-Portfolios

Unit: WOMEN'S PROGRAM

Numbers of students served:

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

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

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

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

oWomen Starting College workshops served 434 students

Provided adequate front desk coverage:

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

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

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

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

Diversified offerings in the Women's Center

oHosted Women's Center presentations on a variety of topics, targeting different audiences

oHosted weekly video series focusing on diversity issues

oAcquired additional posters for Center displays depicting diverse women not previously represented in the Center's collection

oPosted a rainbow sticker at the entry to welcome LGBT visitors

oIncreased library holdings that focus on issues/concerns for Latinas, some written in Spanish (20 books added)

oAcquired more brochures in Spanish and designated an area on our brochure rack for all the Spanish language brochures

Provided support for Reading Together (RT) and Learning Communities

oAcquired the RT books for the Women's Center library

oInformed RT Coordinator of RT-related events in the Center so they could be included in RT publicity and the RT web page

oWC Coordinator continued as a member of the Learning Communities Leadership Team

oLearning Community faculty made presentations in the Center as a way to market their upcoming classes.

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

ACCESS

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

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

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

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 job search strategies and processes through resume development and evaluation, weekly Job Club meetings, and job search workshops.

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

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.

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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

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

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