

Student Affairs Plan Goal 11: Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance the student's preparation for and success in college, career, civic engagement, and community involvement.

Unit: ABSE

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

Developed non- credit applied mathematics curriculum for under- prepared students interested in enrolling in manufacturing programs.

In the non-credit college preparation class, the teacher used the Noel Levitz College Student Inventory.

Department faculty represented the department on college committees: SAGA, Math, and Diversity Council.

The Department successfully implemented contracts with Springfield, Creswell, Cottage Grove and 4J High Schools for Alternative Education GED Option Students billed for \$28,677.00 in services.

The Department successfully completed work in contracts with Lane County and Lane ESD for educational services at MLK Education center and Lane County Sheriff' office to serve corrections populations and adjudicated youth.

The department served 320 Latino's during 2005-06 in ABSE classes and Spanish GED classes.

Unit: ADVANCED TECH

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

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

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

The Construction program partnered with RTEC to offer a summer academy for women.

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.

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

Dance-- Hosted workshop with national Continuum Company.

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

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Unit: BUSINESS

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

Unit: CIT

Collaborated with Co-op/High School Connections and received \$49,000 County Commission incentive grant for new Computer Game Programming curriculum

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.

Unit: COOPERATIVE EDUCATION

Increased Continuing Education Partnerships (ex. Phlebotomy/sterile processing).

Increased FTE in College Now by over 20% (378 to 455).

Received 5 grants for RTEC/Pathways.

Increased number of students and courses in RTEC.

Unit: COTTAGE GROVE

Expanded placement testing for Cottage Grove High School students.

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

Unit: COUNSELING

Dependable Strengths training to K-12 educators.

SB 300 Expanded Options Counselor.

Continued participation in the statewide teacher education pathways project with deans and department heads from universities and community colleges in an attempt to develop a more clear educational pathway for future Oregon teachers.

Articulated 62 majors with 6 new schools.

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)

Expanded collaborative activities for high school students transitioning to college

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

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

Unit: FLIGHT TECHNOLOGY

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.

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.
1. Significant partnerships have been forged with the two major universities. These mutual programs add in measurable ways to our ability to enhance professionalism.
2. Horizon Air is a partner airline providing current data as to current industry trends and developing workforce needs.
3. The partnership with Evergreen International Airlines provides opportunity for participation with the company for internships, summer employment and cooperation with their education programs.
4. Increased participation with the Oregon Space Grant Consortium provides many opportunities for professional development for our staff and career development for our students.
5. We are in the process of developing a closer working partnership with the Evergreen Museum and Education Center.

Unit: FOODSERVICES

Hired new Food and Beverage Manager.

Unit: HEALTH, PE & ATHLETICS

Women's Intercollegiate Soccer Program implemented

Unit: HOSPITALITY MANAGEMENT

Advisory Committee format was changed to enhance industry participation. This led to new program requests that better reflected the needs of the local industry.

Alumni Connections program was implemented with an annual September alumni event.

New contracted faculty was hired.

Unit: LANGUAGE, LITERATURE & COMMUNICATION

Ongoing process of transition to 4 credit courses:

The English Department converted all of its writing classes (WR 115-243) and all but one of its film studies classes to 4 credits to better articulate with the UO and OUS as well as to enhance student learning. Several student assessment tools are being used to monitor student response to the 4 credit curriculum. The 4 credit classes are being taught in a variety of modalities, including hybrid and online courses, as well as traditional classroom format.

The Communication Department completed its transition to a 4 credit curriculum with the last 4 classes moving to 4 credits in 05-06.

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

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

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

Unit: LIBRARY

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

Developed and offered ESL orientation.

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

Unit: MATH

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Partnerships with the Community

The Mathematics Division encourages and expands partnerships with organizations and groups in the community by:

- Serving the mathematics needs of a wide range of students, from students whose math anxiety blocks them from learning basic arithmetic, through students in vocational programs who need highly specific math skills (learning community participation), including students transferring to four year science and engineering programs;
- Working through LCC's College Now program, with local high schools, to offer college-level mathematics courses for college credit in high schools throughout the county;
- Working with local high schools to promote math awareness by hosting the annual Math Skills Fair; and
- Faculty members are/or have been actively involved in Advisory Committees.

Unit: SCIENCE

Increased College Now agreements.

Increased Community Awareness of Science Programs.

Completed a feasibility analysis of the Energy demonstration building.

Successfully submitted GIS grant.

Participated in grant submissions at LCC REESE, UO STEP, DOLETA.

Piloted partnership with PCC's distance learning MLT program.

Partnered with community groups to promote science education and to benefit Mount Pisgah Arboretum.

Hosted a statewide working group to discuss prerequisites for Anatomy and Physiology courses.

Unit: SOCIAL SCIENCE

Faculty continued to refine the delivery of course materials through use of innovative formats and technology. During this year, alternatives to the traditional classroom learning experience were provided through 7 learning communities, 32 telecourses, 7 online courses, 10 courses through the CLCs, 2 courses through college connections, and 8 courses with service learning components. The development and utilization of multi-media classroom materials increased as more classrooms became available with multi-media technology. The division also offered both credit only (1) courses and courses that combined credit and non credit (for CEUs) options (6) through the Summer Academy.

Many courses in the division provided content that equip students for entry into the workforce through enhanced learning, workplace and life skills. The professional technical programs in the division, Human Services and Criminal Justice, worked with advisory committees to provide curriculum that directly prepares students for careers. Curriculum revisions implemented in the 05 – 06 year and ongoing for the next year will further change the curriculum toward statewide revisions that are being made. Human Services provided six courses with both credit and non-credit options, aimed at workers in the field, through the Summer Academy. The Criminal Justice program helped to facilitate a Regional Reserve Officer Police Academy operated through the Lane County Sheriff's Office and provided an option of class and Cooperative Education credits for Participants. The Geography Program partnered with Geology and CIT programs and obtained a \$782,144 NSF grant to develop courses and modules for infusing GIS information and techniques into the curriculum. This work should lay the groundwork for a professional-technical program for GIS certification.

Unit: TRIO

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

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

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Supported development of Transiciones

Women's Center Coordinator acted as a resource person & mentor for the Transiciones Advisor in developing workshop presentations for Spanish speaking women "Latina Women Starting College".

ACCESS

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

- o Provided panel presentations on nontraditional careers and career exploration to 276 Transitions students

- o Organized computer modules each term for TTS students with 111 participants.

- o Organized Women in Information Technology networking meetings with 20 participants.

- o Provided a mentorship program linking students with professionals in their field for 16 students.

- o Program advisor participated in R Tech

TRANSICIONES

- o Offered "Latina Women Starting College" workshops

- o Developed and offered non credit classes in life and career development spring and summer 06

- o Networked with key campus and community contacts

- o Advised Latina students

Marketing /outreach

- o Women's Program web page was redesigned

- o Women's Program newsletter was developed and mailed to campus and community

- o Staff participated in campus and community fairs

- o Staff did presentations to community agencies

- o Staff worked with Metro Housing to explore offering workshops for low income housing residents

- o Director served on Aspire taskforce

College and community relations

Staff were members of the following community councils & committees:

- o HASCA

- o Domestic Violence Council

- o State Attorney General's Taskforce on Sexual Assault

Staff participated in the following college councils, committees and task forces

- o SAGA

- o Learning Council

- o Diversity Council

- o Learning Communities Leadership Team

- o Academic Program Review

- o Academic Council

- o Peer To Peer

- o First year experience planning steering committee

- o FYRED Up

- o Title 111 grant

- o R Tech

- o Pathways

- o Faculty Safe group

- o Lane's chapter of AAWCC

- o Class schedule redesign

Unit: WORKFORCE DEV.

Offered two Call Center Customer Service short-term trainings during winter and spring terms.

Had central role in planning, marketing and coordinating Spring term Career Fair, in collaboration with CES and Co-op. Also participated in interagency job fairs in the community.

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.

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

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.

Sponsored an externship for JFK University student to develop skills toward academic objective of Career Development Masters degree; provided front-end services to participants.

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

Marketed college's ability to train for proposed new companies locating in Lane County, with Lane Metro Partnership.

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

Staff provided TUI and UI services to students.

Staff provided LCC liaison with local business community and provided employment information by attending monthly WorkNet business meetings.

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