

Student Affairs Plan Goal 12: Facilitate effective transitions through college policies, practices, and programs that are intentional and aligned with the college's vision mission, and values.

Unit: ABSE

Purchased Skills Tutor, a web based Adult Basic Skills computer program, trained faculty and staff. Implemented student use fall term 2005 and continue to monitor student use and progress.

Unit: ADVANCED TECH

Over \$500,000 was allocated to the division programs from capital asset replacement, Carl Perkins, and technology fee funding. These allocations were based on the FY05 unit planning requests to enhance and maintain the curricula, facilities and equipment.

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.

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.

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.

Curriculum Development—Comprehensive curriculum development plan increased enrollment with new courses in Theatre, Music, Dance, Design, Fibers, Printmaking, Photography, Sculpture, Journalism, Drawing, Native American Art, ArtWorks, Art History, Multimedia, Learning Communities & expanded art history offerings on-line.

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

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

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

Dance-- Hosted workshop with national Continuum Company.

Theatre-- Moved Fall production to main stage.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

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

Artworks-- Working with Lane Art on Campus Committee to place art on campus.

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-- 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: BUSINESS DEV. CENTER

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

Expanded collaboration with, and experienced increased referrals from, local cities and Chambers of Commerce, Lane County, University of Oregon, Senior Core of Retired Executives (SCORE), LCOG, Department of Human Services, Vocational Rehabilitation, Lane Metro Partnership, Lane Workforce Partnership and college departments.

Created the Center for High Tech Innovation which pursues the technology cluster- an effort that is supported by both the governor's office and the Economic Development Department and aligns with the state Network goal creating SBTC. (Small Business Technology Centers).

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: CENTER FOR MEETING & LEARNING

Introduced on-line registration for internal and external conference guests.

Continued to integrate culinary and hospitality students into the operations of the CML.

Unit: CIT

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

Unit: CONFERENCE & CULINARY

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Completed work with budget office to correct budget inaccuracies.

Implemented on-line registration process for events in the CML and "Classical Cuisine" student dinners.

Unit: COOPERATIVE EDUCATION

Placed 30 students in Students-in-Service positions who will receive stipends and add FTE.

Expanded Limited Energy Technician on line course.

Unit: COTTAGE GROVE

Obtained an Eldon Schafer Endowment for Innovation Grant for 2006-07. It will provide assistance for Caregivers of the elderly and disabled who wish to take classes to enhance their skills and knowledge.

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.)

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)

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

Obtained a more appropriate budget allocation for DS

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

Developed more sustainable practices used by all staff in the DS Dept (cloth cleaning rags, recycling battery chargers and plastics such as CDs & cassettes, reusing printed paper, etc)

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Unit: ESL

Participated in CLA mission/vision development process

Unit: FAMILY & HEALTH CAREERS

Offered three College Now courses

Developed Introduction to Health Occupations. The on-line course will be offered on campus and as College Now class.

Incorporated simulation technology into the Nursing and Respiratory Care (RC) programs

Nursing students are involved in developing and sharing simulation scenarios in the simulation lab.

The Gray Family Scholarship available to Early Childhood Education (ECE) students had been extended until 2013. The ECE program received \$20,000 for scholarships each year.

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 changes have been made to improve the productivity of the physical resources and equipment. These changes have a potential of being able to support up to a 50 percent increase in student training activity with existing facilities and equipments.
2. Increase use of technology to improved efficiency with reduced administrative support.

Unit: FLORENCE

Increased foundation student scholarship account by 55% through engaging more community partners.

Successful community-wide health symposium: "Living Longer and Living Healthier" funded by local partners, PeaceHealth, SELCO Community Credit Union, and Coastal Fitness.

Completed first year of our MOA/HRT program using IP-Video for courses received from Eugene.

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 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.

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

Scholarship program was expanded to include five distinct funding options for students.

New contracted faculty was hired.

Introduced on-line registration for "Classical Cuisine" student dinners.

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 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

Participated in EOAR, Saga and First Year Experience activities.

Worked with Foundation to develop service to LCC alumni.

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

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Expanded materials collection to meet needs of ESL students, non-credit programs, workforce training activities.

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

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.

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

Unit: MATH

Math Program Assessment – Developmental Math Task Force

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

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

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

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.

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.

Class Schedule Blocks Adjustment

During 2005-2006, math staff (Don McNair, Tracy Rea, Stephen Selph and lead course instructors input and review) created a new time-block schedule for a number of the daytime developmental algebra classes. The re-arrangement of time blocks serves several purposes:

- two days per week sections of Mth 060 / 065 / 070 have been replaced with those meeting three days per week, which is better pedagogically;
- four days per week sections of Mth 060 / 065 / 070 have been replaced with those meeting three days per week, which should make those sections fit more students' schedules;
- Flexible Sequence Algebra will be changed from meeting 4 days per week to 3 days per week; and
- better utilization of limited classroom space.

The new class schedule blocks will be implemented Fall 2006.

Evening sections of math courses will continue to be offered either meeting 2 evenings per week or 3 evenings per week.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

Technology

Increasingly, Lane math instructors use computer and Internet-based demonstrations and visual aids in teaching mathematics and in teaching technology skills that support mathematics learning. A limited number of portable projectors/tech carts have been used for this practice in the past, but in order to facilitate its practical implementation among a greater number of instructors on a more regular basis the division has requested (through the unit planning process) fixed multimedia projectors be installed in each of our classrooms.

One of the Mathematics Division Unit Planning Initiative requests has been to Improve Student Learning and Retention by Upgrading Classroom Technology. TACT Funds have been allocated for eight projection systems, over the last three years, and are being installed this Summer (2006). This equipment will assist the Division in addressing the challenges laid out in our 'classroom technology' initiatives by enhancing the quality and variety of instructional delivery, thus improving the learning environment for students.

In the past year, instructors have been increasing their use of technology to enhance and facilitate learning:

- Dosage Math for MOA's (Mth 026) was held in Lane's electronic 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.
- A number of faculty (part and full-time) have developed and maintained web sites.
- Vicky Kirkpatrick has been developing materials for an online section of Introduction to Contemporary Mathematics (Mth 105) using Moodle. The materials will support both independent study and distance learning.
- Vicky also developed a Moodle site for Math for Introductory Sciences (Mth 052) independent study students, but it has not been implemented yet.
- Deanna Murphy is preparing to teach Mth 026 (Dosage Math for MOA's) using the Studio Classroom and IP Video resources.
- Flexible Sequence Algebra (FSA) for Mth 095 (Intermediate Algebra) includes dynamically generated computer-administered and graded mastery tests.
- Many of the students who take self-paced math courses through the Math Resource Center take dynamically generated computer administered and graded mastery tests.

In August 2006, math and computer science staff attended a demonstration to learn how to use features of the Hitachi Star Boards that are being installed in Building 16 Smart Classrooms. Another demonstration (open to any interested college staff) will be given during Fall In-service 2006.

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

Successfully submitted GIS grant.

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

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

The division continued to provide courses that interest students and have high demand. During the planning of the yearly schedule for each discipline in the division, the schedule of offerings was refined through elimination or alternation of sections that had shown weak enrollment in the past year. For select courses, flyers were created to attract targeted populations of students.

Additional funding was obtained for the 05-06 year to continue to operate the Social Science Testing lab so that it could serve select courses from Distance Learning, CIT, Art, Family and Health Careers and Science in addition Social Science courses. Support for student success also accrued from the Summer Academy, Regional Reserve Officer Police Academy and GIS grant mentioned above.

Unit: STUDENT FINANCIAL AID

SFS successfully installed a document imaging system resulting in increased productivity, reduced overtime, and elimination of temporary help.

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.

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).

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

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.

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

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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.

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.

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 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.