

**Student Affairs Plan Goal 13: Develop and promote a seamless transition for students from Lane to four-year institutions of higher education, maximizing their chances for success and enhancing their personal, social, and academic growth.**

Unit: ALS

Increased marketing and enrolled enough students to offer "Transition to the University" Spring 06 w/ UO

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.

## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

Printmaking—Acquired new \$7,000 printing press from donor and students sold art works/t-shirts for fundraiser.

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

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.

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

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-- 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: CONFERENCE & CULINARY

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

#### Unit: COOPERATIVE EDUCATION

Participated in Apprenticeship state-wide degree effort.

#### Unit: DISABILITY SERVICES

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

#### Unit: FAMILY & HEALTH CAREERS

Provided an avenue for Health Record Technology (HRT) students to complete their Health Information Technology (HIT) Associate's degree with an agreement with Portland Community College (PCC).

#### Unit: FLIGHT TECHNOLOGY

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.

## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

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: HOSPITALITY MANAGEMENT

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.

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

Worked with Foundation to develop service to LCC alumni.

#### 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 – 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.



## OISS Accomplishments

### Student Affairs Plan Goals

Fiscal Year 2005-2006

#### 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.

#### Placement Testing and FIPSE Proposal of Online Testing System

In Summer 2006, math staff (Don McNair and Bill Griffiths) are in the early stages of writing a FIPSE Proposal to develop online testing systems and a public database of questions applicable to math and science from secondary through post-secondary levels. Such a high-quality dynamic database of questions allows instructors and institutions to easily create equivalent tests for a variety of assessment purposes including placement, common finals, gateway tests, mastery-learning, and make-up tests. Even more, this database could be used to create common collaborative statewide mathematics placement testing system for all state system colleges and universities. Currently, in Oregon, there is a statewide focus on common outcomes for general education math courses and a high level of interest in appropriate and effective placement. Lane has already created and has been using such a database and testing system (since 1998) for student placement into math courses as well as testing for students who are taking courses in a self-paced format in Lane's Math Resource Center.

This Summer (2006), three additional sections\* (G, H, and I) were completed (by Steve Myers, Bill and Evan Griffiths) using the types of dynamic/randomly generated questions mentioned above. These sections expand Lane's math on-line placement testing capabilities. We are now able to place students much more efficiently and effectively, electronically into most of our developmental and a number of our lower division transfer courses: Mth 111 (College Algebra), Mth 112 (Trigonometry), Mth 231 (Discrete Math), Mth 241 (Elementary Calculus), Mth 243 (Intro to Probability & Statistics), and Mth 251 (Differential Calculus I).

\*(Content tested in each section: G-college algebra, H-geometry, and I-trigonometry)

#### Unit: SCIENCE

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.

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.

#### Unit: TRIO

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

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

## 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.

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.

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