

Student Affairs Plan Goal 14: Create innovative, flexible, and collaborative programs that are responsive to the needs of students and employers and facilitate a smooth transition from college to the workplace.

Unit: ABSE

Faculty who teach at the Workforce Skill Center revised computer curriculum to provide basic skills simultaneously. Basic writing was matched with instruction in Microsoft Word and basic math was matched with instruction in Microsoft EXCEL. This effort has put ABSE at the forefront of a new effort in basic skills programs in Oregon to find ways to integrate computer skills into all aspects of adult basic skills instruction.

The department taught a basic grammar/writing class for the Workforce Development Call Center training during 2005-06.

Unit: ADVANCED TECH

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

Drafting: Updated matrix of required professional skills based on industry interviews, advisory committee, and research from national professional organizations. Mapped skills to existing courses; performed gap analysis. Revised program curriculum and course outcomes. Eliminated emphasis areas, resulting in increased enrollment per course.

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Unit: ARTS

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

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.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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

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

Increased community partnerships, including City of Eugene, EWEB, hotels, etc.

Unit: CONFERENCE & CULINARY

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

Strengthened integration between three departments, resulting in cost savings and effective use of resources.

Supported departments to succeed through shared expertise.

Unit: COOPERATIVE EDUCATION

Developed On-line Class for Employers.

Bev Farfan was awarded Innovative Educator of the Year by ODE Special Educators.

Jamie Kelsch team taught in the Student Leadership program.

Advisory Committee involvement (activities, faculty participation on committees: kick off breakfast and PTECC dinner).

Finalized Speech Language Pathology Assistant program.

Added Electrical Fundamentals credit class in Apprenticeship.

Apprenticeship Advisory Committee was featured at PTECC dinner.

Unit: COUNSELING

Leveraged available resources by utilizing counseling/advising graduate interns from OSU & UO to provide 640 hours of services.

Career Fair.

Resume, interview, and mock interview workshops.

Unit: DISABILITY SERVICES

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

Unit: ESL

Partnered with Employment Department to serve Trade Act Students, preparing them for credit programs

Unit: FAMILY & HEALTH CAREERS

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

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Provided restorative care experience for dental students through a partnership with Riverstone Clinic.

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

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

50% of the Dental assisting students were employed at the time of graduation.

OISS Accomplishments

Student Affairs Plan Goals

Fiscal Year 2005-2006

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.

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

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: STUDENT FINANCIAL AID

Completed Financial Aid consortium agreement with Oregon State Univ., expanding degree partnership programs.

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.

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).

Unit: TUTORING

Wrote successful grants for increased tutor funding for 06-07 (gaining back some that had to be cut in budget process).

Unit: WOMEN'S PROGRAM

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

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