Part I. Alignment with College

Adult Basic and Secondary Education

Chapter 0: Unit Alignment

Key Question: How is your unit aligned with the college's goals and values?

The alignment with the Core Values and Core Abilities reflect the departments in the Center for Learning Advancement: Adult Basic and Secondary Education, English as a Second Language, Academic Leaning Skills, and Tutoring.

1) <u>**Core Values**</u>

Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.

Core Values (6)
- Learning
  The Center for Learning Advancement:
    - Provides an articulated curricula that gives students a foundation and basis for success in transition to academic courses, basic English and life skills to survive in a second-language environment, preparing for the GED test, entering the workforce, and reaching individually established learning goals.
    - Measures program outcomes in listening, speaking, reading, writing, math, learning skills, basic and academic vocabulary, computer skills, gaining employment, retaining a job, passing the GED Test, and transitioning to post-secondary education.
    - Provides instruction that matches a student's preferred learning style
    - Has a faculty that is well qualified and which continues to expand professional teaching skills

- Diversity
  The Center for Learning Advancement:
    - Provides instruction and services to students who are 16 years of age and older
    - Serves a broad range of students from different cultural, ethnic and socio economic backgrounds
    - More than 40 nations are represented.
    - Provides instruction to English language learners, both resident and international
    - Serves students with disabilities
    - Serves inmates in Lane County Jail, adjudicated youth in Court School, and the Forest Work Camp-Elmira
    - Serves abroad range of students with skills from pre-literate to college graduates
    - Has staff and faculty that reflect diversity and has broad intercultural experience

- Innovation
  The Center for Learning Advancement
    - Has programs which are proven innovators. Some examples: include ALS is a League of Innovation Award winner, ESL is recognized as a model program in the state of Oregon and Lane County Jail ABSE program is a national best practice model
    - Is a leader in educational innovation state-wide: ABSE was a program participant in a national reading research project, and Equipped for the Future project. ABSE and ESL participate in state and national pilot programs
    - Many faculty are state trainers for the Oregon Professional Development System, publish articles, present at statewide and national conferences.

- Faculty and staff diffuse innovations through formal and informal gatherings such as in-service trainings, and brown-bag lunch idea sharing.
- Has programs which seek new ways to respond to emerging students' needs by creating innovative instruction and services like "Puentes al Futuro", Women in Transition classes, Service Learning Component in ESL, and ABSE workforce readiness classes
- Serves teens in the GED program ,referred from local high schools in GED program
- Provides instruction through innovative technology: Computers, wireless classrooms, distance learning, and WebCT.
- Has utilized innovative methods for increasing revenue by creating new programs that generate income such as the IESL program in ESL.

- Collaboration and Partnership
  The Center for Learning Advancement:
  - Has extensive collaborations with community partners: Department of Youth Services, Goodwill, Lane County Jail, Oregon Employment Department, Lane Workforce Partnership, Pearl Buck, many local high schools, and Centro Latino Americano.
  - Has extensive collaboration across the division and with other college programs:
    ALS/ ABSE reading improvement grant
    Women in Transition Program
    ALS/ESL Bridge courses
    ALS: "Puentes al Futuro"
    ALS: Health Science and Business
    ALS: Testing for other departments
  - Tutor Program connects with all departments to meet tutoring needs.

- Integrity
  The Center for Learning Advancement's:
  - Programs maintain high standard of data quality assurance within program accountability system
  - Courses consistently meet curricular objectives
  - Faculty remain current as certified Holistic Writing Scorers
  - Programs meet or exceed most measures on Indicators of Program Quality
  - Teachers use professional practices in dealing with students and with each other.

- Accessibility
  The Center for Learning Advancement's:
  - Classes are located at many sites in Lane County and offered at various times and days to accommodate students' schedules.
  - ALS has evening and Saturday morning classes
  - ABSE Classes are open entry/exit
  - ABSE and ESL classes are free with minimal fees
  - Programs have scholarships that are available for students who cannot afford to pay fees
  - ESL program has bilingual staff in the reception area and signage in the reception and classroom areas

2) **Strategic Directions**
   The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.

   Strategic Directions (3)
   - Transforming Students' Lives

- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

    ABSE

    - Provides a GED credential necessary for work, and entering post-secondary education
    - Provides social skill development
    - Provides workplace skills to get and retain employment
    - Provide support services for academic success: tutoring ability to benefit test preparation
    - Offers service learning
    - Classes help students to build confidence as a learner. Student set goals that they wouldn't have conceived possible
    - ABSE has an accountability data base system that is capable of demonstrating student progress
    - ABSE assists students transition to credit classes
    - ABSE provides a comprehensive intake and orientation for students entering the program.

- Transforming the Learning Environment
    - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
    - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

        ABSE

    - The program serves a very diverse population including Lane County Jail inmates, adults with special needs and other disabilities, teens, and economically challenged.
    - Classes are located at many locations throughout Lane County
    - Teachers use interactive teaching strategies
    - Entry and exit points are flexible
    - All sites have access to computers and internet

- Transforming the College Organization
    - Achieve and sustain fiscal stability.
    - Build organizational capacity and systems to support student success and effective operations.
    - Promote professional growth and provide increased development opportunities for staff both within and outside the College.

        ABSE

    - The program maintains financial stability and brings in additional revenue from grant, contracts, and fees

- The program brings a community-based, outreach perspective to the college
- The program provides foundational classes that assist students to enter other credit programs at the college
- The programs within the Center for Learning Advancement provides classes and services to help students succeed
- Faculty are leaders in implementing new teaching strategies
- Faculty represent the program and services on college governance councils
- Faculty are involved in state and national professional development opportunities
- ABSE has been successful and efficient in the development of a data management system for state and federal reporting.

3) <u>**Learning Centered Principles**</u>
The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.

Learning Centered Principles
- Lane provides opportunities for transformation through learning.
  - ABSE offers classes to prepare students to pass the GED. Passing the GED transforms students' lives by opening doors to employment and further education.
  - The computer classes open avenues to learning and communication that transforms lives.
  - GED Scholarships financially assist students with college tuition and they provide opportunities for students to obtain better jobs and wages.

- Lane engages learners as active partners in the learning process.
  - The ABSE Department engages students in goal setting and regular assessment of progress, and provides feedback to students.
  - The ABSE Department utilizes volunteer tutors who work one-on-one with students

- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
  - ABSE provides a thorough orientation process that presents course options
  - ABSE faculty implement instructional strategies that include critical reflection on the barriers to education, and the value of the lesson taught
  - ABSE instructors offer service learning options for students
- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
  - ABSE faculty use proven and innovative instructional strategies
  - ABSE faculty implement a variety of teaching methods: independent study, direct instruction, on-line instruction
  - Through the specialization of class sites, ABSE accommodates learner needs
- Lane provides opportunities for transformation through learning.
  - ABSE offers classes to prepare students to pass the GED. Passing the GED transforms student's lives by opening doors to employment and further education
  - The computer classes taught opens avenues to learning and communication that transforms their lives.
  - GED Scholarships financially assist students to enroll into college classes and provides opportunities for students to obtain better jobs and wages

- Lane engages learners as active partners in the learning process.

- Through student goal setting and regular assessment of student progress and feedback to students.
- Through the use of volunteer tutors who work one-on-one with students

- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
  - Through an orientation process that presents course options
  - Through instructional strategies in that include critical reflection on the barriers to education, and value of the lesson taught
  - Through service learning options for students

- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.

  - Through the use of proven and innovative instructional strategies
  - Through the use of different teaching methods: independent study, direct instruction, on-line instruction
  - Through the specialization of class sites to accommodate learner needs

- Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.

  - The ABSE Department has a strong accountability system that includes placement, pre and post testing of student skills and outcomes. Results are analyzed annually and program improvements are made continuously.
  - The Department participates in a State Review every five years
  - Curricular goals honor students as parents, workers, and students
  - The Department has strong community partnerships

Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.
  - Student enrolled in ABSE are from diverse cultural and social contexts.
  - The CLA demonstrates a commitment to diversity by being the first Division at Lane to attend the Winning Balance Training

- Lane is committed to both individual and organizational learning.
  - The ABSE Department demonstrates a commitment to organizational learning through participation in state learning projects: ABE Reading Institute, Science and Math Institute
  - Faculty attend and present at state and national conference.
  - Faculty are state trainers for Oregon Professional Development System at OSU
  - Faculty are serving on governance councils

- Lane students and staff are a community of learners, all of whom contribute to learning
  - ABSE faculty and staff are a community of learners, all of whom contribute to learning.

- Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries
  - ABSE participates in ABSE and ASN Advisory Committees
  - Faculty communicate through regular HUB meetings
  - Faculty are engaged in the Student Course Evaluation process

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Part II. Unit Description

Chapter 1: Unit Description
Key Question: Who are you? Answer this question by providing the following information about your unit.

1) <u>**Unit Mission/Vision**</u>
   Does your unit have a Vision or Mission Statement?
   Yes

ABSE Mission statement:
The mission of ABSE is to create an environment where students successfully learn the skill necessary for literate functioning in the adult world. Working within a context of personal growth and career development, we strive to provide individualized guidance and mentoring combined with group instruction and cooperative learning activities. We are sensitive to the individual needs of students and their personal obstacles that they must sometimes overcome as learners, and we respect and are responsive to the different learning styles. It is our goal to aid students in acquiring basic skills, to stimulate an interest in life-long learning, to gain confidence and self-esteem, and to encourage the use of academic and community resources.

ABSE has also developed the following goals:
- To provide an alternative to traditional high school education for those students who are not successful in that environment.
- To create partnerships with local school districts in an effort to provide the best educational alternatives for at-risk youth in Lane County.
- To encourage students to achieve a high school diploma or complete a GED, and then seek post-secondary opportunities.
- To provide educational services that prepares students for their roles as family members, citizens and workers.
- To provide opportunities for residents of Lane County to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- To foster the continued vision of faculty dedicated to creating a transformational instructional environment, diversifying instruction and assessment strategies, and incorporating applied learning and high-order thinking skills.

   When was it written or updated?

   The Mission Statement was updated prior to the CCWD Review in 2003

   Do you have a process for regular review?

   Yes, the Mission Statement is reviewed annually at Fall In-Service

1) <u>**Catalog Description**</u>
   How do you describe your unit and instructional offerings in the college catalog?
   Catalog Description:
   ABSE has three distinct program offerings: Adult Skill Development, Adult Basic Skills Program, and GED Preparation.

- Adult Skills Development offers a variety or pre-college level alternatives for adults who did not complete high school or who need to brush up on basic reading, writing, or math skills for work-related reasons.
- Adult Basic Skills Program serves adults with special needs such as development disabilities, learning disabilities, brain injuries, and multi-handicapping conditions. Services include work, academic and literacy skills instruction. It may also serve as an entry to Adult Skill Development classes for students who need to boost their social and academic skills and test results to the required level.
GED Preparation offers classes for both teens and adults designed to prepare students to take the GED Exam. Preparation is offered in all five test areas: social studies, science, reading, writing, and math. All instruction incorporates the state standards that traditional high schools now require of their graduates. The structure of classes differs from location to location, but all offer a combination of small group instruction, individual attention, and practice testing.
How does your unit manage the review of catalog copy each year?

2) **History/Significant Program Events**
   How did your instructional unit evolve at Lane? What significant events have marked your growth? Do you have a system for maintaining an archival history of your unit? Do you have annual events that are representative of your unit's goals or teaching methods?

History and Significant Program Events:
   2003   Closure of the Adult High School Program
   2003   Community College and Workforce Development Program Review
   2003   Approval by the State Board of Education of Secondary Standards Plan
   1999   ABSE Program nominated for the US Department of Education Secretary's Award
   1996   Community College and Workforce Development Program Review
   1997   Recipient of the Meritorious Service Award from Oregon Disabilities Commission
   1988   Community College and Workforce Development Program Review

Department Programs and Services
- Offers a variety of pre-college, non-credit, course alternatives for adults who did not complete high school or who need to improve basic reading, writing, or math skills.
- Offers assistance in preparing to take the GED Test in the five subject areas of social studies, science, reading, writing, and math.
- Offers Transition Reading, and Writing classes for ESL students.
- Offers pre-employment and basic skills for job seekers at the Lane Workforce Network One Stop located at Lane Community College and Oregon Employment Department in Eugene.
- Offers Core College classes to assist students in improving basic skills on the college placement test.
- Offers an alternative learning site for teens age 16-18, who are referred from local high schools to prepare to take the GED test.
- Offers one-on-one and group tutoring with trained volunteer tutors.
- Offers Tutor Training utilizing state certified tutor training curriculum.
- Offers basic computer fundamentals and technology classes.
- Offers Citizenship classes.
- Offers basic skills and GED preparation for inmates in Lane County Jail, Community Corrections Center, Alma Forest Work Camp, and Lane County Department of Youth Services.
- Offers tuition free math skill-building labs for students who want to renew math skills for the college placement exam, the Ability to Benefit Test, or who are in need of additional Math 10 tutoring.
Offers basic education and academic skills for the adults with special needs.

3) <u>Degrees and Certificates</u>
   What degrees or certificates does your unit provide?
- *Two-Year Associate of Applied Science Degree?*
- *Two-Year Certificate of Completion?*
- *One-year Certificate of Completion?*
- *Cooperative Education?*

If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?

5) <u>Organizational Structure</u>
   Please provide a description of how your unit is administratively organized within Lane's instructional structure.

The Center for Learning Advancement is a Division in Lane's Student and Instructional Services. ABSE is one of the Departments within the Center for Learning Advancement: ESL, Academic Learning Skills, and Tutoring are the other programs in the Division. A Co-Chair manages the ABSE Department.
ABSE has a HUB structure for faculty input and decision-making. Faculty representing different sites attends monthly meetings during the academic year. Sites represented include 30th Street Campus, DTC, Cottage Grove, Lane County Jail, Workforce Skill Center, and Outreach.

6) <u>Staff/Faculty</u>
   Please provide a list of your contracted faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.
Organizational Structure/ Staff and Faculty

Manager

Dawn DeWolf/ CoChair Center for Learning Advancement ABSE

Contracted Faculty	FTE	Education	Area of Expertise
Bernhard, Debbie	0.834	B.S. University of Oregon	ABE/GED
Clark, Dennis	0.952	M.S. University of Oregon	ABE/GED
Foust, Mary	1.000	M.A. Oregon State University	ABE/GED
Gaudia, Amy	0.501	M.S. Pacific University	ABE/GED
Hemsoth, Gail	0.833	M.A. University of Oregon	ABE/GED
Jackson, Patricia	1.000	M.Ed. Oregon State University	ABE/GED
Lamoreaux, Alise	1.000	M.S. University of Oregon	ABE/GED
McGory, Maureen	1.000	B.S. California Polytechnic State Univ.	ABE/GED
Monroe, Annie	0.800	B.S. University of Wisconsin	ABE/GED
O'Brien, James	0.926	B.S. University of Oregon	ABE/GED
Purtell, Elizabeth	0.501	M.Ed. University of Oregon	ABE/GED
Russell, Cathy	0.800	B.A. Simmons College	ABE/GED
Simon, Michael	1.000	M.A. Western Illinois University	ABE/GED
Whitenack, Alice	0.800	M.S. University of Oregon	ABE/GED
Young, J. Kevin	0.633	B.A. Rice University	ABE/GED
Open	0.800		Developmental

Part-Time Faculty	FTE	Education	Area of Expertise
Corriea, Corrie	0.333	B.S. University of Oregon	ABE/GED
Ellingson, Jene	0.333	M.S. Wright State University	ABE/GED
Gilroy, Mary	0.333	M.A. Oakland University	ABE/GED
Going, Alicia	0.444	M.A. School for International Training	NonNative Speakers
Hays, Gary	0.333	B.S. University of Oregon	ABE/GED
Irmscher, Karen	0.500	M.S. California State University	ABE/GED
Jones, Gregory	0.500	M.A. Oregon State University	ABE/GED
Kent, Leonora	0.500	M.Ed. University of Oregon	ABE/GED
Mason, Teresa	0.333	B.S. New Mexico Inst. Of Mining & Tech.	ABE/GED
Pettigrew, Lee	0.333	M.S. University of Oregon	NonNative Speakers
Rubinstein, Leslie	0.500	B.A. Sarah Lawrence College	ABE/GED

Contracted Staff	FTE	Primary Job Responsibility
Bell, Scott	1.000	Administrative Coordinator
Pruitt, Donna	1.000	Office Support Specialist-DTC
Open	1.000	Instructional Coordinating Specialist-Main Campus
Schlichtmann, Daniel	0.656	Instructional Specialist-Main Campus

Part-Time Staff		
Hufford-Berkner, Phyllis	0.190	Instructional Support Specialist-Florence
Grugel, Meg	0.480	Instructional Specialist-Cottage Grove
Jones, Greg	0.243	Instructional Specialist-DTC
McMinn, Kelly	0.095	Instructional Specialist-DTC
Nissila, Phyllis	0.243	Instructional Specialist-DTC
Ogle, John	0.288	Instructional Specialist-DTC
Reidy, Sally	0.095	Instructional Specialist-Springfield
Shull, Kathleen	0.154	Instructional Specialist-DTC
Tallman, Debbi	0.333	Office Support Specialist-Main Campus
Weed, Mary	0.238	Instructional Support Specialist-DTC
Wothe, Valerie	0.190	Instructional Specialist-Springfield
York, Patricia	0.192	Instructional Specialist-Lane County Jail

7) <u>Student Profile</u>
If available, please provide demographic data for your student population.

ETHNICITY

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Pacific Islander	White
4%	4%	2%	20%	1%	69%

<u>GENDER</u>

Male	45%
Female	55%

ENTRY SKILL LEVEL in Reading, Writing, Math, or Technology

One or more skills below 9th grade level	89%
Skills > or = 9th grade level	11%

8) **Facilities and Equipment**
Describe your campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?

ABSE Classes are located at the following location:
Main Campus
Downtown Center
Cottage Grove
Elmira Community Learning Center
Lane Community College/Florence
Eugene Workforce Network/ Main Campus and OED
River Road Elementary School
Springfield Goodwill
Lane County Jail
Alma Forest Work Camp
Lane County Department of Youth Services.

9) **Budget Profile**
Provide a profile of your General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).

03-04 General Fund Allocation $1,407,986.42

03-04 Federal/State/Local Grants and Contracts $445,238.68

Total Revenue **$1,853,225.10**

2003-04 Expenses
Regular pay, substitutes, and curriculum dev. $1,185,441.66
OPE $541,974.23

Materials and Supplies $94,595.90

Professional Development/Staff Travel $7,884.27

Maintenance & Repair $39.23

Outside Services	5850.00
Rents and Leases	$550.74
Utilities and Communication	$5517.33
Equipment	
Indirect Charges-Grants	$2823.67

Total Expenses **$1,844,677.03**

Part III. Performance 2003-2004

Chapter 2: Program Outcomes Data, 2003-2004
Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? **Using the provided spreadsheet,** *please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

1) **Enrollment Data**
    Please provide the following enrollment data for 2003-2004:
    - Unit Level: Student FTE [1]
    - Course Level: Student FTE [1]   ABSE FTE for 2003-2004 is 759.97
    - Student FTE/Faculty FTE ratios [2]

2) **Student Success Data**
    For Professional Technical programs only, please provide the following student success data for 2003-2004:
    - Degrees/Certificates Awarded

    185 Students who enrolled in GED classes at Lane Community College passed the Official GED TEST

3) **Budget**
    Please provide the following budget information:
    - General Fund: [3]
        - General Fund Allocation
        - Actual Costs of Unit Operation
        - Revenues (Course Fees, etc.)
        - Cost per Student FTE

    - Other Community Support (in-kind, donations, cooperative worksites, etc.)

03-04 General Fund Allocation	$1,407,986.42
03-04 Federal/State/Local Grants and Contracts	$445,238.68
Total Revenue	**$1,853,225.10**

2003-04 Expenses

Regular pay, substitutes, and curriculum dev.	$1,185,441.66
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Materials and Supplies	$94,595.90
Professional Development/Staff Travel	$7,884.27
Maintenance & Repair	$39.23

[1]**Enrollment Report provided by IRAP.**
[2]**Student/Faculty Ratios should be constructed from Enrollment Report and FT:PT Faculty Ratio Report.**
[3]**Budget information provided by Budget Office.**

Program Outcomes Data, 2003-2004

	Expected Outcomes for 2003-04	*Actual Outcomes For 2003-04*	*Analysis of Comparison (Link to 2004-2005 Goals)*
Enrollment Data			
Unit Level: Student FTE			
Course Level: Student FTE*			
Unit Faculty/Student FTE ratio			
Student Success Data (PT Programs Only)			
Degrees/Certificates Awarded			
General Fund Budget			
General Fund Allocation			
Costs of Unit Operation			
Revenues Generated by Your Unit			
Cost per Student FTE			

* Please attach a Course Enrollment report for summer 2003 through Spring 2004. In this table, you only need to address any anomalies in course enrollment that may have occurred in 2003-2004. If you need additional rows, just add them to the template.

Chapter 3: Program Outcomes Analysis, 2003-2004
Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

Approaches you might take include:	*Methods of assessment you might use include:*

Approaches you might take include:

1. *Needs Assessment*
2. *Satisfaction Assessment*
3. *Assessing Learning Outcomes*
4. *Environmental Assessment*
5. *Assessing Cost Effectiveness*
6. *Dropouts Assessment (program or college)*
7. *Post-Completion Follow-up Assessment*

Methods of assessment you might use include:

1. *Qualitative Assessment*
2. *Quantitative Assessment*
3. *Pre tests/post tests*
4. *Portfolio assessment*

1) <u>**How effectively did you fulfill your unit's mission?**</u>
What approach did you take to gather evidence of your performance?

- The ABSE Department used statistical data gathered for the state grant reports to determine the effectiveness of the program. The program did not gather information on some of the components of the mission statement and will improve on this during the next academic year. There is a desire to gather qualitative information about student learning in addition to quantitative information

What method of assessment did you use?

- The program used a quantitative assessment and pre test/post test analysis to determine its effectiveness.

What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?

This is something we would like to do for next year. We are in the process of developing an assessment tool to `evaluate our performance. Examples of how information we would like to gather are the following:

1. Surveying students on whether they find the classroom environment respectful
2. Conducting focus groups
3. Tracking number of students who transition to credit programs
4. Determining number of students who retain or get a job

2) <u>**How well did students meet your learning outcomes at both the Program Level and Course Level?**</u>
Are your learning outcomes current and relevant?
- Yes the learning outcomes are current and continue to be relevant.

- The learning outcomes for the program are the following:
  Skill gain in reading, writing, and math
  Passing the GED Test
  Transitioning to Post-Secondary Education
  Got Employment
  Retained Employment

What approach did you take to gather evidence of your performance in meeting these outcomes?
- Assessing Learner Outcomes

What method of assessment did you use?
- Quantitative Assessment
- Pre Test/Post Test Analysis

What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?

Strengths:
1. Hiring a new manager
2. Creation of the Center for Learning Advancement
3. Creation of a CLA Division Council
4. Collaboration with ESL and other community partners on new HOLA class
5. Collaboration with ESL on remodel and sharing space in Building 11, 30th Avenue campus
6. Committee comprised of ABSE and ALS faculty evaluated existing pathways for students who need basic math improvement
7. Establishment of open math labs to assist student in improving scores on the math placement test.
8. Updated and improved ABSE brochure
9. Survey completed on new students who enroll in classes
10. Collaboration on the development of an ACCESS/TOPS/BANNER software project
11. Faculty attended training offered by OPDS on the GED Connections and Workplace Essential Skills
12. Piloted a GED Connections Tele-Course

Challenges

1. Limited resources and staff continue to be a challenge. This began very apparently during the year when the TOPS Specialist needed an extended leave of absence. There continues to be a challenge for adequate administrative coverage at the 30th Avenue campus.

2. The program continues to re-establish relationships with local high schools to continue to be an alternative education provider for referred GED Option teens 16-17 years old. The program established agreements with 5 local high schools.

3. The hiring of two Co-Chairs for the Center for Learning Advancement is the first step in its creation. There are still many challenges including hiring a new Co-Chair to manage ESL and ALS, differences in faculty work load, curriculum alignment, transition pathways, and faculty acceptance.

3)   **How well did students meet Core Ability outcomes?**
What approach did you take to gather evidence of your performance?
The Department did not gather evidence of performance on how well students met Core Ability Outcomes. The Department plans to gather evidence to report on at the next unit planning process. Faculty will devise an assessment plan that includes intended outcomes, means of assessment, and a schedule to gather and analyze assessment data systematically over the next 5 years.

What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?

4)   <u>**How efficiently did you use the resources you were given?**</u>
What approach did you take to gather evidence of your performance?
        Assessing Cost Effectiveness
What method of assessment did you use?
        Interview and analysis of revenue and expenditures.
What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?

Human Resources – Based on student achievements described earlier in this section, the faculty preformed at a very high level. While the support staff FTE remains at less than optimal levels, the support staff provided excellent levels of service under adverse conditions. The division operations ran smoothly and faculty and student needs were met.

Fiscal Resources
The Department was able to offer classes in outreach sites within current resources.
The Department balanced revenue and expenditures for the year. The Department was able to generate $13,000.00 in ICP funds. The department is able to match funds and establish contracts with DYS and Lane County Jail to offer a full range of classes to targeted groups

4)   <u>**How well are you utilizing current technology?**</u>

What approach did you take to gather evidence of your performance?

What method of assessment did you use?
        Interview

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?
We purchased 25 computers for computer labs at 30th Street Campus, Lane County Jail, Springfield, Florence, and DTC. The department also purchased an LCD projector and Laser Printer. A lap top computer was also purchased for the new manager. The department also collaborated on the creation of TOPS/ACCESS/BANNER database development. This software program was used for the TOPS Export at the end of the year to the state.

6)   <u>**If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**</u>
What approach did you take to gather evidence of your performance?
A. satisfaction survey

What method of assessment did you use?
Qualitative

What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:

- *Date of meetings and number of attendees.*
  ABSE Meeting Dates 10/29/2003, 2/25/2004, 4/28,2004
  ABS Meeting Dates   9/29/2003, 2/25/2004, 6/3/2004
- *Attach membership list indicating community members, businesses and LCC faculty/staff.*
  See attached list

- *Describe committee involvement with curriculum changes, list any recent changes*
  The ABSE Advisory Council assisted the Department in the creation of a new brochure and marketing strategy.
  The ABS Advisory Council assisted the Department in developing an Ability to Progress draft policy

- *Other advisory committee information*

7)   **How well did you meet faculty and staff goals ?**
What approach did you take to gather evidence of your performance?
Individual Interviews

What method of assessment did you use?
Individual Interviews.

What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?
The ABSE faculty participating in the faculty evaluation process all self-reported attaining their goals.

Review your initiatives from 2003-2004. *For each initiative: How well did you meet your goals?*
7) *What benefits did your program accrue from the initiative?*

- Initiative Title: The Center for Learning Advancement Implementation Plan Accomplishments

  Fall Term 2003:
  New managers hired
  CLA Fall In-service
  　　Met new managers
  　　Shared information
  　　Discussed concept of CLA
  　　Shared resources to hold joint in-service

  Began the development of a mission statement for the CLA
  ABSE and ALS began a discussion about Math 10 and included Math Department and Student Services
  Unit Planning completed
  Held first CLA division council meeting
  ESL/ABSE Program Improvement Grant /HOLA
  Decision to move ESL to main campus and share space with ABSE

  Winter Term 2004
  Discussed pathways and Indicators of Program Quality
  Established communication ground rules
  ABSE created a brochure with CLA language included

Spring Term 2004
Discussion related to "legacy of the past" and creating a safe and respectful environment to talk about sensitive issues between departments.
Develop information for accreditation
Program Improvement Grant proposal for a collaborative process
WEB CT for communication
Change of leadership in ESL and ALS

- Initiative Title: The Development of an ABSE Rural Services Model
    Not completed. The program is piloting the use of GED Connections tele-course and evaluating distance- learning options for rural sites.

- Initiative Title: The development of a marketing plan
    A new brochure was developed. This continues to be a need for the program.

What challenges arose? How effectively were you able to utilize resources? For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for

9)   Overall, what strengths do you believe your unit demonstrated in 2003-2004?
Strengths:
    Hiring a new manager
    Creation of the Center for Learning Advancement
    Creation of a CLA Division Council
    Collaboration with ESL and other community partners on new HOLA class
    Collaboration with ESL on remodel and sharing space in Building 11, 30th street campus
    Committee comprised of ABSE and ALS faculty evaluated existing pathways for students who
        need basic math improvement
    Establishment of open math labs to assist student improve scores on the math placement test
    Updated and improved ABSE brochure
    Survey completed on new students who enroll in classes
    Collaboration on the development of an ACCESS/TOPS/BANNER software project
    Faculty attended training offered by OPDS on the GED Connections and Workplace
    Essential Skills
    Piloted a GED Connections Tele-Course
    Experienced contracted and part-time faculty members

10)   Overall, what challenges do you believe you unit faced in 2003-2004?

Limited resources and staff continue to be a challenge. This began very apparent during the year when the TOPS Specialist needed an extended leave of absence. There continues to be a challenge for adequate administrative coverage at the 30th street campus and the DTC

The program continues to re-establish relationships with local high schools to continue to be an alternative education provider for referred GED Option teens 16-17 years old. This year the department established agreements with 5 local high schools. Providing services to GED Option Teens continues to be a challenge.

There is a continuing challenge to provide classes in outreach sites due to funding and adequate locations.

The program does not charge fees for transportation and technology and currently maintains computer labs. This continues to be a challenge

Curriculum needs to be upgraded and revised to meet student needs

The program continues to need to improve marketing strategies

11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*

* *Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.*

Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005
How do you propose improving future performance? **Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

1) <u>Initiative Title</u>   <u>Division Priority: 3</u>

> <u>**To develop an ABSE departmental instructional technology plan.**</u>

2) <u>How is the initiative linked to your Program Outcomes Analysis for 2003-2004?</u>
- *What is the challenge(s) you are trying to address?*
    1. Increased enrollment through distance education options. Over the past few years ABSE classes were eliminated in Oakridge, Bethel, and at River Road Elementary School. Class hours were reduced in Junction City/Elmira, Cottage Grove evenings, and Springfield. Students who are unable to attend classes at the physical location classes are have limited access.
    2. Increased intensity of instruction for students currently enrolled. Basic computer skills are integrated into ABSE curriculum. Computers are used for: a) acquisition of computer basics, b) development of reading, writing, and math skills, and c) research on the Internet Outreach sites have limited hours of class time available. The use of software and on-line resources will increase student learning especially in outreach locations.
    3. Trained faculty. There is also a need to ensure that teachers have the training needed to use the technology available.
    4. Secure resources to maintain computer labs. ABSE students do not pay a technology fee and the department is burdened with the expense of upgrading and maintaining computer labs. There is a need to develop a plan for ABSE students to pay a technology fee so the department can receive college resources to assist with maintaining existing computer labs

- *How will this initiative address the challenge?*
   This initiative would guide the department in evaluating existing resources, identifying hardware, software, and training needs, and determining a plan for implementing a student technology fee.

3) <u>Describe the initiative</u>
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible?*
    a. A written technology plan that projects the needs for 5 years will be developed.
    b. Assessment of faculty technology skills.
    c. Technology training for faculty
    d. Computer skills curriculum review and update
    e. Schedule for faculty to share technology resources
    f. Evaluation of resources needed to maintain the computer labs
    g. Identification of hardware and software needs
    h. Inclusion of technology skills as a course objective in course outlines.
    i. *Increased* awareness of current GED on-line and tele-course offerings.
    j. Update of Department Web site.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
  The Department will use the plan to guide staff and faculty training, purchases of hardware and software, and implementation of a technology fee. The ABSE Department Division Council and Outreach Faculty Group identified this priority.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*
  Yes. The college has existing resources for faculty development. There would be additional income to the college when ABSE students begin to pay the technology fee.

- *What would be the campus location of this request/project?*
- All sites and locations.

- *How many students (per year) will benefit?*
  All student served by ABSE would benefit.

  How will students benefit? How specifically will it address Core Abilities or Learning Outcomes
  Students will be able to access needed classes beyond current offerings at minimal cost to both the student and the college.
  Increased numbers of students will gain the skills necessary to meet their goals.

  Increased numbers of students will gain the skills necessary to meet their goals.

4) Describe the resources needed

Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.
  Time for faculty to attend meetings and to develop the technology plan, and to assess and evaluate hardware and software
  Time for faculty sharing of instructional strategies utilizing technology
  Travel to look at what other community colleges in Oregon are doing
  Funds for training faculty and staff
  Funds for web site design
  Funds or release time for faculty to update course outlines and curriculum

5) List the possible funding sources

- *Can this project be partially funded?*
  The department funds
  CCWD Program Improvement Grant

- *If so, what portion could be funded at what minimum cost?*

  If the funding source is Carl Perkins:
- How does the request meet one or two of the Carl Perkins act goals?

6) Provide ORG & PROG codes

7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

- *Transforms Lives through Learning*
  The department will teach students a needed skill required for most jobs
- *Accessibility*
  The use of distance learning will ensure access for students throughout Lane County
- *Transforms the College Organization*
  The use of distance education will increase capacity

Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005
How do you propose improving future performance? **Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

1) **Initiative Title:**   **Division Priority: 2**
   Review and revise ABSE courses and curriculum to align with skills needed to place into college credit classes and to ensure course objectives integrate Lane's Core Abilities.

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**
   - *What is the challenge you are trying to address?*
     Increase the number of students enrolled in ABSE who transition into college level courses.
   - *How will this initiative address the challenge?*
     This initiative will provide a departmental review and update of existing course objectives for Adult Basic Secondary Education classes. It will provide an opportunity for contracted faculty to work as a unit to revise course objectives. The process will also provide a model for an internal review process for standardizing course objectives for other classes. Finally, the initiative will provide a process for preparing students for the non-credit Study Skills class that is in development and will be offered spring term 2005 by ABSE.

3) **Describe the initiative**
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
     A faculty driven review of current course offerings
     Standardized course objectives that will assist students with the transition into college classes.
     A process for standardizing course objectives
     A faculty driven process to share ideas and teaching strategies

   - *What is the need or intended use?*
     One of the state mandated performance measures for ABSE is to place students into post-secondary education. This initiative will ensure course objectives and curriculum align with that goal.

     The department is in need of a process to standardize other course objectives. This initiative would give us a model.

     The department will be offering a non-credit Study Skills Class to facilitate GED graduate transition to college. This initiative will help teachers understand the skills needed to prepare students to enter that class.

   - *How was that need assessed?*
     Review of data on the number of students who transitioned to Post-secondary education and the comparison of Lane's performance to other community colleges in Oregon.

     Research by Steve Reder, PSU, indicating that GED graduates need for bridges in terms of study skills and navigating college systems in order to ensure successful transition to college.

- *What is your evidence of the need?*
  Same as above

- *Given college resources, is it feasible? Is it an efficient use of college resources?*
  YES

- *What would be the campus location of this request/project?*
  All locations

- *How many students (per year) will benefit?*
  All students enrolled in ABSE who have the goal of transitioning into post secondary education

- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*
  All students who have the goal of entering post secondary education will benefit. The revised course outlines will integrate Lane's Core Abilities to ensure they are included in teaching objectives.

4) Describe the resources needed
   Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.

5)   List the possible funding sources
   - *Can this project be partially funded?*
   YES
   - *f so, what portion could be funded at what minimum cost?*
   ABSE Departmental funds

   If the funding source is Carl Perkins:
   - How does the request meet one or two of the Carl Perkins act goals?

6)   Provide ORG & PROG codes

7)   How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

Diversity
   This initiative will assist faculty build an environment of collegiality and respect.
   This initiative will bring more alternative learners and culturally diverse students
   into Lane's credit programs.

Accessibility
   This initiative will assist students with the transition into college level classes

Chapter 4: Program Initiatives, 2004-2005
How do you propose improving future performance? **Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

1) <u>**Initiative Title:**</u>   <u>**Division Priority: 1**</u>
ABSE Departmental Self-Evaluation

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
- *What is the challenge you are trying to address?*

   What is our preferred future? This initiative addresses planning needs by:

   - Using demographics to determine program design, best use of resources, and staffing needs in light of upcoming faculty retirements;
   - Developing a system for offering assistance to sites with learner outcomes below the department and/or state average
   - Getting systems in place to prepare for on-site state audits of our accountability system which provide the data for ABSE and ESL federal grants

- *How will this initiative address the challenge?*
   Through research on current and expected student demographics, analysis of site enrollment patterns and learner outcomes as well as discussion with community partners, we will create a vision of ABSE in the future. This vision will determine the student populations served at different locations, the type of curriculum development needed, and the faculty expertise needed as retirements occur. The research will identify sites that need assistance in order to meet performance measure goals. In addition, we will establish an archives policy and system that meets the requirements of forthcoming state audits and ensures continuance of grant funding.

3) <u>**Describe the initiative**</u>
What will the product, innovation, or change of this initiative be? Please be as specific as possible.
   We will evaluate what we are currently doing, research innovative programs outside of Lane, and project future student demographics resulting in:
   - A futuristic program design that will envision the location of classes, allocation of resources, and populations served throughout our service area.
   - A future oriented faculty plan including criteria for part-time versus contracted assignments that will inform faculty postings as retirements occur
   - A learner outcomes improvement plan that identifies strengths within our programs and offers peer and expert assistance to classes performing below ABSE's and/or the state average.

What is the need or intended use? How was that need assessed? What is your evidence of the need?
   Do we have the best programs in the best place to meet the needs of undereducated populations?
   Is there sufficient program intensity at various locations for students to reach their goals and/or show gains on standardized assessments? Do class offerings need to be reallocated based on current student

needs? For example, our teen program was designed for the influx of teen referrals from local high schools before the advent of school district alternative education programs. Today Hispanic English Language learners are over 15% of total ABSE enrollment, yet the department has no contracted faculty proficient in Spanish. Scope of offerings at various locations will be defined.

This initiative will be used to envision the program design needed to meet current and future student needs and where recruitment is needed in terms of content expertise. It will also be used to differentiate what contracted faculty specializations are necessary within our cadre of faculty, and which assignments warrant contracted or part-time instructors. Lastly, this initiative will pinpoint the most important areas to provide staff development, curricular, and technical assistance based on projected future student needs and/or lower than average performance.

These needs were articulated by our Department Council which includes representatives from Corrections, Workforce, Tutoring, Teen GED, English Language Learner, ABE I (formerly Adults with Special Needs) programs, as well as 30th Avenue, Downtown, and Outreach campuses. Community partners have identified demand for Spanish GED instruction and tutor training for ESL tutors in outreach communities. Shifts in student enrollment show Teen program enrollment is down while referrals from the Women's Center, Counseling, and ALS classes are up. GED distance learning offerings are available but underutilized. Except for the most proficient students, this model (distance learning) lacks the intensity of instruction required for goal attainment. Due to prerequisites, the distance learning completion rate is 41% compared to program wide completion rate of 42%. Seven people earned the GED via distance learning last year or 4% of the total.

Contracted openings are beginning to occur as the bulk of ABSE faculty are in their fifties. A contracted position is open in our ABSE I (formerly Adults with Special Needs) program.

Workforce Investment Act (WIA) Reauthorization will require states to conduct on-site audits of data reported to the state and federal governments. Lane is subject to new state and federal guidelines regarding archiving and data quality assurances related to continued eligibility for federal grants. This initiative is designed to help Lane meet the new standards.

Given college resources, is it feasible? Is it an efficient use of college resources?
Yes. Yes.

What would be the campus location of this request/project?
These projects are systemic in nature so all ABSE locations would be affected.

How many students (per year) will benefit? How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?
2000 students per year will benefit. Strategic, current planning of program offerings benefits all students. Putting program resources where most needed results in both increased learner outcomes and increased numbers of students served. Sharing resources and proven methods strengthens the whole. Focusing on improved performance will result in increased numbers of students earning a GED and demonstrating educational level gains in reading, writing, math, and/or technology.

4) Describe the resources needed
Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.

Money and time for staff to attend meetings and assist sites.

5) **List the possible funding sources**
   - *Can this project be partially funded?*
   - *If so, what portion could be funded at what minimum cost?*

   This project can be funded by departmental sources.

6) **Provide ORG & PROG codes**

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

   Transform Lives Through Learning
   Identifies who, what, where, when, and how to do what is best for the future.
   Quality
   Identifies quality teaching and programs using learner outcomes as the criteria
   Offers assistance where learner outcomes are limited
   Learning: foster a culture of achievement in a caring community
   Sharing of performance data completes the feedback loop to the instructor
   Making learner performance matter and honors the learner
   Peer-to-peer assistance teams respect faculty knowledge and students' right to an education.
   Diversity
   Faculty that reflect the diversity within the student body creates a welcoming environment and an inclusive learning environment
   Innovation
   Researching program design of innovative programs serving similar populations fosters innovation at Lane. Projecting demographic changes facilitates identification of challenges and allows us to serve future students better. Our purpose is to address change at a systems level.
   Integrity
   The impetus is to serve student populations better
   Accessibility
   Planning in order to make our programs accessible to the various student populations of the future allows strategic allocation of resources as opportunities for change or growth arise. Linguistic and cultural barriers to learning will be minimized by identification of future contracted faculty needs.

Chapter 5: Expected Unit/Program Outcomes for 2004-2005
What program outcomes do you expect to achieve in 2004-2005?

1) <u>**What program level outcomes do you expect to achieve?**</u>
   What goals do you wish to set for 2004-2005?
   1. Increase services to rural areas
   2. Implement a fee structure for ABSE students
   3. Evaluate the program and develop a plan for instruction and operations that aligns with current needs of populations in the community
   4. Develop a marketing plan
   5. Finish the remodel
   6. Hire 2 contracted faculty members
   7. Meet state mandated performance measures

   How will your program grow, change or adapt?
   Improved services
   Increased Enrollment
   Improved curriculum
   Plan for replacing retiring faculty

   How will you address the need to meet program accreditation standards or national standards if applicable?

2) <u>**How will your program enhance your students' abilities to meet Core Abilities outcomes?**</u>
   What changes, if any, do you expect to implement in 2004-2005?
   The Department will revise exiting curriculum integrating Core Abilities Outcomes.

3) <u>**What course level outcomes do you expect to achieve?**</u>
   What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

4) <u>**What plans do you have for enhancing your use of current technologies?**</u>
   The Department will explore implementing a technology fee for students enrolled in classes.
   The remodel of the computer lab on 30th Avenue Campus will expand and improve access.
   The program will continue to train staff and faculty on EXPORTISE. The program has the capability of producing useful report.

5) <u>**What plans do you have for working more effectively with your Advisory Committee?**</u>
   The Department will complete a survey for Advisory Committee member s to complete that will evaluate how effective the committee is working.

6) <u>**How will you set faculty and staff goals?**</u>
   How will you ensure the participation of faculty and staff in all phases of Unit Planning?
   Unit Planning will be on the agenda for Department meetings on a regular basis

7) <u>**Enrollment Data**</u>
   Please provide your projected goals for 2004-2005:

- Program Level: Student FTE
- Course Level: Student FTE
- Student FTE/Faculty FTE ratios
- Capacity Analysis

8) Student Success Data
Please provide your projected goals for 2004-2005:
- Student Completion ratios
- Degrees, Certificates Awarded

Performance Measures	Negotiated Performance
ABE Beginning Literacy	30%
ABE Beginning Basic	36%
ABSE Intermediate Low	40%
ABSE Intermediate High	45%
ASE Low	46%
ASE High	NA

9) Facilities and Equipment
What facilities or equipment goals do you wish to set for 2004-2005?
1. Remodel of the computer lab in Building 11 Room 254/255
2. Establishment of a permanent site for Springfield classes

10) Budget
Please provide projected goals for 2004-2005:
- General Fund:
    - General Fund Allocation
    - Actual Costs of Unit Operation
    - Revenues (Course Fees, etc.)
    - Cost per Student FTE

2004-2005 Revenue and Expense Budget Projection Summary

04-05 General Fund Allocation	$1,489,878.01	
04-05 Federal/State/Local Grants and Contracts	$530,415.00	
Total Revenue	**$2,020,293.01**	

Salary and Wages
Regular pay, substitutes, and curr dev. $1,279,118.00
OPE $632,176.01

Materials and Supplies $63,521.00

Professional Development/Staff Travel $8,251.00

Maintenance & Repair	$500.00
Outside Services	$3,500.00
Rents and Leases	$2,000.00
Utilities and Communication	$4,500.00
Equipment	$6,442.00
Indirect Charges-Grants	$20,285.00
Total Projected Expenses	**$2,020,293.01**

_____ _____

Advisory Committee Chair   Date

_____ _____

Division Chair   Date

Adult Basic Skills Program- Advisory Council

Shelly Reed, Lane County DD Services
Dawn DeWolf, ABSE Division Chair
Diane DeVillers, Coordinator, OSLP
Diane O'Shea, Community Classroom, Lane ESD
Liz Fox, Director, Alternative Work Concepts
Karen Partridge, Springfield Special Education Coordinator
Rick Venturi, Director Specialized Employment Services, LCC
Cory Stout, Eugene 4J Program
Tim Moran, Springfield Youth Transition Program
Pam Ring, Director ARC
Molly Elliott, Director, Eugene Specialized Recreation
Rick Gillian, Pearl Buck Center
Sandy Wallace, Full access Brockerage
Judy Blanke, Safeway
Scott Whetham, Program Coordinator Goodwill Industries
Jared Morgan, ABS Students

ABSE Advisory Council

Jeri Dickinson, Oregon Youth Transition Program
Jim Martin, Goodwill Industries
Paula Medaglia. Lane Workforce Partnership
Albertine Mitchell, Head Start
Arthur Pope, Northwest Youth Corps
Chris Seifert, LCC- ESL:
Sandra Sanders, HACSA
Dan Hodges, LCC Retired
Jene Ellingson, Faculty LCC
Cathy Russell- Faculty LCC
Dawn DeWolf, ABSE Division Chair

INDIVIDUAL SITE PROFILE

Center Identification: Main Campus ASD/GED/Core College

Location: LCC Main Campus, Bldg. 11
                           4000 E. 30th Ave, Eugene, Oregon
                           Room 208A, 208B, 255, 257 + offices

Hours of Operation: 8:30 a.m.-2:30 p.m. M/W
                           8:30 – 4 p.m. U/H

Instructional Staff: Patti Jackson - ASD/GED
                           Maureen McGory - ASD/GED
                           Leslie Rubinstein – Core College/GED
                           Dan Schlictmann – Instructional Specialist
                           Jim O'Brien – Teen GED

Instructional Offerings:

Basic Skills	x	College Preparation	x
GED	x	Workforce Readiness	x
Teen GED	x	Career & Life Planning	x
GED Online		Technology	x

Please describe the space in which your class meets, your office, and the reception area, etc.

One large classroom divisible into 2, plus 1 regular size classroom and a small room.
Orientation/testing in large classroom involves shuffling class normally meeting in that room to
 another room
Separate, shared computer lab
Shared workroom and breakroom with hard floors.
3 whiteboards
New (matching) chairs and tables in both 208A and 257.
Two full spectrum lightbulbs in 211
Mostly individual offices
Lunchroom available for building staff

Equipment Strengths:
Computer Lab – 10 of 20 computers are new this year
Textbooks and GED videos

Facility Strengths:
Classroom space is adequate with good tables and chairs.
Parking
Accessibility to college services (Workforce, Counseling, Testing)
Lunchroom

Equipment Challenges:

Computers – keeping them up to date
Limited software

Facility Challenges:

Building temperature issues. We can't control heating. Request for warmer room resulted in 75+ degree temps in classroom.
Old, dirty carpet
Handicapped access is not convenient (far away)
Light switch is difficult to access – Switch to 208A is in 208B
Lighting in 208B is not good
Inadequate storage to ensure security of student records

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	# Students in TOPS	% Qualified	% <12 hours	% No Pre- or Post - Test
2003-2004 Main Campus					
67%	67%	249	67%	21%	1%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

__Center Identification: Forest Work Camp__
Location: Alma, Oregon

Hours of Operation: 7:00 – 9:00 Tuesday and Thursday

Instructional Staff: Instructor: Greg Jones

Instructional Offerings:

Basic Skills	___x___	College Preparation	_____
GED	___x___	Workforce Readiness	___x___
Teen GED	_____	Career & Life Planning	_____
GED Online	_____	Technology	_____
Bilingual	___x___	Other:	

Please describe the space in which your class meets, your office, and the reception area, etc.

Located at the Forest Work Camp in Alma
New building has two classrooms on opposite ends.
ABSE program has one classroom equipped for instruction.
No office and no phone in proximity to instructor

Equipment Strengths:

Facility Strengths:
Plenty of room for class and materials.
Quiet and large enough to test and have class discussion/lecture at the same time.
Benefit to Society: Attaining the GED while incarcerated reduces recidivism
Leveraged resources: Officers help. Access to computers in the other end of the building when needed.
The County provides a) transportation and facilitation of GED final testing, b) testing fee, c) copying, and d) rent-free space

Equipment Challenges:

Facility Challenges:
Relatively short window of instructional time due to short incarceration period
Many other options compete for inmate time at night like alcohol and drug support groups
Transfer of inmates at any moment for treatment, behavioral problems, or some other administrative need.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Forest Work Camp					
67%	100%	21	43%	52%	5%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

<u>**Center Identification: L.C.C. at Florence**</u>

Location: 3149 Oak Street, Florence, Oregon

Hours of Operation: 9:00 a.m.-12:00 noon Tuesday and Thursday
                5:00 – 8:00 Tuesday
                        7:00 – 9:00 Thursday (ESL)

Instructional Staff: Instructors: Liz Purtell
                Instructional Specialists: Phyllis Berkner-Hufford

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Instructional Offerings:

Basic Skills	__x__	College Preparation	__x__
GED	__x__	Workforce Readiness	__x__
Teen GED	_____	Career & Life Planning	_____
GED Online	__x__	Technology	__x__
Bilingual	_____	Other:	<u>ESL</u>

Please describe your campus space, i.e., the space in which your class meets, your office, reception area, etc.

Medium size classroom with windows and door to outside, old fashioned chalkboard, 6 computers, round tables.
Walk through classroom to get to office which serves as the reception area for new students.
Office has room for 2 desks and two computers and bookshelves.

Equipment strengths
Live Interactive class reception capability at CLC

Facility strengths: Natural light and high ceilings give it a spaciousness.
                We do have a separate space from other programs in building.
                CLC receptionist greets potential students and directs them to us.
                Tutoring space available elsewhere in CLC

Equipment challenges:
Basic skills software to help meet the needs of this multilevel class in reading, writing, math, and technology.
Software is also needed to increase the intensity of instruction because 2 classes only meet one night a week while the other 2 classes just meet two mornings a week.

Once a week is not enough for students needing basic skill development to progress quickly, given occasional absences due to illness or other adult responsibilities and twice a week is not enough for students at below the 9th grade level in several subjects to make the skill level gains needed

Facility challenges:
No private space to meet with students. The office is not private as people can see in and can hear the conversation.
Challenge that new students have to walk through the classroom to get to the office
Times when classroom isn't large enough
Heating system is loud and is set in Eugene. Can be too cold or too hot.
The CLC is Very crowded at night so there are no rooms for tutoring.
No quiet testing area. Testing has to happen right in the classroom. If someone is really having a hard time, we'll let them use the office.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Florence					
76%	93%	50	74%	0	22%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

<u>Center Identification:</u>   <u>Reading & Writing for English Language Learners</u>

Location: Downtown Center
                         1059 Willamette St., Eugene, Oregon
                         Room 006, 028, 016

Office in ESL area

Hours of Operation: 8:30 a.m. –10:30 a.m. M/U/W/H
                         6:00 p.m. – 8:00 p.m. MW

             Instructional Staff: Instructors: Alicia Going
                                        Lee Pettigrew

Instructional Offerings:

Basic Skills   __x__   College Preparation   _____
GED   _____   Workforce Readiness   _____
Teen GED   _____   Career & Life Planning _____
GED Online   _____   Technology   __x__
Bilingual   __x__   Other:

Please describe the space in which your class meets, your office, and the reception area, etc.

Day class: basement rooms 028 and 006
Night class: ESL computer lab. TV VCR and 25 – 30 computers

Equipment strengths:
Night: Up-to-date computer lab helps students become technologically literate.
Able to teach internet research and writing on computer

Facility strengths:
Day class instructor is very happy with computer lab in Rm 016

Equipment challenges:
CD Player needed for listening skills
Night: Classroom 028 doesn't have overhead screen which instructor needs
Night: Prefer Rm 016 because then could use the computers in there for writing
        (ESL uses Rm 016 at night so not available to ABSE students)

Facility challenges:
Night: Size of classroom – never quite enough space

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 English Language Learners					
73%	51%	98	71%	15%	12%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: Community Corrections
Location: 101 West 5th St., Eugene, Oregon

Hours of Operation: 4:30 – 7:00 p.m. p.m. Mon/Wed

Instructional Staff: Instructor: Greg Jones
_____

Instructional Offerings:

Basic Skills	__x__	College Preparation	_____
GED	__x__	Workforce Readiness	__x__
Teen GED	_____	Career & Life Planning	_____
GED Online	_____	Technology	_____
Bilingual	__x__	Other:	

Please describe the space in which your class meets, your office, and the reception area, etc.

Community Corrections Center is where inmates released for work during the day spend the night. Classroom is 10X12 feet, and all school requirements are taken care of in this room.
There are two computers

Equipment strengths:

Facility strengths:
Leveraged Resources: a) Rent free space provided, b) On-site GED testing paid for by county increases # students attaining the GED and reduces recidivism.
Testing frequency and accessibility.

Equipment challenges:

Two computers are needed to replace the two that are no longer working
Improved basic skills development software

Facility challenges:

The small one room classroom is a challenge as materials and student seating space is very limited. Men and women meet in this room for class, but this is the only time they are allowed near each other-- which creates interesting chaperone difficulties in addition to instructional duties.
The inmates are required to work, often any job they can get in order to avoid being sent back to the jail, so the work hours frequently conflict with class. Treatment for drugs, alcohol, and behavioral problems also create difficulties for students coming to classes. At CCC, keeping the inmates busy is a priority for staff and prisoners. Instruction, particularly long term, is tough.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Community Corrections					
68%	100%	33%	67%	33%	0
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Workforce Network Skills Center**

Location: 8:30 – 4:30 p.m. Monday-Friday

Instructional Staff: Dennis Clark, Instructor
Alice Whitenack, Instructor

Instructional Offerings:

Basic Skills	X	College Preparation	X
GED	X	Workforce Readiness	X
Teen GED		Career & Life Planning	X
GED Online		Technology	X

Please describe the space in which your class meets, your office/workstation, and the reception area, etc.

Located in Employment Division
Embedded with partner agencies including the Employment Department, Vocational Rehabilitation, Veteran's Services, Jobs Plus, and the Workforce Network.

Consists of: one large room separated by dividers into a 10 station computer lab and a small classroom.

Equipment Strengths:
Leveraged Resources: The Workforce Network provides all the instructional computers and services them

Facility Strengths:
Leveraged resources: No rent or building upkeep expenses, and partners provide some copying and paid lab aides

Easy for partners to know our services and refer students for skill building or technology
One-Stop coordination provides multiple entry points for people who are unemployed and looking for services to be referred into our program.

Highly motivated students due to nature of being out of work and needing skills for employment

Equipment challenges:
Update instructor's computer to XP Operating System which is what we are teaching

Overhead projector for computers and a laptop, similar to that available at the 30th Avenue Workforce Network Skills Center, would be very helpful for our program for demonstration of specific activities to the whole class.

Facility challenges:

No quiet testing areas

Overlapping class times cause scheduling of classes in conference rooms
Employers have precedence for rooms – classes can be bumped

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Work Force					
13%	N/Available	286	56%	31%	13%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Volunteer Tutor Program**

Location: Downtown Center, Main Campus, Cottage Grove,
Howard Family Resource Center, United Lutheran Church, Centro
Latino Americano, Lane County Jail, Sponsors

Hours of Operation: 9:00am – 9:00pm M/U/W/H/F/Sat

Instructional Staff: Amy Gaudia

Instructional Offerings:

Basic Skills	__x__	College Preparation	__x__
GED	__x__	Workforce Readiness	____
Teen GED	_____	Career & Life Planning	__x__
GED Online	_____	Technology	_____
English Language	__x__		

Please describe the space in which your class meets, your office, and the reception area, etc. What room do you hold tutor trainings in?

Room 141 - shared office with another instructor (like all ABSE faculty offices)

Room 202 - location of TELT Tutor Training workshop has comfortable chairs, long tables and can accommodate about 20 people.

1:1 tutoring occurs in office or vacant classrooms

Equipment strengths:
Program doesn't require special equipment

Facility strengths:
Rm 202 – comfortable chairs and long tables
Accessibility of Downtown Center
Classrooms work well for tutoring because they have all the necessary furniture and supplies

Equipment challenges:
Air quality challenges in classrooms and offices:
Most people can tolerate air quality for a one-hour tutoring session once or twice a week. But for those of us who spend 20 - 40 hours in the building, it can sometimes be a problem.

Facility challenges:
Tutoring space since classrooms are not always available

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Tutoring					
81%	54%	92	76%	22%	2%
2003-2004 All Sites					
58%	64%	2,594	67%	25%	5%

Lane Community College
Unit Planning 2004-05: ABSE

INDIVIDUAL SITE PROFILE

Center Identification: **Springfield ASD/GED**
Location: Springfield Lutheran Church
1542 "I" St., Springfield, Oregon

Hours of Operation: 9:00 a.m. - 12:30 p.m. M/U/W/H/F
5:30 p.m. - 8:30 p.m. M/W

Instructional Staff: Cathy Russell, instructor - days
Val Wothe, instructional specialist - days
Gary Hays, instructor - evenings
Sally Reidy, instructional specialist – evenings

Instructional Offerings:

Basic Skills ___x___ College Preparation ___x___
GED ___x___ Workforce Readiness ___x___
Teen GED ___x___ Career & Life Planning ___x___
GED Online _____ Technology ___x___
Bilingual _____ Other:

Please describe the space in which your class meets, your office/workstation, and the reception area, etc.

Located in Springfield Lutheran church:
5 station computer room with instructor office space = 211 sq ft
294 sq ft classroom
Adjacent gym (not used for class)
Newly remodeled kitchen adjacent to the classroom used occasionally for science experiments and cooking.
No reception area - students enter through the back door into an area that is currently being remodeled, then must walk through the kitchen into the classroom.
Day program uses another room in church for testing

Equipment strengths:
New computers
Kitchen access

Facility strengths:
Centrally located one block from Mohawk Blvd.
On-site Parking lot
Easy bus access

Support of church council and staff who want our program in the building
Newly remodeled, accessible bathrooms
New kitchen

Equipment challenges:
Software needed to help cover the scope of this one-room multi-level class and to increase intensity of instruction
Can't make overhead transparencies on the Church's copy machine.
Furniture doesn't match (from surplus property)
Round table legs in way of chairs limits seating

Facility challenges:
Evening class has a lack of extra space for testing in a separate, quiet area
Classroom size is somewhat small for large group.
Gym would need improvements, such as a whiteboard and a door, in order to be used as a classroom.

Room is sometimes cold, especially in the morning and takes a while to warm up.
Blinds or window shades are needed on windows because morning sun is in student's eyes and also creates a glare on the computer screens making it difficult to read them.
Lack of signage indicating entrance to building and then to classroom.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Springfield					
56%	75%	104	69%	29%	0
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Elmira**
Location: Elmira High School Community Learning Center

Hours of Operation: 5:30 –8:30.   Tues/Thurs
Tutoring by appointment
                    Instructional Staff: Instructor: Corrie Corriea

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Instructional Offerings:

Basic Skills	___x___	College Preparation	___x__
GED	___x___	Workforce Readiness	___x__
Teen GED	_____	Career & Life Planning	_____
GED Online	_____	Technology	___x__
Bilingual	_____	Other:	___x__

Please describe the space in which your class meets, your office, and the reception area, etc.

CLC location
A beautiful spacious computer lab and classroom.
Large shared reception and office area with some supply storage
No individual office space.
Small conference room can also be used for smaller groups and for a cozier atmosphere.

Equipment Strengths:
Computer lab
Live interactive capability

Facility Strengths:
CLC site coordinator includes our program in advertising, takes phone inquires, offers computer assistance, and is generally helpful and cheerful to our students and faculty.
Student ease of access to college placement testing
Small CLC environment does not overwhelm students and provides non-threatening view of college credit classes which appear within reach of our students.

What are the facility and equipment challenges?

Lack of storage space and individual faculty office area
Insufficient software given the scope of ASD/GED offering served by this single class

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Elmira					
41%	86%	26%	65%	35%	0
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Lane County Adult Corrections**

Location: 101 West 5th St., Eugene, Oregon

Hours of Operation: 9:00-10:30 a.m., 11:30 a.m.- 1:00 p.m.,
1:00 – 2:00, 2:00 – 4:00 Monday-Thursday

Instructional Staff: Instructors: Mary Foust, Annie Monroe

Instructional Offerings:

Basic Skills	x	College Preparation	x
GED	x	Workforce Readiness	x
Teen GED		Career & Life Planning	
GED Online		Technology Skills	x
English Language	x	Other:	
Learner			

Please describe the space in which your class meets, your office, and the reception area, etc.

Located in a 32 male dorm with an office and 2 classrooms containing 8 computers, bookshelves, file cabinets, TV with VCR & DVD.   Students sit at tables. Quiet environment.
Separate women's classroom apart from the dorm
5 interview rooms are used for on-site GED testing

Equipment Strengths:
Leveraged Resource: County provides staff computers and technology support for them

Facility Strengths
Leveraged Resources:
       A. Jail pays the GED testing fee ($75) for inmates, thus increasing learner outcomes.
       B. Jail pays for all ABSE instructors
       C. On-site GED testing by jail staff member
       D. Other services and support services like art therapy or poetry are also available to the inmates.
       F. Copy, phone, janitorial all provided

Visibility to inmates. Program is where the inmate is living. It's considered a perk for the student to be allowed to attend. The opportunity to get an education while incarcerated results in positive inmate behavior while in jail.

Quiet, private areas for GED testing as well as program pre- and post- testing are available.

Equipment Challenges:
Support for student computers is through Lane which doesn't have technology support for ABSE students

Software to increase intensity of instruction for students outside class – computers available in dorm

Facility Challenges:
Entry and exit for staff to go to and from work is time consuming.
Staff must wait for a guard to let them in.
No control over how long student stays in program because of a trial dates, release from jail, etc.
Office space is cramped.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Jail					
73%	95%	156	68%	28%	3%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Downtown Center, Nights**
Location: Rm 150, 154, and computer room,
                                1059 Willamette St., Eugene

Hours of Operation: 4:45-8:30 Mon/Tues/Wed/Thur

Instructional Staff: Instructors: Michael Simon
                                Instructional Specialists: Kent Tillinghast
                                Inst. Support Specialists: Mary Weed

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Instructional Offerings:

Basic Skills	x	College Preparation	x
GED	x	Workforce Readiness	
Teen GED		Career & Life Planning	
GED Online		Technology	x
Bilingual	x	Other:	

Please describe the space in which your class meets, your office, and the reception area, etc.

Room 150 – main, large classroom with outside windows
Room 154 – small classroom off 150 used for new student orientation and quiet testing; also serves as book storage area
Instructor office – across hall

Equipment strengths:
Computer Hardware is up-to-date
Large computer lab

Facility strengths:
Ground floor location
Proximity of faculty office to classroom
Easy bus access

Equipment challenges:
Old software doesn't work well with newer computers without disk drives
Lack of software for scope of curriculum and student needs

Facility challenges:
Testing can be interrupted as instructor enter room to get books

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post – Test
2003-2004 DCT – Nights					
65%	49%	95	57%	40%	2%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **ASD/GED AM Course Offerings**

Location: Downtown Center,
1059 Willamette St., Eugene, Oregon
Rooms 150, 154, 156 + computer lab

Hours of Operation: 9:00 a.m. – 12:00 p.m. MUWHF

Instructional Staff: Alise Lamoreaux, GED Instructor
Greg Jones, Instructional Specialist

Instructional Offerings:

Basic Skills	X	College Preparation	X
GED	X	Workforce Readiness	X
Teen GED		Career & Life Planning	
GED Online	X	Technology	X

Please describe the space in which your class meets, your office, and the reception area, etc.

3 rooms: Large and small classrooms plus office reception area.
Additional 17-station computer lab
Designed to suit our needs when building was remodeled
Unchanged in 10 years

Equipment strengths:
Good commitment to keeping computer lab updated.
Computers are all updated
Technology – huge computer lab

Facility strengths:
Generally a good floorplan for today's class sizes
Layout and design decreases the need for staffing
Outside window
Access: across from bus transit center and lots students live in the neighborhood
Convenient location for students and Disability Services which easily works with students at the Downtown Center.

Equipment challenges:
Eventually need a new printer.
Software is old – older versions don't run with newer technology; e.g hardware doesn't accept computer disks

Facility Challenges:

Aesthetically challenged. Pipes cover back wall. Paint peeling off back wall.
Cramped classroom: could not accommodate 3 wheelchairs; currently have 2
Cost of parking for students – even with reduced rates 3 hrs/day 5 days/week is prohibitive
Door opening onto 11th Street is difficult to open. Student in wheelchair could not open to exit building.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 DTC Days					
55%	71%	202	76%	22%	<1%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification:　　**L.C.C. at Cottage Grove**
Location:　　1275 South River Rd.,
　　Cottage Grove, Oregon

Hours of Operation:　　9:00 – 12:00. M/U/H + 10:30 – 12:00 F
　　5:30-8:30 p.m. U/H

Instructional Staff:　　Instructors: Gail Hemsoth, Mary Gilroy
　　Instructional Specialist: Meg Grugel

Instructional Offerings:

Basic Skills	__x__	College Preparation	__x__
GED	__x__	Workforce Readiness	__x__
Teen GED	_____	Career & Life Planning	__x__
GED Online	_____	Technology	__x__
Bilingual	_____	Other:	

Please describe the space in which your class meets, your office, and the reception area, etc.

Located within new, beautiful CLC.
Day: 3 room suite consisting of 2 classrooms, small 7-station computer lab, one two-person office
Tutor space during day occurs in unutilized CLC rooms;
Night: 2 rooms – the smaller classroom above plus the computer lab;

What are the facility and equipment strengths?

Equipment strengths:
VCR units in both classrooms plus video room
LCD projector in one classroom and available on cart to other classroom
Live Interactive class reception capability at CLC

Facility strengths:
Easy student access to advisors and college placement testing
Day :quiet, separate spaces for testing in our area
Sink/refrigerator in other classrooms in building for science experiments
Computer lab
Daytime tutoring space
Safety – other staff present in building while facility is open
Well-lit parking lot

Smallness of facility does not overwhelm students and provides non-threatening view of college credit classes which makes them appear within reach of our students.

Equipment Challenges:
Lack of software to fill in the instructional gaps given the scope of our offerings from below 9th grade reading, writing, and math through successful GED performance.

Facility Challenges:
Night: Not enough rooms available for lack of tutoring and a quiet testing area

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Cottage Grove					
74%	83%	98	73%	24%	0
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Adult Basic Skill Development (Adults w/Special Needs)**

Location: Downtown Center,
1059 Willamette St., Eugene, Oregon
Classrooms: 136, 028, 020, 021

Hours of Operation:

Instructional Staff: Jene Ellingson, ASN Instructor
Karen Irmscher, ASN Instructor
John Ogle, Instructional Specialist
Kathleen Shull, Instructional Assistant

Instructional Offerings:

Basic Skills	X____	College Preparation	____
GED	____	Workforce Readiness	X____
Teen GED	____	Career & Life Planning	____
GED Online	____	Technology	X____

Please describe the space in which your class meets, your office, and the reception area, etc.

1 classroom on 1st floor – Rm 136
2 classroom in the basement – 028, 021,
ABSE Computer Lab
1 faculty office 1st floor
Large multi-faculty/aide office in basement – 020

What are the facility and equipment strengths?
Large computer lab with up-to-date computers
Proximity to bus station
Free staff parking
Reduced cost parking for students
Easy access to office support staff through DTC Student's First and the DTC ABSE office

Equipment strengths:
Reading skill computer software needed
Need smaller, up-to-date overheads
Current overheads are on wagons – too large for small classrooms

Facility strengths:
Inadequate classrooms: too small, poor lighting
Small # of first floor classrooms limits wheelchair accessibility for developmentally disabled students
Classrooms filled with hand-me-down tables and chairs
Dirty carpet and walls in office

Basement is a maze – takes a week for students to catch on
Poorly ventilated basement rooms
Hard to open/defective exit door on 1st floor
   An individual in a wheelchair cannot open that door to exit the building.
Awkward wheelchair accommodations in classrooms, hallways, and offices
No breakroom for staff with a microwave, refrigerator, etc.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	# Students in TOPS	% Qualified	% <12 hours	% No Pre- or Post - Test
2003-2004 Adult Skills Development I (Special Needs)					
89%	27%	142	84.5%	10%	5.5%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Lane County Youth Corrections**
Location: **Martin Luther King Education Center**
                                    John Serbu Detention Center
                                    2700 Martin Luther King Blvd., Eugene, Oregon

Hours of Operation: 9:00 – 12:00 noon Mon/Tues/Thur/Fri
                                    10:30 – 12:00 Weds

                        Instructional Staff: Instructor: Kevin Young

Instructional Offerings:

Basic Skills	X____	College Preparation	X____
GED	X____	Workforce Readiness	X____
Teen GED	X____	Career & Life Planning	X____
GED Online	____	Technology	X____

Please describe the space in which your class meets, your office, and the reception area, etc.

Standard classroom with 8 computers and multimedia.
Adjacent office and a large break-room, recreation area.
Designed as a detention center. Utilizing it as a classroom has required some creativity. Cell doors have been covered with felt to psychologically disguise the aspect of incarceration. It really helps. Couches de-institutionalize it. Metal detect at door. It looks like a school classroom.

Equipment Strengths:

Leveraged Resources: County provides: a) computers and LCD projector; b) computer upgrades; c) faculty to teach additional hours beyond LCC contract (increases learner outcomes)
Nice quality computers, overhead projectors, and whiteboards
Multimedia connections in classrooms.

Facility Strengths:
New modern building. Ample storage space. Nice lighting. Air conditioning
Proximity to parole officers allows for follow-through with the youth. Provides a net of accountability for the student offenders.

Equipment Challenges:

Facility Challenges:

Building designed for a different purpose – detention center rather than school. The door outside breakroom is a secure hallway. Kids and paperclips can never go through the door. Security concerns due to shared hallway with detention center can be distracting to our education purpose. Program is considering moving to armory next year which would overcome this problem.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 Martin Luther King Education Center					
77%	59%	30	73%	10%	0
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%

INDIVIDUAL SITE PROFILE

Center Identification: **Foundation Skills & G.E.D.**
                              Afternoon Program
                              LCC Downtown Center
                              Eugene, Oregon

Hours of Operation: 12:30-4:30 p.m. Mon/Tues/Wed/Thur

Instructional Staff: Instructors: Deborah Bernhard
                              Instructional Specialists: Phyllis Nissila

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Instructional Offerings:

Basic Skills	__x__	College Preparation	__x__
GED	__x__	Workforce Readiness	_____
Teen GED	_____	Career & Life Planning	_____
GED Online	_____	Technology	__x__
Bilingual	_____	Other:	

Please describe the space in which your class meets, your office, and the reception area, etc.
Room 150 = Classroom
Room 154 = testing or "breakout" room for small group or individual, quiet work
Room 156 = office for fulltime instructional support specialist = reception center

Equipment Strengths:
ABSE Computer lab

Facility Strengths:
Nice, big window, round tables, and whiteboards

Equipment Challenges:
Inadequate technology (computers)
Printer breaks down continually
Programs freeze during Internet use

Facility Challenges:
Too noisy
Hard to accommodate wheelchairs and personal assistants
Interruptions from non-students needing help/inquiries about program.

ABSE Federal report statistics

% Students Post-tested	% Post-tested Completing a Level	Enrollment	% Qualified for Federal Report	% <12 hours	% No Pre- or Post - Test
2003-2004 DTC Afternoon					
76%	81%	25%	84%	8%	8%
2003-2004 All Sites					
59%	67%	1,640	67%	25%	5%