

Part I. Alignment with College

Chapter 0: Unit Alignment

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

1) Core Values

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.

Past descriptions of alignment remain accurate; the following commentary continues to be true.

Learning

- Lane's Contract Training focuses on "hands-on" learning for adult learners
- Learners take an active role
- Class content uses learners' past experiences as springboard for new learning
- Learners have the opportunity to teach each other
- The trainings offer practical skills and academic skills
- Contract Training offers customized and personalized learning – on an individual and organizational basis
- Offerings are developed using instructor-led instruction, group activities, and peer-to-peer learning models
- Customized learning – participants are asked what their needs are
- Staff finds community resources to support training and learning
- The department offers learning progression – startup to advanced topics and programs

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- We work as a team to build a learning environment for our community organizations.

Diversity

- The local Chamber of Commerce and economic development departments refer organizations with veterans and ONABEN clients to the department.
- Trainings can take place at an organization's site, at farms, or other place of business, including those owned by and employing diverse folk
- The department provides an open and welcome environment
- The department employs minorities and people of color.
- Our location at the Downtown Center encourages non-traditional students to come in for training classes, workshops, and seminars.
- Facilities support the needs of the student.
- Contract Training provides community outreach.
- Inclusive – all students are treated the same
- The department specializes in Diversity Training for Organizations.

Innovation

- Contract Trainings respond to changes in demographics, market trends, economic conditions, etc.
- Contract Training acts as a test market for new educational products.
- Contract Training receives and responds to feedback from advisory committees, local business, and government organizations, as well as gathering feedback from: classes, surveys, focus groups, and industry experts
- Updates curriculum constantly to meet the current need of our trainees
- Uses best practices -- from peers through organizations conventions, etc.

Collaboration and Partnership

- Contract Training partners within the college, CEWD, Business Development Center, and credit departments to provide quality services to the business community, as well as collaborating with other LCC departments (such as ESL, WDD, LCC at Cottage Grove, Family and Health Careers, Flight Technologies, etc).
- Contract Training participates in partnerships around the state such as: the Business Industry Training System (BITS), Secondary Wood Products Training System (SWPTS), Department of Employment Services, Oregon Economic and Community Development Department, Oregon Community College and Workforce Development, ONABEN, etc. and the Small Business Administration.
- Partnerships with local chambers of commerce, Lane County economic development, Lane Workforce Partnership, SCORE, Lane Metro Partnership, accounting and financial institutions
- Community professionals are guest speakers for classes and programs
- Local Businesses provide co-sponsorship opportunities for conferences, classes, and programs.
- Our internal decision-making process is collaborative – we operate as a collective team.

Integrity

- All Contract Training staff are required to maintain client confidentiality at all times.
- Staff must sign a non-conflict of interest working agreement to work in the department.
- The department maintains a well-defined process for training and coaching feedback with quality a top priority.
- Staff participates in community service functions – expos, open house, etc., non-profit boards, chamber committees, Business Women's Mentoring program, Boy Scouts, Girl Scouts

- Contract Training staff strive for a mutually respectful and empowering working environment.
- Staff is respectful and thankful for the opportunity to reside in the Downtown Center Building and take good care of the facilities and manage Center supplies carefully.

Accessibility

- The Downtown Center provides a convenient accessible center for the local community to attend lab trainings, classes, seminars, and receive coaching, and gain access to business resources.
- Grants from OECDD, OCCWFD, GROW, Lottery, and other sources provide many opportunities for low or no cost training programs for employees.
- Training is specifically designed with varying time, dates, instructional models, and cost to provide the most access across the board.
- Program trainers' travel to organizations for needs assessment and onsite trainings.
- Program Managers, trainers, and department staff present themselves to clients based on the client's cultural framework.
- Culturally, the downtown Eugene location encourages participation – some employees do not wish to go back to school or are intimidated by large institutions and this location gives them access with little risk.
- The mobile computer lab can go to a client's site.

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

- Contract Training transforms students' lives by fostering the personal, professional, and intellectual growth of learners and by providing exemplary and innovative teaching and learning experiences and student support services.
- Contract Training commits to a culture of assessment of programs, services and learning to ensure such transformation.
- The department positions Lane as a vital community partner by empowering a learning workforce in a changing economy.

Transforming the Learning Environment

- Contract Training creates a diverse and inclusive learning environment by developing 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.
- We create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

Transforming the College Organization

- Contract Training works to achieve and sustain fiscal stability.
- The department works to build organizational capacity and systems to support student success and effective operations.
- We promote professional growth and provide increased development opportunities for staff both within and outside the College.

3) Learning Centered Principles

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

- ❑ Contract Training provides opportunities for transformation through learning.
- ❑ Contract Training engages learners as active partners in the learning process.
- ❑ Contract Training creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
- ❑ The department offers multiple options for learning, based on proved and innovative theories and methods that address the needs of diverse learners.
- ❑ Contract Training has committed itself to assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
- ❑ The department fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence, engaging learners from diverse cultural and social contexts.
- ❑ Contract Training is committed to both individual and organizational learning.
- ❑ The Contract Training students and staff are a community of diverse learners, all of whom contribute to learning.
- ❑ The department promotes open communication among staff, students and the community within and across organizational and physical boundaries.

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) Unit Mission/Vision

Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?

Mission/Vision Statement: Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities, including Employee skill upgrading, business development and career enhancement.

Contract Training has updated this statement within the last two years, but since it still applies, we haven't changed it. Review is done annually to ensure that the vision is relevant to current needs and practices.

2) Catalog Description

How do you describe your unit and instructional offerings in the college catalog? How does your unit manage the review of catalog copy each year?

Lane Community College Contract Training is located at the LCC Downtown Center 1059 Willamette St., Eugene. (541) 463-5995. Visit our web site at www.LaneBDC.com/contract.

Lane provides comprehensive, up-to-date workforce training for managers and employees from businesses of all sizes and types, nonprofit organizations, and government agencies to help them meet their specific learning requirements. Many of these trainings are tailored for an individual organization.

The College through Contract Training offers a full range of trainings, from leadership and advanced communication skills for executives to basic computer skills for new and experienced workers. Contract training efforts strive to create long-term training partnerships, working with client

organizations to schedule skills-based training sessions for any time during any shift, whether at the client's location, the LCC campus, one of Lane's learning centers throughout the county . . . and through its Mobile Computer Lab. This classroom on wheels is a 40-foot vehicle equipped with nine desktop computer training stations, a laser printer, a network server, and the latest software to help meet the computer training needs of most organizations. Lane can schedule the Mobile Computer Lab, or any training, for any time, any shift, at the employer's and employee's convenience. To find out more, call (541) 463-5995.

3) 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?

The Contract Training Department, formerly known as the Business and Industry Service Department (BIS), within the last few years has had as many as 10 full-time and part-time staff. The department's positioning was one of "lowest cost training providers in Lane County." With major budget cuts at the college during 2001-02, most of the staff's positions were eliminated and the department was renamed "Contract Training" and merged with the Business Development Center. The department is in the process of rebuilding with a goal of revenue generation and profitability for the college. The positioning strategy is now "the highest quality and cost-effective training solutions for Lane County employers." A Contract Training Manager has been recently hired to focus exclusively on the activities needed to grow the department steadily, while building revenues and training margins.

4) Degrees and Certificates

What degrees or certificates does your unit provide? 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?

Generally, Contract Training does not offer degree-based courses. While we do offer certificates of competency, we have no "Certificate Programs," *per se*. (no Two-Year Associate of Applied Science Degree, no One- or

Two-Year Certificates). We do work closely with the College's academic departments however in using Contract Training curricula as the bases of developing Lane's credit-based and certificate-styled courses and series. And, almost all the trainings offered by the department are professional technical programs which function as first-steps in a student's experience of life-long learning. We allow customer-students to "try out" the courses and studies for which they may choose to earn a degree and/or certificate on campus.

5) Organizational Structure

Please provide a description of how your unit is administratively organized within Lane's instructional structure.

The Contract Training Manager reports to the Director of the Business Development Center and Contract Training Division (James Lindly).

The Director of the Business Development Center (a.k.a. "The BizCenter") and Contract Training at Lane Community College reports directly to the Executive Director for Community Education and Workforce Development (currently Timothy Craig), who in turn reports to Vice President (currently Sonya Christian) and President Mary Spilde.

Shared Governance and Participatory leadership have been the guiding principle.

6) Staff/Faculty

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.

Staff/Faculty (w/vitae)

James Lindly , director	Masters of Business Administration, Marketing/Management, University of Oregon, 1979 Jim has 20+ years of experience in leadership, management, human resources, marketing and sales, and consulting. Current member of BITS, SWPTS Board, Governors Workforce Response Team for Region 5, Eugene Chamber Economic Development Council, and proxy for Mary Spilde on the Lane Metro Partnership Board.
Sara Siegler , manager	J.D., Columbus School of Law, Washington DC, '89; Graduate work in Business and Management at Cal State Universities, '80-'83; PhD Program, UC Berkeley, '73-'75; B.A., UCLA, '69-'73 – Sara has ten years in mass media communications and marketing consultation; fifteen years of high-tech and communications legal consultation; & twenty-plus years as an instructor at higher ed institutions and sites. Sara oversees the Contract Training program.
Rosemary Busby , special projects coordinator	Bachelors of Arts, Leadership/Management, Northwest Christian College, 1997 Rosemary designs short-term programs for business owners and is responsible for marketing and contract invoicing at the Center.
Linda Osak , senior program and account manager	Bachelors of Science, UC Riverside, 1978 and Associates Degree in Computer Science, LCC, 1986 Linda meets with companies and coordinates the training projects from beginning through follow-up.
Angela Dodson , customer service representative	Coursework at OSU and Lane Community College, 1992-95 Angela has a vital role at the BizCenter providing valuable customer service. She is the front-line contact with our customers and clients.
Rita Grimes , program advisor	Coursework, North Seattle Community College Rita provides support to our director and to programs such as The Business Group, Farm Business Management and contract training projects.

Joan Bedard-Ross , administrative financial specialist	Handles all financial reporting for the BizCenter and Contract Training.
Donna Cessnum program assistant	Associates Degree in Electronics, LCC, 1994 Donna assists the program manager and maintains and operates the mobile computer lab.

Plus many part time, non-credit instructors and trainers from the local business community.

7) Student Profile

If available, please provide demographic data for your student population.

Students come from larger employers in Lane County (25+ employees), or a combination of small- and medium-sized employers (6 – 20 employees, together). Lane County businesses, employers, and public organizations use our services.

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?

Contract Training is headquartered in the Downtown Center (DTC) of Lane Community College. The strengths of this location include: close proximity with many businesses and organizations that use our services; close access (across the street) to public transportation; location in an historically significant building; adjacency to Continuing Education services (with whom our department has parallel outcomes and sometimes overlapping markets); and proximity to Chambers of Commerce and other business- and organization-based associations, firms and cooperatives. The weaknesses have to do with the age, disrepair, un-maintained, disorganized building and service areas, without budget, direct-line responsibility or person-power for improvement. The atmosphere is not supportive to bringing employers and professionals to trainings or events. The signage and front-office personnel do not have a clue as to where we are or what we do. As to current equipment, please see the inventory list attached. Equipment needs for the future will of course include updates to

current technologies and migration to whatever network requirements demand.

There is also a mobile lab that can be used at a customer's site, and a computer training lab at the Business Development Center.

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).

Only the manager's position is in the General Fund. The remaining budget is in Fund 9.

General Fund	\$ 72,389
Fund 9	<u>\$ 0</u>
Total	\$ 72,389

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

Participation

Number of Program Contacts and Unduplicated Participants (Unit Level: **Student FTE**; Course Level: **Student FTE**)

	2002-03	~2003-04	~2004-5	~2005-06
Companies Served	18	25	28	30
Actual Contracts	23	30	33	35
Duplicated Count	446	500	525	575
Student FTE (free tuition courses)	10.12	11.13	12.25	13.47
Cosponsor-ed FTE			10	12

Faculty/Staff Ratios (Student FTE/Faculty FTE ratios)

~2004-05	Administration	Training	Total	How Funded
Trainers	0.00	2.5	2.50	Contract
Program Managers	0.60	0.10	0.70	Contract
Business Manager	1.00	0.00	1.00	GF
Support	0.64	0.00	0.64	Contract
	2.24	25.10	2.34	

2) Student Success Data

For Professional Technical programs only, please provide the following student success data for 2003-2004:

The Contract Training Program does not issue degrees or certificates *per se*. The department does provide curriculum completion certificates if the company so desires.

3) Budget

Revenue for the manager's position comes from the General Fund. All other revenues are generated by contracted training and public workshops offered through the BizCenter.

	2003/04	2003/04	2004/05	2003/04
Budget	Projected	Actual	Projected	Notes for
General Fund Allocation	0	0	72,389	
Fund 9 Contract and Public Workshops Revenues		\$119,136	\$133,083	Manager not hired yet, department operation at minimal level.
Cost of Operation	\$185,000	\$119,050	\$205,472	Department growing in 04/05
Cost per Student FTE	\$8,553	\$6,513	\$5,708	Department growing in 04/05

4) Program Outcomes Data, 2003-2004

Since Contract Training has undergone huge changes in the 2003-4 period, estimates are provided below.

A Course Enrollment report for Summer 2003 through Spring 2004 is attached.

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	2003/04	2003/04	2004/05	2003/04
	Projected	Actual	Projected	Notes for
Student FTE by Department		3.28	~10	From enrollment reports
Cosponsored FTE		~15	~26.5	Not tracked for 03-04
Total Student FTE	21.63	~18.28	~36	Manager not hired yet, department operation at minimal level.

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.

Outcomes:

	Projected 2003/04	Actual FY04 2003/04	Projected FY05 2004/05	Notes from FY04
Contracts Generated	25	29	~30	
Contract Revenues	~\$125,000	\$119,136	~\$200,000	Margin of 15- 20%
Public Workshops	0	0	~\$5.472	

Manager was hired and began reorganization of the Department in 2004/2005 for greater efficiency and effectiveness.

Lane's Contract Training Services for 2001-2004 List of Participating Companies:

Advanced Cabinet	KMTR TV	REI
Airforce Recruiting	Knight Library	Roofline Supply
Alpine Building	Lane County Public	Roseburg Forest
Materials	Works	Products
Anderson Woodworks	Lane ESD	Rosen Products LLC
Bit-By-Bit Computing	Lane Transit District	School Commission
Bi-Mart	Lane Rural Fire Districts	Shorewood Packaging
Borden Chemical	Lanz Cabinets	Siuslaw Financial
		Group
Bulk Handling	Levi Strauss	Sony
Burley Bike trailers	Liberty NW Co.'s	States Industries
Centennial Bank	Marathon Coach	Stangeland
		Associates

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City Of Eugene	McKenzie-Willamette Hospital	SUB
City of Springfield	Middle Fork Ranger Station	Symantec Corporation
Country Coach	Monaco Coach	U of O - COPC
Derrick McGavic	Naval Reserve Center	Western Graphics
Attorney at Law		
Doubletree Hotel	Oregon Center for Applied Sciences	Weyerhaeuser Springfield & Cottage Grove
EWEB	Oregon Daily Emerald	Willamette National Forest
Farwest Steel	Oregon Medical Labs	Willamette Valley Company
Gaydos, Churnside & Balthrop	Oregon Social Learning Center	
Georgia Pacific	Orthopedic Health Care NW	
HACSA (Housing Authority)	Pacific Source Health Plans	
Harvest House	PeaceHealth	
Holt International	Pennington Cross Arm	
Hynix	Percon	
Komag	PSC Scanning	
Ideal Steel	Public Defenders' Office	
JCI	KMTR TV	

1) How effectively did you fulfill your unit's mission?

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

What method of assessment did you use?

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

Contract Training uses written student and employer evaluations, as well as ongoing verbal feedback from its instructors in order to evaluate its programs. Categories of evaluation include: overall course satisfaction, relevancy, challenge, completeness, organization, instructor knowledge/ability, class-preparation, group interaction, presentation skills, attitude of instructor, effectiveness of materials, clarity and organization of materials,

whether the respondent would recommend the instructor and the class, and the state of the facilities. Scoring is from 1 – 5, with opportunity for further comment. Evidence gathered shows that in 90-percent of all evaluations received for courses and instructors provided during this time period have averaged above 90-percent (above the score of 4.3 for majority of responses).

2) How well did students meet your learning outcomes at both the Program Level and Course Level?

Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? 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 their learning outcomes in 2003-2004?

See answer to 1) above.

3) How well did students meet Core Ability outcomes?

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

Not only the evaluations (see above answers), but also the repeat business that we get from employers who have used our trainings and then come back to use more trainings – these show the strengths of our offerings.

4) How efficiently did you use the resources you were given?

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?

Not only the evaluations (see above answers), but also the repeat business that we get from employers who have used our trainings and then come back to use more trainings – these show the strengths of our offerings.

5) How well are you utilizing current technology?

*What approach did you take to gather evidence of your performance?
What method of assessment did you use?*

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?

Annual review and analysis of equipment and technology used in our department allows us to discern when upgrades and changes in use are required.

Some of our training for employers is in utilization of leading edge technologies.

6) If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?

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

What method of assessment did you use?

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.*
- *Attach membership list indicating community members, businesses and LCC faculty/staff.*
- *Describe committee involvement with curriculum changes, list any recent changes*
- *Other advisory committee information*

Meetings of the BDC-CT Advisory Committee occur approximately four (4) times a year. Advisory Committee Members include: Chris Nystrom of the Eugene Chamber of Commerce; Mike.C.Sullivan from the City of Eugene; Peter Thurston from Lane County; Richard Moore from Carpe Diem Consulting and Tracie Gibson. Again, since Contract Training has only recently hired a manager, begun to rebuild its past strengths and reorganize its offerings and outcomes, the Advisory Committee will be taking a much stronger role in curriculum (as well as other essential aspects of their role, including sales and advertising of our trainings, personal support for department efforts, etc.).

7) How well did you meet faculty and staff goals ?

*What approach did you take to gather evidence of your performance?
What method of assessment did you use?
What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?*

Considering all of BDC staff and faculty were dedicated to and successful at helping Contract Training hire a manager, survive long enough to be reborn, and begin a profit-making role at the BizCenter, the goals for the program were met beyond expectations. Assessment of this included the evaluations described above, as well as analysis of budgetary progress (going from a deficit to zero indebtedness in a year). It is clear from how many were served, the number of courses offered, the increase in our market, as well as the budgetary progress, that we are meeting our goals.

8) Review your initiatives from 2003-2004.

For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? 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)

Our primary Initiative was: "Replace outdated, problematic, instructional equipment that was purchased in 1994-96 with new state of the art computers, monitors, a printer, and a projection unit for the Mobile Computer Classroom." We have done this, but now additional equipment is warranted (see new initiatives).

9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?

The greatest strength of 2003-04 was survival. Resurrecting the department from the ashes, BDC personnel kept Contract Training going so that market branding, college relationship-building, and basic cash flow were maintained until the CT Manager (and support staff) could be hired and processes defined.

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

Without personnel, money or precedent, Contract Training survived despite the prior year's downsizing, but it was tough.

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

The department has to continue to do what its begun, developing forms and processes, resurrecting former and growing new clients, designing and implementing employee trainings ever responsive to the current market. In addition, a minimum of 25 four-hour workshops, trainings, and presentations per month must be given in order to assure we meet our overhead and expenses. Between keeping current and maintaining minimums, certain investments in modernizing equipment will be necessary.

*** 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) **Initiative Title**

- a) Mobile Lab Improvements and Expansion of Sales and Distribution Networks
- b) Additional Communications Mobility and Expansion of Sales and Distribution Networks

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

To achieve our 2003-04 projection for 2004-05, we must sell over 30 contracts; to do this we must expand our geographical reach, as well as our sales reach. To do each of these, we must continue to improve mobile communications, adding the ability for projecting images, wireless servers and hubs (and peripherals and support ware), as well as computer notebooks for our sales and account representatives.

3) **Describe the Initiatives**

- Adding hardware and software capabilities, upgrading the 5-wheel vehicle that houses the 19 upgraded computers, as well as building in wireless and video capabilities. b) Purchasing notebook computers so those who represent CT courses and trainings can communicate from client and educational sites, as well as c) hiring sales contractors and using existing distribution systems for increased sales.
- The evidence that such initiatives are needed can be seen by what our competition is doing.
- These investments are likely to produce income to cover their expense and are therefore highly feasible; they also extend the brand influence and community exposure of the College and CT programs.
- All trainings at all campus locations will be improved by this extension of CT capabilities to serve.
- All future students taking advantage of our improved services will benefit.
- This will help CT design and provide more and better trainings which support the College's and department's core abilities and learning outcomes.

4) Describe the resources needed

See details above. Initiatives a) and b) should run between \$20,000 to \$250,000, depending on the income generated that can pay for such investments. Initiative c) should be able to be achieved through professional networking, using College resources (curriculum, faculty, etc.), and hiring part-time contractors, representing minimal additional expenses to the CT department.

5) List the possible funding sources

Self-support is the ultimate goal. Grants, community/corporate sponsorships and limited use of student technology fees (at the time such fees are determined to be necessary, we will then file a copy of the Student Technology Fee request form required) are some funding alternatives we will consider. Sources will be sought on an as-needed basis.

6) Provide ORG & PROG codes

499300 BIS Contracts – 122000 Other Reimbursable Instruction

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

Vision

Transforming lives through learning

Mission

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

Core Values

Learning

- Work together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

Innovation

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes

- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

Collaboration and Partnership

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

Integrity

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

Accessibility

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

Chapter 5: Expected Unit/Program Outcomes for 2004-2005

What program outcomes do you expect to achieve in 2004-2005?

1) What program level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?

- Develop and grow networks of collaboration for production and sale of trainings throughout Lane County
- Continue to grow customer base for Contract Training, as well as cross-sell other Lane Community College resources.
- Increase of training projects, plus profit and FTEs per same.
- Maintain or increase profitability of trainings

2) How will your program enhance your students' abilities to meet Core Abilities outcomes?

What changes, if any, do you expect to implement in 2004-2005?

Contract trainings for employees will help them develop knowledge and abilities useful to all programs of study. And, according to the general education goals at Lane, Contract Training courses and events will continue to: encourage exploration of the academic disciplines (our trainings can be stepping stones to further exploration of liberal arts, sciences, mathematics, information sciences, and social sciences); promote end-users' understanding of self, society, and the environment crucial to citizens of a diverse global community; and cultivate habits of mind and heart essential to lifelong learners.

In addition, those going through Contract Training programs will benefit from outcomes which reflect Lane's "Core Abilities" to: communicate effectively; think critically and solve problems effectively; increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence; and last but not least, explore academic disciplines.

3) What course level outcomes do you expect to achieve?

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)?

We will continue to change as the demographics, goals and needs of our community members change. Accordingly, we will increase methods of apprehending what those goals and needs are, as well as the standards of measurement to do so. We will also be increasing networks of businesses, professionals and organizations with which Contract Training can work to develop programs which will achieve these goals and needs. And, we will be using as many forms of media (increasing on-line options, as well as other interactive outlets and media) as are available to us.

4) What plans do you have for enhancing your use of current technologies?

Depending on how we receive income from our programs, we will make the changes outlined in the Initiatives section above.

5) What plans do you have for working more effectively with your Advisory Committee?

We will be meeting regularly, as well as on an as-needed basis. Also, Contract Training will work with the organizations and stake-holders represented by the Advisory Committee to collect and report the data they want to monitor over time.

**6) How will you set faculty and staff goals?
*How will you ensure the participation of faculty and staff in all phases of Unit Planning?***

Each will be given pertinent parts of the Unit Plan and opportunities to discuss them.

7) Enrollment Data

Please provide your projected goals for 2004-2005: See Section 1 of Chapter 2

8) Student Success Data

Please provide your projected goals for 2004-2005:

The Contract Training Program does not issue degrees or certificates *per se*. The department does provide curriculum completion certificates if the company so desires.

9) Facilities and Equipment

What facilities or equipment goals do you wish to set for 2004-2005?

See Initiatives section, above.

10) Budget

Please provide projected goals for 2004-2005: See Section 3 of Chapter 2