

## Part I. Alignment with College

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### **APPRENTICESHP PROGRAM – Cooperative Education Division**

#### **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.***

##### **Core Values (6)**

- **Learning** –Students acquire theoretical knowledge and skill development to maintain economic security with an increasing pay scale. Customizing curriculum for individual program requirements for 'hands-on' instruction provided as necessary. Classroom learning is linked to on-the-job training, typically over a 2 to 4 year period.
- **Diversity** - The Apprenticeship program encourages students to apply from diverse backgrounds. Students with special needs are provided the appropriate guidance and supplemental learning materials to succeed in their specific trade. In an effort to promote women in the trades presentations are conducted with the Women's Program.
- **Innovation** – The advisory committee has generated interest in offering credit prep classes for potential applicants. This group has also been instrumental in directing the focus for establishing a Regional Technical Education Center (R-TEC) to attract high school students interesting in acquiring trade/vocational skills. Faculty has been involved in updating curriculum for several of the programs and utilizing computer software for enhancement of instructional techniques.
- **Collaboration and Partnership** – Faculty work very closely with the Apprenticeship Advisory Committee. The program coordinator maintains a positive relationship with all the trade committees in order to offer quality instruction based on the needs of industry. Promotional efforts with local high schools and involvement in R-TEC has been underway. Partnering with local area high schools through College Now classes to get high school students college credit. Employers and program staff work together to provide quality related instruction to support a skilled workforce. The program also continues with collaboration and involvement with programs in Advanced Technology and other general education divisions.
- **Integrity** – Both the program faculty and staff continue to demonstrate a high degree of integrity. They are dedicated to following the policies, procedures, and instructional guidelines of the college while maintaining respect for students, co-workers and our apprenticeship community partners. Workplace ethics are a constant theme throughout the related training instruction.
- **Accessibility**– The Apprenticeship program is a restricted entry program, however, individuals from all diverse populations are encouraged to apply to any of the trade

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programs. Providing correspondence courses to reach students on a statewide level has been very successful. We continue to develop courses designed to expose potential students to the benefits, requirements, and methods for entering an apprenticeship program. Scheduling classes for convenience of community partners continues to create a positive relationship.

## **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.

The Apprenticeship program is constantly updating curriculum to meet the needs of its community partners, along with supporting the goal of enhancing teaching techniques and utilizing current technology. Significant trends have pushed towards the development of distance learning, procurement of modern equipment, and the blending of resources between various campus groups. It should be noted that our graduates generally remain employed in Lane County while making a 'well above average' living wage.

#### **▪ 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.

The goal of the Apprenticeship program is to secure and update facilities in order to create a learning environment conducive to 'hands-on instruction.' Many of our students require additional visual learning techniques to acquire the necessary skills required of their trade. This is best acquired through the use of modern equipment in a clean and well organized classroom space.

#### **▪ 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.

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Considering the fact that the Apprenticeship program has traditionally maintained a very low cost per FTE, we continue to achieve and maintain fiscal stability. When a student obtains a 'journey card,' we consider that our path to supporting student success. Faculty in the Apprenticeship program is provided funding and is encouraged to attend classes to stay abreast of the latest updates within their trade.

**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.***

- Lane provides opportunities for transformation through learning.
- Lane engages learners as active partners in the learning process.
- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
- Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
- 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.
- Lane is committed to both individual and organizational learning.
- Lane students 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.

The Apprenticeship program provides classroom training related to specific job skills. Our curriculum is based on the requirements of our community partners. Our office maintains contact with the apprenticeship community to collect feedback from employers and students that is used to make calculated changes in our curriculum.

New introductory classes have been developed to 'open doors' for students interested in applying for individual trades. A College Now course has been implemented to assist students with completing a college credit course, thereby, supporting students transition to college and possible entry into an apprenticeship program. Learning is enhanced through efficient processing of testing materials and student and instructor administrative needs. Also, through the incorporation of modern equipment, students see how the theory ties in with the operation of modern equipment. Diversity and collaboration are maintained through the sharing of computers, equipment, and software with other college groups. The addition of computers opens the door for many of the innovations that are available through software presentation techniques. Computers also increase accessibility to students in two forms: 1) Self-paced training is made available to students with special needs and 2) Multiple low enrollment classes can simultaneously share this resource with a minimum of instructor assistance.

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**Part II. Unit Description**

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**Chapter 1: Unit Description**

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**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?***

The **Apprenticeship Program** first developed a mission statement on November 6, 2002 in cooperation with the Apprenticeship Advisory Committee as follows:

*"The mission of the Apprenticeship Advisory Committee is to create, improve, and maintain lines of communication between the individual Apprenticeship programs, Lane Community College, Bureau of Labor and Industries Apprenticeship Division, Apprenticeship instructors, and apprentices to promote and facilitate improvements in meeting the training requirements of industry and the better allocation of limited resources."*

This statement is updated annually with the Apprenticeship Advisory Committee.

**2) Catalog Description**

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

**APPRENTICESHIP:**

Purpose: To provide a structured system of training leading to certification in a designated trade, occupation, or craft. The program offers students the opportunity to learn the technical and theoretical aspects of a chosen skilled occupation while being sponsored by individual employers along with the opportunity for the student to become a skilled journey worker in a chosen trade. By working cooperatively with the training agent (employer) to complete all related training classes and to follow the joint apprenticeship and training committee (JATC) rules and policies, a student may achieve journey-level status and may apply for the AAS degree in Apprenticeship Trades.

The program is based on an agreement between an apprentice, and his/her specific employer and the JATC. Apprentices must be registered with the Bureau of Labor and Industries as part of their program requirement. The apprenticeship agreement combines both the on-the-job experience and classroom instruction over two to four years. A minimum of 144 hours of classroom instruction per year is recommended for several crafts and trade careers. Lane's Apprenticeship Program offers classes for carpenters, inside electricians, HVAC technicians/installers, limited energy technicians-License A and B, limited renewable energy technicians, manufacturing plant electricians, maintenance millwrights, plumbers, sheet metal workers, and sign hangers.

Catalog copy: The program coordinator submits final proof to Curriculum & Scheduling.

**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?***

**History:** The Apprenticeship Program began training at Lane Community College in the late 60's and contributed to the construction of Building 19 in the mid 70's. During that time the program served several trade areas. In the early 80's the program was moved to the Industrial Technology Department and classes were mainly held in Building 19 evenings and weekends. Then in the mid '90's other programs expanded and secured space in the Apprenticeship Building (#19) and in 2000

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construction for Workforce Training Center and the Center for Meeting and Learning began and the Apprenticeship Program was totally displaced (“homeless”) without priority classrooms, lab areas, or storage space.

In the Summer 2000 the Industrial Technology Division disbanded and the Apprenticeship Program became part of the Cooperative Education Division at the same time the remodeling of the building began in June 2000. While the Apprenticeship ‘office’ held temporary quarters in the Forum Building, classroom and lab space was not readily available. During 2000-02 Advanced Technology Division and Science and Math Divisions allowed Apprenticeship classes to be scheduled in their ‘priority classrooms and allowed use of certain ‘priority’ lab areas. Currently, Apprenticeship has one ‘pre-assigned classroom/lab space and has collaborated with the Advanced Technology staff for additional classrooms and storage.

**Growth:** All programs have maintained a steady enrollment, however, the Limited Energy Program has doubled its enrollment since the onset of the distance learning classes.

**Archival history:** The program office maintains copies of all goals and objectives for the program coordinator; program advisory committee minutes; outdated courses and course development and curriculum improvement along with individual committee files for referencing changes in instruction.

**Events:** Annually, classified, faculty, and student evaluations are conducted so that we keep abreast of our strengths and weaknesses and try to adjust to the changing needs of the workforce / industry we serve. Each year a program inservice is held for faculty and staff to cover all college policies and procedures and all program information.

**4) Degrees and Certificates**

***What degrees or certificates does your unit provide?***

- Two-Year Associate of Applied Science Degree? –AAS – Apprenticeship Trades
- 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) Organizational Structure**

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

The Apprenticeship Program is under the Cooperative Education Division as follows:  
Cooperative Education Division Chair – Apprenticeship Coordinator – Program Technical Specialist  
-Office Support (timesheet) – Instructors (both part-time credit and non-credit faculty)

**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.***

Project Coordinator – 1.0 FTE – Colleen Cairney;  
Special Project Technician - .20 FTE – Doug Weiss  
Part-time credit faculty – Eric Kersgaard - .25 FTE and Pete White .056 (.167-Spring term only)  
18 Non-Credit Faculty – some paid by Lane and others paid by Training Trust

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

Apprenticeship students are either preparing for the apprenticeship application process or already accepted in the program. So they are generally employed full-time while attending classes in the evening to obtain entrance into a trade or completed their related training classes in conjunction with their on-the-job requirement.

**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?***

Campus Space: The Apprenticeship program has secured office/instructor space in Building 15 along with one pre-assigned classroom/lab for the electrical trade and an HVAC lab/classroom space. The strength is that we now have a program office, instructor office, classroom, and lab space in Building 15, however, the challenge is the need for other programs/trades where there is not space for large equipment to offer 'hands-on' instruction. One very real barrier to our program is the continued need for a "secured" space. Our apprenticeship partners and the college have invested both time and money into converting training spaces. Our group needs to know that these spaces will not be re-assigned for another use by the college.

Equipment inventory (over \$5,000) purchased with Bond funds in 2003 includes a motor control unit for \$8,000. All other equipment is maintained by various apprenticeship groups and is not inventoried by the apprenticeship office. Some equipment is updated by apprenticeship partners, however, they do not always have the resources to keep equipment equal to current trends. Therefore, this program needs to augment the programs with equipment that is state of art in keeping up with industry.

Current equipment needs are outlined in Chapter 4.

**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).***

*See Cooperative Education Division Unit Plan*

### Part III. Performance 2003-2004

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#### 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.*

FTE remained the same as 2002-03. The Limited Energy program doubled in enrollment statewide and the 2<sup>nd</sup> and 4<sup>th</sup> year students completing their program successfully passed their state licensing exams. The program cost is one of the lowest at Lane Community College - **\$886/cost per FTE**

#### 1) Enrollment Data

*Please provide the following enrollment data for 2003-2004:*

- Unit Level: Student FTE <sup>1</sup>
- Course Level: Student FTE <sup>1</sup>
- Student FTE/Faculty FTE ratios <sup>2</sup>

#### 2) Student Success Data

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

- Degrees/Certificates Awarded

#### 3) Budget

*Please provide the following budget information:*

- General Fund: <sup>3</sup>
  - 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.)

Donations by Platt Electric for Motor Control Lab – various control equipment and components, electrical enclosures, panel doors, circuit breakers, low voltage wiring components, and conduit – estimated value \$5,000

<sup>1</sup>Enrollment Report provided by IRAP.

<sup>2</sup>Student/Faculty Ratios should be constructed from Enrollment Report and FT:PT Faculty Ratio Report.

<sup>3</sup>Budget information provided by Budget Office.

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**Program Outcomes Data, 2003-2004**

	<b><i>Expected Outcomes for 2003-04</i></b>	<b><i>Actual Outcomes For 2003-04</i></b>	<b><i>Analysis of Comparison (Link to 2004-2005 Goals)</i></b>
<b><u>Enrollment Data</u></b>			
Unit Level: Student FTE	200	210.27	
Course Level: Student FTE*			
Unit Faculty/Student FTE ratio			
<b><u>Student Success Data (PT Programs Only)</u></b>			
Degrees/Certificates Awarded		1 Graduate AAS Degree	
<b><u>General Fund Budget</u></b>			
General Fund Allocation	170,000	179,526	
Costs of Unit Operation		186,400	
Revenues Generated by Your Unit	20,000	21,173	
Cost per Student FTE	800	886.48	

**\* 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.**

*See attached*



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### **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:**

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

Program Outcome is based on student completion of related training over a maximum of a 4-year period. Students who are employed in trades that require licensing at the end of the apprenticeship training would be expected to successfully pass State of Oregon Building Codes Division exams. All students are expected to complete 2-4 years of related instruction in addition to their on-the-job training to obtain journey level status in their specific trade.

**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?*

Upon completion students in the program continue to advance over a 2-4 year period while they are employed in a specific trade. Students in licensed trades who do not pass their written exams are required to attend classes the following year until they pass their exam and obtain their journey card.

Program faculty and staff connect with community partners to identify ways to increase student success in testing outcomes. Last year the program received additional curriculum development funding to help support this process from the Unit Planning process.

Definite progress has been made this last year. Through effective use of resources, we have smoothly administered the expanded Limited Energy program that has swelled to twice the size of just a year ago. Without the resource of the staffing allotted from last year, we would not have been able to manage the workload this growth has generated. We have purchased electrical motor equipment, electrical measurement devices, and equipment and materials for the carpentry, plumbing, and sheet metal trades. The reports from students and instructors have been very positive about these additions. Through the effective use of curriculum development funds, we have been able to cope with shrinking enrollment by combining classes. This has, in turn, averted the necessity to reduce course offerings and maintained our credibility with the apprenticeship community we serve.

**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*

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

Students are exposed to equipment used in the workplace through hands-on instruction creating a link between their on-the-job experience and the related instruction received at Lane. This is an ongoing evaluation with us. At the program level, our students have enjoyed a 97% completion rate of the classes they have signed up for. We continue to feel the best avenue towards reaching that elusive 100% mark is to help students explore the apprenticeship possibilities they could pursue. By developing additional classes, such as *Electrical Trade Fundamentals* (introduction to house wiring), we are giving students the opportunity to try different avenues to see what they might enjoy as a career. At the course level, both the Bureau of Labor and Industries Apprenticeship and Training Division and the joint apprenticeship have approved a dozen of our individual classes and training committees as having met very stringent state requirements. This means that those who have successfully completed these classes are truly in tune with the latest technologies and skills necessary to help assure their success. The goal is to develop additional 'trade-specific' courses in plumbing, carpentry, HVAC, etc. as a follow up from the introductory Trade Skills Fundamentals course.

**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?*

Students are continually advanced in their salary level to achieve journey-level status. In a sense, our evaluation of these outcomes is simple. If an apprentices continue to advance through the periods, they are meeting the requirements of their employer. If they pass their classes, they meet the requirements of their individual committees and if they pass their state administered journey test, they have earned acceptance into their trade and receive their journey card. Out of our 210 FTE generated this last year, three students needed to repeat a class and approximately 60 students have attained their journey cards. However you measure it, our programs are working! In addition, 95-100% of those completing students become full-time family wage earning employees here in Lane County.

**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?*

Space continues to be a problem for our programs. Industry uses equipment that is large, expensive and heavy. Apprenticeship requires space to set it up and we have never been given this as an adequate resource. Some of our classes are shuffled between buildings from term to term. It is problematic when they are awarded a ¾ ton metal shear that they are supposed to haul across campus with them. With the resources we have been allotted, we have done wonderful things. Limited Energy has smoothly expanded due to additional staffing. We have maintained our needed offerings for programs that have reduced in enrollment and, in fact, added classes for potential apprentices to explore their career opportunities. With the space we have secured, state of the art trainers and equipment has been incorporated. We are, however, far short of our goals and we need permanent lab and classroom space to meet those goals

**5) How well are you utilizing current technology?**

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*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?*

We are on it! Our Advisory Committee is comprised of the industry that uses the latest technology to compete successfully in a world market place. They know "State Of The Art" as it pertains to economic survival and no one does that with outdated technology. We know what our students need and they get it. The one place we do need some additional work, however, is in our classroom presentation ability with the use of modern computers. There is a plethora of software that would be useful to our programs if we only had access to a computer lab. Currently, Apprenticeship is working with the Advanced Technology Division and Instructional Computing in an effort to secure a computer lab that we could all share in use.

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

Our committee doesn't help us meet the goals, they set them --they even keep raising the bar. The function of our committee is to define the directions of industry and the function of apprenticeship is to follow.

*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.* November 18, 2003 – 17 attendees; May 20, 2004- 13 attendees
- *Attach membership list indicating community members, businesses and LCC faculty/staff. See attached list.*
- *Describe committee involvement with curriculum changes, list any recent changes –*

Based on exposure to the general student population, we have noticed a trend of interest in introductory trade related training and an absence of curriculum to assist students in trade career explorations. It is in this spirit that we developed the Trade Skills Fundamentals class last year and have now developed a similar 'hands-on' class, Electrical Trade Fundamentals as an open enrollment class for anyone interested in pursuing a career as an Electrician. Also, based on interviews with students and Manufacturing Plant Electrical committee members, curriculum was changed in several electrical classes to incorporate more National Electric Code throughout the apprenticeship instructional training sequence. This provided a challenge in light of the fact that four of the MPE classes were combined into two class slots due to a fluctuation in enrollment.

This year was unusual for the Limited Energy Program in that requirements dictated changes through 12 separate courses in order to maintain validation with the Oregon Bureau of Labor and Industries. Changes were made and accepted by BOLI which now gives this program the validity to move forward in seeking approval from several statewide committees.

- *Other advisory committee information -*

The members expressed concerned over acquiring equipment through the unit planning process without having designated space to place the equipment. Also, members are encouraged by the progress with the Regional Technical Education Center that may assist the program in space

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utilization in the evening and locating potential applicants for their programs with educating high school students in the trades area.

**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?*

Our "Inservice" is our best tool for collecting instructor suggestions. We continue to poll instructors and offer training and support based on the input at the beginning of each academic year. The program coordinator is also in constant contact with all instructors either in person, by phone, or e-mail to address all instructional needs, resources, and concerns. The program faculty appreciate the ongoing connection to assist in their classroom and lab instruction.

**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*

Office Staff – The Limited Energy program would not have gone well without the additional staffing resources. As it is now, we are handling the expansion very smoothly. We have made effective purchases such as electrical motor equipment, electrical measurement devices and materials for the carpentry and sheet metal trades. The reports from students and instructors have been very positive about these additions. Through the effective use of curriculum development funds, we have been able to cope with shrinking enrollment by combining classes. This has, in turn, averted the necessity to reduce course offerings and maintained our credibility with the apprenticeship community we serve.

In order to maintain a quality of support, the additional staffing for this program resulted in our ability to serve over 40 students statewide which is twice the FTE generated from the previous year. Coordination of this program alone is extremely time intensive to adequately serve this student population. The benefit to students and instructional staff was improved along with the promotional efforts for attracting high school students into the trades and pursuing more creative ways to offer courses for apprenticeship preparation.

Curriculum Development – A new introductory course has been developed as a follow up class to the Trade Skills Fundamentals. Electrical Trade Fundamentals will be sent to the college Curriculum Development committee for approval and will be offered as a 'special studies' class Spring '05. For the Manufacturing Plant Electrician classes the combined offerings has been a successful option for the temporary fluctuation in enrollment. This course development will assist in leading the way to our goal of offering 'computer-based training' next year.

Equipment – The program purchased carpentry, motor training, and sheet metal equipment to enhance the hands-on instruction for the students. Unfortunately, we have not yet been able to secure the space to set up the equipment for the classes. Computers and a copier were purchased for instructional support and delivery to assist visual learners in succeeding with their related training.

*If you had initiatives that were unfunded, do you intend to resubmit this year?*

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Yes, it is our intention to re-submit the following 'unfunded' initiatives from 2003-04: 1) Computer-based training is being listed as shared Initiatives with Advanced Technology Division titled: Electronic Resource Lab and Electronic Resource Center Computers. These initiatives will allow our instructors to handle different student skill levels while creating a cost efficient learning environment. 2) Create better facilities ... is being listed as another shared initiative with Advanced Technology Division to secure space for hands-on instruction in Building 12.

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

We have an extremely strong cohesion among the Apprenticeship support staff. In addition, the faculty is supportive of our program goals and the changes which need to be incorporated to maintain the relevance of our work. Indeed, they are often the source of that change.

The office staff funding allowed for efficient general office assistance and course detailed coordination. Students were given extensive registration assistance and instructors with individual projects were provided the technical assistance to enhance their instructional delivery. The distance learning courses were updated with grading spreadsheets and students, instructors, employers, and trade committees now have improved communication. Through improving access to program administrative staff, students benefited with one-on-one support connections and were able to focus on their course of study.

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

Keeping up with the ever increasing workload for this program and the doubling of enrollment in the distance learning class along with staff having time to market the program and pursue new programs.

Space, space and space. Space continues to be a major barrier in the progression of many of our programs. Industry uses equipment that is large, expensive and heavy. Apprenticeship requires space to set it up and we have never been given this as an adequate resource. Some of our classes are shuffled between buildings from term to term. It is problematic when they are awarded a  $\frac{3}{4}$  ton metal shear that they are supposed to haul across campus with them.

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

Some of the major goals are to continue funding for additional program staff, relocation of AIR 200 to Building 15 and to secure space in building 12 where we could dedicate equipment for several of our trade programs. With these improvements, we could continue in the positive direction that Apprenticeship is traveling through our local community of industry.

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

## **Part IV: Projected Performance 2004-2005**

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### **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 1 Title**

**Division Priority #1**

**Program Office Staff**

The function of increasing staff is to accommodate growing programs, assist with web-based class development, and aide with the increasing work load of the apprenticeship program. In addition, as we market for new programs and market our current prep classes, the program coordinator needs to focus on making these connections so that leaves a huge demand for the daily operation of the program. Without program assistance expanding into new areas would be impossible.

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

*What is the challenge you are trying to address?*

*How will this initiative address the challenge?*

Based on the first initiative of the 2003-2004 unit plan, we have found that the incorporation of computers within the learning environment has generated additional support requirements as we help students and staff adapt to these new educational technologies. The second initiative of the same plan has not changed in any way. As we offer more service to the community, not only are those services lapped up, but even more are asked for. While we wish to answer every phone call and question that comes into our office, we need to maintain the staff to move forward with our initiatives. Additional staffing will let us maintain the quality individual care associated with apprenticeship while allowing us to train and adapt to the new technologies we are attempting to incorporate in our program.

**3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible. What is the need or intended use? How was that need assessed? What is your evidence of the need?*

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

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

*How many students (per year) will benefit?*

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

We will use additional staff to develop web-based materials to accompany computer assisted instruction. In addition, based on feed back from our instructors, we would like to use our staff to assist faculty and students with the use of computer and web based applications in both classroom and school related situations. As several of our individual programs grow, it seems the administrative requirements grow at a disproportionate rate. In order to keep up with this demand and maintain the services we have already established, more staffing is required. Simply put, we cannot do more work with less or even equal staffing. The limit of our growth would seem to be

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limited by the amount of people-hours we can dedicate to our programs. We have seen several marketing opportunities this last year which we, frankly, did not have the time to pursue.

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Note: Itemize equipment, resources requested by category (identical to Resource Description on spreadsheet)

Part-time office assistant position at approximately \$19,000 for payroll (includes OPE) on a recurring basis. This year with the increase in responsibility and number of students in the Limited Energy program alone, not to mention all the other programs to be served in Apprenticeship, the position is now Administrative Support Specialist. Without this assistance, there would only be a program coordinator who could not handle the administrative duties or volume of students.

**5) List the possible funding sources**

*Can this project be partially funded?*

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

This position really needs to be built into the general fund as a permanent solution to an ongoing problem. If that is not feasible, perhaps a CP grant could help us through this next year. On the subject of partial funding, the answer is that it is possible. Any amount awarded to this initiative could be used for additional staff hours. However, we have identified several areas of growth for our program and without full funding, some of those goals will be sacrificed.

*If you identify Carl Perkins as a possible funding source, please answer the following questions:*

*1. How does the request meet one or two of the Carl Perkins act goals?*

The addition of computer and web based technologies helps in our assistance of special populations. In addition, we are serving multiple groups, including high school and apprenticeship students, with this additional support.

Accessibility for special populations and other students would be enhanced with assistance which some students require for their entry into post secondary education. This position would assist with the collaborative efforts necessary to help high school students adjust to a new environment. Currently, staff time is limited which creates a challenge to maintain close relations with both high school and other special population students.

Students are now subjected to an increase in the use of technological tools that have left many at a disadvantage. By providing additional staff support assistance will be available for the 'on line' registration process through various technological demands of course offerings

*2. How will the use of the funds contribute to the success of Lane's Professional Technical students?*

This initiative will provide direct support to students and instructors by keeping trained staff available for support with individual as well as group concerns. In addition, indirect support is provided through the assistance of managing computer and web based support systems for the students.

Students will be assisted with individual needs for registration assistance along with instruction on accessing data on the web and the expanded distance learning class. Through improving access to

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program administrative staff, students will benefit with one-on-one support connections and be freed to focus on their course of study.

*Briefly describe your past history of utilizing Carl Perkins funds.*

Our funding has centered around developing 'new' prep classes to attract high school students and other special populations, improving classes with curriculum development funds, program staff assistance to better serve our students, the purchase of software instructional tools and procurement of modern technical training equipment.

*If you identify the Student Technology Fee as a possible funding source:*

1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at <http://www.lanecc.edu/tact/>
2. Attach a copy of the Student Technology Fee request form to the Unit Plan.

*If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:*

1. How will the initiative improve learning?
2. What specific curricular materials will be created?
3. If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

6) **Provide ORG & PROG codes** ORG – 510500 – PROG codes - 112000

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

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs. Administration of distance learning is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to geographic and time barriers. The administration of distance formats, to date, has proven extremely viable which offers fiscal stability to our programs and, consequently, the college.

**Collaboration and Partnership:** Besides the usual office duties, with the expansion of technology through the data system, there is no remaining time for creative pursuits. With increased office resources we are able to tap the opportunities that we are know are available for developing additional partnerships and collaboration with local employers. Also, the Apprenticeship program is also now conducting College Now classes and involved with the promotion of the program with high school students to provide them with a pathway to entering a trade specific program. All these partnerships create a demand on the program staff.

**Innovation:** In order to anticipate and respond to internal and external challenges in a timely manner, this additional staffing resource is critical to the success of our students and community partnerships.

**Accessibility:** Office staff assistance increases access for students with the expanded distance-learning classes by being involved with some of the technical aspects. Use of technology is critical to allow students not on main campus to have better access to course information, forms and processes.



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Accessibility for special populations and other students would be enhanced with assistance which some students require for their entry into post secondary education. This position would assist with the collaborative efforts necessary to help high school students adjust to a new environment. Currently, staff time is limited which creates a challenge to maintain close relations with both high school and other special population students.

Students are now subjected to an increase in the use of technological tools that have left many at a disadvantage. By providing additional staff support assistance will be available for the 'on line' registration process through various technological demands of course offerings.

## Part IV: Projected Performance 2004-2005

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### 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 2 Title**

#### **Division Priority #5**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

#### **Electronic Resource Lab**

The function of this *shared initiative* is to prepare Building 15 Room 206 as a computer lab to replace the AIR 200 computer lab in Building 12. The relocation of this lab will provide better computer and equipment accessibility between various campus groups including Apprenticeship and the Advanced Technology Division.

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

*What is the challenge you are trying to address?*

*How will this initiative address the challenge?*

In an attempt to maintain maximum instructor versatility, relocating a computer lab to building 15 will put technical presentation tools in close proximity to the equipment associated with that buildings electronic technology labs. This will allow our program to expand offerings which utilize presentational tools, such as computer based training, as well as technical equipment such as programmable logic controllers and robots. The nature of this initiative is to give a single instructor simultaneous access to these multiple resources.

#### **3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible. What is the need or intended use? How was that need assessed? What is your evidence of the need?*

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

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

*How many students (per year) will benefit?*

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

#### **THIS IS A SHARED INITIATIVE WITH THE ADVANCED TECHNOLOGY DIVISION AND INSTRUCTIONAL COMPUTING**

-Based on the first initiative of the 2003-2004 unit plan, we have found that the incorporation of computers within the learning environment has addressed a fundamental problem. Certain classes are subject to fluctuation of enrollment. While a class with low enrollment would, under normal circumstances, be cancelled, many of our classes are part of a larger sequence that cannot survive without each educational element remaining intact and on

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schedule. While we cannot afford an instructor for, let's say, 4 students, we cannot afford to disassemble our programs due to a low enrollment happenstance. The solution is to offer computer based training (CBT). An instructor can maintain nontraditional CBT classes along with standard lab classes simultaneously by rotating students through computer instruction, where appropriate, and the more hardware intensive "hands on" classes. The success of this initiative is based on simple geography. We have instructors with proven success in this format but only when the labs and equipment were within physical reach of each other.

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Note: Itemize equipment, resources requested by category (identical to Resource Description on spreadsheet)

Building 15 room 206 will need to be rewired to accommodate 26 stations at \$150 per station. In addition, as part of the agreement with SAC, Building 15 room 102 will be renovated to provide the (15-206) displaced lecture space at an estimated cost of \$3000. This represents a total nonrecurring cost of \$6900.

**5) List the possible funding sources**

*Can this project be partially funded?*

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

Carl Perkins and Tact as well as, depending on year end budgets, some possible assistance from the Electronic and Apprenticeship programs.

If you identify Carl Perkins as a possible funding source, please answer the following questions:

How does the request meet one or two of the Carl Perkins act goals?

This initiative provides technical enhancement to existing classes through the use of computer based teaching tools. In addition, this lab will represent a shared resource between, at least, two separate campus groups. This represents an unprecedented partnership be of resources between these two groups. There has been some discussion of opening lab times between programs which would increase student access time to college resources at no additional cost to the college.

1. How will the use of the funds contribute to the success of Lane's Professional Technical students?

It is an economic reality that classes cannot consistently be maintained when there is low enrollment. Keeping classes viable serves the students by letting them complete their programs on schedule.

2. Briefly describe your past history of utilizing Carl Perkins funds.

Our funding has centered around developing 'new' prep classes to attract high school students and other special populations, improving classes with curriculum development funds, program staff assistance to better serve our students, the purchase of software instructional tools and procurement of modern technical training equipment.

If you identify the Student Technology Fee as a possible funding source:

1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at <http://www.lanecc.edu/tact/>

2. Attach a copy of the Student Technology Fee request form to the Unit Plan. (not required)  
Tact request has been submitted by instructional computing.

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If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:

1. How will the initiative improve learning?
2. What specific curricular materials will be created?
3. If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

6) **Provide ORG & PROG codes** ORG – 510500 – PROG codes - 112000

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

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs. Administration of Computer Based Training is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to unavailability of classes. The execution of Computer Based Training, to date, has proven extremely viable which offers fiscal stability to our programs and, consequently, the college.

## **Part IV: Projected Performance 2004-2005**

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### **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 3 Title**

**Division Priority #8**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

**Building 12 Lab Space**

The function of this shared initiative is to utilize space in conjunction with the Construction Technology Program for several apprenticeship programs including: carpentry, plumbing, millwright, and sheet metal work. This will be a shared space designation where equipment could be permanently installed and maintained without the need to be relocated.

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

*What is the challenge you are trying to address?*

*How will this initiative address the challenge?*

This is directly addressing the issue of assigning regular space from which Apprenticeship is not displaced by other programs. We need to maintain a clean and safe work environment that can harbor large equipment for students to troubleshoot and be exposed to 'hands-on' instruction that coincides with their on-the-job training.

**3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible. What is the need or intended use? How was that need assessed? What is your evidence of the need?*

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

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

*How many students (per year) will benefit?*

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

**THIS IS A SHARED INITIATIVE WITH THE CONSTRUCTION TECHNOLOGY PROGRAM IN ADVANCED TECHNOLOGY DIVISION**

Given the fact that the Apprenticeship Building (#19) was remodeled to incorporate other departments on campus many of our programs are still 'displaced' without any 'hands-on' instructional area in which to conduct classes. Therefore, in collaborating with the daytime Construction Technology Program and other Advanced Technology programs, we are requesting trade specific classroom space in Building 12 that would be used in the evening and weekend by apprenticeship students. This would allow for the daytime Construction program to construct

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projects that could also be coordinated with the evening apprenticeship. For example, if they build a housing structure, our plumbing students could learn installation techniques. The possibilities for shared utilization are endless and a critical part of offering related instruction at Lane.

Over 100 apprenticeship students and pre-apprenticeship students would benefit from the use of this space. It will benefit the students by creating a learning-centered environment. Also, this project will encourage and expand partnerships with both the Apprenticeship and Advanced Technology community/employers.

Based on the first initiative of the 2003-2004 unit plan, we have found that the incorporation of dedicated space within the learning environment has addressed a fundamental problem. Certain classes are equipment intensive and require a permanent place in order to structure activities. With the addition of this space, equipment, which cannot currently be set up due to classroom assignment uncertainties, could be strategically placed to enhance our students learning experience.

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Note: Itemize equipment, resources requested by category (identical to Resource Description on spreadsheet)

We need space in the open bay area of Building 12 and the materials and equipment to remodel the space for a multi-use lab area to support both Apprenticeship and Advanced Technology trade classes. Resources required to remodel the space include lumber, tools, and construction materials and supplies.

**5) List the possible funding sources**

*Can this project be partially funded?*

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

This will largely be a function of the Space Assignment Committee. A minimum of funding is required and could easily be supported with Carl Perkins with some possible assistance from Construction and Apprenticeship programs.

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. How does the request meet one or two of the Carl Perkins act goals?

This initiative provides enhancement to existing classes through the use of trade specific equipment and tools of the trade. In addition, this lab will represent a shared resource between two separate campus groups.

2. How will the use of the funds contribute to the success of Lane's Professional Technical students?

More students will be encouraged to attend both day and evening classes with the availability of a multi-use lab. Student will also be exposed to all the safety aspects of working on a job site with this lab area.

3. Briefly describe your past history of utilizing Carl Perkins funds.

Our funding has centered around developing 'new' prep classes to attract high school students and other special populations, improving classes with curriculum development funds, program staff assistance to better serve our students, the purchase of software instructional tools and procurement of modern technical training equipment.

If you identify the Student Technology Fee as a possible funding source:

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1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at <http://www.lanecc.edu/tact/>
2. Attach a copy of the Student Technology Fee request form to the Unit Plan.

If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:

1. How will the initiative improve learning?
2. What specific curricular materials will be created?
3. If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

**8) Provide ORG & PROG codes** ORG – 510500 – PROG codes - 112000

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

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs including Apprenticeship. The Advanced Technology Division and future high school connection with our program will depend on acquiring space. Space assignment is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to unavailability of classrooms, shops and related equipment. The execution of shared resources in lab-based shop training, to date, has proven extremely viable and offers equipment use to multiple programs. Apprenticeship is guided by the State of Oregon Bureau of Labor and Industries to provide employee skill upgrading which allows students to 'earn while they learn..' Partnerships that are fostered with the apprenticeship program which encourages financial stability for the program and for Lane.

## **Part IV: Projected Performance 2004-2005**

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### **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 4 Title**

**Division Priority #10**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

#### **Electronic Resource Center Computers**

The function of this *shared* initiative is to update the 5-year old computers currently being used in the AIR 200 computer lab. The upgrade of this lab will provide modern computer equipment which will accommodate modern operating systems (Windows XP) and software that is current with industrial standards. This is a shared initiative between Apprenticeship, Instructional Computing and the Advanced Technology Division.

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

*What is the challenge you are trying to address?*

*How will this initiative address the challenge?*

In an attempt to maintain maximum flexibility, updating the computer lab to modern PC's will allow technical presentation tools to be installed. Currently, the hardware will not support a modern operating system or many of the presentation and self paced software that is available in today's market. A hardware upgrade will allow our program to expand offerings which utilize presentational tools that are current with industrial standards. The nature of this initiative is to give a single instructors and students the full benefit of modern computer technology.

#### **3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible. What is the need or intended use? How was that need assessed? What is your evidence of the need?*

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

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

*How many students (per year) will benefit?*

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

#### **THIS IS A SHARED INITIATIVE WITH THE ADVANCED TECHNOLOGY DIVISION AND INSTRUCTIONAL COMPUTING**

Based on the first initiative of the 2003-2004 unit plan, we have found that the incorporation of computers within the learning environment has addressed a fundamental problem. Certain classes are subject to fluctuation of enrollment. While a class with low enrollment would, under normal



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circumstances, be cancelled, many of our classes are part of a larger sequence that cannot survive without each educational element remaining intact and on schedule. In an effort to fully utilize the available software and computer based presentational tools, we need to use computers with a modern operating system, a larger hard-drive and processor speeds that meet current software requirements. Computer based training is critical to the success of our program. An instructor can maintain nontraditional CBT classes along with standard lab classes simultaneously by rotating students through computer instruction, where appropriate, and the more hardware intensive "hands on" classes. The success of this initiative is based on the ability of our computers to accommodate modern software requirements.

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

Note: Itemize equipment, resources requested by category (identical to Resource Description on spreadsheet)

We need to replace 23 PC's and monitors at \$1400 per station. Total cost = \$32,200

**5) List the possible funding sources**

*Can this project be partially funded?*

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

Carl Perkins and Tact as well as, depending on year end budgets, some possible assistance from the Electronic and Apprenticeship programs.

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. How does the request meet one or two of the Carl Perkins act goals?

This initiative provides technical enhancement to existing classes through the use of computer based teaching tools. In addition, this lab will represent a shared resource between, at least, two separate campus groups. This represents an unprecedented partnership be of resources between these two groups. There has been some discussion of opening lab times between programs to increase student access time to college resources at no additional cost to the college.

2. How will the use of the funds contribute to the success of Lane's Professional Technical students?

It is an economic reality that classes cannot consistently be maintained when there is low enrollment. Keeping classes viable serves the students by letting them complete their programs on schedule. These classes deserve modern software which cannot be supported by older computers.

3. Briefly describe your past history of utilizing Carl Perkins funds.

Our funding has centered around developing 'new' prep classes to attract high school students and other special populations, improving classes with curriculum development funds, program staff assistance to better serve our students, the purchase of software instructional tools and procurement of modern technical training equipment.

If you identify the Student Technology Fee as a possible funding source:

1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at <http://www.lanecc.edu/tact/>

2. Attach a copy of the Student Technology Fee request form to the Unit Plan.

Tact request has been submitted by instructional computing.

If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:

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1. How will the initiative improve learning?
2. What specific curricular materials will be created?
3. If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

6) **Provide ORG & PROG codes** ORG – 510500 – PROG codes - 112000

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

This shared initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs. Administration of Computer Based Training is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to unavailability of classes. The execution of Computer Based Training, to date, has proven extremely viable which offers fiscal stability to our programs and, consequently, the college.

## **Part IV: Projected Performance 2004-2005**

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### **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 5 Title**

**Division Priority #11**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

**Power Quality Training Center**

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

*What is the challenge you are trying to address?*

*How will this initiative address the challenge?*

This is a continuing incentive to purchase modern equipment that demonstrates complex effects in electrical and electronic disciplines.

**3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible. What is the need or intended use? How was that need assessed? What is your evidence of the need?*

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

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

*How many students (per year) will benefit?*

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

This initiative is centered around the purchase of 6 Fluke 43B power analyzer tools. These tools will be used in the analyses and demonstration of reactive effects in alternating current circuits. While the electrical theory class spend, typically, 66 to 81 hours in the exploration of AC and reactive circuits, complex effects have been, traditionally, difficult to display in an overt format. These tools clearly demonstrate some of these effects in a way that enhances the understanding of difficult concepts.

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

*Note: Itemize equipment, resources requested by category (identical to Resource Description on spreadsheet)*

A quantity of 6 Fluke 43B Power quality analyzers at \$2250 each = \$13,500

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**5) List the possible funding sources**

*Can this project be partially funded?*

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

Carl Perkins. While this initiative could be partially funded, it would need to be done in increments of \$2250.

If you identify Carl Perkins as a possible funding source, please answer the following questions:

3. How does the request meet one or two of the Carl Perkins act goals?

Promotes technological understanding of complex ideas and represents a shared resource between Apprenticeship and the Advanced Technology Division.

4. How will the use of the funds contribute to the success of Lane's Professional Technical students?

This equipment will provide a visual display of effects that have been traditionally displayed through inference. This equipment demonstrates complex effects in a more understandable way.

5. Briefly describe your past history of utilizing Carl Perkins funds.

Our funding has centered around developing 'new' prep classes to attract high school students and other special populations, improving classes with curriculum development funds, program staff assistance to better serve our students, the purchase of software instructional tools and procurement of modern technical training equipment.

If you identify the Student Technology Fee as a possible funding source:

1. Review the material under STUDENT TECHNOLOGY FEE on the TACT website at <http://www.lanecc.edu/tact/>

2. Attach a copy of the Student Technology Fee request form to the Unit Plan.

If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:

1. How will the initiative improve learning?

2. What specific curricular materials will be created?

3. If the proposal is for a course revision, how does this curriculum development differ from routine course?  
maintenance?

**6) Provide ORG & PROG codes** ORG – 510500 – PROG codes - 112000

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

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs. The introduction of this equipment is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to inability to understand difficult concepts. The execution of the demonstration of technology with modern equipment as a teaching tool, to date, has proven extremely valuable to students. It brings some students over the threshold of understanding and reinforces difficult concepts to even the more advanced students.

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

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

\*Continue additional office staffing to cope with administrative demands of the program along with increased class enrollment for the Limited Energy program.

\*In addition, we are working on strengthening our bonds with the Advanced Technology Division in sharing resources. One major project for example is a joint project in moving a computer-based training lab into Bldg. 15-206. This lab relocation will enhance our opportunity to offer computer-based training to students in our program. The plan is for Advanced Tech to use the lab during the day and Apprenticeship and Advanced Tech will alternate use of lab during the evening and weekend slots.

\*Electronic equipment- There have been several electrical topics identified (including motors, power quality, and controllers) that could be greatly enhanced with the addition of equipment requested in our Unit Plan.

**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?*

Foremost is the need to maintain adequate office support for the Apprenticeship program as administrative tasks have become more demanding and as the Limited Energy program continues to grow. There is also a need for web-based development in serving our student population with today's technology.

Development of additional computer resources will address both technology based instructional presentation techniques as well as offer additional resources of computer-based training for low enrollment and fluctuating enrollment courses.

Equipment – As usual additional equipment will greatly enhance technological presentations in several class offerings and reinforce the understanding of the National Electric Code as it applies to specific trades.

**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?*

Learning is enhanced through efficient processing of testing materials and student and instructor administrative needs. Also, through the incorporation of modern equipment, students see how the theory ties in with the operation of modern equipment. Diversity and collaboration are maintained through the sharing of computers, equipment, and software with other college groups. The addition of computers opens the door for many of the innovations that are available through software presentation techniques. Computers also increase accessibility to students in two forms: 1) Self-paced training is made available to students with special needs and 2) Multiple low enrollment classes can simultaneously share this resource with a minimum of instructor assistance. Our office maintains contact with the apprenticeship community to collect feedback from employers and students which is used to make calculated changes in our curriculum.

**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)?*

High on our list of tasks is to streamline the Limited Energy class sequence. As a distance learning class there are unique administrative requirements. Outside of the office's regular duties this adds a significant demand on what is already an over-tasked workload. Research and development of

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web-based presentation would be the natural evolution of this program. The program growth would be limited without sufficient staffing. In general, the more technology we can incorporate, the better our students will be prepared for the future.

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

The basis of our enhancement will be through the use of computers, computer-aided instruction and the incorporation of modern equipment with our curriculum.

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

Apprenticeship has established a positive relationship with the advisory committee membership. We continue to meet and share ideas and obtain needs for the program.

**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?*

During Inservice each year we continue to survey faculty and staff to identify staff development requests. Faculty are presented new teaching techniques and we offer technology classes at Inservice meetings. In addition, the Apprenticeship program maintains and encourages an 'open door' policy with our faculty and staff.

**7) Enrollment Data**

*Please provide your projected goals for 2004-2005:*

- Program Level: Student FTE --220 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 – Anticipate 4 degrees awarded

**9) Facilities and Equipment**

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

We need to establish lab space specific to our disciplines in both Building 12 and Building 15. Securing space is critical for our ongoing equipment needs to offer 'hands-on' instruction to our students.

**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

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\_\_\_\_\_  
Advisory Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Chair

\_\_\_\_\_  
Date

***DEADLINE FOR UNIT PLANS  
DECEMBER 15, 2004***



## **APPENDIX**

### **Apprenticeship Initiative Spread:**



"Initiative  
Spreadsheet-Appr.Co

### **Apprenticeship Enrollment:**



"Apprenticeship  
Enrollment.xls"

### **Apprenticeship Advisory Committee:**



"AC-Appr 04-05.xls"