Part I. Alignment with College

COLLEGE NOW PROGRAM – *Cooperative Education*

Chapter 0: Unit Alignment

1) <u>Core Values</u>

The work the Cooperative Education unit did on core values in 2003-2004 remains accurate for College Now for the 2004-05 plan.

2) <u>Strategic Directions</u>

- Transforming Students' Lives – College Now provides strategic services to learners in our partner high school sites and encourages their transition to LCC programs following high school.
- Transforming the Learning Environment - College Now provides college credit to all interested students, where CN courses are offered, based on their grades and regardless of culture, race, gender, etc.
- Transforming the College Organization – College Now responds well to building organizational capacity by offering classes in high schools where the instruction and space costs are paid by the high school, but the College gets the FTE. CN also supports student success by beginning to prepare HS students for college level course work.

3) <u>Learning Centered Principles</u>
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

- College Now provides opportunities for transformation through learning, beginning in high school.
- College Now engages learners as active partners in the learning process, beginning in high school.
- College Now commits to community responsibility and student need by providing college level coursework and instruction for high school students.
- College Now promotes open communication among staff, students and the community within and across organizational and physical boundaries by offering college courses in high school and having regular meetings between high school and LCC faculty to discuss college level curriculum and instructional issues.

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? Yes

   When was it written or updated? 2003-04

   Do you have a process for regular review? Yes. "The Co-op Division provides a conduit for students between the College and the community to establish, enhance, and reinforce learning and linkages. Each unit of Coop has its own area of emphasis. <u>College Now bridges to the high schools, creating early opportunities for high school students to earn credit and articulate their coursework with the college.</u>"

2) **Catalog Description**
   How do you describe your unit and instructional offerings in the college catalog?
   "The College Now Program brings college-level classes to high school students in their local districts. The classes provide an opportunity for students to simultaneously earn both college and high school credits. Students who successfully complete instruction in College Now classes in high school will be awarded Lane credit…." Instructional offerings for each high school are listed on the College Now website.

   How does your unit manage the review of catalog copy each year? Possible changes are discussed in a staff meeting.

3) **History/Significant Program Events**
   How did your instructional unit evolve at Lane? When the present Coordinator began working with the Program 20 years ago there were two or three courses at various high schools. There was no central organizing function nor was there uniformity or understanding about what the agreements were for awarding credit, cost, etc. It was a mess!

   What significant events have marked your growth? Continual program growth, addition of staff, better publicity, regular meetings/workshops for Lane and HS instructors, and in November 2004, elimination of the program fee (for 2 years).

   Do you have a system for maintaining an archival history of your unit? Yes, sort of.

   Do you have annual events that are representative of your unit's goals or teaching methods? An annual Fall Workshop for (100) HS instructors which includes meetings with their Lane faculty counterparts, an annual Professional Technical Careers Exploration Day for HS students to come to Lane and experience our professional technical programs, and annual Spring subject area meetings between HS and Lane staff.

4) **Degrees and Certificates**
   What degrees or certificates does your unit provide? None

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? College Now offers courses in both professional technical and academic transfer areas. All support Lane's terminal and transfer degrees to one degree or another, by providing Lane credits, on a Lane transcript, for work done in HS.

5) Organizational Structure
Please provide a description of how your unit is administratively organized within Lane's instructional structure. The College Now Coordinator and two staff members report to the Cooperative Education Division Chair, Andrea Newton.

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.

Judith Gabriel, Program Coordinator Faculty 1.0 FTE
Lori Lilliefors, Program Assistant, Classified, Admin. Specialist, Level 9, Step 8 .92 FTE,
Delna Coe, Program Liaison to HSs Classified, Project Specialist 2, Level 12, Step 8 .656 FTE
(Carl Perkins Title III grant funded)

7) Student Profile
If available, please provide demographic data for your student population. High school students, age 15-18. Primarily in Lane County. All socioeconomic groups, all races, nearly all abilities.

8) Facilities and Equipment
Describe your campus space. Gracious-sized office for each staff member, workroom, reception area, storeroom and extra desk for part-time/workstudy, in Bldg #19, #233*.*

What are its strengths? It is wonderful and works very well for us*.*

Provide a copy of your equipment inventory. Don't have one.

Do you have any plans in place for equipment replacement? We currently have all the equipment that we need.

9) Budget Profile

General Fund budget:

520300	Classified Unit Employees	$30,651
540500	Faculty Unit Employees	63,332
550600	P/T Credit Instructors	1,620
591900	OPE	50,452
610000	Operational Supplies	3,828
611100	Office Supplies	0
611300	Postage	0
614000	Staff travel	1,500
619300	Telephone	0
	TOTAL	$151,384

Carl D. Perkins Tech Prep (III) Grant

520300	Classified Unit Employees	$32,323
521000	Classified Unit Overtime	2,000
530400	Classified Non-Unit Employees	1,100
550600	P/T Credit Instructors	500
591900	OPE	18,577
611100	Office Supplies	600
615600	Travel	374
	TOTAL	$55,454

No Restricted Fund 9 (tuition based sections)

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
Unit Level: Student FTE 206 FTE, which 'shows up' in the Lane Divisions from which the courses originate (listed below):

Academic Transfer areas:	FTE
Art and Applied Design	1.43
English	18.31
Mathematics	49.74
Science	37.98
Social Science	4.13
TOTAL all Academic Trans.	110.16

Professional Technical areas:	
Advanced Technologies:	
Automotive	1.11
Construction	1.31
Drafting	19.59
Electronics	.92
Welding	3.26
TOTAL	26.19
Business Technologies	17.28
Culinary	9.49
Health Occupations:	
Health Careers	23.62
Early Childhood	17.90
TOTAL	41.52
TOTAL all Prof. Technical	94.47

TOTAL FTE Academic Transfer and Professional Technical: 206

2)   Student Success Data
Professional Technical programs student success data for 2003-2004: N/A (see individual Division success data)

3)   Budget
See Budget Profile Chapter 1, Section 9

Program Outcomes Data, 2003-2004

	Expected Outcomes for 2003-04	*Actual Outcomes For 2003-04*	*Analysis of Comparison (Link to 2004-2005 Goals)*
Enrollment Data			
Unit Level: Student FTE		206	New courses were offered, but enrollments were lower than in 02-03
General Fund Budget			
General Fund Allocation		$151,384	
Costs of Unit Operation		$206, 838	
Revenues Generated by Your Unit		(Credited to sponsoring divisions.) If 1 FTE equals $2K revenue, then CN generated $412K	
Cost per Student FTE		Gen Fund plus Grant divided by 206 = $1004.07 per student FTE If Gen Fund only: $734.87 per FTE	

Please attach a Course Enrollment report for summer 2003 through Spring 2004. Receive only an annual enrollment report, and have attached the 03-04 document.

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.

1) <u>**How effectively did you fulfill your unit's mission?**</u>
What approach did you take to gather evidence of your performance? Number of courses articulated, number of students earning credit, number of FTE.

What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004? Needed to find additional courses at Lane to articulate to replace those lost through BT decisions, and additional ways to convince students that signing up for (and paying for) CN credit is a good idea.

2) <u>**How well did students meet your learning outcomes at both the Program Level and Course Level?**</u>
What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004? College Now students must have a grade of C or better (in academic courses) or B or better (in Professional Technical courses) in order to earn college credit, so all students who received CN credit achieved the learning outcomes for the courses in which they were enrolled.

3) <u>**How well did students meet Core Ability outcomes?**</u>
What approach did you take to gather evidence of your performance? Meetings between HS and CC faculty, curriculum review and discussion of parallel CRLS standards (for secondary level CAM achievement, which students must meet in order to earn the CAM upon graduation from HS).

What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004? CN students meet or exceed the Core Ability outcomes, because of increased and ongoing emphasis of HS curriculum design to meet state K-12 Career Related Learning Standards (CRLS) which emphasize the same abilities as do the Core Abilities.

4) <u>**How efficiently did you use the resources you were given?**</u>
What approach did you take to gather evidence of your performance? FTE report, schools and classrooms visited, students enrolled and graded, parent nights, career fairs and open houses attended in order to publicize CN articulation agreements signed and in force.

What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004? Need to continually reinforce program benefit explanations to parents and students, reinforce credit process and materials deadlines for instructors, meet more than once yearly with HS principals to encourage additional teachers to articulate with program, and work more frequently with Lane Divisions in order to help them identify additional courses for articulation.

5) <u>**How well are you utilizing current technology?**</u>
What approach did you take to gather evidence of your performance? N/A

What method of assessment did you use? N/A

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004? Need to continue to refine our Banner process, so

that it doesn't produce additional hurdles for our registration, course creation and grading process, and billing.

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? 7 Advisory Council meetings and 1 Workshop*.*

What method of assessment did you use? Advisory Council meetings – anecdotal, Workshop, written evaluation for all 100 participants.

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.* 9/16/03 14 attendees, 10/21/03 11 attendees, 11/18/03 12 attendees, 1/20/04 9 attendees, 2/17/04 10 attendees, 4/20/04 11 attendees, 5/18/04 8 attendees.
- *Attach membership list indicating community members, businesses and LCC faculty/staff.*
- Delna Coe, LCC CN, Judith Gabriel, LCC CN, Kristin Gunson, Lane ESD, Shannon Roseta, Churchill HS, Michele Portman, CGHS, Alex Allen, Hsbg HS, James Mulanax, Mapleton HS, John Piltz, NEHS, Judy Reyneke, Sheldon HS, Mark Durbin, Siuslaw HS, Anne Bonine, SEHS, Linda McKenzie, Springfield HS, Amy Stranieri, Thurston HS, Martha Humphreys, Willamette HS
- *Describe committee involvement with curriculum changes, list any recent changes* Council exists to advise and inform College Now program development through a liaison role with High Schools.

7) **How well did you meet faculty and staff goals ?**
N/A. See #2, Program Outcome data

8) **Review your initiatives from 2003-2004.**
Initiative #1 – Increased number of courses available for articulation with HSs*.*

How well did you meet your goals? 9 new courses available for articulation with high schools – 7 CIT courses and 2 Math courses.

What benefits did your program accrue from the initiative? Benefits will accrue with additional student FTE for the 04-05 academic year*.*

What challenges arose? It ALWAYS is a challenge to find new courses for articulation. Challenges range from Lane faculty objection, HS participation and HS instructor approval to teach new course, Principal enthusiasm or the lack of it, etc.

How effectively were you able to utilize resources? We used resources well

Initiative #2 – Replacement of 1 staff computer*.*

How well did we meet our goals? Replaced old computer with good new one.

What benefits did our program accrue from the initiative? New computer had much bigger hard drive and RAM in order to more quickly/easily register students and perform database requirements.

What challenges arose? Which computer to choose!

How effectively were we able to use resources? Very well, thank you!

9) <u>Overall, what strengths do you believe your unit demonstrated in 2003-2004?</u>
1. Ability to work cooperatively with Lane Divisions and local high schools to offer low cost college credit and 'steps forward' toward college for students.
2. Flexibility in working cooperatively to craft solutions posed by Banner implementation to our student processes, such as registration, course development, billing.
3. Ability to design and implement new ways to involve HS students in learning more about how it feels to be in a PT class @ LCC (PTX Day).
4. Develop new target audience, by beginning work with 8th grade parents and students in planning for course choice and CN program involvement, as they transition into HS.

10) <u>Overall, what challenges do you believe your unit faced in 2003-2004</u>?
One Lane Division removed courses from option for articulation, which resulted in significant (30) less FTE and instituted a HS instructor testing policy before allowing certain course articulations, which resulted in a number of HSs choosing not to work with Lane, another Division (unreasonably) increased hurdles for HS instructors re: testing their students, which resulted in one school ceasing to articulate courses for 04-05, several HS instructors retired and their positions were not replaced or their programs were eliminated, because of budget issues, which resulted in less FTE for CN and Divisions.

11) <u>What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?</u>*
1. The emphasis on offering additional Lane courses for articulation (which are not currently offered) continues, identification and approval of new HS CN instructors must be ongoing.
2. Dissemination of CN information to HS principals, counselors, student and their parents is key to increasing student enrollment in courses and program growth, as well as to assisting students to transition into LCC programs after HS.
3. Parents and students must be given ample opportunities and appropriate materials through which they can gain an understanding of program benefits and process, in order to take full advantage of their CN opportunities.
4. In addition, efforts to eliminate roadblocks presented to smooth and equitable articulation (by Divisions) must be pursued. Ongoing efforts towards program improvement continue to be essential.

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.***

1) <u>**Initiative Title**</u>   <u>**Division Priority #7**</u>
    High School College Now Marketing Improvements

2) <u>**How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**</u>
    What is the challenge you are trying to address? The need for continual improvement in College Now marketing techniques and materials, in order to recruit more students into program (and eventually to LCC, after high school).

    How will this initiative address the challenge? Involve more Lane areas and resources in a cooperative and cohesive effort to improve services to high schools.

3) <u>**Describe the initiative**</u>
    What will the product be? The product will be improved materials for College Now, High School and Community Relations and Marketing and Public Relations to use to market LCC and College Now to Lane County parents and high school students. Specific materials will be: improved Professional Technical Career Exploration Day materials, a video for High School and Community Relations for use in high schools, a video for College Now for use in classroom and other school-related settings with students and parents, and improved communications between Lane and lane Divisions with families, using the CN student database.

    What is the need or intended use? HS students and parents. *How was that need assessed*? Through student comments and evaluations, requests for information from parents, and information from high school teachers, principals, counselors and superintendents. *What is your evidence of the need?* Written and phone messages, questions and written evaluations from instructors, counselors, students, parents and staff.

    Given college resources, is it feasible? Yes*.*

    Is it an efficient use of college resources? Yes. Through College Now LCC has access to student home addresses, for future Lane Marketing & PR mailings, etc., that it could acquire through no other means – a perfect opportunity.

    What would be the campus location of this request/project? Marketing and Public Relations Office, in cooperation with College Now and High School and Community Relations.

    How many students (per year) will benefit? Approximately 5,000

    How will students benefit? More and better information for students, their families and community about how to connect with what LCC offers, both in high school (CN) and after HS, for them and their families.

How specifically will it address Core Abilities or Learning Outcomes of your program? It will emphasize the connection between the CRLS they acquire in HS and the ways/means to continue the exploration of academic disciplines, understanding of self and the environment and will encourage them to become lifelong learners by continuing into college at LCC after HS.

4) **Describe the resources needed**
   Resources needed will be both funding (Marketing and Public Relations has agreed to fund the work) and cooperation from the programs involved, which are College Now and High school and Community Relations.

5) **List the possible funding sources**
   Can this project be partially funded? Yes, but overall effect will be reduced.

   ***If so, what portion could be funded at what minimum cost*?** Would need considerable discussion between MP&R, HS&CR and CN.

   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? Further meets the need to establish and promote transition for professional technical students between high school PTE courses and work in that area in a CC program, with employment in a professional technical career.
   2. How will the use of the funds contribute to the success of Lane's Professional Technical students? They will come to Lane better prepared to be successful in the field, with knowledge of the career field and their ability to succeed in it. They will also have completed some of the coursework in their major, as well as, perhaps earned college credits for English, math and other core program requirements and be able to proceed in the CC program without need for course remediation.
   3. Briefly describe your past history of utilizing Carl Perkins funds. 1) In 03-04 used Perkins fund to create and implement the first Professional Technical Careers Exploration Day (in cooperation with HS& Community Relations). The event was very successful, fully enrolled and will be held again in May, 2005, using Marketing & PR funds and assistance. 2) Were able to access funds to purchase a better computer to create spreadsheets for maintaining a student/teacher/course database.

6) **Provide ORG & PROG** codes
   In Marketing and PR. (Check with Tracy Simms)

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: The High School College Now Marketing Improvements Initiative allows the College and cooperating programs to more effectively reach out to HS students and their families through improved marketing for College Now (video and mailing of materials), HS & Community Relations (PTX Day and a video) and M&PR will have access to a very expanded database of HS student contact information for CN students, who have earned some college credit in HS and are a ready target for more information about how to become a Lane student after HS.

   Mission & Goals: This initiative promotes service that will provide affordable (free!), quality, educational opportunities in professional technical and lower division college transfer courses. It IS a community service.

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? See #11, Programs Outcomes Analysis.

   How will your program grow, change or adapt? See #11, Program Outcomes Analysis.

   How will you address the need to meet program accreditation standards or national standards if applicable? Continue to cooperate with College accreditation requirements, from both the Program and Division level, as was done in 04-05. Consult Oregon ODE staff and OARS for Dual Credit when questions of policy arise.

2) **How will your program enhance your students' abilities to meet Core Abilities outcomes?**
   By continuing work with HS and ESD to identify how College Now courses assist students in meeting their CRLS and other HS graduation requirements. This will more firmly cement the need for College Now courses as part of the education plans of high school students, thus increasing CN program enrollment and relevance.

3) **What course level outcomes do you expect to achieve?**
   Would like to identify (through working with various Lane Divisions) at least 6 additional courses for articulation in the high schools for the 05-06 academic year (photography, ceramics, possibly some additional English. and Science)

4) **What plans do you have for enhancing your use of current technologies?**
   Continue database development and continue work to adapt Banner processes to College Now needs.

5) **What plans do you have for working more effectively with your Advisory Committee?**
   Advisory Council is functioning well.

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?
   Continue regular staff meetings. Share unit plan before submission, as is currently done.

7) **Enrollment Data**
   Please provide your projected goals for 2004-2005:
   - Program Level: Student FTE – College Now should have at least 2,500 unduplicated students for the 04-05 academic year.
   - Capacity Analysis – Dependent on number of courses offered for articulation. Perhaps 4,000 students.

8) **Student Success Data**
   Please provide your projected goals for 2004-2005:
   - Student Completion ratios – N/A, as per different CN registration process
   - • Degrees, Certificates Awarded – N/A

9) **Facilities and Equipment**
   What facilities or equipment goals do you wish to set for 2004-2005? None. No new equipment necessary.

10) <u>Budget</u>

    Please provide projected goals for 2004-2005:

- General Fund:
    - -General Fund Allocation: Current 04-05 is $151,384- adequate
    - Actual Costs of Unit Operation: Same
    - Revenues (Course Fees, etc.): None. FTE generated by CN courses is attributed to Divisions from which they come. No program fee.
    - Cost per Student FTE: $1004.07 (<u>combined </u>Grant and General Fund) <u>General Fund only </u>per FTE is $734.87.

_____   _____

Advisory Committee Chair   Date

_____   _____

Division Chair   Date

DEADLINE FOR UNIT PLANS
DECEMBER 15, 2004

APPENDIX

College Now Initiative Spread:

"versionreal 045
Initiative Spreadshee

College Now 03-04 FTE Summary by Location:

CollNowSummary200
3-04.xls

College Now 03-04 FTE by Location:

"CN 2003-04 by
Location.doc"

College Now 03-04 FTE by Program Area:

"CN 2003-04 by
Program Area (Dept)