Part I. Alignment with College

Chapter 0: Unit Alignment
Key Question: How is your unit aligned with the college's goals and values?

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

     Core Values (6)
     - Learning
       We provide a wide spectrum of credit and enrichment classes for residents of south Lane County.
     - Diversity
       The range of courses and services available at LCC @ Cottage Grove encourage diversity. Examples include credit and enrichment classes, Adult Basic and Secondary Education classes, English as a Second Language classes, and classes geared toward the senior population.
     - Innovation
       We have developed the infrastructure to support additional distance learning delivery modes within the Cottage Grove facility. We are in the process of connecting to the Educational Services District fiber line so additional courses can be available in Cottage Grove.
       We have developed courses that acknowledge and emphasize the needs of our senior population.
     - Collaboration and Partnership
       New partnership opportunities are being pursued with the Cottage Grove Hospital.
       Partnerships with South Lane School District and the City of Cottage Grove have resulted in a new LCC facility in Cottage Grove.
       We partner with the Oregon Employment department in order to provide employment counseling for veterans.
       The community is well represented on the Cottage Grove Advisory Committee with representatives from the City, School District, local businesses and agencies, and the senior population.
     - Integrity
       LCC @ Cottage Grove has always strived to be viewed as an integral part of Lane Community College. We adhere to the policies and procedures of the college.
     - Accessibility
       By virtue of our location in south Lane County, we provide enhanced access for residents of the college district.

2)   <u>Strategic Directions</u>
     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.

* Provide on-site counseling and advising services.

* Credit instructors are certified through the respective credit departments.

* Expanded use of course delivery methods such as telecourses and online courses.

* Use of student evaluations to provide feedback to instructors.

- 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 anticipated installation of a fiber connection with the local high school – thus enabling the delivery of I-P Video courses.

    * Maintenance and care of facilities built with the 1995 bond funds.

    * Upgrading and replacement of classroom and staff equipment.

- 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.

    * Operate within the department budget allocation.

    * Continual staff training in the Banner system.

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

Learning Centered Principles

- Lane provides opportunities for transformation through learning.
- 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.

* LCC @ Cottage Grove courses that enable students to gain meaningful employment. Examples include Certified Nursing Assistant and Food Handler courses.
* Students provide feedback, formally and informally, regarding their instructional experiences.
* Students are encouraged to work in conjunction with college support services, such as academic advising, in the development of their program and career goals.
* LCC @ Cottage Grove actively supports learners from diverse cultures through the support of an English as a Second Language program.
* LCC @ Cottage Grove provides a range of course delivery methods and instructional support that respond to the needs of diverse learners. Examples include telecourses, online classes, math resource center, tutoring services, independent study courses, and Cooperative Education courses.

Part II. Unit Description

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

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

The mission of Lane Community College at Cottage Grove is to provide southern Lane County residents with accessible, high-quality educational opportunities and services.

Our vision is to provide educational opportunities that meet the goals of all current and future students. Recognizing that a cooperative working atmosphere affects our ability to provide a positive learning environment, we dedicate ourselves to comprehensive and respectful service.

The mission and vision statements were developed by LCC @ Cottage Grove staff in 2000 as part of a staff development process. A new review process will be established as part of an orientation process for recent staff hires.

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

Lane Community College at Cottage Grove provides educational services for the southern and eastern parts of the college district.

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?

Lane Community College @ Cottage Grove has been in existence since the middle 70's. The credit program experienced solid growth during the first ten years, largely due to enrollment by veterans in credit classes. Credit free classes have also served a significant portion of the south Lane County population over the years. Over the years, the program's student FTE has seen growth and decline on a parallel pattern as to the growth and decline of Lane's student FTE. LCC @ Cottage Grove had seen steady growth in student FTE from the middle 80's until moving into a new facility in 1997. Generally student FTE was about evenly split between credit and credit-free enrollments.

During the next five years student FTE grew at a faster rate. Two years ago we saw the first decline in student FTE as a direct result of a 25% reduction in the program budget and the elimination of a business program, summer classes and weekend classes. As a result of substantial tuition increases for credit-free classes, student enrollment in credit-free classes has declined. A shift by the Oregon Department of Education in funding fewer credit-free classes has also impacted the level of state reimbursable classes held at LCC @ Cottage Grove.

Historical information is maintained in department files. Annual events have fluctuated depending upon the availability of staff to organize and conduct them.

4) **Degrees and Certificates**
   What degrees or certificates does your unit provide?
   - *Two-Year Associate of Applied Science Degree?*
   Many required courses are available at LCC @ Cottage Grove toward this degree.
   Two-Year Associate of Arts Oregon Transfer Degree – students can complete this degree through LCC @ Cottage Grove.
   - *Two-Year Certificate of Completion?*
   Many required courses are available at LCC @ Cottage Grove towards various certificates of completion.
   - *One-year Certificate of Completion?*
   Many required courses are available at LCC @ Cottage Grove towards various certificates of completion.
   - *Cooperative Education?*
   Cooperative Education courses are offered at the Cottage Grove Center.

   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?
   Many courses offered at Cottage Grove meet some program requirements for a wide range of Professional Technical programs.

5) **Organizational Structure**
   Please provide a description of how your unit is administratively organized within Lane's instructional structure.
   The Cottage Grove Center is a member of the Continuing Education and Workforce Development Division (CEWD).

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.
   The Cottage Grove Center has no contracted faculty. Credit instruction is provided through part-time instructors who are certified by the respective academic departments of the college. A manager, two office support staff, one information technology technician, and one facilities/grounds staff member operate the center. The Cottage Grove Center is closed from July 1 to mid-August due to budget reductions. The Center does not offer a Summer term schedule of classes due to the budget reductions.

7) **Student Profile**
   If available, please provide demographic data for your student population.
   Approximately 30,000 residents live in South Lane County. Many live in rural locations that prohibit easy access to the Eugene/Springfield metropolitan area. The student population is diverse, both in terms of age and educational needs and goals. Specific demographic data regarding Cottage Grove Center students is not readily available or easily separated from the college demographic data. Some students attend classes in both locations which complicates the validity of the demographic data maintained by the college.

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?
   - Space Description - 1) 18,500 square foot facility on River Road on 3 1/3 acres of land. The land was donated by South Lane School District. Contains 3 computer labs, 7 classrooms, math lab, distance learning room, student resource room, five faculty offices, four staff offices, student service counter, student lounge, bookstore, staff workroom, and staff breakroom. The parking lot has 66

spaces. 2) 4,400 square foot facility on 5th Street. It contains 4 classrooms and 2 offices spaces. Daytime use of the facilities is underutilized. Estimate there is 60% utilization during the day. Evening use of the facilities is at near capacity.

- Strengths include well-maintained spaces for instruction, student services and department functions. Exceptional cooperation has been extended by students and staff in maintaining the appearance. A primary challenge is the resolution to the problem of significant water leaks in a classroom wall. Most existing classroom and office equipment is updated on a regular basis now that the college has the TACT program in place.
- A couple of equipment challenges include the periodic replacement of non-computer equipment such as Digital Light Projectors and obtaining funding for new equipment such as microscopes and models of human anatomy systems needed to teach Anatomy and Physiology courses.

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).

The 04-05 General Fund budget is $592,422. This includes 3.47 contracted employee FTE. The majority of revenues are generally associated with books sales which are offset by the cost of the books. Other annual revenues generally range from $5,000 - $15,000 for some contracted classes done with Weyerhaeuser. Carl Perkins funding of $10,977 was used to fund instructional aides and I-P Video equipment purchases.

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)   <u>**Enrollment Data**</u>
           Please provide the following enrollment data for 2003-2004:
           ▪ Unit Level: Student FTE 138.1[1]
           ▪ Course Level: Student FTE NA [1]
           ▪ Student FTE/Faculty FTE ratios 31/1[2]

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

3)   <u>**Budget**</u>
           Please provide the following budget information:
           ▪ General Fund: [3]

                - General Fund Allocation $518,608
                - Actual Costs of Unit Operation $450,069
                - Revenues (Course Fees, etc.) $14,043 contracted classes
                - Cost per Student FTE $3,259

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

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

Program Outcomes Data, 2003-2004

	Expected Outcomes for 2003-04	*Actual Outcomes For 2003-04*	*Analysis of Comparison (Link to 2004-2005 Goals)*
Enrollment Data			
Unit Level: Student FTE	*133*	*138.1*	We have experienced a reduction in FTE since the budget reductions and large tuition increases. We intend to level out and implement services for students that may or may not reflect directly in our department level FTE. A prime example are distance learning courses.
Course Level: Student FTE*	*NA*	*NA*	
Unit Faculty/Student FTE ratio	*30.0*	*30.0*	
Student Success Data (PT Programs Only)			
Degrees/Certificates Awarded			
General Fund Budget			
General Fund Allocation	*$518,608*	*$518,608*	
Costs of Unit Operation	*$518,608*	*$450,069,*	
Revenues Generated by Your Unit	*$12,000*	*$13,912*	
Cost per Student FTE	*$3,899*	*$3,259*	

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

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

Approaches you might take include:

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

Methods of assessment you might use include:

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

1) **How effectively did you fufill 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?
The mission of Lane Community College at Cottage Grove is to provide southern Lane County residents with accessible, high-quality educational opportunities and services. Within budget constraints we are accomplishing our mission. Enrollment reports, student feedback and Advisory Committee feedback were the primary sources of assessment. A primary strength is our presence and availability to residents of south Lane County. The primary weakness in fulfilling our mission is directly related to a 25% reduction in the department's budget which happens to correspond to a 25% reduction annually in our availability to the community.

2) **How well did students meet your learning outcomes at both the Program Level and Course Level?**
Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?
Learning outcomes for credit students at Cottage Grove reflect the same outcomes as the outcomes for students taking credit classes in Eugene. The curriculum for credit classes is overseen by the credit departments, both through the certification of instructors for Cottage Grove as well as the assistance in the development of course syllabi, textbook selections, etc. Course grade scores are similar to those given in Eugene classes. Student feedback for both credit and credit free classes indicates a high level of satisfaction with Cottage Grove classes.
Additional tutoring would further serve students who have academic challenges in the classroom.

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?
As stated in Item #2, our classes reflect those offered by the departments in Eugene. Course grade scores are similar to those given in Eugene classes.

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?
The enrollment and fiscal data supports that Cottage Grove made efficient use of our resources. A further decline in student FTE was predictable based on a continued reduction in the department budget, increases in

tuition, and the economy. Costs were reduced from the previous year in an effort to respond to the budget circumstances of the college and declining enrollment.

5) **How well are you utilizing current technology?**
   What approach did you take to gather evidence of your performance? What method of assessment did you use?
   What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?

   Discussions with staff and students, as well as input from course evaluations, indicate technology is being used in a creative and effective manner by instructors. Some instructors have yet to take advantage of the technology. We are seeing a trend of more instructors using the technology or requesting rooms that have the needed technology. Additional training opportunities for faculty in the use of technology would be helpful. Use of technology by support staff is well utilized. Continual training needs to occur as the methods of using the technology evolve.

   LCC @ Cottage Grove is waiting to be connected to the ESD connection so IP-Video classes can be received at the center.

6) **If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**
   What approach did you take to gather evidence of your performance? What method of assessment did you use?
   What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:

   - *Date of meetings and number of attendees.*
     - February 24, 2004 Eight attendees.
     - May 18, 2004 Seven attendees.
   - *Attach membership list indicating community members, businesses and LCC faculty/staff.*
     - Herbert Ball – Senior Programs
     - Robert Ball - **Siuslaw Bank**
     - Tim Flowerday – Cottage Grove Area Chamber of Commerce
     - Gail Hemsoth – LCC GED Lead Instructor
     - Steve Johnson – First Baptist Church
     - Matthew Klaus – Riverside Community Church of God
     - Kathy Luckcuck – Bank of America
     - Krista Parent – South Lane School District
     - Don Strahan – LCC
     - Gary Williams – City of Cottage Grove
     - Pat Zeller – Zeller Accounting
     -
   - *Describe committee involvement with curriculum changes, list any recent changes*
     - The advisory committee is not a curriculum based committee.
   - *Other advisory committee information*

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

   Staff goals primarily focus on providing quality service to faculty and staff. Assessment is a portion of the annual evaluation as well as ongoing discussions during the year. Training was provided, with the cooperation of departments in Eugene, to allow staff to accomplish their responsibilities. This will be a continuing need as staff and procedures change. Faculty goals for part-time instructors focus on classroom instruction. Student evaluations indicate success in meeting quality instruction goals.

8) **Review your initiatives from 2003-2004.**

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

Distance Learning Connectivity Initiative –
A fiber line was not installed between the Cottage Grove Center and Cottage Grove High School. The request was reviewed, but capital outlay was not granted for the project during 2003-04. It does appear that the installation will occur prior to Spring term, 2005.

Writing Tutors Initiative –
Tutors were available as outlined in the 2003-04 initiative. Students benefited from tutoring assistance that extended beyond composition classes. They received help with writing skills that were needed in classes that utilized writing assignments. The primary challenge was making the tutoring services available at times that would benefit the most students. We met this challenge by scheduling the tutoring services with both daytime and evening hours.

Additional Courses Initiative –
This was an unfunded initiative.

Upgrade Computer Lab to Windows XP –
This initiative was accomplished prior to the start of Fall term, 2004. The primary benefit is that it keeps our lab consistent with other instructional labs of the college. We are able to offer classes that operate more efficiently in the XP operating system. This is a significant benefit for students, instructors, and support staff.

9)   Overall, what strengths do you believe your unit demonstrated in 2003-2004?
- A commitment to providing high quality instructional and support services for students.
- Positioning our resources so we could provide needed equipment, both for instruction and support services.
- Operating within budget.
- Staff response to department needs when the department director was unavailable to due to health reasons.
- Exploring new partnership opportunities with the high school and the hospital.

10)   Overall, what challenges do you believe your unit faced in 2003-2004?
- Staff retirements resulted in adjustments by remaining staff.
- Allocation of time for training of remaining staff to accomplish new assignments was problematic.
- Functioning in a positive and supportive manner when the department director was unavailable due to health reasons.
- A decrease in non-credit enrollment due to tuition increases, the elimination of the senior discount, and the lagging economy.
- Workload of classified and management staff.

11)   What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*
- New staff members need significant amounts of training.
- With the addition of the upcoming fiber connection to the high school, we will be able to offer students additional local course options.
- The upcoming fiber connection to the high school will allow more staff support training opportunities and participation in meetings without incurring additional travel time and associated costs.

- The upcoming fiber connection to the high school will allow instructional support services from Eugene. An example would be introductory orientations on library use.
- The response from students to the tutoring services indicates a need for continued services. This will enable them to better achieve academic success.
- Additional support services from the college library would be of assistance to Cottage Grove students.
- More availability of current technology is needed by instructors to allow more options for instructional experiences.

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

Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

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

1) **Initiative Title** – **Academic Tutoring Services**   **Division Priority #1**

   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.

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**
   - *What is the challenge you are trying to address?*
     Enabling students to achieve academic success.
   - *How will this initiative address the challenge?*
     Students in Cottage Grove need a continuation of local access to academic support services which can assist them in learning concepts and methods directed toward academic achievement. Continuation of tutoring services would assist students by providing them with an opportunity to enhance their potential for academic success.

3) **Describe the initiative**
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
     Academic tutoring for students is the product. It is expanding from a focus on just writing skills.
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
     Based on student needs expressed in writing tutor sessions in 2003-04, it is evident that there is a broader need for tutoring information. Students frequently needed assistance with developing a plan or strategy for completing class projects and assignments. Guidance on how to locate data and research topics was also requested.
   - *Given college resources, is it feasible? Is it an efficient use of college resources?*
     The amount of funds requested is minimal – especially considering the impact of the tutoring services can have on student retention. Because many of the students are enrolled in classes that meet requirements for Professional Technical programs, Carl Perkins funding will be requested.
   - *What would be the campus location of this request/project?*
     Cottage Grove.
   - *How many students (per year) will benefit?*
     Approximately 100.
   - *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*
     Students will benefit by learning concepts and methods that will enhance their ability to think critically and solve problems effectively. It will increase their self-confidence and their desire to cultivate habits essential to lifelong learners.

4) **Describe the resources needed**

Attach the Initiative Spreadsheet to this chapter. Please be <u>specific</u> about the actual equipment/resource that you need.
See attached spreadsheet.

5)   **List the possible funding sources**
- *Can this project be partially funded?*
  Carl Perkins has funded the cost of this service for 2004-05. We are requesting a continuation of funding for the service. Department funds will be utilized to fund any difference between Perkins funding and the total cost of the service.

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

<u>If you identify Carl Perkins as a possible funding source, please answer the following questions:</u>
1.   How does the request meet one or two of the Carl Perkins act goals?
Student Skills Gain:
Tutoring in composition and other academic skills will improve the academic and technical skills of students enrolled in vocational and technical education programs. It will assist students achieve a higher level of success and learning in their course work.

2.   How will the use of the funds contribute to the success of Lane's Professional Technical students?
Special Populations Students:
A significant percentage of our credit students are special population students. Low writing ability and other academic skills are major barriers to success for this population. Tutoring in writing skills and other academic skills is a significant opportunity for students who face these barriers. It will result is a higher level of achievement for these students.

3.   Briefly describe your past history of utilizing Carl Perkins funds.
Carl Perkins funds have been used to provide instructional/teacher aid support for a Business program. It also was used to help provide computers prior to the shift to the TACT funding process. With the elimination of our Business program, recent funding has been used to provide IP-Video equipment and tutoring assistance for students.

<u>If you identify the Student Technology Fee as a possible funding source:</u>
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.

<u>If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:</u>
1.   How will the initiative improve learning?
2.   What specific curricular materials will be created?
4.   If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

6)   **Provide ORG & PROG codes** ORG: 430300   PROG 150000

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 project directly addresses a core value of the college – foster a culture of achievement in a caring community. It will assist students in achieving success in their course work. Student retention will be enhanced due to the increased academic success. It will allow the college to better extend it's mission of "transforming lives through learning."

1) <u>**Initiative Title**</u> **– Increase Classroom Instructional Experiences** <u>**Division Priority #2**</u>
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.

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?*
  Provide additional options for instructors to use current technology.

- *How will this initiative address the challenge?*
  It will provide a mobile unit that has current technologies and can be moved from one classroom to another.

3) <u>**Describe the initiative**</u>
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
  The product will be an increase of instructional experiences for students.
- *What is the need or intended use? How was that need assessed? What is your of the need?*
  Additional classrooms equipped with current technology.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
  It is feasible, particularly since a mobile cart provides efficient use of the resources.
- *What would be the campus location of this request/project?*
  Cottage Grove
- *How many students (per year) will benefit?*
  180.
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*
  Students will benefit from instructors having the capability of incorporating the use current technology into the course curriculum. Examples include illustrating resources on the Internet, establishing and illustrating the use of a Web page created for use by a class, and demonstration of how to use LCC library facilities. These benefits address Lane's Core Values of Innovation and Accessibility. They also promote the capacity for students to further explore academic disciplines, and to cultivate positive habits for lifelong learning.

4) <u>**Describe the resources needed**</u>
Attach the Initiative Spreadsheet to this chapter. Please be <u>specific</u> about the actual equipment/resource that you need.
Please see attached spreadsheet.

5) <u>**List the possible funding sources**</u>
- *Can this project be partially funded?*
  No, it won't be functional with the requested equipment.
- *If so, what portion could be funded at what minimum cost?*

<u>If you identify Carl Perkins as a possible funding source, please answer the following questions:</u>
5. How does the request meet one or two of the Carl Perkins act goals?
6. How will the use of the funds contribute to the success of Lane's Professional Technical students?
7. Briefly describe your past history of utilizing Carl Perkins funds.

<u>If you identify the Student Technology Fee as a possible funding source:</u>
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. NA according to an e-mail from Sonya on 12/10/04.

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

6)   **Provide ORG & PROG codes** ORG: 430001 PROG: 111000

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 project responds directly to the college's core values of Innovation and Learning. It will foster a culture of achievement and respond to technological changes.

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

1) <u>**What program level outcomes do you expect to achieve?**</u>
What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?
- Provide staff training so new staff can successfully perform their duties.
- Expand our involvement with Distance Learning – both in terms of courses for students and staff training.
- Develop new instructional services in cooperation with the high school and the hospital.

2) <u>**How will your program enhance your students' abilities to meet Core Abilities outcomes?**</u>
What changes, if any, do you expect to implement in 2004-2005?
- Students will have increased opportunities to explore academic disciplines through the expansion of Distance Learning opportunities.
- Successful use of Distance Learning classes will require the use of effective communication.

3) <u>**What course level outcomes do you expect to achieve?**</u>
What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?
- The primary goal will be increasing the effective use of technology to enhance the learning environment for students.

4) <u>**What plans do you have for enhancing your use of current technologies?**</u>
- Staff training in the use of technologies.
- Further encouragement of faculty in integrating the use of technologies in their classes.
- Acquire Web cams for staff participation in Eugene based meetings and training.

5) <u>**What plans do you have for working more effectively with your Advisory Committee?**</u>
Expand membership on the committee to include more of the business community.

6) <u>**How will you set faculty and staff goals?**</u>
How will you ensure the participation of faculty and staff in all phases of Unit Planning?
Now that we have replaced employees who retired, we will establish a meeting schedule to focus on unit planning.

7) <u>**Enrollment Data**</u>
Please provide your projected goals for 2004-2005:
- Program Level: Student FTE   125
- Course Level: Student FTE   NA
- Student FTE/Faculty FTE ratios   30.0
- Capacity Analysis   NA

8) **Student Success Data**

Please provide your projected goals for 2004-2005:
- ▪ Student Completion ratios   NA
- • Degrees, Certificates Awarded   NA

9) **Facilities and Equipment**

What facilities or equipment goals do you wish to set for 2004-2005?
- • The repair of a classroom wall that has significant water damage.
- • Increasing the availability of current technology for classroom instruction by the acquisition of a Digital Light Projector and computer that can be housed on a cart and moved to different classrooms.
- • The replacement of two computers that are connected to permanently installed LCD projectors in two classrooms.

10) **Budget**

Please provide projected goals for 2004-2005:
- ▪ General Fund:
  - - General Fund Allocation $592,422
  - - Actual Costs of Unit Operation $525,000
  - - Revenues (Course Fees, etc.) $$15,300
  - - Cost per Student FTE $4,200

_____   _____

Advisory Committee Chair   Date

_____   _____

Division Chair   Date

DEADLINE FOR UNIT PLANS DECEMBER 15, 2004