

*Lane Community College  
Unit Planning: Strategic Learning Initiative*

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**Part I. Alignment with College**

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**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.*

**Learning:**

The Strategic Learning Initiative is a faculty-led partnership with Lane's administration to create increased capacity for innovation and to carry out major, systemic change of the learning environment at Lane Community College. Traditionally, community college faculty takes student learning in an innovative learning environment as its highest priority. Yet this commitment is often not well examined systemically at community colleges. SLI provides that direct systemic approach. The effort here is built around widely engaging faculty toward four general aims:

- To incorporate what is known about learning and student motivation to enhance the learning environment.
- To incorporate technology to enhance the learning environment.
- To fit the course and program formats to better meet the learning needs of current and potential students.
- To create a college-supported practice of learning scholarship among faculty.

The specific, short-term projects of the SLI are woven together and focused by the Leadership Team with the aim of reaching and sustaining the above four aims. In this way, the students' immediate learning environment will be improved systemically, as well as improving the systems through which faculty innovate and exercise collective responsibility for enhancing the students' learning environment.

**Diversity:**

At this juncture SLI addresses diversity in terms of the college's mission and vision. Specifically, we ask how we can meet the needs of different students with differing abilities and from different backgrounds.

- The Learning Communities project supports a number of learning communities specifically addressing issues of diversity. These include the following: Native Circles, Afro-Blue:W/RightING the African American Experience, Thinking "Indian," Voices and Visions: Native American Autobiography and Culture, Fat Cats and Underdogs: Work Class, and the American Dream, and Puentes al Futuro.
- Reading Together, a Learning Communities project promotes and supports texts and speakers directly addressing diversity issues, including Allan Johnson and his text Power, Privilege and Difference and Ronald Takaki and his text A Larger Memory, A History of Our Diversity, with Voices.
- SLI has supported AILP (American Indian Languages Project), which will be offering American Indian language classes Winter Term 2005 and the project promotes ongoing relationships with tribes in the local area.
- ITI (Instructional Technology Infrastructure) project, which, with other work, supports faculty developing on-line courses for students who are better served taking classes off campus.

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### **Innovation:**

The SLI is more than a collection of short-term innovations.

- It is aimed at fundamental, long-term improvement of the students' immediate learning environment, so more students are learning more effectively.
- It is aimed at fundamentally changing the infrastructure of that environment so Lane continuously improves itself, with greater effectiveness, over the long term.

Right now there is potential for significant improvement in the learning environment in four general ways:

- Incorporating what is becoming known about learning and student motivation or how and why students learn.
- Incorporating new technology.
- Changing the formats of courses and programs to meet the needs of current and potentially new students.
- Creating a college-supported practice of learning scholarship among faculty.

The SLI aims to close these gaps in what exists and what could exist at Lane. Specific innovations in the SLI are supported as parts of projects coordinated by project teams, which are chartered by the SLI Leadership Team. Innovations may fit into existing projects, or be part of new projects.

### **Collaboration and Partnership:**

- The SLI is structured as a joint faculty union-administration project, anchored in a collectively bargained agreement to provide stability and support.
- While the SLI is faculty-led, it is also a partnership between the faculty and administration.
- This partnership is structurally reflected in consensus decision-making in the Leadership Team, insuring a voice for the diversity of faculty and administrative concerns.
- The partnership is also reflected in the exclusive role granted to the SLI for systemically changing the learning environment at Lane.
- Faculty leaders appreciate expertise and the essential contribution of managers and administrators and appreciate mutually shared values.
- Administration leaders respect the faculty's expertise and commitment to student learning, and support the partnership because it best promotes the mission of the college.
- The capacity for innovation of the learning environment has from the beginning been based on wide engagement of faculty, and openness to wide engagement from other staff and from students.
- As a vehicle for systemic innovation of the learning environment, the SLI involved a restructuring of how innovation takes place. This inevitably altered some relations of power, privilege and the distribution of resources.
- There was movement toward greater faculty leadership in systemic transforming the learning environment, greater partnership among all segments of the college, greater integration of the processes of changing learning environments and working conditions, greater access to participation in innovation, and greater stability in support for innovation.
- The partnership and systemic nature of SLI fosters an environment of respect, openness, fairness and honesty.

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- SLI cultivate a collegial working environment on the leadership team and among the members of the SLI projects, which promotes healthy debate and advocacy throughout the college about what is the best possible learning environment for our students.
- SLI models the need for an open budget process with shared decision-making.

#### **Integrity:**

- Faculty are the natural leaders of a systemic change process because of their skills and expertise, their deep professional commitment to student learning, and the faculty's commitment to the quality of their profession which suffers if it doesn't actively improve itself.
- Practically, there are no realistic alternatives to faculty leadership. The SLI is structured so that faculty and faculty values predominate at all levels from guiding the whole SLI to creating and carrying out specific innovations.
- The SLI aims to build an effective infrastructure for faculty to exercise appropriate collective responsibility for the learning environment.
- The SLI Leadership is in the process of creating a framework that engages the staff and students at Lane in measuring the effectiveness of the Initiative. The framework for innovation efforts and its ongoing modification enlarges the field of engagement and control by college staff and students. All staff and students are invited to help in defining and refining the framework.
- A number of measures of success will be defined in terms of the experience of staff and students at Lane, and in the experience of interested citizens—and their representatives—from our community. Such measures provide a structural accountability to everyone and create a transparent test through our everyday experience of whether faculty and other Lane staff are really connected to guiding innovation.

#### **Accessibility:**

The SLI projects are focused on making the best learning environment accessible to the largest number of students. The following list provides some examples:

- Access of courses and class materials on line for students and faculty.
- Linked or team-taught classes that provide the required classes within models that promote community and retention.
- Service learning, which integrates work in the community with course work.
- Support of faculty who convert courses from three to four credits to provide adequate credit for coursework.

## **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.*

### **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.*

Learning Communities provide students with linked and team-taught courses to provide for:

- Reinforcement and integration of ideas and concepts across subject matter boundaries.

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- Facilitating the move toward a richer, learning-centered environment.
- Facilitating active and collaborative learning at a commuter college.
- Promote retention by creating courses that focus on skills and knowledge about how to succeed in college, and develop a community of students who work together throughout their time at Lane.
- That includes student exploration and understanding of diverse perspectives with a cohort of students who share two or more courses.

Examples are BioBonds, which links Chemistry and Biology to prepare students for the study of human organ systems in future pre-med. courses, and Guided Studies, which links a reading and career and life planning course that focus on building skills to be a successful college student.

#### *Commit to a culture of assessment of programs, services and learning.*

- Each SLI project is chartered according to set guidelines provided by the SLI Leadership Team.
- Each project provides a detailed annual report within the charter framework, which includes how the project met its established charter goals and measured its achievements.
- The project evaluates its achievements on a college-wide, program and course level.

All courses that are part of SLI are learning outcome-based courses.

#### *Position Lane as a vital community partner by empowering a learning workforce in a changing economy.*

- Service Learning supports classes that merge classroom instruction with community service, providing an opportunity for students to develop academic skills in a service-oriented environment and develop a deeper understanding of the needs of the community.
- The learning communities Project supports learning communities designed to empower students headed into medical fields (BioBonds), culinary (Food For Thought), ecological work (Ecotrails), and as informed workers and supervisors (Fat Cats and Underdogs).
- SLI was a central college-wide project that enabled Lane to continue as a member of the League for Innovation. The League helps us stay in touch with the changing educational environment, which, in turn, supports our efforts to train students as they prepare for the future work environment.

### **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.*

SLI helps create a diverse and inclusive learning college in terms of the college's mission and vision by its very design (see Learning). Specifically, we ask how we can meet the needs of different students with differing abilities and from different backgrounds through the projects charted by the SLI Leadership Team. Those projects include the following:

- The Learning Communities project supports a number of learning communities specifically addressing issues of diversity. These include the following: Native Circles, Afro-Blue:W/RightING the African American Experience, Thinking "Indian," Voices and Visions: Native American Autobiography and Culture, Fat Cats and Underdogs: Work Class, and the American Dream, and Puentes al Futuro.

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- Reading Together, a Learning Communities project promotes and supports texts and speakers directly addressing diversity issues, including Allan Johnson and his text Power, Privilege and Difference and Ronald Takaki and his text A Larger Memory, A History of Our Diversity, with Voices.
- SLI has supported AILP (American Indian Languages Project), which will be offering American Indian language classes Winter Term 2005 and the project promotes ongoing relationships with tribes in the local area.
- ITI (Instructional Technology Infrastructure) project, which, with other work, supports faculty developing on-line courses for students who are better served taking classes off campus.
- The 3 to 4 Credit Conversion project that is coordinating and stewarding the establishment of the structure and support for moving substantial numbers of courses (in English, Social Sciences, and Arts mainly) from 3 to 4 credits to better articulate with U of O (and other OUS) courses and programs and to provide opportunities for restructuring courses, including modularized learning environments and new schedules.

*Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well equipped, aesthetically appealing and environmentally sound.*

For SLI, we suggest that the template be changed to include the learning construct of how classes are configured, how students are required to work together across disciplines, how faculty are redesigning credit conversion for courses and providing on-line courses and materials, and meeting together in Great Teaching Seminars to promote the practice of self-reflection and systemic self-evaluation, to share instructional challenges and successes and seek creative solutions with colleagues.

- Learning Communities like BioBonds and Food for Thought make use of the college facilities designed for regular, separate courses.
- ITI (Instructional Technology Infrastructure) supported the Experimental Classroom where instructors can try out different technological soft and hardware.
- Building 19 has become the center for what may be CCIL (The Center for Innovation and Learning). It now houses the coordinators of many SLI projects.

### **Transforming the College Organization**

*Achieve and sustain fiscal stability.*

- SLI has worked within a very limited budget since its inception and provided budget support for a number of chartered projects.
- SLI saves the college money by providing the college-wide support needed to address infrastructure barriers and redesign the structure to better support and innovative learning environment.
- This work has helped transform the whole college organization to better serve the largest number and most diverse student population.

Specific projects include the 3 to 4 Credit Conversion project and the American Indian Languages Project (AILP).

*Build organizational capacity and systems to support student success and effective operations.*

The ITI Project provides the organizational capacity college-wide for faculty to design and offer on-line courses and provide class materials on-line.

Learning Communities provide Learning Communities provide students with linked and team-taught courses to provide for.

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- Reinforcement and integration of ideas and concepts across subject matter boundaries.
- Facilitating the move toward a richer, learning-centered environment.
- Facilitating active and collaborative learning at a commuter college.
- Promote retention by creating courses that focus on skills and knowledge about how to succeed in college, and develop a community of students who work together throughout their time at Lane.
- That includes student exploration and understanding of diverse perspectives with a cohort of students who often form supportive friendships when they share two or more courses.

Service Learning supports classes that merge classroom instruction with community service, providing an opportunity for students to develop academic skills in a service-oriented environment and develop a deeper understanding of the needs of the community.

*Promote professional growth and provide increased development opportunities for staff both within and outside the College.*

- SLI projects promote and sustain faculty members working together across disciplines and divisions who then share their innovations with other colleagues within specific divisions. The innovative work within projects transforms the pedagogy of the faculty directly and indirectly involved in the projects.
- Faculty involved in Learning Communities call the work with colleagues across disciplines some of the most profound professional development work they have done.
- SLI projects support curriculum development for much of the faculty work done outside the classroom to design and implement specific innovations.
- Technology and Learning Community leaders have attended national conferences to stay abreast of the best thinking of other professionals. At the conferences they refine their own approaches for creating supportive learning environments for our students.

### **3) Learning Centered Principles**

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

#### **Learning Centered Principles**

*Lane provides opportunities for transformation through learning.*

- Service learning provides learning opportunities that link curriculum with community issues that encourage civic awareness.
- Instructional Technology Infrastructure provides direct faculty support for other faculty developing on-line material and on-line courses in many of the academic and professional/ technical disciplines. The faculty learning, in turn, transforms students' opportunities to communicate with each other and faculty members on-line.
- Learning Communities link disciplines and integrate ideas and assignments to reinforce each disciplines course materials, which leads to a deeper understanding of core concepts in the disciplines. The linked or team-taught courses also create a community or cohort of students and faculty that supports and challenges the student to explore ideas well beyond the student's original expectations

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

- The American Indian Languages Program is committed to the learning, teaching, and archiving of American Indian Languages in their cultural context, which includes the participation of members of the Native American community and all of the students involved in both the courses on campus and within the community.
- Reading Together reaches across traditional boundaries between campus employees and student groups, disciplines, difference ways of learning, different life experiences, and different areas of interest to read, discuss and design and participate in campus and community forums and activities based on two texts as a year-long project.

*Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.*

- Learning Communities are linked or team-taught courses also create a community or cohort of students and faculty that supports and challenges the student to explore ideas well beyond the student's original expectations
- Service learning provides learning opportunities that link curriculum with community issues that encourage civic awareness.

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

- Learning Communities are linked or team-taught courses create a community or cohort of students and faculty that supports and challenges the student to explore ideas well beyond the student's original expectations and understanding which includes across disciplines and with others from different backgrounds.
- Instructional Technology Infrastructure provides direct faculty support for other faculty developing on-line material and on-line courses in many of the academic and professional/ technical disciplines. The faculty learning, in turn, transforms students' opportunities to communicate with each other and faculty members on-line.
- Service learning provides learning opportunities that link curriculum with community issues that encourage civic awareness and involvement and further links the community, the student and the college.
- The 3 to 4 credit conversion offers support for faculty designing courses that require the students to work together or individually on projects that enhance their regular in-class discussions.

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

- Each Strategic Learning Initiative (SLI) project provides a detailed year-end report based on guidelines provided by the SLI Leadership Team, addressing how the project has addressed the four SLI aims: (Cognition/ Technology/ alternative formats/learning scholarship), their core values and goals, their activities for the year, their success measures and results, and their proposed budget and rationale for the following year.
- Reading Together regularly assesses each class in which the campus-wide shared texts have been used and assesses the effectiveness of the college-wide forums and presentations, asking participants to evaluate how the programs affected their understanding of college-wide values such as diversity

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*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.*

- The Learning Communities project supports a number of learning communities specifically addressing issues of diversity. These include the following: Native Circles, Afro-Blue:W/RightING the African American Experience, Thinking "Indian," Voices and Visions: Native American Autobiography and Culture, Fat Cats and Underdogs: Work Class, and the American Dream, and Puentes al Futuro.
- The American Indian Languages Program is committed to the learning, teaching, and archiving of American Indian Languages in their cultural context, which includes the participation of members of the Native American community and all of the students involved in both the courses on campus and within the community.

*Lane is committed to both individual and organizational learning.*

- The design of SLI and the projects has fostered individual and organizational learning because they embody the faculty-led partnership of achieving instructional restructuring, with self-organizing teams creating new structures and processes to fit the needs of the innovation that is focused on creating the best learning environment for the students.
- The 3 to 4 credit conversion project specifically works across and with the bureaucracy with necessary committees such as the Curriculum Approval Committee and Degree Requirements Committee to support faculty when they enter the process of designing classes that will convert from 3 to 4 credits.

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

- Reading Together reaches across traditional boundaries between campus employees and student groups, disciplines, difference ways of learning, different life experiences, and different areas of interest to read, discuss and design and participate in campus and community forums and activities based on two texts as a year-long project.
- Learning Community Project involves students and staff (including Student Services) in the design of learning communities that will support student retention, academic, and career goal success at Lane

*Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.*

- The SLI design and leadership helps facilitate faculty, staff and students faced with bureaucratic boundaries that inhibit organizational and physical boundaries such as with Service Learning, which helps instructors and students establish projects in the community that helps them make connections between college and community and between self and others who have very different lives.
- Learning Communities Leadership also helps streamline registration for students who must register for two or more linked courses in different disciplines across traditional department boundaries.



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Part II. Unit Description

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**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?*

Yes, we have a vision statement: The Strategic Learning Initiative is a faculty-led partnership with Lane's administration to create increased capacity for innovation and to carry out major, systemic change of the learning environment at Lane Community College. Traditionally, community college faculty takes student learning in an innovative learning environment as its highest priority. Yet this commitment is often not well examined systemically at community colleges. SLI provides that direct systemic approach. The effort here is built around widely engaging faculty toward four general aims:

- To incorporate what is known about learning and student motivation to enhance the learning environment.
- To incorporate technology to enhance the learning environment.
- To fit the course and program formats to better meet the learning needs of current and potential students.
- To create a college-supported practice of learning scholarship among faculty.

The mission and vision was written in 1999 and is updated every year. We have a retreat in the fall every year before the regular fall term begins to review our vision and set goals and priorities for the year.

**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?*

The SLI projects that support specific course offerings such as Service learning, Learning Communities, and the American Indian Experience at Lane (which includes some learning communities and the American Indian languages project courses) have their own listings under programs in the catalog.

Each coordinator for the specific project reviews the catalog pages on the regularly scheduled dates for review.

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**3) History/Significant Program Events**

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

The SLI was established in a collectively bargained agreement between the faculty and the College in 1999. The collectively bargained agreement establishing the SLI provides the means to create stability that faculty and administration can count on in the long term. This protects the Initiative from changes in leadership in administration and in the faculty and seals the institutional commitment necessary to advance change. Union and key administration participation in the Leadership Team also provides power to move the initiative forward.

- The SLI Leadership team has a retreat before fall term, during winter term if possible and in spring term to plan, review and evaluate the work of the team and of the SLI projects.
- There is an annual meeting of project team leaders to present final reports and to discuss over-lap and plan cross-support work for the following year.
- From SLI's inception there has been at least a full day at fall in-service for faculty, which includes a presentation to provide vision and direction for the day,
- In-service workshops feature the different projects that have been and are being sponsored by SLI, and a featured speaker who will challenge our strategic thinking about a learning centered college. The workshops involve educating faculty to the possibilities of being involved in the projects and includes faculty taking the time to brainstorm and work together to figure out how they will be involved in a project that particular school year or the following year.
- There is also participation on the Fall and Spring In-service Planning Committee and with particular projects featured as part of the Spring in-service program.

**4) Degrees and Certificates**

*What degrees or certificates does your unit provide?*

N/A

*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?*

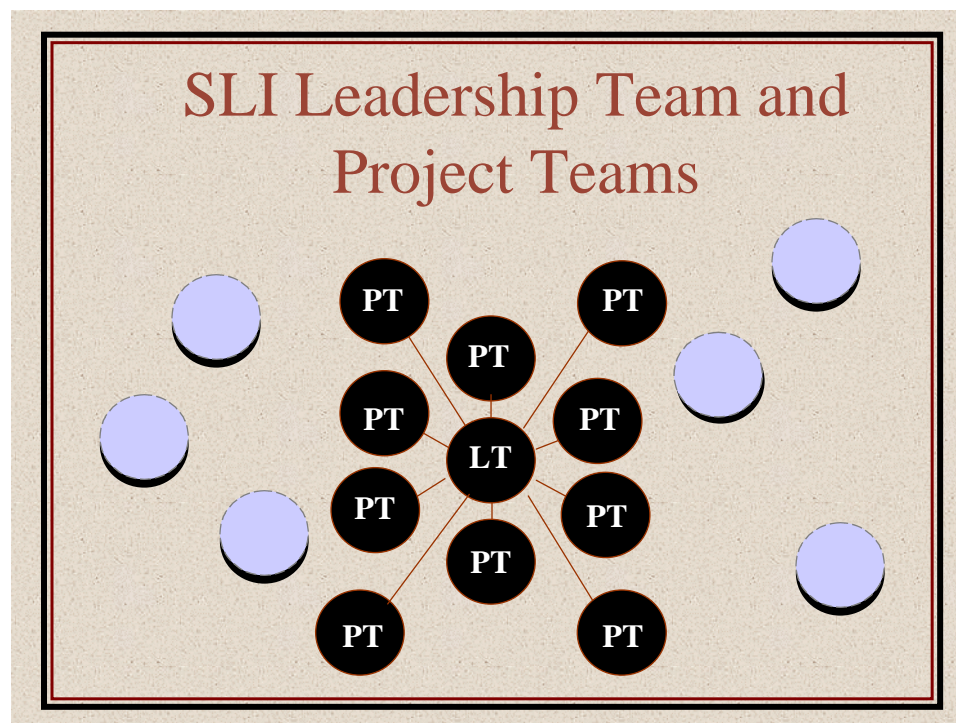
- Learning Communities such a Food for Thought, Service Learning such as in Business Technology and Workplace Health and Safety, and ITI projects and its support of faculty teaching on-line courses and materials support Professional Technical programs.

**5) Organizational Structure**

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

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Circles: at center SLI leadership Team In circles out on spokes Project teams: Service Learning, Learning Communities with Reading Together in a separate circles attached by a spoke the it, AILP, ITI, 3 to 4 credit conversion, Great Teaching Seminars



**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 following list includes faculty and staff who currently serve on the various project leadership teams and the SLI Leadership Team.

<b>Name</b>	<b>FTE</b>	<b>Educational Credentials</b>	<b>Expertise/Instruction</b>
Addison, Don	.5	Ph D., M.A., A.A.	Social Science/Part time
Baker, Gail	1.0	M.S., B.S.	Science
Bayless, Margaret	1.0	Ph D, M.A.	English
Bernardy, Donna M.	1.0	B.A., A.A.	Mathematics/Temporary
Bradley, Jill	1.0		Women's Program
Broderick, Sheila	1.0	M.A., B.A.	Social Science
Cantor, Ellen	.75	M.F.A., B.A	English/temporary
Christian, Sonya	1.0		VP of Instruction and Student Services
Croker, Paul	.25		Experimental Classroom coordinator/Part time

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Dane, Pam	1.0	Ph D., M.A.	English
Davis, Tina		NA	Health and PE/Part time
Deggelman, Penelope	1.0	M.S., B.S., A.A.	Mathematics
Edmonds, Karen	1.0		HS/Comm Relations coordinator
Escobar, Joe	1.0	M.A., B.A.	Social Science/Webmaster
Evans, Greg	1.0		Multi-Cultural Center
Farfan, Beverly	.5	B.A.	Cooperative Education/Part time
Ganser, Debby	1.0	M.S., B.A.	Counseling
Gilbert, Dennis	1.0	Ph D., M.S., B.S.	Science
Hall, Jerry	1.0	Ph D., B.S.	Science
Harrison, Jeff	1.0	Ph D., M.A.	English
Hupcey, Deb	1.0		Counseling
Imonen, Lee	1.0	M.F.A., B.A.	Arts
Keene-Wilson, Meredith	1.0	A.A.S.	Media Arts/Webmaster
Koechig, Donna	1.0		Assoc. VP of Instruction and Student Services
McGrail, Anne	1.0	Ph D., M.A., B.A	English
McNair, Don	1.0		Chair, Mathematics
Morrison-Graham, Katie	1.0	Ph D., B.S.	Science
Newton, Andrea	1.0		Chair, Cooperative Education
Oldham, Garry	1.0	M.S., B.S.	Social Science
Pinkas, Tamara	1.0	M.S., B.A.	Cooperative Education
Pray, Elaine	1.0	M.A., B.A., A.A.	Academic Learning
Reddoor, Susan	1.0	M.A., B.A.	Academic Learning
Ross, Jerry	1.0	M.A., B.A.	CIT
Stermer, Julianne	1.0	M.A., B.A.	Prof. Tech/Early Childhood
Thompson, Eileen	1.0	Ph D., M.A., B.A.	English/Temporary
Timberlake, Dan	1.0		Chair, Counseling
Uhlig, Elizabeth	1.0		Archives
Viles, Drew	1.0	Ph D., M.F.A., B.A.	English
Von Ammon, Jennifer	1.0	Ph D., M.A., B.A.	English
Walsh, Roka	1.0		ITC coordinator
Watt, Carol	.5	Ph D., M.A., B.A	English/Part time
Zimmerman, Ken	1.0	M.A.	English

## 7) **Student Profile**

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

The student population involved in SLI projects is a cross-section of the Lane student population.

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**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?*

- The SLI coordinator has one of the oldest laptop computers on campus and yet has to take minutes at each meeting and process multiple documents for the leadership team and the projects.
- The SLI project coordinators have offices in Bldg. 20, "The Pizza Hut", with access to an adjoining bldg. for meetings.
- The strengths of the building is that some remodeling has been done to make the offices tolerable and with internet hookup.
- There is also a room equipped with a copy machine. And a front office space.
- There is, however, not adequate meeting space for more than 5 people.
- The adjoining building has not been remodeled. The room has a strong smell; the heating and cooling of the room is difficult to control.
- The furniture does not work well for a classroom or a meeting room: the long tables and individual chairs are too many and difficult to move around to form a square or even oblong format for group work. The carpet is old and torn.

**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).*

- Reading Together Project should be funded as its own project. It is in its third year of incubation, and has been highly successful.
- Funding to support incubation of new Learning Communities through SLI.
- Funding to provide continued support for successful learning communities classes through initial three (or more) years until they reach "critical mass."
- Three-tier funding of Learning Communities courses:
  1. Brainstorming session support for development of "latent" learning communities. Some faculty may not even be aware that their classes could be productively linked with other college courses. Alternatively, courses already being taught could best be supported by new classes that could be developed and linked. This kind of brainstorming work could be supported by Learning Communities through annual sessions that invite faculty to attend a brainstorming session. Stipends would provide initial support for faculty work.
  2. Curriculum Development support to fund meetings of faculty with *promising* (but not fully "fleshed out") ideas.
  3. Curriculum Development funds for work on courses that are more fully conceived.
- Banking Hours project. Learning Communities continues to see the need for supporting faculty who team-teach LC classes. The stipend of \$250 is inadequate to support the number and kind of hours spent in the classroom.
- Development of a "Great Teaching Seminar" using "First Year Experience" curriculum and other Learning Community ideas that link counseling and advising options with academic courses.

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- Conference funding for Learning Communities Coordinator and a team of Learning Communities Leadership Team to attend Learning Communities workshop.
- In addition, Learning Communities will be working to develop principles for incubation status for linked classes, and clarifying the distinction between incubation and sponsorship.

Learning Communities Leadership team will also develop clearer communication with division chairs concerning part-time status and learning communities.

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**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.*

**1) Enrollment data**

Please provide the following enrollment data for 2003-2004:

- Program Level: Student FTE <sup>1</sup>

Summer 03	Fall 03	Winter 04	Spring 04	Year Total
N/A	74.70	59.60	85.93	220.23

- Course Level: Student FTE <sup>1</sup>  
(See attached spreadsheet; note WebCT and Moodle courses summative by term only, breakdown available)
- Student FTE/Faculty FTE ratios <sup>2</sup>  
(Awaiting meaningful Data)
- Capacity Analysis

Summer 03	Fall 03	Winter 04	Spring 04	Year Total
N/A	88.3%	88.5%	89.1%	88.6%

**2) Student Success Data**

Please provide the following student success data for 2003-2004:

In rating the effectiveness of Lane courses in developing core abilities, 95.7% of AAOT respondents thought that courses at LCC were effective or very effective in teaching the ability to communicate effectively; and 95.7% thought that Lane's courses were successful in teaching critical thinking; n=23 (Graduate Assessment of General Education, Conducted June 2003, Table 3b., page 4).

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**3) Budget**

Please provide the following budget information:

General Fund: <sup>3</sup>

General Fund Allocation:	\$197,500
Actual Costs of Unit Operation:	\$185,200
Remaining Recurring To Be Allocated	\$ 12,300
One Time Allocation	\$ 20,000

Total for 2004-2005	\$217,500
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Revenues (Course Fees, etc.)

Cost per Student FTE <sup>4</sup>	\$897
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[There are many ways to view SLI's impact. This FTE number is calculated for the # of students in SLI sponsored/coordinated courses. SLI's vision is to create increased capacity for innovation and to carry out major, systematic change of the learning environment at LCC. The number below reflects the impact of SLI on LCC as a whole].

Cost per Student FTE (college-wide) <sup>5</sup>	\$19
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<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.*

<sup>4</sup>*SLI Costs Only*

<sup>5</sup>*College FTE 03-04 (1036.83+3552.25+3048.60+3066.68 = 10704.36 FTE)*



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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.*

**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?*

SLI's mission revolves around 4 main goals:

- To incorporate what is known about learning and student motivation to enhance the learning environment.
- To incorporate technology to enhance the learning environment.
- To fit the course and program formats to better meet the learning needs of current and potential students.
- To create a college-supported practice of learning scholarship among faculty.
- To achieve these goals, SLI charts working projects in a variety of specific areas. Assessing the work of these projects is SLI's primary means of assessing its overall performance.

**AILP** has successfully processed several American Indian Languages courses through the Curriculum Approval process. These include AIL 280, Co-op Ed: American Indian Languages, that has been offered since Summer, 2002; AIL 100, Foundations of American Indian Languages, that has been taught for 6 terms now and will continue this summer and next year; AIL 101, 102 and 103, that are to be offered Fall, 2004, and Winter and Spring, 2005.

**Service Learning:** During fall term, we approved projects for three faculty members in the English department: Kate Sullivan, Michele Handy, and Jennifer Love. The projects include working with Mt. Pisgah Arboretum, Food for Lane County, Grassroots Gardens, and the Grower's Market. Winter term, we received one proposal from a science instructor, Elly Holmgren. The project is for students to dedicate 10 hours to the Sheldon Academy and participate in four ecological activities. In Spring term we approved three SL proposals in the following divisions: Business (Chris Culver), ABSE (Deb Bernhard and Amy Gaudia), and Speech (Mara Levin). We're also working with faculty in Academic Learning Skills (Elaine Pray) to submit a proposal in early fall. This term has been a successful one in terms of increasing service-learning across disciplines.

**Instructional Technology Infrastructure:** In 2003-2004 ITI established a number of new software platforms for instructional use, increasing the range of technology tools available to instruction. A new, open-source online learning platform called Moodle was installed and is currently being tested by approximately 10 faculty. Other new software tools now in use include PHPBB bulletin board software, MySQL database software, and PHP ESP, a system for doing online surveys. ITI also worked to bring the Experimental Classroom facility into working shape; the first classes are being taught in the space Fall 2004. In addition ITI created and now runs the first, pay-for-service, web development team on Lane's campus. The Design Resource Center is currently working on web site development for a number of academic departments and instructors.

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

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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 Communities:**

1611 students took part in Learning Community Courses during the 2002-2003 school year (up from 1311 last year and 785 students the prior year). See enrollment report attached. Student participation was up despite the loss of some key learning communities that we hope will return in the near future (Go For Baroque! And Petal, Pen, Peck and Paw).

494 students participated in the Fall, 458 students in the Winter, and 659 students in the Spring.

Dozens of students participated in feedback sessions on their learning communities' experience as part of the National Learning Communities Project Site Visit (see attached report).

**ITI:**

Approximately 3000 students are currently using WebCT to support their learning. In addition, several hundred students use one or the other software systems supported by ITI in some aspect of the learning environment of their courses.

**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?*

Core abilities are assessed at the course level. But the four overall aims of SLI are directed toward improving these core abilities.

**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?*

Despite limited resources, SLI was able to successfully launch several new projects in 2003-2004 including the Reading Together project, AILP, and the 3-4 credit conversion project. All curriculum development funds utilized by the Learning Communities and Service Learning projects resulted in new courses in these areas. By expanding its offerings of open-source software, and moving some internet supported courses to the free Moodle platform, ITI created efficiencies in using technology, saving the college costs for its WebCT license.

**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?*

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AILP has maintained a web page through the Library web page and over-seen by Don Macnaughtan for several years.

See ITI comments under question 1.

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

*What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:*

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

NOT APPLICABLE

**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?*

See answer to question 1.

**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*

Not applicable for 2003-2004. This is our first Unit Plan for SLI.

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

SLI has re-invigorated faculty participation in the previous year, with new outreach efforts by several existing projects, and new projects involving more faculty.

SLI has moved the process of mainstreaming successful projects forward, with the development of CCIL and clarification of mainstreaming guidelines.

SLI has clarified the chartering and formation processes for new projects.

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The new SLI co-chair has brought a valuable new perspective, as well as lots of strong new energy, in to the leadership team.

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

The shortage of funding was the primary challenge faced by SLI. In addition, SLI had to work to incorporate new members, including a new co-chair, into its leadership team. SLI had a considerable challenge in solidifying its central processes of chartering new projects and mainstreaming successful efforts.

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

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

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**Part IV. Projected Performance 2004-2005**

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**Chapter 4: Strategic Learning Initiative ‘Initiatives 2004-2005’**

These initiatives will assist SLI in articulating the College’s vision of providing learning opportunities for our students to transform their lives, and will further enable SLI to align with the College’s Mission of providing quality educational opportunities for our students. These initiatives support Lane’s Core Values by enabling SLI to create increased capacity for innovation and to carry out major systemic change of the learning environment at Lane Community College.

These initiatives, beginning on the next page, will enable SLI:

- To incorporate what is known about learning and student motivation to enhance the learning environment.
- To incorporate technology to enhance the learning environment.
- To fit the course and program formats to better meet the learning needs of current and potential students.
- To create a college-supported practice of learning scholarship among faculty.

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Initiative **Priority One:**

**Initiative Title:**

Expand Faculty Webmaster position, incorporating current Experimental Classroom coordinator duties.

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

Build capacity and efficiency in technology support for innovative teaching tools.

**Describe the initiative**

We intend to combine the responsibilities of the current Webmasters with those of the Experimental Classroom coordinator, eliminating the non-recurring funded position of the EC coordinator.

**Describe the resources needed**

We request recurring funding of .25 FTE at Level 2, Step 6 (\$18,148) of the contracted faculty pay schedule.

**List the possible funding sources**

We request that the funding source be a new General Fund line item.

The initiative cannot be partially funded as it is intended to leverage a new .25 FTE position to .5 FTE.

**Provide ORG & PROG codes**

ORG: 402300 PROG: 210000

**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 answers the Strategic Direction of "Transforming the College Organization: Build organizational capacity and systems to support student success and effective operations." The ITI project provides the organizational capacity college-wide for faculty to design and offer on-line courses and provide course materials online. The efficiencies of combining the Webmaster position with the Experimental Classroom coordinator formalizes the actual practice of supporting faculty with the Experimental Classroom use and developing web-based teaching materials and tools.

## *Lane Community College*

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#### Initiative **Priority Two:**

##### **Initiative Title:**

Develop and incubate new learning communities.

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

This initiative is intended to realize the capacity to provide wide-scale learning communities opportunities that was envisioned at the inception of the SLI. Learning Communities link disciplines and integrate ideas and assignments to reinforce each disciplines course materials, which leads to a deeper understanding of core concepts in the disciplines. The linked or team-taught courses also create a community or cohort of students and faculty that supports and challenges the student to explore ideas well beyond the student's original expectations

##### **Describe the initiative**

The initiative will provide adequate support for faculty to design and develop a wide range of new learning communities projects

##### **Describe the resources needed**

We request curriculum development funding for 400 hours @ the current rate of \$26.44 (\$14,765)

##### **List the possible funding sources**

We request that the funding source be Curriculum Development monies. The use of Carl Perkins funds to support this initiative could also be considered since Learning Communities are targeting the development of new learning communities in Professional Technical areas. For example, this past year the learning community "Food for Thought" linked courses in Culinary Arts, Math and English to serve Culinary Arts students by expanding course materials to a real-world application while fulfilling general education requirements.

This initiative could be partially funded, and has been for several years. The partial nature of its funding history is what has constrained the successful achievement of the goal to offer learning communities on a wide-scale, with an eye towards having a learning community course a degree requirement.

The initiative will improve student learning in ways that are well-documented by the current national research regarding learning communities and student motivation and success. Specific curricular materials could include, but is not limited to, syllabi, workshop materials, lecture materials, and team teaching assessment documents.

##### **Provide ORG & PROG codes**

ORG: 402310 PROG: 210000

##### **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 answers the Strategic Direction "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". Learning Communities link disciplines and integrate ideas and assignments to reinforce each disciplines course materials, which leads to a deeper understanding of core concepts in the disciplines. The linked or team-taught courses also create a community or cohort of students and faculty that supports and challenges the student to explore ideas well beyond the student's original expectations

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#### **Initiative Priority Three:**

##### **Initiative Title:**

Develop 3 to 4 Credit Conversion project activities to change the number of units for courses and to change the fundamental structure of classes.

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

The initiative would provide release time for faculty to reformulate their course offerings in terms of credit and schedule to better meet the needs of current and potential students.

##### **Describe the initiative**

This initiative tackles the enormous job of coordinating the reformulating of courses so that students can choose from alternative course schedules and options when their responsibilities outside of the College compete with the traditional academic schedule, as well as help coordinate the work of many stakeholder groups to meet the significant challenge of recalculating course work credit to articulate better with other academic programs.

##### **Describe the resources needed**

We request curriculum development funding for 500 hours @ the current rate of \$26.44 (\$18,456)

##### **List the possible funding sources**

We request that the funding source be Curriculum Development monies.

This initiative could be partially funded, and has been for several years when some of its goals were supported under the FST SLI project . The partial nature of its funding history is what has constrained the successful achievement of the goal to create courses that offer alternative schedules and which continue to articulate with other academic programs across the state and nation. The reduction in the hours funded also constrains the progress of coordinating the large scale effort to convert course credits.

##### **Provide ORG & PROG codes**

ORG: 402520 PROG: 210000

##### **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 answers the Strategic Direction "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". The 3 to 4 Credit Conversion project that is coordinating and stewarding the establishment of the structure and support for moving substantial numbers of courses (in English, Social Sciences, and Arts mainly) from 3 to 4 credits to better articulate with U of O (and other OUS) courses and programs and to provide opportunities for restructuring courses, including modularized learning environments and new schedules.



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Initiative **Priority Four:**

**Initiative Title:**

Increase ITI Coordinator position to .5 FTE

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

This initiative will allow the ITI coordinator to participate more fully in the expanding work of supporting and directing the workplan of the ITI project that provides technology support for faculty.

**Describe the initiative:**

The initiative expands the current reassignment of the ITI coordinator to .5 FTE

**Describe the resources needed**

We request recurring funding of .25 FTE at Level 2, Step 6 (\$18,148) of the contracted faculty pay schedule.

**List the possible funding sources**

We request that the funding source be a new General Fund line item.

The initiative requires the minimum FTE increase to meet the growth in the number of responsibilities of the coordinator position as the ITI project offers a fuller range of technological support in web-based media for the learning environment.

**Provide ORG & PROG codes**

ORG: 402 PROG: 210000

**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 answers the Strategic Direction "Transforming the College Organization: Build organizational capacity and systems to support student success and effective operations". Instructional Technology Infrastructure provides direct faculty support for other faculty developing on-line material and on-line courses in many of the academic and professional/ technical disciplines. The faculty learning, in turn, transforms students' opportunities to communicate with each other and faculty members on-line.

## *Lane Community College*

### *Unit Planning: Strategic Learning Initiative*

Initiative **Priority Five:**

**Initiative Title:**

Develop curricula for the AILP language courses AIL 102 and 103

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

The American Indian Languages Program is committed to the learning, teaching, and archiving of American Indian Languages in their cultural context, which includes the participation of members of the Native American community and all of the students involved in both the courses on campus and within the community. The AILP is designed to provide curricula that applies the current research regarding language acquisition and utilizes the recent web-based technology to create learning tools.

**Describe the initiative**

The initiative seeks to build the capacity to develop AIL courses utilizing technology and non-traditional scheduling and distance learning formats that will help bridge the gap between Native students' cultures and the culture of institutions of higher learning.

**Describe the resources needed**

We request curriculum development funding of 200 hours @ the current rate of \$26.44 (\$7,383)

**List the possible funding sources**

We request that the funding source be Curriculum Development monies.

The initiative could be partially funded, but it would constrain the successful achievement of the goal to offer AIL courses in a timely manner.

**Provide ORG & PROG codes**

ORG: 402515 PROG: 210000

**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 answers the Learning Centered Principle that "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." The AILP utilizes current research about the connections within culture, language and learning to enhance the learning environment for Lane students, and it directly supports all of Lane's core values as identified in its Strategic Plan including learning, innovation, collaboration, integrity, accessibility and diversity.

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Initiative **Priority Six:**

**Initiative Title:**

Encourage the participation of Learning Communities LT members in national conferences, particularly the Learning Communities Institute.

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

SLI projects promote and sustain faculty members working together across disciplines and divisions who then share their innovations with other colleagues within specific divisions. The innovative work within projects transforms the pedagogy of the faculty directly and indirectly involved in the projects. Faculty involved in Learning Communities call the work with colleagues across disciplines some of the most profound professional development work they have done.

**Describe the initiative**

This initiative would provide support for faculty to stay abreast of the best thinking of other professionals across the nation regarding Learning Communities.

**Describe the resources needed**

We request \$5000 to support the Learning Communities travel and professional development activities.

**List the possible funding sources**

We request that the funding source be a new recurring line item in the General Fund.

**Provide ORG & PROG codes**

ORG: 402310 PROG 210000

**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 answers the Strategic Direction "Transforming the College Organization: Promote professional growth and provide increased development opportunities for staff both within and outside the College". At conferences and the Learning Community Institute, faculty and staff participating in the Learning Community project refine their own approaches for creating supportive learning environments for our students.

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#### Initiative **Priority Seven:**

##### **Initiative Title:**

Create permanent position for Reading Together coordinator.

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

The coordination of the Reading Together project supports the SLI aim of adapting learning formats to better meet the learning needs of current and potential students. This project reaches across the entire college to provide an unusual learning opportunity for all employee groups, students and community members.

##### **Describe the initiative**

This initiative will secure recurring funding to support the Reading Together project coordination position at .5 FTE

##### **Describe the resources needed**

We request recurring funding of .5 FTE at Level 2, Step 6 (\$23,723) and OPE of the contracted faculty pay schedule.

##### **List the possible funding sources**

We request that the funding source be a new recurring General fund line item.

This initiative could be funded partially with both recurring and non-recurring funds for the coming academic year.

##### **Provide ORG & PROG codes**

ORG: 402525 PROG: 210000

##### **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 answers the Strategic Direction "Transforming the College Organization: Build organizational capacity and systems to support student success and effective operations". The success of the Reading Together project over the past two years has been lauded by the college community, and securing the funding to stabilize the coordination of this project demonstrates the College's commitment to it. This initiative also answers the Learning Centered principle: "Lane students and staff are a community of learners, all of whom contribute to learning." Reading Together reaches across traditional boundaries between campus employees and student groups, disciplines, difference ways of learning, different life experiences, and different areas of interest to read, discuss and design and participate in campus and community forums and activities based on two texts as a year-long project.

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Initiative **Priority Eight:**

**Initiative Title:**

Encourage participation of Service Learning LT members in national and state-wide Service Learning conferences

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

SLI projects promote and sustain faculty members working together across disciplines and divisions who then share their innovations with other colleagues within specific divisions. The innovative work within projects transforms the pedagogy of the faculty directly and indirectly involved in the projects.

**Describe the initiative**

This initiative would provide support for faculty to stay abreast of the best thinking of other professionals across the nation regarding Service Learning.

**Describe the resources needed**

We request \$5000 to support the Service Learning travel and professional development activities.

**List the possible funding sources**

We request that the funding source be a new recurring line item in the General Fund.

**Provide ORG & PROG codes**

ORG: 402335 PROG: 210000

**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 answers the Strategic Direction "Transforming the College Organization: Promote professional growth and provide increased development opportunities for staff both within and outside the College". At conferences, faculty and staff participating in the Service Learning project refine their own approaches for creating supportive learning environments for our students.

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Initiative **Priority Nine:**

**Initiative Title**

Create a “bank” of release hours to reward learning community faculty who foster a culture of community by attending one another’s classes.

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

SLI projects promote and sustain faculty members working together across disciplines and divisions who then share their innovations with other colleagues within specific divisions. The innovative work within projects transforms the pedagogy of the faculty directly and indirectly involved in the projects.

**Describe the initiative**

While there are many ways to build the sense of community that is the backbone of a learning community, there seems to be few substitutes for having faculty physically present in one another’s classroom experience. The “bank” attempts to compensate, at least partially, the time and effort necessary to build community.

**Describe the resources needed**

We request \$17,450 for 50 stipends @\$250 plus OPE

**List the possible funding sources**

We request that the funding source be a recurring line item in the General Fund.

**Provide ORG & PROG codes**

ORG: 402310 PROG: 210000

**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 answers several of the Learning Centered principles of the College. Supporting faculty to foster, create and model community to the cohort of students demonstrates “a learning environment that motivates and inspires students to recognize their responsibility for their own learning”. Learning Communities link disciplines and integrate ideas and assignments to reinforce each disciplines course materials, which leads to a deeper understanding of core concepts in the disciplines. The linked or team-taught courses also create a community or cohort of students and faculty that supports and challenges the student to explore ideas well beyond the student’s original expectations.

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### **Priority Ten:**

#### **Title**

Develop innovation projects for faculty in ITI project

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

The ITI (Instructional Technology Infrastructure) project, is the vehicle in which technology is incorporated to enhance the learning environment. Projects within the ITI support faculty in developing on-line courses for students who are better served taking classes off campus. The ITI Project provides the organizational capacity college-wide for faculty to design and offer on-line courses and provide class materials on-line.

#### **Describe the initiative**

The initiative will provide adequate support for faculty to design and develop a wide range of new technology projects to support the development or enhancement of their courses.

#### **Describe the resources needed**

We request curriculum development funding for 300 hours @ the current rate of \$26.44 (\$11,074)

#### **List the possible funding sources**

We request that the funding source be Curriculum Development monies.

This initiative could be partially funded, and has been for several years. The partial nature of its funding history is what has constrained the successful achievement of the goal to offer full support and access to the best current technology for instruction.

#### **Provide ORG & PROG codes**

ORG: 402510 PROG: 210000

#### **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 answers the Learning Centered principle "Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners". Instructional Technology Infrastructure provides direct faculty support for other faculty developing on-line material and on-line courses in many of the academic and professional/ technical disciplines. The faculty learning, in turn, transforms students' opportunities to communicate with each other and faculty members on-line.

# Lane Community College

## Unit Planning: Strategic Learning Initiative

### 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?**

We hope to realize the vision of the SLI to fully support the innovation projects we sponsor, and to build the capacity to include more SLI projects to support innovation.

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

Core abilities are assessed at the course level. But the four overall aims of SLI are directed toward improving these core abilities.

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

We expect to develop courses that will continue to attract students and retain them by offering them innovative and alternative courses and schedules and methods to participate in them.

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

We intend to use an assessment framework that will indicate the new technologies, assess what is feasible and what is doable at Lane regarding technology.

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

NA

6) **How will you set faculty and staff goals?**

We hope to participate in the establishment of a new Center for Connection and Innovation in Learning that will allow for full participation of faculty and staff in the Unit planning process for next year.

7) **Enrollment Data**

NA

8) **Student Success Data**

NA

9) **Facilities and Equipment**