

Part I: Alignment with College

Chapter 0: Unit Alignment with College Goals

The Student Life and Leadership Development department (SLLD) provides opportunities for students to get involved in areas of interest and reflects the institution's core values, learning centered college principles and strategic directions by supporting and enhancing instructional programs through the programs and services offered by the various units within SLLD. The Student Life and Leadership Development department provides training and advocacy for student government representatives and other student groups, along with the space and patience to work through issues and implement programs and services according to their interests. The examples listed below are indicative of some of the ways the various units within the department align with college values, strategic directions and learning principles.

Six Core Values

Learning: The Student Life and Leadership Development department provides opportunities for students develop and expand leadership skills through the programs offered by the Multicultural Center, ASLCC and the ASLCC co-op. All units within the department work to create a learning-centered environment and to create a sense of community for students and staff. Examples of learning opportunities include:

- SLLD – all units within the department facilitate co-op ed experiences, work study experience, and state and local political internships in conjunction with classes offered through Social Science, Business, ECE, Culinary and Hospitality management and other departments on campus.
- ASLCC – student leaders gain skills in programming, supervision, marketing, budgeting and serve on governance councils.
- MCC – as a continuation of last year's planning process, staff in the MCC are developing learning communities in collaboration with Ethnic Studies and co-op ed.
- International Student Program: Opportunities are available to learn about their new community and their new state through our Eugene/Saturday Market Tour, Hiking up Mt. Pisgah, Harvest Potluck Dinner, trips to the Oregon Coast, Crater Lake, Blazers game and Skiing. Cultural learning opportunities are available for international students by participating in Chinese New Year Celebration, Pumpkin Carving, Easter Egg Coloring, living in Host homes, attending and speaking at the annual Downtown Eugene International Rotary Luncheon, and participating in the English Conversation Partner Program.

Diversity: The SLLD department embraces values that support diversity through programs and events sponsored by all units in the department. All students and staff are welcome to participate in department activities and staff strive to cultivate a respectful and inclusive working and learning environment. Examples of the diversity efforts in the department include:

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- The wide variety of student clubs and organizations, including Queer Straight Alliance, Black Student Union, Latino Student Union, Native American Student Association, Baptist Student Union.
- Annual Native American Student Pow Wow
- Developmental curriculum in the ASLCC Childcare Co-op
- Rites of Passage
- Services and trainings for Spanish speakers available through Lane Family Connections
- Active staff participation on the Diversity Team
- All ISCP events are open and available to everyone on campus (international students and others). Specifically, the English Conversation Partner program pairs an international student with a native (“American”) English speaker for a whole term. The ISCP Coordinator is a member of the Diversity Team.

Innovation: All SLLD staff contribute innovative ways to provide services to students despite constraints on available resources.

- ISCP co-sponsors recreational trips with the Recreational Sports staff to provide access to all students and reduce costs to both programs.
- The Rites of Passage developed from the need to recruit and retain students of color in addition to meeting a need within the community for culturally specific education opportunities for high school students of color.
- ISCP must constantly be innovative in providing program services by thinking of new ways to sponsor events and create learning opportunities in the face of declining international enrollment and budget difficulties.

Collaboration and Partnership: SLLD staff continue to partner with other programs on campus and in the community for presentations and participation in events. Examples of partnerships include:

- Lane Recreational Sports – International Student Program, Native American Student Program
- Rights of Passage – community leaders for staff, mentors, speakers etc.
- ASLCC Student Government – co-op ed placements and internships with Social Science, OSPIRG, and statewide student lobby groups.
- All units assist with speakers, and information to individual classes especially with Social Science, EFLS, IESL and Academic Learning Services.
- Black Student Union - Jefferson Middle School
- ISP staff and students collaborated with ASLCC and wrote and passed a proposal/student vote to increase student fees by \$1.00 to keep this program alive and available for all Lane students.

Integrity: All programs offered through Student Life and Leadership Development practice careful stewardship of resources by analyzing programs, adhering to college policies and procedures, participation in college wide governance and budgeting processes and maintaining “best practice” standards for service delivery.

Accessibility: All programs and events offered by SLLD are accessible and available to students and accommodations are provided with the necessary advance notice

Three Strategic Directions

Transforming students' lives: The Student Life and Leadership Development department and its related programs are one of the primary means for students to identify "home bases" in which to feel comfortable, seek help, develop leadership skills and initiate programming to meet their needs. Student Life and Leadership Development programs provide hands-on experiences to complement theoretical and philosophical class work in many areas, e.g. business, computers, communications, etc. The department supports learning opportunities for students beyond traditional place and time boundaries. Involvement in Student Life and Leadership Development programs, clubs and ASLCC provide students with opportunities to gain life skills in programming, budgeting, leadership and group dynamics and to apply classroom theories and skills to actual situations.

In addition, the Director of Student Life and Leadership Development and department staff provide leadership training workshops and special programs to students and community groups and serve as advisors to student clubs and organizations, and are a primary resource for identifying and accessing low cost child care for students.

Transforming the Learning Environment: Lane's goal of creating a diverse and inclusive learning environment is accomplished with the acceptance and support of the international students on our campus. Budget cuts and negative budget balances have not yet deterred the vision of keeping our doors open to, serving and supporting learning opportunities for those from other countries.

Transforming the College Organization: The department is slowly moving towards fiscal stability for those units that are funded exclusively through grants or student fees. Lane students understand the importance of financially supporting these diverse programs to keep them viable and thus voted to do so with an increase in the student activity fee that has helped support the International Student Community Program, the ASLCC child care co-op, student clubs and organizations, and provided a subsidy for student parents in the early childhood education centers. In addition, the Multicultural Center is beginning to seriously plan for reorganization that will include closer ties with academic departments, developing culturally appropriate learning communities and leadership classes in addition to the traditional programming and support of student organizations.

Chapter 1: Unit Description

1. Unit Mission/Vision

Mission: The Student Life and Leadership Development department (SLLD) provides opportunities for students to get involved in areas of interest and reflects the institution's core values, learning centered college principles and strategic directions by supporting and enhancing instructional programs. SLLD provides training and advocacy for student government representatives and other student groups, along with the space and patience to work through issues and implement programs and services according to their interests.

In addition to student initiated programs, Student Life and Leadership Development has professional staff who are charged with the responsibility of providing programs and events that are both *prescriptive* and challenge students to experience different ideas, perspectives and cultures; and *responsive* to the expressed needs and interests of students. These programs address the college's strategic direction of enhancing the College climate through improved student retention and improved relationships; and the Learning-Centered College Principle of creating substantive change in the learners.

Vision: Most importantly, Student Life and Leadership Development programs provide students an opportunity to be hopeful. Hopeful about their own abilities to contribute in a meaningful way, hopeful about their capacity to persevere and learn, and hopeful about the best qualities in themselves and others.

2. History/Significant Unit Events

How did your unit evolve at Lane?

- 1991 The Student Activities Department was reorganized to include student government, Photo ID, the Multicultural Center and the International Student Program.
- 1992 As a result of a student vote increasing the student fee to "provide low cost childcare" for students. The ASLCC Child care co-op opened in January, 1992. In addition, Frank Merrill was hired to serve as Native American Student Program Coordinator.
- 1994 Greg Evans was hired as Special Projects Coordinator. Initial appointment was split between student activities and SBDC. This position became full time in student activities in 1996. Also in 1994, discussions began with the college regarding construction of a Native American Long House on campus. Rites of Passage Program for African American middle and high school students begins.
- 1995 Passage of bond measure to provide for "improved spaces for students throughout campus."
- 1997 Rites of Passage expands to include Asian American component.
- 2000 ASLCC child care co-op moves out of modular unit and into new space as part of bond construction.
- 2001 Department renamed to Student Life and Leadership Development. ASLCC, SLLD and MCC move into space in building 1. Rites of

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Passage expands again to include Latino and Native American components. College commits money towards Long House and serious fundraising campaign begins.

2004 Frank Merrill retires as Native American Student Program Coordinator but agrees to continue part time to continue Long House fundraising efforts and assist students until replacement is hired.

Do you have a system for maintaining an archival history of your unit?

Individual staff retain program information as needed and periodically send information to archives.

Do you have annual events that are representative of your unit's goals or service delivery methods?

Fall Welcome week, National Coming Out Day, Pow Wow, MLK, Jr. community event, Ya Ha'Shoah Day of remembrance for Holocaust victims, Graduation.

3. Department/Programs/Services

The Student Life and Leadership Development Department includes the following areas: ASLCC, ASLCC Legal Services, Student Clubs and Organizations (including Black Student Union, Latino Student Union, Phi Theta Kappa, OSPIRG, Denali), the ASLCC Child care Co-op, the Multicultural Center, Rites of Passage, International Student Program, Native American Student Program and Lane Family Connections. In addition Student Life and Leadership Development staff coordinate Fall Welcome Week, Martin Luther King Day Celebration, Dia de los Muertos, Lane Pow Wow, and Graduation.

- **ASLCC:** The Associated Students of Lane Community College (ASLCC) is comprised of all credit students at the main campus who are currently enrolled and have paid the mandatory student fees. The ASLCC Senate is the representative body for students. Yearly, elections are held to choose who will represent ASLCC members in student government. The elected positions in student government are the President, Vice President, Treasurer, Multicultural Coordinator, and 10 Senators-at-large. The purpose of ASLCC is to represent student interests and concerns and to promote student involvement in all phases of college life. Primary financing for ASLCC comes from mandatory student fees.

The student government also sponsors student organizations, and provides limited funding for student clubs.

- **ASLCC Legal Services:** Legal advice is free to all students who pay mandatory student fees. A practicing attorney is available 20 hours per week and limited hours during summer term. Appointments may be made during Legal Service Office hours. In addition, the ASLCC attorney assists ASLCC Senate with issues and questions regarding internal ASLCC matters.
- **Student Clubs and Organizations:** Active clubs vary from year to year and represent many student interests on campus. Students are encouraged to organize

new clubs and special groups compatible with the spirit of the college community. Students interested in contacting specific clubs can stop by Student Life and Leadership Development and leave a note in the club's mailbox. Groups or individuals interested in forming clubs and organizations should contact the director of Student Activities.

- **ASLCC Child Care Co-op:** The Associated Students of Lane Community College sponsor a cooperative childcare program on campus. The ASLCC Child Care Co-op is a state-licensed facility serving student families of Lane Community College. The ASLCC Child Care Co-op is supervised by professional staff who have specialized training in Early Childhood Education, Child Development, and are certified in First Aid and CPR. In addition, teachers are often assisted by parents and work-study students. Professionally trained staff provide a developmentally appropriate curriculum for children ages 2-1/2 to 5 years. A balance of individual, small and large group experiences foster healthy development of children in the areas of social, emotional, physical, and cognitive growth. Co-Op staff also provide parents with information and resources/ referrals to services at the college and community at large. The ASLCC Co-Op has partnerships with Oregon Dept. of Education and the Early Intervention Services to provide educational services for children with "Special Needs". The Center also serves as a Cooperative Education training site for students in fields such as Elementary Education.
- **Multicultural Center:** The MCC provides a place for students, staff and community members to meet, connect, network and supports student academic and cultural activities which assists students in college success. The Multicultural Center provides experiences to complement theoretical and philosophical class work in many areas e.g. Gender in Films, Political Science, Ethnic Studies, etc.). In addition, the Multicultural Center staff provide leadership and culturally specific training and workshops to college staff and to community groups. The Multicultural Center staff work closely with area organizations, businesses and other educational institutions to provide programs, assist students and provide referrals. The Multicultural Center addresses the needs of students of color and also provides a valuable resource to the entire college community. All students are welcome in the Center.
- **Rites of Passage:** The Rites of Passage Summer Academy at Lane Community college is a collection of four cultural immersion programs designed to provide high school and middle school students of color in Lane county with education specific to their ethnic heritage. The four programs include: African American Rites of Passage, Pan Asian/Pacific Island American Rites of Passage, Umista Native American Rites of Passage and Puertas Abiertas Latino/Latina Rites of Passage. These four programs have been developed to provide students of these ethnic groups with the cultural tools necessary for positive self-image and self-esteem.
- **International Student and Community Program:** ISCP supports, nurtures and offers special services and activities that assist International Students in succeeding at the college. In addition, the ISCP provides numerous opportunities for cultural exchanges between international students, staff and the community through programs, home stays, and Friendship Families. This

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program has become a model for other community colleges that are looking to expand international student enrollment. The International Student Community Program provides cultural and program resources to instructors and students through class presentations and special events. The ISCP also contributes significantly to the overall diversity of the student body.

- **Native American Student Program:** the Native American Student Program has increased the enrollment of Native American students to almost 300 per term and has established contacts with various tribal representatives that will have long-term impacts in a variety of training and education programs at the college. For example, the Native American Student Program has worked closely with the Drug and Alcohol Prevention Counselor Training program to establish a support group for Native American students on campus. This group is a vital recruitment and retention tool and also may soon receive financial support from Tribal education representatives to further expand services.
- **Lane Family Connections:** A community-based program that works to ensure that Lane students who are parents, as well as all families in Lane County, will have access to safe, quality and affordable child care. Through its programs and services LFC provides a supportive, coordinated and cooperative system for families, child care providers and the community through an interrelated set of “core” services. LFC insures services are accessible to consumers, with particular sensitivity to cultural, ethnic and linguistic differences, special needs, and the economically disadvantaged. With the support of a unified statewide system, LFC maintains the vision, values, service and accountability needed to develop and retain a quality child care service delivery system throughout Lane County.
- **Denali:** is an award-winning literary arts magazine that includes all genres of student writing, as well as photography and graphic arts. Tutorial assistance is available for help with any necessary revision before possible publication. Through cooperative education, students are employed to assist with the elements of editing and production that are necessary to prepare camera-ready copy for the printer. Denali operates under guidelines of the Media Commission.

Some of the services/programs provided by SLLD include:

- Films, speakers events
- Academic advising
- Steps to success and advocacy for students
 - Remove barriers to enrollment and academic success, e.g. make appropriate referrals, explain college processes and procedures, problem solving
 - Crisis intervention
 - Campus and community resource and referral
 - Mediation of conflicts with students and staff
 - Help with college processes/forms
 - Graduations

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- Teach courses (leadership, ROP, trainings)
- Provide scholarships
- Provide low cost child care
- Provide childcare referrals
- Train childcare providers
- Advising student organizations/clubs
- Improving/enhancing campus climate
- Campus partnerships
- Classroom presentations
- Orientations
- Supervise work study/co-op students
- Develop job skills
- Off campus presentations
- Recruitment/retention
- Leadership training
- Social gathering place for students and staff
- Diversity/cultural training and awareness
- Enhance instructions through videos, resources etc.
 - Programs, Trips, and Activities on campus and away from campus
 - Events: Holiday/Religious Celebrations and Observances
 - Advocacy at the college or community level
 - Supervise work study/Learn and Earn Positions
 - English Conversation Partner Program
 - Homestay and Friendship Family placements
 - Weekly International Tea and Chat Social
 - Low cost, on-site child care
 - Child care referral and training for child care providers

Intended Results/Outcomes of SLLD programs and services

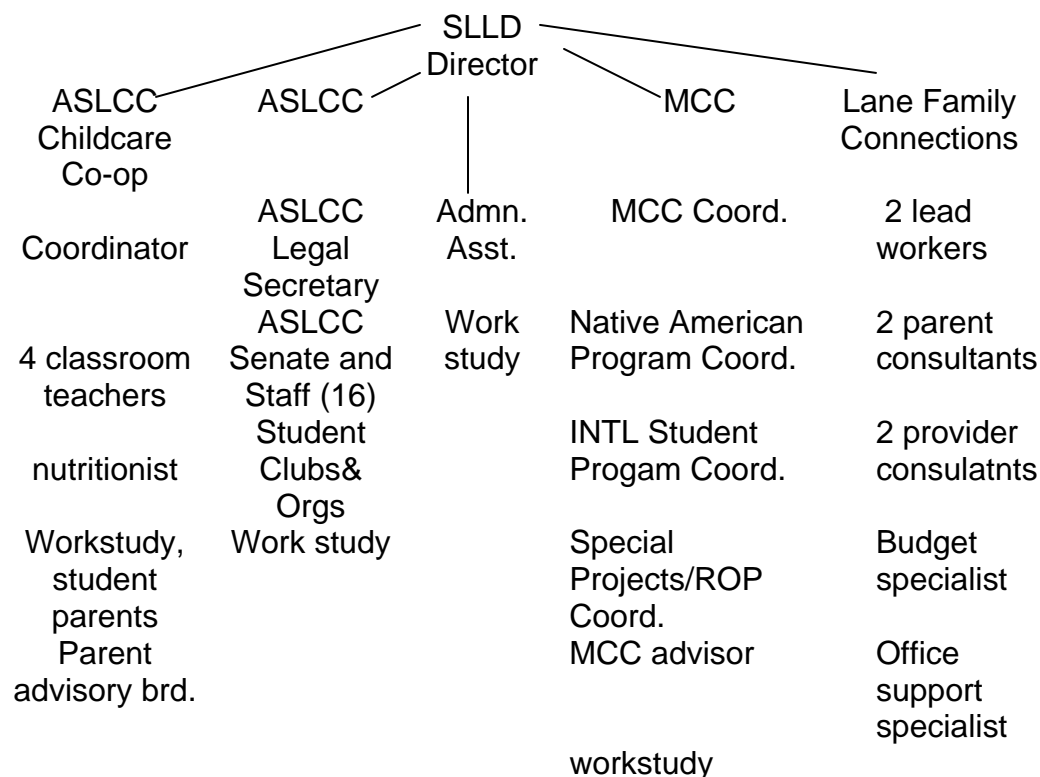
- Retention
- Success
- Recruitment
- Leadership
- Student Development
- Cultural Awareness and Competency
- Education/Learning

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- Inclusion
- Graduation
- Program Growth
- Enhanced/expanded life experiences

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Organizational Structure



All staff report to the Director of Student Life and Leadership Development

Staff/Faculty

Administration:

- Director – Barbara Delansky, Ph.D., 1.0 FTE, responsible for administration, budget, staffing for all units in the department, advisor to student government.
- Administrative Assistant – Tina Lymath, AA, 1.0 FTE, payroll, purchasing, supervising office, vendors and coordinates graduation and fall welcome week.

ASLCC:

- Legal Secretary – Bette Dorris, AA, 1.0 FTE, provides support for ASLCC attorney and, office manager for ASLCC.
- ASLCC President – Tony McCown
- (15 - 25 other Student Senate, student staff workers, work study and interns).

ASLCC Child Care Co-op

- Coordinator/Lead Worker – Georgia Soto, BS, 1.0 FTE, responsible for administration, staff development, compliance with licensing regulations, enrollment, budget and billing.
- Teacher – Toni Melnychuk, .90 FTE

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(childcare co-op continued)

- Teacher – Zandra Lee 90 FTE
- Teacher – Marsha Ekberg 90 FTE
- Teacher – Deb Gaston 90 FTE
- Cook – Loretta Boss .60 FTE

Multicultural Center

- Coordinator – Concepcion Mesquita, MS, 1.0 FTE (faculty), coordinates activities in the MCC, co-directs Puertas Abiertas (ROP), works with community groups, advises and assists students in center.
- Special Projects/Rites of Passage Director – Greg Evans. MS, 1.0 FTE (faculty), advises Black Student Union, coordinates community MLK, Jr. Celebration, developed and organizes Rites of Passage Program, fundraising, developing leadership classes and learning community.
- Native American Student Program Coordinator – James Florendo, MFA, 1.0 FTE (faculty) new position, responsible for developing leadership classes and learning community in conjunction with ethnic studies as appropriate, recruitment and retention of Native American Students, advises NASA, assist and advise Long House project.
- International Student Program Coordinator – Colby Sheldon, MS. 1.0 FTE (classified) new student orientation for international students, home stay program, conversation partner program, and coordinates with Rec Sports and other campus departments for general social and recreational programs for international students (all students included).
- Advisor/programmer – Susan Matthews – BS, 1.0 FTE (classified) general supervision of activities and events in the Multicultural Center, assists campus and community groups in co-sponsoring events, monitors budget, travel, and payroll for MCC, trains and supervises work study.

Lane Family Connections:

- Co-directors/Lead workers: Susan Norton .8 FTE, writes grants, represents LFC at state meetings, coordinates assignments, trainings and reports for provider consultant services; Vena Williams, 1.0 FTE, writes grants, represents LFC at state meetings, coordinates assignments, trainings and reports for parent consultant services.
- Parent Consultant: Katy Fuller, .75 FTE
- Parent Consultant/Bi-lingual: Carmen Asworth, .75 FTE
- Provider Consultant: Julie Fosback, .75 FTE
- Budget Specialist: Terri Hansen, .75 FTE
- Office Support Specialist: Melanie Davis, .82 FTE

Denali

- Technical advisor: Dorothy Wearne
- Editorial advisor: Jose Chavez

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Student Profile: The services, programs, activities and events sponsored through all units in SLLD are open to all students on campus. Exact participation figures and demographics vary by unit and service.

Facilities and Equipment

Describe the unit's campus space. The SLLD office, ASLCC and MCC are located on the second floor of building 1. Lane Family Connections and the ASLCC Co-op are located in buildings 24 and 27, and Denali is located in the TORCH office.

Strengths: The move to new space in building 1 is certainly an improvement over the previous location in the Center building. Students enjoy the lounge space, access to computers, office space and meeting space provided. The child care co-op and LFC also enjoy expanded space as a result of new construction.

Challenges: The overall color scheme and surfaces used in the new space for ASLCC and MCC are not suitable for the heavy use and traffic in these areas. Further, despite input during the design phase, and requests post construction, there are no "hanging strips" in hallways and interior spaces where art work or posters may be easily displayed and changed. Space in the MCC, while vastly improved, is still too small to provide adequate program and lounge space. Storage space and office space for student clubs and organizations is extremely limited.

Utilization ratios: Most spaces within the department are at, or are approaching, capacity. The number of students seeking lounge space for study/social time between classes is steadily increasing and conflicts with scheduled programs and meetings within SLLD and MCC.

Equipment inventory NA (are you kidding?).

Challenges – Computers available for student use are old and need replacement. This is becoming more crucial as student involvement in governance and other college committees increases.

Plans for equipment replacement: While some department funds are available, the department is has limited resources and is dependent on the college for replacement of staff computers and large ticket items.

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Budget Profile

General Fund allocations for staff and program expenses include the Student Life and Leadership Development administration, the Multicultural Center, and Rites of Passage.	\$365,014
Fund 9 programs are based on the \$39/student/term mandatory student activity fee assessed to all students taking credit classes on the main campus. Programs that are funded through the fee and which are part of the SLLD department include ASLCC operations and student programs, cultural services, legal services, Black Student Union, Oregon Student Association, OSPIRG, and student clubs and organizations. The ASLCC childcare co-op is also funded through the student activity fee and is in fund 9.	619,990 258,679
ICP: The International Student Program and Graduation are funded through fees, in addition, the department receives a small amount of revenue through vendor tables and for program fees and fundraisers for Rites of Passage.	107, 200
Grants: Lane Family Connections is totally funded through a variety of grants to provide childcare related services, training and access for district residents. Grant funding and related levels of staffing and service provision fluctuates depending on the various funding cycles and money available from grantors.	519,211
Total budget for SLLD programs and services	\$1,870,094

Part III: Performance 2003-2004

Chapter 2: Unit Outcomes Data, 2003-2004

Key Question: What were the results of this unit providing services in 2003-2004 as demonstrated by student contacts, indicators of student success, and/or cost efficiencies?

Programs and services offered through Student Life and Leadership Development enhance the instructional offerings at the college by providing numerous opportunities for students to develop leadership skills, identify and explore areas of interest, and participate in college governance. In addition, programs offered by the department are intended to assist in the recruitment and retention of students, assist in college wide efforts relating to campus climate and diversity and collaborate with a wide array of community and campus groups on programs and services, and respond to the strategic directions of the college and expressed needs of students and community. SLLD programs and services work with all facets of the college community and with students from high school (Rites of Passage participants) through graduate school (interns and assistants).

The characteristics of Student Life and Leadership Development programs at Lane support the core values of learning, diversity, innovation, collaboration and partnership, integrity, and accessibility and are reflected in the ACUI Ethic statement, CAS standards and in Accreditation standards:

- The objectives of the programs and services offered through Student Life and Leadership Development are to provide educational, cultural, recreational and social programs that enhance the quality of life for members of the academic community. (ACUI Code of Ethics, 1999)
- Co-curricular activities and programs are offered that foster the intellectual and personal development of students consistent with the institution's mission. The institution adheres to the spirit and intent of equal opportunity for participation. Co-curricular activities and programs include adaptation for traditionally under-represented students, such as physically disabled, older, evening, part-time, commuter, and where applicable, those at off-campus sites. (Standard 3.D15 Student Services, Accreditation Handbook, 1999).
- The co-curricular program includes policies and procedures that determine the relationship of the institution with its student activities; identifying needs, evaluating effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution. (Standard 3.D16 Student Services, Accreditation Handbook, 1999).
- The primary goals of the Student Life and Leadership Development department are to provide services and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community. (adapted from Council for the

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Advancement of Standards in Higher Education, CAS College Union Program
Standards, 1998).

- Student development theory, research and work done in the areas of student persistence, completion and retention all illustrate the link between students who can identify a “home base”, social networks, a sense of belonging or identity and their ability to overcome obstacles and stay in school. Student Life and Leadership Development programs often become a primary source of referral to students who need assistance and provide a way for students to implement skills learned in the classroom.

Efforts by SLLD staff to improve program offerings have resulted in:

- Improved space for students and programs, including designated program space for films, speakers, social activities, computer access, and student club space.
- Expanding the size and scope of the Rites of Passage Program, including a cross cultural component
- Developed plans to enhance connections with instructional departments through SLI and the learning community concept.
- More child care spaces available for student parents in the childcare co-op, and subsidy money available for student parents in the early childhood centers
- Improved space for students to study and interact between classes

Participation in all areas of the Student Life and Leadership Development Department has increased. Since moving into the new space in Building 1, daily drop-in numbers of students visiting the Multicultural Center and the Student Life and Leadership Development lounge areas for information, accessing ExpressLane and other computer uses, quiet study, and social interactions *averages around 100 per day in the MCC and 50-100 in the SLLD space.*

Student Clubs and Organizations: Currently, there are over 12 active student clubs and organizations on campus. Over 200 students are involved in the various activities and events provided by the clubs and organizations.

ASLCC: There are 16 positions on ASLCC plus 3-4 staff positions and 10-20 work study positions, internships, and co-op ed students involved with ASLCC projects.

ASLCC Childcare Co-op:

Number of children enrolled per term.

YR 2002-3 Fall 26 children, Winter 27 children, Spring 29, Summer 24.

YR 2003-4 Fall 29 children, and Winter 30

Retention /Annual participation percentage rate (How many clients remained with childcare program eligible time frames) 64% children stayed in program for entire year Sept-Aug. 2002-03.

ASLCC Legal Services: Over 300 students per term seek assistance through Legal Services for help in resolving a variety of non-criminal legal issues from landlord/tenant disputes to child custody issues.

Lane Family Connections:

1. Parent Services: Strong, Nurturing Families

High Level Outcome): Increase availability of high-quality, safe, accessible affordable child care

- Parent requests for general child care information: **6,472**
- Child care resource and referral comprehensive consultations: **1,649**
- Number of children in families who received comprehensive services: **2,403**
- Percent who received DHS child care subsidy and comprehensive services: **89%**
- **Percent of parents who contact Lane Family Connections but are not served 34%**

2. Provider Services: Healthy, Thriving Children

High Level Outcome): Increase child care availability

- Lane County capacity (total child care slots in all types of care): **10,354**
- Estimated demand for paid child care:ⁱ **13,623**
- Training and technical assistance calls: **2,024**

3. Child Care Provider Training: Healthy, Safe, Nurturing Environments

High Level Outcome): Increase quality of currently available child care slots

❖ *English Speaking Instruction:*

Number of Classes: 96, Number of Participants: 2,476

- Class Topics:
 - First Aid/ CPR
 - Creative Art
 - Food Handler's Test
 - Music for Young Children
 - Peacemakers in Training
 - Recognizing and Reporting Child Abuse
 - First by Five Infant/Toddler Training
 - Dollars and Sense: Child Care Business Skills
 - Guidance and Discipline
 - Letting the Diverse World Into Your Classroom
 - Working With Parents

Spanish Speaking Instruction

Number of Classes: 22

Number of Participants: 279

Class Topics

- Family Child Care Overview
- Recognizing and Reporting Child Abuse

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- Food Handler's Test
- Child Behavior Management
- Oregon Child Care Basics 1: Health and Safety
- Oregon Child Care Basics 2: Social and Emotional Development of Young Children
- Family Child Care: Taxes
- Domestic Violence

4. SB555ⁱⁱ Priority Outcomes

❖ **Quality Indicators**

- Parent satisfaction with the resource and referral system
 - Goal: 90% accurate and helpful: Outcome: 95% accurate, 98% helpful
 - Goal: 100% will use service again: Outcome: 95% indicate will use again
 - Child care providers will increase their knowledge of quality child care
 - Goal: 85% increased knowledge: Outcome: 100% successful
 - Providers will increase ratings in targeted improvement areas
 - Goal: 85% increased targeted ratings: Outcome: 100% successful
 - Programs/providers will meet national or other quality indicators – 100% successful
- Self-Assessment Project:** A successful self-evaluation and monitoring program. Nationally recognized rating scales; reliability has been assessed and validated. Providers attend group trainings, create an individualized plan, receive input and guidance from staff, and a modest stipend to help implement the changes that are decided through the self-assessment process.

5. Cultural Competency

"An agency contracting to provide child care resource and referral services shall make such services accessible to families, with particular sensitivity to ethnic and cultural minorities, languages spoken, families with special needs, and the economically disadvantaged." ORS 414-500-0030 Administrative Requirements for Resource and Referral

6. Funded Projects and Activities Leveraged

- Lane County Cares – Child Care Provider Wage Enhancement
(HLO#8, Strategy A1): *Provides developmentally appropriate environments through early childhood care provider training and enhanced compensation.* Lane Family Connections administers this nationally recognized program that not only reimburses teachers for higher levels of professional development recognized by the Oregon Professional Development Registry, but then provides direct wage supplements.
- "Partnership for Youth Fund" Staff Training Program – City of Eugene
Access to essential training, technical assistance and networking for youth development staff. Supports implementation of quality youth programs. Provides training that will help programs meet or exceed national standards set by the Benson 40 Development Assets Model and the National School-Age Care Alliance standards.

- Workforce Skill Development Training – Oregon Workforce Investment Board
Exciting partnership with Lane County Chapter for the Education of Young Children, the Workforce Grant provides training, scholarships and other supports to help child care providers meet state registration and certification qualifications. Addresses quality, retention and provider compensation by helping providers increase the number of children they legally care for, and eligibility for DHS Enhanced Provider rates.

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- *Website:* www.lanecc.edu/lfc Online access for parents seeking child care, wide array of information, services and links related to child care. Includes web board for child care related discussions.

7. Employers of Choice Statewide Campaign:

Employer involvement in child care is good for children, good for parents, and good for business. Employees struggle on a day-to-day basis to balance work and family life. Combined family and work responsibilities create problems that employers can solve. Effective work/life strategies help recruit talented employees and retain trained ones. Lane Family Connections offers enhanced services that are a creative solution to employee child care concerns.

- **NACCRRARware Database Conversion**
Lane Family Connections, as a member of the National Association of Child Care Resource and Referral Agencies, strives to provide information infrastructure for early learning and school age programs through the implementation of a the national standardized data set of valid, reliable and comparable data for use at the local, state and national levels. Lane Family Connections will be in the first wave of Oregon's conversion to NACCRRARware under the guidance of the Network Data Administrator. This database is a cutting-edge, internet-based data collection system that allows programs to use current technology when providing services within the community. It is the newest and most powerful information system created for child care resource and referral agencies.

8. Community Outreach and Networking

Lane Family Connections participates in or networks with the following local, statewide and national group

- SB555 Early Childhood Education Team
- Lane County Human Services Network
- Success by Six Child Abuse Prevention
 - Parent HelpLine
 - Ages and Stages Questionnaire Early Childhood Screening Project
- Lane Workforce Partnership "Worknet" Employer Networking Forum
- Department of Human Services Self-Sufficiency Program JOBS Community Planning Team
- Partnerships for Youth Fund Steering
- National School Age Coalition
- Centro Latino Americano Partnerships for Youth Fund Cultural Competency
- South Lane Relief Nursery – Board
- Red Cross USDA Food Program
 - Latina Services
- Oregon Employment Department Child Care Division Family Child Care Overview Review

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- Oregon Association of Child Care Directors
- Oregon Association for the Education of Young Children
- ARC Lifespan Respite Referral of Lane County Advisory Council
- Oregon Child Care and Education Council Training and Quality Subcommittee
- Oregon Commission for Child Care
 - Child Care Resource and Referral Advisory Committee
- Oregon Child Care Research Partnership
- Oregon CCR&R Network Statewide:
 - Provider Training
 - Data Quality
 - Diversity
 - Risk Management
 - Advocacy
- Lane County Cares Steering Committee
- Lane Community College
 - College Council
 - Diversity Team
 - Native American Student Alumni
- Stand for Children
- One Voice for Child Care (State Advocacy Group)
- Healthy Start
- Family Resource Centers
- Birth to Three
- Relief Nurseries: Eugene, Florence, South Lane
- DHS Self-Sufficiency Branch Offices
- Oregon Diversity Institute

Rites of Passage: this program has expanded to include Puertas Abiertas (Latino/a), Umista (Native American), African American and Asian American middle and high school students. Capacity is 80 students, summer 04 enrollment was 84.

International Student/Community Program: please refer to attachment regarding number of programs/trips, events and number of participants.

ALSCC, ASLCC legal services, Student Clubs and Organizations, ASLCC Childcare Co-op: all students who take credit classes on the main campus are assessed the student activity fee (\$39) and are eligible to access any services or participate in any program funded through the fee.

ISCP has served over 110 countries over the past 15 years. Typically the majority of the students come from the Asian countries but we also serve those from Middle Eastern, Central and South America, Africa, Europe and Russian countries. The least represented countries are from the Australian area. But, the ISCP office does not only serve international students. Many domestic, English speaking students become involved, as well as immigrants, spouses

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of internationals, residents, community people, staff and faculty. ISCP programs attract an audience that crosses many borders and is very inclusive of those who reside nearby.

Contribution to Student Success:

Providing resources, a support and network connection for students in SLLD program areas is critical for our students be successful here on campus. Many students come to Lane with no previous college experience, or have been out of the education system for some time, and with limited experiences with peers from other countries, cultures or lifestyles. In addition, International students are faced with a new lifestyle, new town, new teaching styles, new language and no friends or family. Programs and services offered through SLLD provide students with the resources to help them hurdle these potential barriers. Services and activities help the students feel accepted in a very new and different world. Anecdotal reports from students repeatedly indicated that the skills, connections and experiences gained through their involvement in SLLD programs at Lane enhanced their overall experience and often helped keep them in school.

Chapter 3: Unit Outcomes Analysis, 2003-2004

Key Question: Please provide a summary analysis of your projected Unit outcomes for 2003-2004. Please include assessment of Unit outcomes as defined in your 2003-2004 Unit Plan.

Student Life & Leadership Development

Demand/Capacity Analysis.

While the new spaces available to SLLD program areas as a result of the bond construction are a huge improvement over the previous spaces used by the department, overall increases in student enrollment, and an increase in student involvement in SLLD programs has resulted in several gaps in programs and services:

- Lack of administrative support for Rites of Passage and other SLLD programs
- Lack of adequate club spaces and computer support
- Lack of professional advisors for QSA and Asian student groups.
- Lack of funding for leadership training
- Lack of funding for student clubs and organizations
- Insufficient student spaces for informal study and interactions.

Multicultural Center

MCC Program Strengths

1. Expanded cultural programs: For example, more presentations on social justice issues and increased participation of communities in cultural events.
2. Have increased student club participation as a unit: For example, fundraising for needy families during the holidays and planned and carried out the Halloween Party with all student clubs, ASLCC and the Women's Center.
3. Collaborated with ASLCC in various community service projects and events.
4. Collaborated with different instructional departments, High School and Community Tours, ESL and ABE.
5. Hired new Native American Student Program Coordinator.
6. Volume of students coming to the Multi-Cultural Center has increased 25% due to the success in removing barriers, crisis intervention and problem solving.
7. Responded to increased need for campus and community resources & referrals.
8. Diverse student workers in the Multi-Cultural Center that can address peer problem solving.

MCC Program Weaknesses

1. The MCC needs to reorganize to better utilize existing funding to provide more services, i.e. computers, social events, and purchase more books for the library..
2. Need for updated TV monitor and DVD/VCR machine.
3. Update computer software for all computers, need more computers and printers for all student clubs.

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4. Need computer for Express Lane use only!
5. Need more space to expand our programs and events.
6. Need more instructional classes to teach culture for each of the cultural groups, i.e. Native American Culture.
7. The MCC does not have a directive for the Multi-Cultural Center. The MCC does follow and makes recommendations to the Diversity Plan and SLI. (MCC needs a closer working relationship with the College and it's Diversity Team.)
8. Need to increase staff/student training and cultural competencies issues.

MCC Opportunities

1. The Multi-Cultural Center is currently working with the ESL/ELL Transition Team by offering emotional support, recommendations and collaborating on forming a Latino SSA student team to assist with the transition. (Hopefully Counseling Dept. will be a part of this effort.
2. Expand cultural events including more social and global justice issues with the Eugene/Springfield communities.
3. Increase collaboration with ethnic communities, organizations, and school districts (including Creswell, Cottage Grove, Junction City, Marcola, etc.)
4. Expand outreach to all K-12 students for recruitment, mentoring, leadership programs, and internships for LCC students and K-12 after school programs.
5. Increase Multi-Cultural Center's collaboration with other non-instructional services.

International Student/Community Program

ISCP currently is experiencing a decline in enrollment mostly due to the September 11th crisis and more stringent immigration laws. Other factors affecting the enrollment include academic program cuts and a significant increase in tuition. Even though the enrollment has decreased over the past three years the ISCP office continues to provide the same excellent service and number of cultural programs and trips. Budget cuts have forced ISCP to reduce staff, be flexible, create partnerships and rethink how to offer a variety of programs and trips with much less funding. Regardless of the number of international students enrolled the effort and staffing is still the same (ie: the same amount of work is needed to plan and prepare for a trip to the Oregon Coast for 45 people as for 15 people. Likewise, same amount of work is required to organize a Chinese New Year celebration for 100 people or 300 people).

Strengths: ISP staff and students do an excellent job of providing many avenues of serving the international students. We offer a wide variety and affordable array of programs, trips and events. The trips and activities away from campus gives international students a chance to possibly see or experience something not possible in their own country or culture. From daring dune buggy rides, one-on-one opportunities with their English Conversation Partners, and

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pumpkin carving to seeing snow for the first time, touching the Pacific Ocean or a first campfire under the stars roasting marshmallows. The students nearly always show their thanks through their expressions of wonder, excitement and eagerness. It's like opening a whole new world to adults, who, for an instant, may be like a kid in a candy store in awe.

The mission statement says the ISCP wants to make a difference in the lives of international students. Over and over students who have graduated and gone back to their home country call or write to say how much difference this program made in their ability to succeed. This program is a valuable component in the success and growth of students. The memories and friends they made, coupled with their experiences will not soon be forgotten. The strength of the ISCP office is the support we are able to give the students. That someone is there for them - even many miles away from everything they know and trust.

Even in adverse times of adverse budget trouble, the ISCP office has forged partnerships with other LCC programs, faculty and community volunteers or businesses to continue to be able to serve our students.

Weaknesses/Opportunities:

Stabilize ISCP budget to continue to be able to staff and provide services to international students. Currently the ISCP budget is directly based on international (F-1 visa) student enrollment. This forces the budget to dip significantly when the enrollment is down. ISCP continues to provide the same amount of services, events, programs and trip regardless of the enrollment. We continue to "bail the same amount of hay for less people". For example: It takes the same amount of time and effort to plan an orientation and Welcome Barbeque for 25 people as it does for 80 people. The same is true for a trip to the coast, publishing a Newsletter, visiting potential homestay host, and speaking in classes about the Conversation Partner Program, etc. Certainly the budget for the event may raise or decline according to the number of participants but the effort is the same. Partnerships with other departments or programs both on an off campus have allowed us to continue to provide most services and enhance the programs of both partners. ISCP needs to maintain the same level of staffing or be forced to reduce the services offered. So the international student will have to pay the same fee and receive less services specific to their needs. Due to the fluctuating enrollment (currently based tighter immigrations and world-wide events have reduced the enrollment) we may operate in a deficit or we may be flush in our budget. ISCP needs to be able to maintain the same services (staying within the budget) regardless of the enrollment. In the past ASLCC has supported a variety of events or programs because they see a value for the whole college, not just for the international students

Communication with all international students on our campus is still a hurdle. Because the three main people who "service" international students are under three different division umbrellas (Counseling, Enrollment and Student Life and Leadership) we are not effective in our communication between each other and together with the students. We do not have a full-proof way to reach our students consistently. Often students hear about our services by chance and sometimes at the very end of their schooling here. The ISCP office publishes and mails a quarterly newsletter to every registered international student, has a voluntary e-mail

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group the students can sign up for (for broadcast announcements) and participates in every new international student orientation. Currently we are creating an ISCP website to post on the Lane website. All of these are attempts to get the word out about the ISCP office and the many resources for our students, however, still many have never heard of us.

Better communication, trust and working together with the other advisors helping these students will make us more efficient and better able to serve.

Other hopeful dreams of areas we can do better or should explore:

Leadership credit for Peer Coordinators (and other leaders on campus) on student's transcript.

Active recruitment of international students

Provide Study Abroad opportunities (as well as Co-Op Ed Abroad) for domestic students

Lane Family Connections

1. How effectively have you fulfilled your mission?

Lane Family Connections has demonstrated efficiency, effectiveness and has developed positive partnerships in the community as set forth in our mission statement. Review of each outcome performance measure will show that expectations have been met, exceeded or addressed. Lane Family Connections consistently meets or exceeds expectations for volume and quality outputs. In terms of meeting the overall mission of the program Lane Family Connections is a shining star within the child care community. Lane Family Connections continues to have a direct, positive influence over the availability of high-quality, safe, accessible, affordable child care in Lane County.

The primary challenge that faces Lane Family Connections has to do with sustained funding. From its inception the child care resource and referral system has not been adequately funded in Oregon. Although we received a large infusion of funding during the 2001-2003 funding cycle this trend will experience a decrease in funding during the 2004-05 program year.

2. How efficiently you used the resources you were given?

Lane Family Connections has efficiently utilized the resources garnered as evidenced by the multitude of services, training and programs successfully completed over the past years of operation.

Lane Family Connections has been one of the leaders in receiving grant funding outside the designated federal Child Care Development Block Grant funding allocated biannually to the CCR&R Network in the State. These grants, in addition to other innovative funding strategies has improved and diversified our funding base.

3. How well do the array of services you offer match what you know about the dynamic trends in students needs?

Child care continues to be a significant issue for students who are parents. Child care is essential for parents and Lane Family Connections offers services that help parents who are

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not enrolled in the on-site child care programs find and sustain quality child care arrangements.

4. How current are your methods of delivering your services with best practices in your “industry”?

Lane Family Connections is committed to offering quality child care resource and referral services. Each staff person is required to meet minimum requirements for the job as well as engage in specific, mandated training designed to address the specific training needs of child care resource and referral staff.

Lane Family Connections has incorporated systems for analyzing and adjusting service delivery methods based on best practices in the field. The following expectations help staff assess and evaluate practices, procedures and performance on an ongoing basis:

- a. Attend industry relevant trainings, i.e. statewide conferences, regional conferences and national training seminars.
- b. Attend annual (or bi-annual) staff strategic planning “retreats” that allow staff time to discuss issues and seek solutions to problems that may arise as well as examine practices and performance.
- c. Attend bi-monthly meetings of the Oregon Child Care Resource and Referral Network Association that include information, training, discussion and decision making.
- d. Memberships on statewide child care resource and referral Network committees that relate to specific job duties. Examples of committees include: Diversity, Employer Services, Provider Training and Quality Standards, Data, Risk Management, Advocacy, Funding Formula, Contract Monitoring, Oregon Child Care Commission Child Care Resource and Referral Advisory Board and the OCCRR Network Board.
- e. Memberships on local community committees that help build relationships and provide needed feedback on service delivery. Memberships include: Department of Human Services Self-Sufficiency Program JOBS Planning Council, Lane Workforce Partnership Employer Worknet, Lane County Commission on Children and Families Early Childhood Planning Team, City of Eugene Partnerships for Youth Fund Steering Committee, Centro Latino Americano Partnerships for Youth fund Cultural Competency, Stand for Children Lane County Cares, EC Cares/UC Child Development Resource Center Lane Early Intervention Council, Lane County United Way Success by Six Child Development Screening Project and Parent Help Line, Red Cross USDA Food Hispanic Services, Lane Chapter of the Oregon Association for the Education of Young Children, Lane Chapter of the Oregon Association of Child Care Directors, ARC of Lane County Lifespan Respite Referral Board, Oregon State University Oregon Child Care Research Partnership, Womenspace Domestic Violence Council Civil Justice Committee, other ad hoc committees as appropriate.
- f. As a program within the Oregon Child Care Resource and Referral Network, Lane Family Connections is required to meet standard performance measures.

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We are monitored on a regular basis and must submit ongoing satisfaction surveys from our clientele.

- g. Individual staff performance evaluations are done on an annual basis with oversight from the College manager assigned to our department.

5. How well are you utilizing current technology?

- a. Lane Family Connections is on the cutting edge of technology within the industry. We are the second CCR&R program to convert to the new state-of-the art national database program NACCRRAware. Experts have recognized the quality of our data and statistics. Two staff members from Lane Family Connections participate in the technology development committee for the OCCRRN Data Committee which helps to ensure best practices in the field of technology as it relates to CCR&R services.

What could we do better?

The answer lies in the funding equation. If we were able to fully fund our program with sustainable funding strategies we would be able to improve the program and add additional service hours and programs.

Priorities for additional funding:

- Fully fund core services
- Provide additional professional development opportunities
- Fund a Resource Development position (include grantwriting)
- Fund projects that are research-based, use best-practices and have proven outcomes
 - Examples: Child Care Provider Self-Assessment program, Cares Provider Wage Enhancement, Provider Training Programs, Parent Education Programs, rural outreach programs, develop community-based child care centers in needed areas that meet the needs of diverse communities including low-income families, etc.

Analysis of Unit Initiatives from 04-05

1. **Restore Funding for Administrative Assistant to 1.0 FTE** . completed, the position was restored with funds from the increased student activity fee passed by students in May 2004.
2. **Student Life and Leadership Development Multicultural/International Learning Communities** partially completed, needs further development.
3. **Student Life and Leadership Development Program Improvement** completed, student clubs and organization council created with funds from the increased student activity fee passed by students in May 2004.
4. **Student Life and Leadership Development Student Computers**, partially completed, cooperation and planning with computer services should result in a positive outcome

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- 5. Lane Family Connections – stabilize funding, expand services**, on-going, funding is still very unstable.

Part IV: Projected Performance 2004-2005

Chapter 4: Unit Initiatives, 2004-2005

Key Question: How do you propose improving future performance?

Initiative 1 Student Life and Leadership Development Multicultural Center Reorganization and the development of learning communities.

1. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?

What is the challenge you are trying to address?

In the outcomes analysis for the Multicultural Center the following weaknesses and opportunities were identified:

- The MCC needs to reorganize to better utilize existing funding to provide more services, i.e. computers, social events, and purchase more books for the library..
- Need more instructional classes to teach culture for each of the cultural groups, i.e. Native American Culture.
- Need to stabilize the International Student Program budget.
- The MCC does not have a directive for the Multi-Cultural Center. The MCC does follow and makes recommendations to the Diversity Plan and SLI. (MCC needs a closer working relationship with the College and it's Diversity Team.)
- Need to increase staff/student training and cultural competencies issues.
- The Multi-Cultural Center is currently working with the ESL/ELL Transition Team by offering emotional support, recommendations and collaborating on forming a Latino SSA student team to assist with the transition. (Hopefully Counseling Dept. will be a part of this effort.
- Expand cultural events including more social and global justice issues with the Eugene/Springfield communities.
- .Increase collaboration with ethnic communities, organizations, and school districts (including Creswell, Cottage Grove, Junction City, Marcola, etc.)
- Expand outreach to all K-12 students for recruitment, mentoring, leadership programs, and internships for LCC students and K-12 after school programs.
- Increase Multi-Cultural Center's collaboration with other non-instructional services.

How will this initiative address the challenge?

- Given the addition of new staff, the possibility of additional new staff through retirement and or reorganization, and the identified need and desired direction of the Multicultural Center, a serious attempt at reorganization, including evaluation of programs and services is critical.

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2. Describe the initiative

The Student Life and Leadership Development Multicultural/International Learning Communities project is a series of five learning communities designed to immerse students in a contemporary social/cultural learning experience. This learning community experience focuses on developing a basic understanding of a particular community through a cluster of three academic courses and an internship/field experience designed to integrate key macro and micro concepts of the culture and/or community being studied.

- *Why do it?*
The primary mission of these learning communities is to enhance the key elements of a multicultural/diverse learning experience and facilitating student leadership learning through an exposure to the leadership styles and processes of non-mainstream communities.
- *What will the product of this initiative be?*
Students will emerge from this learning experience with a broader understanding of the history, literature, traditions, community decision-making processes, and leadership styles of the community studied. This learning community proposal is also designed to combine the Instructional and Co-Curricular/Student Activities functions of the college community for the purpose of maximizing the learning experience.
- *What is the need or intended use?*
This learning community proposal is designed to combine the Instructional and Co-Curricular/Student Activities functions of the college community for the purpose of maximizing the learning experience.
- *Is it feasible?*
Yes, preliminary discussions have already begun with various instructional departments, co-op education regarding this proposal and response has been positive and encouraging. This project would have to be phased in over several years as the necessary courses, curriculum and co-op placements are developed. In some cases, the necessary course already exist, in others, course would need to be developed.
- What would be the campus location of this request/project? The Leadership Development classes and some co-op experiences would be through Student Life and Leadership Development. The various literature and history classes would be housed in the appropriate instructional departments and the actual co-op experiences would be administered through Cooperative Education.
- *How many students (per year) will benefit?*
- *How will students benefit?*
In addition, students will have the opportunity to explore culturally specific

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instruction and leadership opportunities so that students can gain experiences needed to positively impact the campus and community climate.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your Unit?*

3. Describe the resources needed

We will use existing resources for planning and development. Curriculum development money and other resources will be requested in later planning cycles.

4. List the possible funding sources see #4 above

- Can this project be partially funded? Yes
- If so, what portion could be funded at what minimum cost?

5. Provide ORG & PROG codes NA

6. How does this project align with the college's vision, mission & goals and contribute toward meeting the goals? See previous (numerous!) descriptions of alignment in previous chapters.

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Chapter 5: Expected Unit Outcomes for 2004-2005

Key Question: What Unit outcomes do you expect to achieve in 2004-2005?

1. What unit level outcomes do you expect to achieve?
2. What plans do you have for enhancing your use of current technologies?
3. What plans do you have for working more effectively with your Advisory Committee?
4. How will you set faculty and staff goals?
How will you ensure the participation of faculty and staff in all phases of Unit Planning?
5. Number of Unit Contacts and Unduplicated Participants
Please provide your projected goal for 2004-2005
6. Student Success Data
Please provide your projected goals for 2004-05
Improved scores on indicators of Student Success
7. Facilities and Equipment
What facilities or equipment goals do you wish to set for 2004-05?
8. Budget
Please provide projected goals for 2004-05:
 - General Fund
 - General Fund Allocation
 - Actual Costs of Unit Operation
 - Revenues (Fees, etc.)
 - Cost/per student FTE

ⁱ Child Care Demand and Supply Estimates: Based on 2000 Population Estimates and the 2000 Oregon Population Survey, Child Care Policy Research Biennial Report, Oregon Child Care Research Partnership, September 2002.

ⁱⁱ The 1999 Oregon Legislature adopted Senate bill 555 that requires the development of a statewide early childhood system of services and supports. All counties are expected to develop an integrated plan within the local Coordinated Comprehensive Plan.