

Lane Community College Unit Planning: Social Science

Part I. Alignment with College

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.

The Social Science Aligns Through:

Core Values (6)

- **Learning**
 - Recognition of different learning styles and topics. Topics in disciplines are delivered differently to respond to varying student needs.
 - Employment of a variety of formats for teaching and assessment.
 - Acquisition of ongoing training in teaching methods (e.g. the Great Teaching Seminar) and discipline content.
 - Participation in professional organizations, professional development, and national conferences.
 - Maintaining high expectations for students' learning and performance.
 - Administering and contributing to scholarships for students in Social Science.
 - Mentoring students to increase familiarity with the organization of and opportunities provided by disciplines (e.g. An honor society in Psychology, and student paper competition for the National Social Science Association).
 - Maintenance of a bulletin board for activities that are current in Social Science.
 - Planning the physical environment of the division to better serve students.
 - Encouraging students to attend and participate in conferences and in speaker forums on campus and in the community.
- **Diversity**
 - Infusion of multi-cultural staff training in diversity (e.g. Mike Samano through Ethnic Studies Coordination, Ruth Wren through discussion of White Privilege) college-wide.
 - Inclusion in many syllabi of considerations for a respectful learning environment.
 - Exposure of students to differing points of view, which provide opportunity for them to learn how to disagree successfully.
 - Provision of classes that focus on diversity or are offered within disciplines (e.g. Ethnic Studies, Women's Studies, Cultural Anthropology, American Indian Studies, Latin American history, Cultural Geography, Non-Western religions, Cultural Competence).
- **Innovation**
 - Early and extensive implementation of collaborative teaching approaches both historically (e.g. The Fast Forward Program) and currently through a variety of Learning Communities.
 - Employment of new technologies (e.g. Smart classroom, usage of cable TV, internet, videos, DVD's).
 - Development of new classes as needed, especially relating to current issues (e.g. Islamic Project pending, Problems in U.S. Politics through Film, Legal Rights, and Civil Liberties).

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- Provisions of an up to date Written and Computer Testing Labs that enhances assessment opportunities for students and increases available classroom time.
- Participation in, and development of, a variety of interdisciplinary Learning Communities: (e.g. “Fat Cats and Underdogs,” “Inner Spaces, Outer Places,” “Reconnecting with Nature: Science, Spirituality, and Political Activism”).
- Collaboration and Partnership
 - Use of the SSAC (Social Science Advisory Committee) as a representative body of the disciplines in Social Science that meet regularly with the division chair to accomplish division business.
 - Implementation of the Division Charter which is used as a collaborative guide to governance.
 - Division personnel being active on many department and campus committees, and serving as advisors to student organizations.
 - Faculty bring speakers to campus to enhance community involvement.
 - Frequent media consultation with faculty in their areas of expertise.
 - Participation in the Peace and Justice Conference with U of O.
 - Faculty frequently representing Lane and speaking at Public events.
 - Disciplines engaging in articulation discussions with other state institutions.
 - Some faculty serving as advisors on senior papers in local high schools.
 - Opportunities for job shadowing are often provided to high school students.
 - Faculty work with subject pools from other institutions (e.g. UO Psychology Department).
 - Local and international trainings that are provided for various agencies through Professional technical programs.
 - Mentoring of new faculty in formal (e.g. Faculty Connections) and informal ways.
- Integrity
 - Personnel in the division adhering to a standard of ethical behavior.
 - Opportunities for discussion, evaluation and thought about ethical and moral issues that are provided in the classroom and within the division.
 - Syllabi often containing rules for establishing a respectful learning environment.
 - Frequently addressing environmental issues in course content.
 - Being active in recycling of materials and supplies.
- Accessibility
 - Learning opportunities that are offered through different formats (classes, methods, times).
 - Offering a variety of Distance Learning classes.
 - Providing a Social Science Scholarship through faculty donations.
 - The Working Parent Scholarship which is provided through private donation and administered through the division.
 - Career Specific Scholarships which are provided through various agencies and administered through the division.
 - Faculty work with TRIO, the Tutoring Center, Work Study, and individual tutors to improve student retention.
 - Professional technical and internship programs which provide a large list of opportunities for students to get direct experience in the field.
 - Instructors’ use of readings packets that reduce costs to students.
 - Inviting community members to speaker forums and events.

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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.

The Social Science Division works to further the strategic directions through the learning centered principles below:

Strategic Directions (3)

- **Transforming Students' Lives**
 - Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
 - Commit to a culture of assessment of programs, services and learning.
 - Position Lane as a vital community partner by empowering a learning workforce in a changing economy.
- **Transforming the Learning Environment**
 - Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
 - Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.
- **Transforming the College Organization**
 - Achieve and sustain fiscal stability.
 - Build organizational capacity and systems to support student success and effective operations.
 - Promote professional growth and provide increased development opportunities for staff both within and outside the College.

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.

Examples of how we integrate these principles include:

Learning Centered Principles

- Lane provides opportunities for transformation through learning.
 - Social Sciences encourage students to think differently about themselves and their world.
 - The focus of division personnel on service to students provides a positive learning environment.
 - Employment of a variety of classroom techniques to accommodate a variety of learning styles ins a strength of division faculty.
 - Division courses emphasize analytical and critical thinking skills
- Lane engages learners as active partners in the learning process.
 - Division faculty incorporates a variety of learning opportunities within courses, through Learning Communities, and with student organizations (e.g. Ospirg, the Care Club, Off-campus discussion groups).

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- Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
 - Faculty set out clear expectations for student accountability in their syllabi and in classroom procedures (e.g. quality of work expected, adherence to deadlines, active participation in class activities).
- Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
 - The variety of topics, methodologies, and learning environments provided within and across disciplines in the division provide a wealth of options.
- Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
 - Monitoring of student progress through a variety of assessment devices allows documentation of student success.
 - Division faculty adapts their approach to the needs of learners by providing a variety of materials, employing different techniques, and continuously seeking ways to improve the learning environment.
- 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 Division teaches a variety of courses which teach students about different cultures from a pluralistic perspective, including Ethnic Studies courses, Cultural Anthropology, The African-American Experience/Aspiration, Cultural Competence in Human Services, Cultural Geography, The Chicano/Latino Experience in Economics and Politics, The Native American Experience, Native Circles, and Women and Work.

Faculty use curricula and pedagogical approaches suitable to a diverse student body.

- Lane is committed to both individual and organizational learning.
 - Monitoring of student progress through a variety of assessment devices allows documentation of student success.
 - Continuously seeking improved strategies for evaluating student outcomes is a strength of many division faculty (e.g. participation in the Great Teaching seminar, in-service, and diversity training).
- Lane students and staff are a community of learners, all of whom contribute to learning.

Many of our faculty, staff and students are involved ongoing learning programs. While teaching at Lane some faculty attend other institutions of higher learning to advance their degrees or to obtain additional training credits. Many of our students are dually registered with other institutions. A large number of our staff members continue their education at Lane Community as well as other colleges and universities.

Faculty, staff and students participate in learning-related activities such as the White Privilege discussion group, events at the Multi-cultural Center, and lectures and performances of both student and outside groups.

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

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Many of our faculty and staff are involved in Inter- and Intra-campus committees (i.e. Public Safety Citation Committee, Public Safety Inspection Committee, Workforce Network Training Center, Counseling Center, Multicultural Center, Women's Center, Care Club, Faculty Council, Strategic Learning Initiative, Curriculum Committees, etc.) and LCCEA.

Faculty participate in the Copia Lecture Series off-campus as well as promoting and attending lectures at the University of Oregon.

Faculty maintain relationships with community and religious organizations and sometimes utilize them for guest speakers (e.g. PFLAG, the Islamic Cultural Center).

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Part II. Unit Description

Chapter 1: Unit Description

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

1) Unit Mission/Vision

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

Mission Statement: To better the world through education, scholarship and service to the community.

The Social Science Division's primary missions are:

- To increase students' social knowledge, skill, and awareness for participation in and contribution to an increasingly complex society.
- To strive for excellence in helping students learn, realize their potential, and improve their lives.
- To not only educate about human behavior, but to encourage a thoughtful approach to behaving.
- To make a positive and lasting contribution to the quality of human lives and to the world at large.

More specific division objectives include:

- Preparing transfer students for upper division studies at four-year institutions.
- Provision of professional technical degree and certificate programs, as well as complementing and supporting other professional technical programs.
- Development of courses fulfilling social science requirements of the associate of arts and associate of applied science degrees.
- Encouraging understanding of and sensitivity to, diversity in our community.
- Emphasizing long-range preparation for community environments locally, nationally, and globally.
- Providing a quality learning and working environment.
- Obtaining outside funding and grants for specialized training in areas related to the division.

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 department provides a broad offering of courses to fulfill its part of the college mission and meet each of the academic objectives listed above. They include offerings in Anthropology, Economics, Education, Ethnic Studies, Geography, History, Philosophy, Religion, Humanities, Political Science, Psychology, Sociology, and Women's Studies. The department also offers three professional technical programs: Human Services, Criminal Justice and Juvenile Corrections.

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- Although a complete listing of division courses is beyond the scope of this document, the division accomplishes its objectives primarily through providing quality instruction in a wide variety of courses, and evaluation of learning outcomes.
 - The department offers students a variety of teaching approaches in most disciplines, including individualized learning techniques, classroom application of group process principles, team teaching, and collaborative learning methods. A variety of learning communities, using an interdisciplinary team teaching approach, successfully link courses both within and across the division.
- The division will continue to evaluate, modify and schedule courses and program elements that reflect changing degree requirements, community needs, and interests. In recent years the division has supported and helped to develop an Ethnic Studies Program, increased the number of courses and disciplines involved in learning communities, reorganized professional technical programs under a Human Services “umbrella” and developed and offered a variety of technology based courses.

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 recent history of the division includes several significant events:

- Development of the Ethnic Studies Program
- Consolidation of several programs into the Human Services program to better acquaint students with the options available in this area.
- Loss of the Chemical Dependency Counselor Training and Law Enforcement Reserve Academy programs due to budget constraints.
- Design and remodel of facilities housing the division, including several “smart” classrooms.

4) Degrees and Certificates

What degrees or certificates does your unit provide?

- *Two-Year Associate of Applied Science Degree?*
- *Two-Year Certificate of Completion?*
- *One-year Certificate of Completion?*
- *Cooperative Education?*

If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?

- Associate of Arts Oregon Transfer Degree
 - Division courses fulfill the AAOT degree requirements as Social Science distribution requirements, or electives. A few courses (Anthropology and Geography 101, Psychology 212, 213, and 217) fulfill Science distribution requirements.
 - Course offerings of the division can also be used to fulfill general education requirements through direct transfer to other institutions.
- Two-Year Associate of Applied Science Degree
 - Programs that offer an AAS degree are included in the Human Services program:
 - General Human Services
 - Criminal Justice
- One-Year Certificate of Completion

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- Embedded within the Criminal Justice program which provides a One-Year Certificate of Completion.
- Cooperative Education
 - The division participates in Cooperative Education in a variety of areas:
 - Anthropology
 - Criminal Justice
 - Education
 - Geography
 - General Human Services
 - History
 - Political Science
 - Pre-Law
 - Psychology
 - Sociology

5) **Organizational Structure**

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

- The division office serves the division whose personnel provide support for the faculty working in various disciplines and programs.

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 administrative staff includes the Division Chair, an Administrative Coordinator, two Administrative Support Specialists, and an instructional specialist.

POSITION	NAME	PRIMARY JOB RESPONSIBILITY	FTE
Administrative Coordinator	Carrie Brandt	Division Coordinator	1.0
Administrative Support Specialist	Tina Miller	Division Office Support	1.0
Administrative Support Specialist	Ruth Wren	Division Office Support	.802
Testing Lab Coordinator	Toni Timmers	Testing Lab	.75

- The Social Science Division includes 21 contracted faculty and approximately 36 part-time faculty whose teaching loads vary both in number of courses assigned and which terms are taught.

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MANAGER			
DIVISION CHAIR	Ken Murdoff	PHD, MA, BA	
CONTRACTED FACULTY			
DISCIPLINE	NAME	DEGREE(S)	FTE
ANTH	Ingrid Gram	MA, BS	1.0
ANTH	Marge Helzer	PHD, MS, BS, AS	1.0
CJ	John Del Nero	MA, BA, MS	.6
ECON / HUM	William Burrows	MS, BS	1.0
ECON	Philip Martinez	MA, MA, BA	1.0
ES	Michael Samano	MA, MA, BA	1.0
GEOG	Jane Benjamin	MS, BS	1.0
HST	Sheila Broderick	MA, BA	1.0
HST	Joseph Escobar	MA, BA	.50
HST	Jody Suhanek	MA, BA	1.0
HS	Ruth Bichsel	PHD, MS, BS	1.0
HS	Garry Oldham	MA, BA, BS, MS	.40
PHL / REL	Jeffrey Borrowdale	MACPHL, BA	1.0
PS	Stephen Candee	MS, BS	.50
PS	Stan Taylor	BA, MA, PHD, JD, LMM	1.0
PSY	Cynthia Adams	PHD, MA, BA	1.0
PSY	Barbara DeFilippo	PHD, MA, BA	1.0
PSY	Kendra Gilds	MS, BS	1.0
PSY	David Leung	MA, BA	1.0
SOC	James Salt	PHD, MA, BS	1.0
SOC	Suzanne Williams	PHD, MS, BS	1.0

- Replacement for one contracted position is currently in process.
- Full-time faculty are evaluated on a five-year cycle (except new faculty who are evaluated each of their first three years) using the procedures outlined in the Faculty Evaluation Handbook.
- Part-time faculty are evaluated the first time they teach for the college, and once a year thereafter.
- Administrative staff are evaluated yearly.
- Faculty and staff are very active on college-wide committees and teams. Over the last year, they have been represented on the following committees:
 - Academic Council
 - Budget Advisory Group
 - Curriculum Development Committee
 - Degree Requirements Committee
 - Diversity Team
 - Facilities Management Team
 - Faculty Professional Development
 - Faculty Council
 - Faculty Recognition Award
 - Hiring Process Team
 - Joint Emergency Action Planning Group
 - Long Term Leave Committee

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- Workload Review Committee
- Work Roles and Relationship Council
- Government Relations Action Team
- Public Safety Citation Committee
- Public Safety Review Committee
- Search committees both within and outside division
- Service Learning
- Learning Communities

- Many division faculty are also active in the Lane Community College Education Association.

7) **Student Profile**

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

******NOT AVAILABLE**

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?

Social Science has a Department Office, private offices and shared classrooms on the fourth floor of the Center Building, as well as shared classroom space throughout the campus. Attached to the Department Office is a break room and lounge. CEN 456 houses the Social Science Testing Lab where faculty may arrange for students to take computer-based or paper tests in a proctored environment.

Strengths: Some classrooms are sufficiently large and smart classrooms. Faculty offices offer some measure of privacy, a relatively quiet work environment and a good space for conferencing with students.

Challenges: Some of the classrooms Social Science faculty must use are NOT smart classrooms and have faulty equipment (whiteboards that don't erase, overhead devices that work periodically). Many classrooms do not have enough handicapped access for students (i.e. desks, chairs, supports) and have poor visibility to whiteboards/chalkboards from the periphery of the classroom.

Some classrooms are too small.

Faculty from other departments are not routinely issued keys and cannot secure equipment in smart classrooms after evening classes, putting it at risk of theft. Others are inadequately trained and leave projectors and computers running when they leave, putting the equipment at risk for heat damage or decreasing the life of projector bulbs which cost hundreds of dollars to replace.

During the remodel, we asked for a second toilet in the Men's room, and now the one toilet we have there is continually out of order. It was recently replaced, but even one working toilet is completely inadequate for the amount of traffic on our floor.

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).

******TO BE DETERMINED**

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Part III. Performance 2003-2004

Chapter 2: Program Outcomes Data, 2003-2004

Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? Using the provided spreadsheet, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

1) Enrollment Data

Please provide the following enrollment data for 2003-2004:

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

Unit Level: Student FTE

	Summer 03	Fall 03	Winter 04	Spring 04	Year Total
Without Co-op	48.64	263.23	272.01	292.88	876.76
With Co-op	55.90	309.38	311.53	327.97	1004.78

Course level: Student FTE

(see attached spreadsheet)

Student FTE/faculty FTE ratios

(NO MEANINGFUL DATA)

Capacity Data

	Summer 03	Fall 03	Winter 04	Spring 04	Year Total
Without Co-op	90.3%	98.6%	97.9%	101.1%	96.98%
With Co-op	80.6%	93.3%	96.2%	96.6%	91.68%

2) Student Success Data

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

2003-2004 Fall, Winter, Spring only

6/24/04

Co-op separate DeptName	Completion Rate				Success Rate			
	F	W	Sp	Annual	F	W	Sp	Annual
Social Science	83.14%	84.77%	82.37%	83.43%	76.38%	79.56%	75.60%	77.19%

- Degrees/Certificates Awarded

No data is currently available for Social Science Co-op Ed, 2003-2004. The number of degrees/certificates awarded in recent years is not considered meaningful because many Co-op Ed students go on to get AAOT degrees.

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In the most current LCC Student Follow-Up Study (Spring 2002), 85.5% of graduates of Cooperative Education Programs rated their Co-op Ed experience at Lane Community College as good or very good. These data include graduates from Co-op Ed programs across LCC; n=166 (Table 33, page 60).

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).

3) Budget

Please provide the following budget information:

▪ **General Fund:** ³

General Fund Allocation	\$2,200,525
Actual Cost of Operation	\$1,948,645
Revenues	\$ 38,270 (actual amount to department on tuition based)
Cost per Student FTE	\$ 2,064 (without Co-op)
	\$ 1,817 (with Co-op)

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

NONE

¹Enrollment Report provided by IRAP.

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

³Budget information provided by Budget Office.

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

Approaches you might take include:
include:

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

Methods of assessment you might use

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

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?*

NO APPLICABLE DATA

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

Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?

NO APPLICABLE DATA

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?*

NOT APPLICABLE

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?*

EQUIPMENT PURCHASES HAVE BEEN MADE, BUT INSTALLATION HAS NOT TAKEN PLACE.

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?*

NO APPLICABLE DATA

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

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What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in 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*

PLEASE SEE ADVISORY COMMITTEE REPORTS FOR HUMAN SERVICES AND CRIMINAL JUSTICE

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?

NO APPLICABLE DATA

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

FUNDED INITIATIVES 2004

Initiative 6: Computer with Scanner for Map Room

To be used for student geography mapping and editing projects. Cost:

Computer	700
Software	200
Printer	100
Scanner	<u>100</u>

Total for Map Room improvement \$1,100

Presently we are ordering hardware and have under budgeted to fund a printer and a suitable flat monitor. The current plan is to utilize a nearby shared printer, and an existing CRT monitor until money becomes available. Once installed, students will be using current technology.

We will not have outcome results until Spring 05. The methods of assessment will be both qualitative and quantitative. Quantitative data through sign-in sheets.

- 1) Numbers of students introduced to the technology.
- 2) Number of hours used per student.
- 3) Data set use frequency.

Qualitative data will be compiled from completed student projects of applied geographic concepts.

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

Division-wide Social Science courses have successfully integrated and efficiently utilized the Smart Classrooms that have been available. Throughout the division, courses are consistently utilizing all of the

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technologies available in these classrooms for content delivery: Videotape, Video-DVD, CD, internet access, web-based simulations, and other computer-based delivery methods.

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

(i) The division is experiencing an acute shortage of “Smart Classroom” availability, and effective classroom based technology systems. The number of instructors who are requesting “Smart Classroom” assignments due to the educational ease and benefits of their integrated delivery systems is increasing and far outpacing the available hours of the existing classrooms.

(ii) The division is also severely challenged in its ability to deliver securely administered assessments, examinations, and testing services in the Testing Lab, CEN 456, due to:

- Cuts in funding for student proctors;
- Increased demand for the Labs services from other divisions;
- The inherent inability to ensure academic honesty in a system dependent upon students administering exams to other students.

(iii) Several proposed Initiatives from 2003-2004 were not allocated resources, thus challenges experienced in these areas continued into the current Academic Year.

(a) Geography: GIS Certificate Program

This proposal has been re-submitted as a feasibility study to assess the need and requirements to introduce a GIS Certificate Program.

(b) Psychology Student Lab. There continues to be the need to provide Psychology and Human Services students the opportunity to access interactive computerized laboratory simulations. This Initiative has been re-submitted.

(c) Women’s and Gender Studies Program

The Social Science Division proposed last year to develop a Women’s and Gender Studies program to compliment and carry forward efforts initiated by the Ethnic Studies program. This Initiative has been re-submitted for 2004-2005.

(d) Retention of FT faculty positions.

In the 2003-2004 UP the division proposed that several fulltime positions recently vacated be filled to retain the same level FT faculty employment and to stabilize and ensure the division’s academic standards. Initiatives for retention of FT positions re-submitted this year include: Geography, History, and Psychology.

(e) Restoration of sections previously cut.

Several Initiatives from 2003-2004 proposing the restoration of sections cut during previous budgetary cycles have been re-proposed for 2004-2005. These include sections in: Geography, Human Services; and Psychology.

(f) Curriculum Development.

Several Initiatives were proposed in 2003-2004 for CD funds to develop new courses in Philosophy, Psychology, Human Services, and Geography.

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

(i) The division will be proposing an Initiative for 2004-2005 to increase the number of available “Smart Classrooms” via retrofitting existing classrooms with integrated technology systems.

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(ii) The division will be proposing an Initiative for 2004-2005 to increase funding to hire additional Test Lab assistants on a part-time, time-sheet basis.

(iii) The need to provide resources to pursue various Initiatives carried over from 2003-2004. Item See 10) section (iii) above.

****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

Chapter 4: Program Initiatives, 2004-2005

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

1) Initiative Title: Smart Classrooms

Division Priority: 1

To provide social science students with a consistent and well equipped learning environment.

2. Link to Program Outcomes: This project would enhance the department's abilities to achieve all of our departmental and college outcome goals.

3. Describe the Initiative: We would like to furnish and equip five additional classrooms as "smart classrooms". Smart classrooms are required to facilitate a better learning environment for students. Access to the Internet, up-to-date graphics and cutting edge CD-ROMs and the ability to use PowerPoint are excellent tools for classroom teaching. Unfortunately, only a percentage of social science students have the opportunity to experience this type of learning environment. Faculty typically teach a class or two in a smart classroom and teach the remainder of their classes in low-tech classrooms. Consequently, these students do not receive the same quality of experience. This also results in the need for faculty to create different materials for delivery of the same information. This initiative will provide for a learning environment that motivates and inspires all students. Specifically, this initiative will improve the general education of students by:

- Encouraging the exploration of social science disciplines
- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

The Social Science Department serves approximately 600 students each term in smart classroom. The addition of five new smart classrooms would more than double the number of social science students who are exposed to high tech teaching methods each year. Smart classroom technology would be installed in five classrooms as yet to be selected. It is an efficient and effective use of college resources. Resources for the classroom would be readily available. Equipment wouldn't need to be moved, saving wear and tear on equipment and staff time.

4. Resources Needed: Smart classrooms require an ELMO, a DVD/VCR player, an LCD projector, a computer, an AV cabinet, a screen and a sound system. Funding would also be needed to pay for installation.

5. List the Funding Sources: TACT, the General Fund and Carl Perkins. The social science department includes three professional technical programs. Smart classroom would benefit these program students in much the same way other social science students would be served. Additionally, many professional technical classes are "methods" classes in which students observe, practice, record and then presents their skills to the class and faculty. Smart classroom will assist greatly in this process. In the past, Carl Perkins funds have been used to purchase videos, an interactive CD-ROM and equipment for a video recording room. If this project could not be fully funded, the project could proceed incrementally by equipping one classroom at a time at one-fifth the cost.

6. ORG & PROG codes: ORG 710001, PROG 111000

Lane Community College Unit Planning: Social Science

7. How does the project articulate to College goals: This project is central to the college's mission and core values of learning and innovation. This initiative also speaks to Lane's strategic direction and goals of:

- Transforming Students' Lives by providing exemplary and innovating teaching and learning experiences. It also supports:
 - Student transition
 - Student goal attainment
 - Student learning
- Transforming the Learning Environment by creating and enhancing an accessible, functioning, well-equipped environment.

Lane Community College

Unit Planning: Social Science

2) Initiative Title: Psychology Position

Division Priority: 2

To increase students' knowledge and understanding of human behavior and assist students in transferring to four year institutions.

2. How is this initiative linked to Program Outcomes: Having a better staffed psychology program supports the department's goals of:

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Initiative Description: This request is to replace Scott Lindsey who taught psychology until his unexpected retirement about six years ago. At that time, Lane was facing budget cuts and the department offered to hold off hiring for Scott's position rather than laying someone else off. Psychology classes are fully enrolled with students frequently on a waiting list. It is becoming more difficult to find part time instructors to meet student demand. Students would benefit annually from this initiative. This initiative addresses department goals of:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a full-time faculty position

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710900, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

3) Initiative Title: History Position

Division Priority: 3

To increase students' understanding of the world through the study of history and to assist students in transferring to four year institution

2. How is this initiative linked to Program Outcomes: Having a better staffed history program supports the department's goals of:

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Initiative Description: History classes are fully enrolled with students frequently on a waiting list. It is becoming more difficult to find part time instructors to meet student demand. Unfortunately, classes need to be cut if a part-time instructor cannot be identified. Four hundred and fifty Students would benefit annually from this initiative. This initiative addresses department goals of:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a full-time faculty position

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710600, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

Initiative Title: Testing Lab

Division Priority: 4

To increase student learning by providing adequate opportunities for students to take tests in a secure testing environment.

2. **How is this linked to your program outcomes:** Creating a secure space for social science testing will assist students in meeting the following program outcomes:

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. **Description:**

An increasing number of faculty have students utilize the testing lab. Currently, the lab is used by all but three of the full-time faculty in Social Science and by over 53% of the part-time faculty. In addition, faculty from other disciplines who teach Telecourses, Teleweb, On-line and Live Interactive Courses through Distance Learning use the Testing Lab.

The Testing Lab allows students to take on-line quizzes, midterms, final exams, as well as make-up tests. Use of the lab is important because it gives faculty more teaching time in the classroom. It also provides students with opportunities to test at a time that is convenient for them.

Due to cuts in Federal Work Study and Learn & Earn funding, fewer students are available to monitor the lab, resulting in reduced hours of operation. This request is aimed at providing a testing lab that has ample and consistent hours of operation, which should also include weekends.

4. **Describe the Resources needed:** Funding for non-students to work part time as time sheet employees.
5. **Funding Sources:** The General Fund and/or TACT funds in the amount of \$17,205.00 to cover 1200 hours annually.
6. **Program ORG and Program Codes:** ORG 711600, PROG 111000
7. **How does this initiative articulate with College Vision:** This initiative is consistent with the vision and mission of the college and strategic directions of:
- Transforming Student Lives through:
 - Student Goal Attainment: helping students achieve their goals
 - Transforming the College Organization by:
 - Building organizational capacity and systems to support student success and effective operations

Lane Community College
Unit Planning: Social Science

5) Initiative Title: Concentration Area in Chemical Dependency

Division Priority: 5

To provide students with the opportunity to pursue careers in chemical dependency counseling.

2. Link to Program Outcome: Courses and curriculum in Human Services enhances the Department's goals of:

- Preparing student for careers in the human services and ensuring that students' education meets local, state, and national standards
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description: This initiative is requesting funding for two classes (HIV/AIDs and other Infectious Diseases and Case Management: Record keeping) to be taught by a part time instructor on a bi-annual basis. Funding of these classes would provide for a concentration area in Chemical Dependency within the Human Services Program. Providing these courses, along with other coursework currently available in Human Services, would allow students to complete the coursework required to be eligible to sit for the state certification test for chemical dependency counselors. By adding these courses, community members would have access to a career as a chemical dependency counselor. Local treatment agencies have requested training from LCC for their employees and many current students have expressed an interest in this specific training. Graduates of the former Chemical Dependency Counselor Training Program readily found employment in the field. A study completed within the last 18 months indicated a 25% turnover rate for chemical dependency counselors in the northwest. Each class would serve 30-35 students. This initiative will address the following core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a part-time faculty position for two classes every other year.

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 711500, PROG 112000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Build and revitalize partnerships with business, industry and labor
 - Build and revitalize partnerships with community groups and agencies
 - Build institutional infrastructure to promote staff development outside the college
 - Student Goal Attainment: helping student achieve their goals
- Transforming the Learning environment by:
 - Responding to a diverse student population and workforce
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

6) Initiative Title: Anthropology Conversion

Division Priority: 6

To increase students' knowledge and appreciation of issues related to cultural differences and to provide for a seamless transfer of classes for anthropology students to state universities.

2. How is this linked to your program outcomes: Course offerings in Anthropology enhance the Department's goals of:

- Assisting Lane students in successfully fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description: This initiative would result in the conversion of the Introductory Anthropology sequence being converted from 3 to 4 credits. This initiative is driven primarily by recent changes in the Anthropology Programs at Oregon and Oregon State. These universities are now offering 4 credit classes. Funding of this initiative would provide for a seamless transfer of classes for anthropology students to state universities. Approximately 1500 students would benefit from this initiative. This initiative specifically addresses the general education of students by:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding is required for curriculum development to expand the curriculum to meet the 4 credit requirement.

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710100, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college and strategic directions of:

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.

Lane Community College
Unit Planning: Social Science

7) Initiative Title: Summer Classes in Philosophy

Division Priority: 7

To increase students' understanding and knowledge of philosophy

2. **How is this initiative linked to Program Outcomes:** Summer offerings of philosophy courses supports the department's goals of:
- Assisting students in transferring to other colleges and universities
 - Helping students communicate effectively, think critically and solve problems effectively
 - Increase understanding of the relationships between self and community

3. Initiative Description

This request would allow sixty students to take philosophy classes in the summer. In the past few years there have been no philosophy offerings during the summer, though there is significant student interest in such classes and part time faculty willing to teach them. This would be one way of expanding philosophy and religion offerings to make them more in keeping with institutions of similar size and to meet students for a variety of social science classes during the summer.

4. **Describe the resources needed:** Salary and OPE for two courses for part time faculty.
5. **Funding Sources:** General fund.
6. **Program ORG and Program Codes:** ORG 710700, PROG 111000
7. **How does this initiative articulate with the College Vision:** This initiative is consistent with the vision and mission of the college of
- Transforming student lives through:
 - Student Transition: assisting students in transitioning to four year institutions
 - Student Goal Attainment: helping students to achieve their goals
 - Student Learning: expanding learner's experience to include inter- disciplinary and multi-disciplinary learning environments
 - Transforming the learning environment by:
 - Responding to a diverse student population

Lane Community College

Unit Planning: Social Science

8) Initiative Title: Speakers Program

Division Priority: 8

To increase Lane's visibility in the community and students' and the community members' knowledge and appreciation of issues addressed by Social Science disciplines

2. How is this linked to your program outcomes: By offering students and the community different types of opportunities to learn about various aspects of the social sciences, this initiative reflects the department's goals of

- Helping students and community members communicate effectively, think critically and solve problems creatively

3. Initiative Description: This initiative is aimed at increasing Lane's visibility in the community and bringing community and national experts onto the campus. Speakers and symposia will be scheduled to take advantage of local experts and better connect Lane with the local community. Some events might be directed to students on campus while others would be advertised in the community-at-large. Many of the events would be of an interdisciplinary nature. This initiative addresses the following goals:

- Explore academic disciplines
- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding is needed pay speaker honorariums and for materials and supplies to promote the events and to pay for rental space when necessary (e.g. in Center for Meeting and Learning.)

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710001, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college and strategic directions of:

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.
- Transform the College Organization
 - Promote professional growth and increased opportunities for staff both within and outside the college

Lane Community College

Unit Planning: Social Science

9) Initiative Title: Geography position

Division Priority: 9

To increase students' knowledge and understanding of the world and prepare students to be global citizens.

2. How is this initiative linked to Program Outcomes: Having a fully staffed Geography program supports the department's goals of:

- Assisting Lane students in successfully fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Initiative Description: From 1983 through 2003, Geography's FTE was 1.5. Due to a retirement, current FTE in Geography is 1.0. This request is to replace the .5 FTE lost last year and adds another .5 FTE in order to meet students' needs and establish a stable staffing pattern in the discipline. Geography classes are fully enrolled with students on a waiting list. An additional 450-500 students would be served annually. More than ever, today's students need to understand the global context of our lives. A comprehensive geography program directly addresses Lane's core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a full-time faculty position

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710500, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.

Lane Community College
Unit Planning: Social Science

10) Initiative Title: Anthropology Laboratory Materials

Division Priority: 10

To support students learning by providing hands-on laboratory materials for use in anthropology courses.

2. How is the initiative linked to Program outcomes: Course offerings in Anthropology enhance the Department's goals of:

- Assisting Lane students in successfully fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description: Students in anthropology classes require the use of laboratory materials including casts of skulls of living primates, modern humans and fossil hominids. About 3000 students would benefit from use of these materials each year. Specifically, this initiative will improve the general education of students by:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Resources needed: Funding for the purchase of laboratory materials

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710100, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college and strategic directions including

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping student achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Expanding diversity in curriculum infusion
 - Responding to a diverse student population and workforce
 - Creating a diverse and inclusive learning college

Lane Community College

Unit Planning: Social Science

11) Initiative Title: Prevention Course

Division Priority: 11

To promote students' understanding of social problems and knowledge of strategies communities can employ to prevent and reduce social problems.

2. Link to Program Outcome: Courses and curriculum in Human Services enhances the Department's goals of:

- Preparing student for careers in the human services and ensuring that students' education meets local, state, and national standards
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description: This initiative is requesting funding for an ongoing class in Prevention. This class addresses the need for prevention services and introduces students to relevant research and prevention strategies. This class would serve students matriculating in all of the emphasis areas. It would also serve students interested in chemical dependency. The state office of Human Resources is very interested in seeing human service workers educated in prevention and this class would meet one of the state requirements for certification. Prevention workers are employed in a variety of human service organization however, very little education or training is available within Oregon. This initiative will address the following core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a part-time faculty position to teach this class every other year.

5. Funding Sources: The General Fund as well as curriculum development money as this class has not been taught before.

6. Program ORG and Program Codes: ORG 711300, PROG 112000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Build and revitalize partnerships with business, industry and labor
 - Build and revitalize partnerships with community groups and agencies
 - Build institutional infrastructure to promote staff development outside the college
 - Student Goal Attainment: helping student achieve their goals
- Transforming the Learning environment by:
 - Responding to a diverse student population and workforce
 - Creating a diverse and inclusive learning college.

Lane Community College
Unit Planning: Social Science

12) Initiative Title: Anthropology **Sequence:** ANTH 250, ANTH 260, ANTH 270 **Division Priority:** 12

To increase students' knowledge and appreciation of issues related to cultural differences and to provide for a seamless transfer of classes for anthropology students to state universities.

2. How is this linked to your program outcomes: Course offerings in Anthropology enhance the Department's goals of:

- Assisting Lane students in successfully fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description: Funding of this initiative would result in the development and inclusion of three new 200 level courses in the anthropology curriculum. This initiative is driven primarily by recent changes in the Anthropology Programs at Oregon and Oregon State. These universities are requiring a 200-level series that Lane doesn't offer. Consequently, students who intend to transfer to the Universities are no longer accepted into the department as juniors because they haven't taken this sequence. This sequence would serve approximately 150 students. This initiative specifically addresses the general education of students by:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for three part time faculty members to offer the classes and curriculum development money to develop these three classes which have never been offered before.

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710100, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college and strategic directions of:

- Transforming Student Lives through:
 - d. Student Transition: assisting students in transitioning to four-year institutions
 - e. Student Goal Attainment: helping students achieve their goals
 - f. Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

13) Initiative Title: Women's and Gender Studies

Division Priority: 13

To increase students' knowledge and appreciation of issues related to difference, power, and privilege.

2. Link to Program Outcome: Courses and curriculum infusion in Women's and Gender Studies enhances the Department's goals of:

- Assisting Lane students in successfully fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Describe the Initiative: The Social Science Department would like to establish a Women's and Gender Studies program modeled after the Ethnic Studies Program. A faculty member would be hired as a Coordinator of Women's and Gender Studies and would be responsible for curriculum infusion throughout the college. The Coordinator would provide leadership and advocacy for Women's and Gender Studies as a distinct program in Social Science. Currently, there is a "Suggested Course of Study" in Women's studies, which includes a number of classes taught by part time instructors in Social Science as well as some other classes around campus. However, LCC continues to lack the legitimacy of a formalized academic program with a designated faculty member to coordinate and develop the program on an ongoing basis. This program would directly deliver classes in Women's and Gender Studies to 315 students per year. Additionally, many other students would be served via the consultation services provided to faculty by the Coordinator for curriculum infusion.

This initiative will promote the seamless transition of Lane students to Oregon Universities. All Oregon Universities provide undergraduate (and some graduate) degrees and certificates in Women's Studies and/or Gender Studies. Lane students would benefit from a comprehensive program in Women's and Gender Studies that could articulate with Oregon's Universities. Women's and Gender Studies programs across the nation are at the forefront of campus efforts to cultivate respectful, inclusive, accessible working and learning environments., addressing all of Lane core values of learning, diversity, innovation, collaboration and partnership, integrity and accessibility. It also improves Lane's ability to provide general education by:

- Encouraging the exploration of social science disciplines
- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a full-time faculty position

5. Funding Sources: The General Fund and curriculum development funding for six classes which have not been offered before.

6. Program ORG and Program Codes: ORG 711100, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping student achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:

Lane Community College
Unit Planning: Social Science

- Expanding diversity in the curriculum and
- Expanding diversity in curriculum infusion
- Responding to a diverse student population and workforce
- Creating a diverse and inclusive learning college.

Lane Community College
Unit Planning: Social Science

14) Initiative Title: Lab for Psychology Students

Division Priority: 14

To improve students learning by providing written and interactive computer materials for use by psychology students.

2. Link to Program Outcome: Courses and curriculum in Human Services enhances the Department's goals of:

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively.

3. Initiative Description: This initiative is requesting funding for computers and interactive software to supplement classroom teaching. These items will provide students with the ability to practice psychology skills in a virtual environment. Approximately 2730 students per year will benefit from this initiative. This initiative will address the following core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: A space and furniture would need to be allocated along with funds for shelving, wiring for two computers and two up-to-date computers.

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710900, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.
- Transforming the College Organization
 - Building systems to support student success

Lane Community College
Unit Planning: Social Science

15) Initiative Title: Applied Psychology

Division Priority: 15

To increase students' ability to apply psychological principles in everyday life

2. Link to Program Outcome: Courses and curriculum in psychology helps the department reach its goals of:

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Initiative Description: This initiative is requesting funding for an ongoing class in Applied Psychology. This class had regularly been offered in the past but due to cutback it was eliminated from the schedule. It is time to bring this class back. Students and faculty are interested in this topic which has both practical implications for their lives and offers opportunities for further education and career opportunities. This initiative will address the following core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a part-time faculty position to teach this class

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710900, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Promoting a better understanding of self, society and the environment and preparing students for life in a global community
 - Cultivating habit of mind and heart essential to lifelong learning
 - Improving communication, critical thinking and problem solving abilities
 - Increasing cultural competence
- Transforming the Learning environment by:
 - Responding to a diverse student population and workforce
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

16) Initiative Title: Diversity Sequence

Division Priority: 16

To increase students' knowledge and understanding of human behavior and assist students in transferring to four year institutions.

2. How is this initiative linked to Program Outcomes? A diversity class in the psychology program supports the department's goals of:

- Assisting students in fulfilling their diversity requirement
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Initiative Description: While a number of psychology courses touch on issues such as gender, sexual orientation, prejudice, there is not an individual course that focuses on any diversity topic. This initiative addresses the department's goals of:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for part time faculty members to offer the classes and curriculum development money to develop these three classes which have never been offered before.

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710900, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population

Lane Community College
Unit Planning: Social Science

17) Initiative Title: Evidence Based Practices in Human Services

Division Priority: 17

To respond to legislative requirements for delivering human services in the state of Oregon.

2. Link to Program Outcome: Courses and curriculum in Human Services enhances the Department's goals of:

- Preparing student for careers in the human services and ensuring that students' educational experience meets local, state, and national standards
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description: The state legislature last year mandated that all human service programs in the state deliver their services in a manner that is consistent with the best practices that have been researched and documented in child welfare, mental health, corrections etc. Programs will be required to demonstrate that a certain percentage of their service delivery system meets this standard and each year the percentage of services required to meet this standard will increase. While an introduction to evidence based practices are included in all of the human services classes, the entire program will need to be assessed and redesigned to insure that students are knowledgeable about the best practices the state expects providers to employ. This initiative addresses the following core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Curriculum Development funding is required to evaluate current course objectives and redesign the program to meet state standards of practice.

5. Funding Sources: The General Fund and Carl Perkins (Prof. / Tech. Program)

6. Program ORG and Program Codes: ORG 711300, PROG 112000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Build and revitalize partnerships with business, industry and labor
 - Build and revitalize partnerships with community groups and agencies
 - Build institutional infrastructure to promote staff development outside the college
 - Student Goal Attainment: helping student achieve their goals
- Transforming the Learning environment by:
 - Responding to a diverse student population and workforce
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

18) Initiative Title: GIS Certificate Program

Division Priority: 18

To increase opportunities for students to learn applied skills in analyzing and managing spatial data and increasing students' access to jobs that require the use of GIS

2. How is this linked to your program outcomes: A GIS Certificate Program would be consistent with the department's goals of:

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively

3. Initiative Description:

This request is directed towards completing a feasibility study and writing a grant to generate a Geographic Information System (GIS) Certificate Program for Lane Community College Students. This joint venture between Social Science and the Science Department is designed to help students acquire applied skills for management of data that require spatial analysis using current GIS technology (**please see initiative in Science Division Unit Plan**). Some of the agencies currently using GIS across the country are Planning, Public Works, Watershed Management, Forestry, Wildlife, all Natural Resources, Community Development, Emergency Services, Community Health, Transportation, Real Estate, and Advertising. According to the GIS Certificate Institute 56% of professionals using GIS are from the public sector, 38% from private sector and 6% from Academia.

We envision this Certificate program to be uniquely embedded into existing curriculum of Geography and Science as well independent GIS classes for people who are currently using the technology and need job skills training. A number of community colleges award GIS Certificates and Associate GIS degrees within the U.S. See http://www.urisa.org/Career_center/college_certif_programs.htm. A certificate program will directly benefit students who want applied technology skills for employment. This initiative addresses the following core abilities:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed:

Curriculum Development money for 100 hours is requested to complete feasibility study and write a grant to generate a Geographic Information System (GIS) Certificate.

5. Funding Sources: Curriculum Development Funds

6. Program ORG and Program Codes: ORG 710500, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college and strategic directions of:

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Responding to a diverse student population
 - Transform the College Organization
 - Promote professional growth and increased opportunities for staff both within and outside the college
 - Build organizational capacity and systems to support student success and effective operations

Lane Community College

Unit Planning: Social Science

19) Initiative title: Geography Field Studies

Division Priority: 19

To increase students' knowledge of the world and help them understand how information from the field is collected, organized and validated.

2. How is the initiative linked to your Program Outcomes: Offering a field methods class in geography relates to the department's goals of

- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively
- Increase understanding of the relationships between self and community

3. Describe the Initiative: We are requesting support for a summer field course in geography. Geography does not currently offer any field classes to students yet field methods are an important, basic component in the discipline. Thirty students would be given the opportunity to collect, organize and interpret data in the field. These experiences specifically address the general education of students by:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for a part time faculty member to offer the class and curriculum development money to develop this class as it has never been offered before.

5. Funding Sources: The General Fund

6. Program ORG and Program Codes: ORG 710500, PROG 111000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college and strategic directions of:

- Transforming Student Lives through:
 - Student Transition: assisting students in transitioning to four-year institutions
 - Student Goal Attainment: helping students achieve their goals
 - Student Learning: expanding learner's experience to include interdisciplinary and multi-disciplinary learning environments
- Transforming the Learning environment by:
 - Expanding diversity in the curriculum
 - Responding to a diverse student population
 - Creating a diverse and inclusive learning college.

Lane Community College
Unit Planning: Social Science

20) Initiative Title: Videos for Human Services

Division Priority: 20

To improve students learning by providing video materials for use in human service courses.

2. Link to Program Outcome: Courses and curriculum in Human Services enhances the Department's goals of:

- Preparing student for careers in the human services and ensuring that students' education meets local, state, and national standards
- Assisting students in transferring to other college and universities
- Helping students communicate effectively, think critically and solve problems creatively.

3. Initiative Description: This initiative is requesting funding for videos to supplement classroom teaching. These videos provide students with state of the art examples ways of addressing human problems. Approximately 900 students per year will benefit from this initiative. This initiative will address the following core abilities and outcomes:

- Promoting a better understanding of self, society and the environment and preparing students for life in a global community
- Cultivating habit of mind and heart essential to lifelong learning
- Improving communication, critical thinking and problem solving abilities
- Increasing cultural competence

4. Describe the Resources needed: Funding for the purchase of the following videos:

5. Funding Sources: Carl Perkins. In the past, Carl Perkins funds have been used to purchase videos, an interactive CD-ROM and equipment for a video recording room. If this project could not be fully funded, the project could proceed incrementally by fewer videos.

6. Program ORG and Program Codes: ORG 711300, PROG 112000

7. How does this initiative articulate with College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming Student Lives through:
 - Build and revitalize partnerships with business, industry and labor
 - Build and revitalize partnerships with community groups and agencies
 - Build institutional infrastructure to promote staff development outside the college
 - Student Goal Attainment: helping student achieve their goals
- Transforming the Learning environment by:
 - Responding to a diverse student population and workforce
 - Creating a diverse and inclusive learning college.

Lane Community College

Unit Planning: Social Science

21) Initiative Title: Political Philosophy

Division Priority: 21

To increase students' understanding of our own government and help them to develop their own political philosophy by introducing them to the philosophical basis of democracy and other forms of government;

2. How is this initiative linked to Program Outcomes: This class in philosophy supports the department's goals of:

- Assisting students in transferring to other colleges and universities
- Helping students communicate effectively, think critically and solve problems effectively
- Increase understanding of the relationships between self and community

3. Initiative Description:

The core subjects in the study of philosophy have traditionally been logic, metaphysics, epistemology, ethics and political philosophy. Currently, we do not presently offer a comprehensive course in social or political theory. This initiative fills this gap in the Philosophy curriculum. This course will emphasize the origins and development of political philosophy from its roots in Classical Greece to the modern age. Although the emphasis will be on the development of theories of rights and western democracy, some non-western thinkers will be included. A broad interdisciplinary approach will be utilized, including anthropological, historical, economic and sociological approaches to understanding the role and function and government. A diversity of governmental forms will be surveyed as students reflect upon the proper role of the State in regulating the affairs of its citizens.

4. Describe the resources needed: Curriculum development funds are required to develop a new course.

5. Funding Sources: General fund. This course has never been offered before and Curriculum development funds are needed during the summer. This course will equip students to understand better understand our own government and see how it compares and contrasts with other systems. Students will also help students develop their own political philosophy to help them form their beliefs on particular political and social issues in a more rational and systematic way.

6. Program ORG and Program Codes: ORG 710700, PROG 111000

7. How does this initiative articulate with the College Vision: This initiative is consistent with the vision and mission of the college of

- Transforming student lives through:
 - Student Transition: assisting students in transitioning to four year institutions
 - Student Goal Attainment: helping students to achieve their goals
 - Student Learning: expanding learner's experience to include inter disciplinary and multi-disciplinary learning environments
- Transforming the learning environment by:
 - Responding to a diverse student population

Lane Community College

Unit Planning: Social Science

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

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

1) What program level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?

Social Science Professional Technical Programs

Social Science Professional Technical Programs must successfully prepare students for careers in the human services and ensure that students' educational experience meets local, state, and national standards

Students that successfully complete the Social Science Professional Technical Programs will have qualified to be awarded the Degree or Certificate appropriate to their program:

- Two-Year Associate of Applied Science
 - General human Services
 - Criminal Justice
- One-Year Certificate of Completion
 - Criminal Justice

Social Science Credit Transfer Courses

All Social Science courses must contribute to the successful

(i) fulfillment of the various Degrees and Certificates offered within the Division:

- * Associate of Arts: Oregon Transfer
- * Associate of Applied Science
- * Associate of General Studies
- * Associate of Science

(ii) fulfillment of the various program and diversity requirements.

(iii) transfer of students to accredited Oregon Universities (public and private).

(iv) completion of undergraduate 4-year degrees from accredited Oregon Universities (public and private).

Social Science Students who have successfully completed Degree or Certificate Requirements will demonstrate the following Core Abilities:

- (i) Communicate effectively;
- (ii) Think critically and solve problems creatively;
- (iii) Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence;
- (iv) Explore academic disciplines.

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

What changes, if any, do you expect to implement in 2004-2005?

The fundamental basis of all of the Social Sciences is the critical analysis of issues of importance or concern to society. As such each discipline in the Social Sciences intentionally promotes all of the acquisition of all four of the

Lane Community College

Unit Planning: Social Science

Core Abilities. Success in this area would be evidenced by successful rates of matriculation, advancement, and completion of courses of study, and the achievement of earning the appropriate Degree(s) or Certificate(s).

With respect to the Initiatives proposed for 2004-2005, each Initiative is proposed to enhance the delivery educational content, improve the availability of resources, and improve the accurate assessment of students' mastery of the Core Abilities.

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

What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

Meaningful measures are unavailable.

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

The Division has already exceeded the availability of current technologies with respect to access to Smart classrooms.

The Division has proposed Initiatives for 2004-2005 to retrofit more classrooms with integrated, "Smart" technology systems: Videotape player, Video DVD, CD, Elmo projection, internet access, and computer technologies.

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

Not Applicable to this Division.

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

How will you ensure the participation of faculty and staff in all phases of Unit Planning?

Faculty and Staff will members of teams implementing each of the Chapters.

7) **Enrollment Data**

Please provide your projected goals for 2004-2005:

- Program Level: Student FTE
- Course Level: Student FTE
- Student FTE/Faculty FTE ratios
- Capacity Analysis

	Summer 04	Fall 04	Winter 05	Spring 05	Year Total
Without Co-op	50	265	275	295	885
With Co-op	60	310	315	330	1015

8) **Student Success Data**

Please provide your projected goals for 2004-2005:

- Student Completion ratios
- Degrees, Certificates Awarded

2003-2004 Fall, Winter, Spring only

6/24/04

Co-op separate DeptName	Completion Rate				Success Rate			
	F	W	Sp	Annual	F	W	Sp	Annual
Social Science	85%	85%	83%	84.33%	80%	80%	76%	78.66%

***Lane Community College
Unit Planning: Social Science***

9) **Facilities and Equipment**

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

The Division has proposed Initiatives for 2004-2005 to retrofit more classrooms with integrated, "Smart" technology systems: Videotape player, Video DVD, CD, Elmo projection, internet access, and computer technologies.

10) **Budget**

Please provide projected goals for 2004-2005:

▪ General Fund:	
- General Fund Allocation	\$2,400,000
- Actual Costs of Unit Operation	\$2,000,000
- Revenues (Course Fees, etc.)	\$ 40,000
- Cost per Student FTE	\$ 1,800

Advisory Committee Chair

Date

Division Chair

Date

Lane Community College
Unit Planning: Social Science

**Unit Planning
Data - FTE**

**% Student Fac.
Full FTE FTE**

SUMMER 2003

Anthropology

Totals	90.50%	5.97	0.6
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Economy

Totals	101.00%	6.66	0.6
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Ethnic Studies

Totals	108.60%	3.58	0.25
---------------	----------------	-------------	-------------

History

Totals	85.70%	11.3	1.2
---------------	---------------	-------------	------------

Political Science

Totals	81.40%	3.58	0.4
---------------	---------------	-------------	------------

Psychology

Totals	75.70%	11.65	1.4
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Sociology

Totals	89.50%	5.9	0.6
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Co-op

Totals	12.50%	7.27	
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OVERALL TOTALS

90.30%	48.64	5.05
---------------	--------------	-------------

OVERALL TOTALS

80.60%	55.9	5.05
---------------	-------------	-------------

These figures are
WITHOUT Co-op
These figures are
WITH Co-op

Lane Community College
Unit Planning: Social Science

**Unit Planning
Data - FTE**

**% Student Fac.
Full FTE FTE**

FALL 2003

Anthropology

Totals	108.30%	27.59	2.4
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Criminal Justice

Totals	105.30%	10.23	1
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Economy

Totals	101.40%	19.03	1.75
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Ethnic Studies

Totals	95.70%	16.91	1.5
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Geography

Totals	95.00%	15.4	1.6
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Human Services

Totals	99.00%	13.47	1.6
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History

Totals	96.40%	41.66	4
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Humanities

Totals	94.30%	2.14	0.25
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Philosophy

Totals	107.30%	10.42	1
---------------	----------------	--------------	----------

Political Science

Totals	96.40%	17.48	1.95
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Psychology

Totals	94.60%	45.94	5
---------------	---------------	--------------	----------

Religion

Totals	98.00%	9.52	1
---------------	---------------	-------------	----------

Sociology

Totals	92.40%	31.02	3.2
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Women's Studies

Totals	95.80%	2.42	0.25
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Lane Community College
Unit Planning: Social Science

Unit Planning Data - FTE	% Full	Student FTE	Fac. FTE
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Co-op

Totals	18.70%	46.15	
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OVERALL TOTALS

98.60%

263.23

26.5

These figures are
WITHOUT Co-op

OVERALL TOTALS

93.30%

309.38

26.5

These figures are
WITH Co-op

Lane Community College
Unit Planning: Social Science

**Unit Planning
Data - FTE**

**% Student Fac.
Full FTE FTE**

WINTER 2004

Anthropology

Totals	107.60%	24.64	2.2
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Criminal Justice

Totals	98.10%	13.01	1.4
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Economy

Totals	98.90%	17.12	1.75
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Ethnic Studies

Totals	106.00%	16.22	1.5
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Geography

Totals	95.00%	16.24	1.6
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Human Services

Totals	96.00%	13.48	1.6
---------------	---------------	--------------	------------

History

Totals	94.10%	48.2	4.65
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Humanities

Totals	87.10%	4.07	0.45
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Philosophy

Totals	106.10%	10.99	1
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Political Science

Totals	100.60%	17.08	1.8
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Psychology

Totals	94.30%	46.98	5
---------------	---------------	--------------	----------

Religion

Totals	101.40%	10.55	1
---------------	----------------	--------------	----------

Sociology

Totals	87.50%	33.43	3.4
---------------	---------------	--------------	------------

Co-op

Totals			
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Lane Community College
Unit Planning: Social Science

**Unit Planning
Data - FTE**

**% Student Fac.
Full FTE FTE**

OVERALL TOTALS

97.90% 272.01 27.35

These figures are
WITHOUT Co-op

OVERALL TOTALS

96.20% 311.53 27.35

These figures are
WITH Co-op

Lane Community College
Unit Planning: Social Science

**Unit Planning
Data - FTE**

**% Student Fac.
Full FTE FTE**

Spring

Anthropology

Totals	130.50%	30.9	2.5
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Criminal Justice

Totals	102.70%	10.35	1
---------------	----------------	--------------	----------

Economy

Totals	91.90%	14.23	1.55
---------------	---------------	--------------	-------------

Ethnic Studies

Totals	126.80%	22.59	1.8
---------------	----------------	--------------	------------

Geography

Totals	95.50%	17.87	1.6
---------------	---------------	--------------	------------

Human Services

Totals	78.50%	13.98	1.8
---------------	---------------	--------------	------------

History

Totals	99.30%	52.31	4.7
---------------	---------------	--------------	------------

Philosophy

Totals	111.10%	14.12	1.2
---------------	----------------	--------------	------------

Political Science

Totals	101.70%	17.94	1.75
---------------	----------------	--------------	-------------

Psychology

Totals	92.70%	55.43	5.4
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Religion

Totals	97.50%	9.05	0.85
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Sociology

Totals	84.90%	34.11	3.2
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Co-op

Totals	43.00%	35.09	
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OVERALL TOTALS

101.10% 292.88 27.35

***Lane Community College
Unit Planning: Social Science***

**Unit Planning
Data - FTE**

**% Student Fac.
Full FTE FTE**

WITHOUT Co-op
These figures are
WITH Co-op

OVERALL TOTALS

96.60% 327.97 27.35

**2004 Yearly
Totals**

Without Co-op

96.98% 944.23 86.25

With Co-op

91.68% 1072.25 86.25