

## **WOMEN'S PROGRAM**

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### **Part I: Alignment with College**

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#### **Chapter 0: Unit Alignment with College Goals**

*Key Question: "How is your unit aligned with the college's goals\*?"*

\*All of the "college's goals" are reviewed in more detail in the appendices at the end of this template.

#### **Six Core Values**

Review the work your unit did explaining how it is aligned with the core values last year. 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.

1. Learning
2. Diversity
3. Innovation
4. Collaboration and Partnership
5. Integrity
6. Accessibility

#### **➤ Core Values (6)**

##### **Learning**

- Direct / formal instruction respects each learner and balances individual growth and achievement with bonding and community.
- Classes foster a culture and space for women to support each other, network, and empower each other.
- Women's Program staff teach students to find information and guidance that supports students to make steps on their own behalf. Staff teach students to negotiate the college system
- Transitions students are encouraged to use the Women's Center to study and research where there is an ongoing culture of mentorship among students
- Advising, referral and support is focused to individual needs
- TTS curriculum geared for individual planning, empowering students to meet their individual needs; instructors take individual learning styles into consideration.
- Students are viewed as whole persons with skills / capacities
- The program provides further learning and development opportunities by hiring TTS graduates as work study and part time staff that provides leadership opportunities outside the classroom context

##### **Diversity**

- Women's Program Brown bag offerings address issues of diversity
- Program staff actively seek out support, and mentor new staff members from diverse populations
- TTS population widely diverse
- Diversity is woven into our core curriculum – in addition one TTS class per term devoted to diversity topics

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- Women's Program work study staff are incorporated into campus wide effort to increase diversity awareness (e.g. all campus book dialogue – "Montana 1948")
- There are outreach efforts to different college and community cultural groups
- Collaborative partnerships are created with Disability Services, Trio, Multicultural Center to cultivate a respectful, inclusive and accessible working and learning environment.
- Women's Center library is a resource for students and staff
- The presence of the Women's Program adds to the diversity of the college and signals a gender sensitive environment
- Transiciones is an example of new programming responding to demographic / cultural changes in the community

**Innovation**

- Transitions To Success(TTS) is one of the first two Lane learning communities
- All parts of the program utilize students as student staff producing peer learning and expertise
- ACCESS is a program that responded to technological skill building needs and more women as heads of households needing living wage jobs.
- Faculty developed a "next step" transitions course, TTS2
- TTS classes respond to environmental changes and changes in women's lives. TTS is part of institutional transformation – TTS changes students positively
- Program staff redesigned TTS entry processes and introduced Women Starting College workshops as a way to cope with growth while having limited resources.
- TTS student population has changed after welfare reform. Program responded by diversifying, there was a big growth in program services even with resource limitations
- The program has responded to needs without additional money. The Options conference, WIT Conference, Women's Day, and Young Women in Science have all happened without allocation of additional general funds.
- Women's Program has been proactive on Banner and Expresslane support, provided computers for student use, staff have been trained to coach students.
- TTS links Math / Effective Learning / Computer classes

**Collaboration and Partnership**

- There is a departmental spirit of collaboration, cooperation in development strategic plan and department decision- making.
- Staff are supported to participate in college community
- Brown Bags feature community and Lane guest speakers
- The ACCESS program has created network of support (mentors, panel presenters, workshop presenters) in community for women in non traditional careers
- Director seeks funding sources
- Staff do regular presentations to community agencies
- The program receives referrals from community agencies
- Staff knowledgeable and connected to community agencies / services
- There is a culture of open communication in program making clear path to supporting women's success and achievement
- Regular all staff meetings, and sharing of campus and community information/resources via e mail assures up to date shared knowledge

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- Women's Program VIP lunches provide community connection and support
- Have community Advisory Board
- All staff contribute to events, planning, etc.
- Collaborated with LTD to provide bus passes for students before Lane had a college wide bus pass program
- Act on student input
- TTS used by community for women to increase access and remove barriers

**Integrity**

- Staff assist students in making wise choices about academic and financial aid resources via advising sessions.
- Staff provide support services to help resolve concerns that negatively impact student success
- High priority is placed on creating an atmosphere of respect, fairness, honesty, and openness in the classroom and the Women's Center through confidentiality and a safety zone.
- Utilizing grant funding to help remove barriers to student success
- Utilization of Women's Program, college and community resources to create viable academic and career plans for students (all Transitions students complete a 5 Year Plan).
- The program manages money responsibly, staff monitor resources
- Everyone is accountable for spending; there is a frugal environment, all are mentally conscious of using funds wisely
- Staff exhibit mutual support towards other departments
- Staff act on student input, make sure students needs are met
- There is integrity in relationship with students – staff don't hand off, make sure students are referred accurately and take students to referrals
- Staff give each other "heads up", staff collaborate through communication, protect integrity of relationships

**Accessibility**

- There is solid networking and creating of community relationships – ACCESS contacts, employer contacts, Women's Program, Advisory Board, and VIP Luncheons
- Staff and programming minimize barriers
- Individual staff participation in community organizations and boards such as Domestic Violence council, HASCA, U of O Women's Center, etc.
- The work that program staff do as part of statewide and legislative initiatives minimizing barriers for women.
- Program Provides different learning opportunities in many formats; programs, classes, different workshop formats, conferences, linking to other departments
- Program philosophy is to help anyone who walks in the door
- TTS class helps students to explore internal and external barriers
- Many diverse groups participate in Transitions [mission, homeless, exiting jail, battered spouses, career changers etc]
- TTS used by community women to increase access and remove barriers
- Continual refinement of programs within the Women's Program through staff trainings grows learning opportunities and increases accessibility
- Program staff seek grants, fundraise, develop scholarship opportunities to reduce barriers to access.

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**Three 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.

1. 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.

Exemplary program: received national AAWCC award for model programming for women. Transitions To Success is innovative learning community for women in transition that provides a “first year experience” for this population.

Programs and services are continually assessed and modified. This year staff are developing:

- bridge activities for Spanish speaking women
- a linked writing class as part of the learning community
- additional career planning curriculum that links students’ choices to career and economic trends
- programming linked to the Reading Together project

2. Transforming the Learning Environment

- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

The Women’s Program enhances the college climate through comprehensive programs, services and classes that empower women students and create a climate of gender equity at the college. Women’s Program classes and services build student retention and create learning relationships with other departments.

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

The Women’s Center was noted as a welcoming environment for students in the accreditors’ draft report in this year’s self study .

3. Transforming the College Organization

- Achieve and sustain fiscal stability.

The Women’s Program monitors budget and spending carefully. Program staff seek grants, fundraise, develop scholarship opportunities

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

Program staff act as a team. Roles and communications are clear. Communication and team relationships are fostered through regular department and work team meetings.

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

Program staff are encouraged to pursue professional development

**Nine 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.

1. Lane provides opportunities for transformation through learning.
2. Lane engages learners as active partners in the learning process.
3. Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.
4. Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.
5. Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.
6. 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.
7. Lane is committed to both individual and organizational learning.
8. Lane students and staff are a community of learners, all of whom contribute to learning.
9. Lane promotes open communication among staff, students, and the community within and across organizational and physical boundaries.

The mission of the Women's Program is to empower women through learning and support. Program goals are centered on assisting women to create substantive change in themselves and their lives. Learning is documented through class and learner assessments, evaluation of all program activities and continuous staff review and improvement of programs and services.

## **Part II: Unit Description**

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### **Chapter 1: Unit Description**

*Key Question: Who are you?*

Answer the key 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?

#### **WOMEN'S PROGRAM MISSION STATEMENT**

The mission of the Women's Program is to provide an educational environment where women are empowered to improve their lives.

#### **WOMEN'S PROGRAM PURPOSE**

The Women's Program ...

- focuses on women's strengths and capacities
- offers women of diverse backgrounds opportunities to create community and pursue education and life goals.
- promotes the college's ability to build and sustain a welcoming and supportive learning environment for women and create gender equity throughout the college community
- offers programs, advocacy, information, classes, advising, support services, counseling and referral, and maintains and strengthens relationships with the community.

New mission statement developed through guided process in 2003. Purpose statement developed the same year. Will review every five years.

2. Catalog Description

How do you describe your unit and service offerings in the college catalog? How does your unit manage the review of catalog copy each year?

Catalogue description includes mission and purpose plus descriptions of different program components as below.

Catalogue copy is routinely reviewed by program administrative assistant in consultation with program director. Changes needed because of department planning are created/reviewed by the appropriate staff team or whole department as necessary.

### **Women's Program Description**

Services/Programs

#### **Women's Center**

The Women's Center provides:

- a supportive direct entry point to the college for women
- access to needed resources and services
- retention services tailored to women's needs.

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The Center Coordinator is the college resource/contact for domestic violence and sexual abuse survivors. Center staff coordinate with community agencies serving women and provide group orientations/entry services for their clients. The Center provide a supportive homebase space for students with student computer stations; it maintains resource materials, sponsors talks & cultural events. The Center offers a lounge and sponsors talks and cultural events throughout the year. The Center is the hub for other Women's Program functions.

### **Transitions To Success**

Transitions To Success (TTS) is a six to fifteen credit entry program tailored to the needs of displaced homemakers, single parents, and other women in transition. It is a service and support area which also produces FTE through central instructional components. Program students often face multiple barriers and the majority are economically disadvantaged. Students may be underprepared for college or have had negative prior educational experiences.

Program graduates participate in a wide variety of further programs & classes, including skill upgrading, professional technical and transfer programs. The program emphasises access to training & education which will lead to living wage jobs and outside evaluation and research studies have shown high student completion & success rates after students graduate from Transitions. The program has a high community profile, students often are attracted to Lane and come to the college for Transitions.

### **Non traditional programming**

The ACCESS program supports the exploration of non traditional career options and provides services and activities to assist women succeed in non traditional programs.

In addition the Women's Program assesses and supports gender equity efforts college wide, organizes programs and events, and provides consultation and assistance with harassment, discrimination, and other complaints.

#### **3. History/Significant Unit Events**

How did your 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 service delivery methods?

The Women's Program has existed at Lane since 1974. Transitions To Success was added to program classes and services in 1985, the first class was held in winter 1986. The ACCESS program was developed in the mid eighties. The program has experienced continued growth and expansion to meet students' needs. The program provides a model for services for women and was recognized as such through a national AAWCC Model Program Award in 2001. The Women's Program maintains scrapbooks of program events and activities that form a visual history as well as regularly submitting records to Archives.

#### **4. Services Provided**

Provide a list with a short summary of each

**Women's Center** services include

- advising
- counseling
- Women Starting College workshops
- academic & budget planning

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- financial aid application & appeal coaching
- Express Lane assistance
- crisis intervention
- information
- advocacy
- resource and referral
- liaison with community resources

### **Transitions To Success**

The required program core is a six credit Life/Career Transitions block of classes plus a required discussion group. The core classes are coordinated with three to six credits of Academic Learning Skills and three credits of computer skills to form a learning community. Students also receive support and advising, assistance with barriers to successfully entering and completing education and training, and access to support funds for childcare, transportation, emergencies and tuition assistance. Students graduate the one term program with a five year personalized life/career plan.

Currently the program offers three sections of Transitions per term, including evening and daytime programming and two classes in the summer. Faculty have developed a Transitions 2 curriculum for students who need additional time to successfully bridge to college.

### **ACCESS**

offers recruitment, advising, support and a mentorship program for women entering non traditional professional technical careers. Also offered are networking groups for women in computer and electronics careers. Mentorship is provided to facilitate the transition to employment. Support and recruitment services are necessary to ensure that student will enter non traditional programs, stay in those programs and succeed. The program has sponsored Options Unlimited, a one day hands on workshop for middle and high school girls to explore non traditional skills and career opportunities and a Women In Technology conference. The Women's Program has also offered Young Women In Science, a mentorship program for middle school girls to encourage young women to explore science careers.

### **Additional Women's Program activities**

- Women Starting College, non credit workshops offered each term
- outreach /marketing to women
- Brown bag lunches, workshops, events
- Work with departments on gender issues/classroom climate
- Consultation/assistance with sexual harassment/gender discrimination and other complaints
- Training on sexual harassment and other gender issues
- Assessment and development of gender equity at the college

### **5. Organizational Structure**

Please provide a description of how your unit is administratively organized.

The Women's Program has a "flat" overall team structure with a director and administrative specialist and staff teams organized around different department components. There are two main staff teams; a Transitions staff team with a program coordinator leading the work of a program advisor, office support specialist and part time classified staff and student workers, and a contracted faculty leading the work of four part time faculty. There is a Women's Center team with a program coordinator leading the work of one contracted classified staff, part time classified staff and student workers. The ACCESS program has one advisor and several noncredit instructional staff and instructional aides.



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6. Staff/Faculty

Please provide a list of your faculty and staff in this unit. For faculty, indicate FTE appointment, credentials, and primary area of expertise. For staff, indicate FTE appointment and primary job responsibilities.

Faculty

- Cara DiMarco 1.00 FTE Phd University of Oregon, MS University of Oregon. Transitions To Success(TTS) lead faculty , program counselor
- Linda Gonzalvez, .4FTE Ed D Rutgers, MA California State, TTS faculty
- Gayle Townsend, MS University of Oregon FTE varies term by term, TTS faculty
- Michelle Maher, MS University of Oregon, FTE varies term by term, TTS faculty
- Stephanie Raglin, M Ed University of Oregon, MA University of Illinois, FTE varies, TTS faculty

Staff

- Kate Barry, 1.00 FTE Women's Program Director
- Paula Sena 1.00 FTE Women's Program Administrative Specialist
- Jill Bradley 1.00 FTE Women's Center Coordinator
- Marci Parker .5FTE Women's Center receptionist
- Patsy Raney .75 FTE Transitions To Success (TTS) Program Coordinator
- Marge Barnhart TTS Advisor
- Theresa Arriaga, .5FTE, TTS Administrative Support Specialist
- Donna Rose, FTE varies, ACCESS advisor

Other staff:

- Women's Center: 7-8 part time classified staff, eight student workers
- Transitions To Success: 5-6 part time classified staff, 4-5 student workers
- ACCESS: two non credit instructors, 3-4 instructional aides

7. Student Profile

Please provide demographic data for unit clientele.

The majority of students utilizing the Women's Program are female. About 10% of users of the Women's Center are male. Students are of all ages and backgrounds. The Center is well utilized by students of color. Transitions students range from 17 to 70 in age, the majority are economically disadvantaged, many are single parents. Students are negotiating a wide variety of life circumstances including recent divorce, widowhood, domestic abuse, homelessness, recent incarceration, recovery from alcohol or substance abuse, forced or chosen career changes, un or underemployment, seeking employment and training after long term absence from the labor market because of family responsibilities etc.

8. Facilities and Equipment

Describe the unit's campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths?

Challenges? Do you have any plans in place for equipment replacement?

The Women's Program is located in newer facilities on the second floor of Building 1. Strengths include proximity to all other Student Services allowing for seamless service for students, visibility to students, and easy access as part of "front door" of the college. Challenges are that usage and program services exceed the space. The Women's Center needs more study space for students and more separation between the "lounge" and events area, and the computer and study areas. There is inadequate office, work and storage space for a program that includes an instructional unit. Four part time instructors share one office. The program is developing a new component – a bridge program for Spanish speaking students - there is no private office space to incorporate any new program staff.

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9. Budget Profile

Provide a profile of the unit's General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.), Restricted Fund 9 (tuition-based sections), and any student fee generated funds.

Adopted budget for Women's Program

General fund \$ 533,921.88

Grant funds: Perkins \$ 83,000

Student Fee revenue \$27,695 projected

**Part III: Performance 2003-2004**

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**Chapter 2: Unit Outcomes Data, 2003-2004**

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

Using the provided table, please include assessment of the impact of services provided on student outcomes as defined in your 2003-2004 Unit Plan.

You may choose to answer the above question by referring to guidelines provided by a variety of sources including but not limited to:

- Unit accreditation requirements
- An advisory group
- Best practices guidelines/national standards
- Core Ability Outcomes as defined by accreditation standards
- Faculty/Staff goal setting
- Guidance from College Executive Team

**Women's Center**

**Utilization:**

The Women's Center has experienced a continued increase in usage since the Women's Program moved to the new Student Services Building in June, 2001. **Center visitor count continued to increase in 2003-4 despite the fact the College as a whole experienced a drop in enrollment.**

The Women's Center's accelerating usage is easily seen comparing visitor counts from 2000- 2001 to 2003-04. The rise in service level had not decreased; it has continued to increase.

**Comparing Center user counts** (students & community members seeking entry services, students seeking retention services/resources/etc.).

Average user count per month, September 2000 through June 2001	800
Average user count per month, September 2001 through June 2002	1,920
(This is a <b>140% increase</b> )	
Average user count per month, September 2002 through June 2003	2,284
(This is a <b>further 19% increase</b> over the preceding year )	
Average user count per month, Sept. 2003 through June 2004	2,484
(This is a <b>further 9% increase</b> over the preceding year)	

**Goals/ services outcomes**

Goal -Provide Brown bag / videos /events    New Topics    Enrichment

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**Actual Outcome**

- Open House in October, 2003 with over 200 attending
- 30 videos shown at weekly video series during Fall, Winter and Spring of 03-04
- 4 Brown Bag Talks presented: two in Fall 2003 and 2 in Spring, 2004
- 11 Teas hosted by the Women's Center for new Transitions students to learn about Center services, approximately 280 students attended in 2003-4

Goal – further integrate the center into instruction

A. reinforce class topics

**Actual outcome**

- students use the Women's Center library to fulfill class requirements, but some books suggested are not included in our holdings.

B. connect with other departments / give exposure to faculty

**Actual Outcome**

- Three faculty gave presentations in the Women's Center in 03-04

Goal - Provide individual assistance:

Provide immediate service / access

Crisis intervention

Advising/referral/resources domestic violence and sexual abuse

Whole life perspective

Budget planning

Mentoring

Specialized help

ensure students get help: connection

Provide individualized one on one – support / advising

Have students start with best footing possible

Access financial aid

Have a reasonable course schedule

Refer for academic preparation

**Actual Outcome**

- Staff worked with students individually on all the above topics.
- Work-study staff were trained to assist students applying for financial aid and to provide other services to students. Usually had 3 work-study staff working in the Women's Center assisting students at any one time.

Goal -Utilize group setting - Women Starting College Workshops (WSC)

**Actual Outcome**

- 67 women attended WSC during Fall, Winter and Spring terms of 03-04

Goal -Bridge emergencies (See loans)

Goal -Provide resources:

Holiday help

**Actual Outcome**

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- Developed handout listing community resources for Thanksgiving and Christmas help
- Coordinated fund-raising raffle with the Bookstore to generate funds for 17 student families at Thanksgiving and 14 children of students for Holiday gifts.
- Worked with Student Life to get 25 children's names on the Lane Giving Tree on behalf of student parents.

Goal - develop and Coordinate Resources

**Actual Outcome**

- Coordinated assignment of 20 Voice Mail Boxes for students without phones
- Initiated the development of a campus map in Spanish for use at the front desk.
- Accepted donations of clothing, made them available to students in the Center
- Coordinated allocation of winter boots for children and adults donated by Columbia
- Authorized 10 loans from the Foundation in 2003-4

Goal – ensure computer access

**Actual Outcome**

- Students used the 3 Center computers 7,146 times between 7-1-03 through 6-30-04
- Students got assistance applying for financial aid and using Express Lane

Goal -support registration / financial aid

**Actual Outcome**

- Student workers and staff were trained how to help students use Express Lane to register and how to apply for financial aid online.
- Occasionally students had to wait for an available computer or a trained staff person was not available to assist them with financial aid or Express Lane functions.

Goal -provide work opportunities for student workers

**Actual Outcome**

- Hired and trained 8 workstudy/learn and earn students

**Transitions To Success**

**Enrollment data**

- **Total student FTE = 37.16**
- **Total number of students enrolled in core classes of the TTS program 03/04 = 302**
- **Total number of students enrolled in two terms of TTS 2 = 49**
- **Students provided program/college orientation = 538**
- **Student contacts seeking orientation and program information = 888**

Capacity analysis not easily possible for 2003/04 since some classes still mingled with Counseling department data

**Student Success data**

- **Completion rate = 91%**

Outside evaluation and research studies have shown high student completion & success rates after TTS.

**Persistence rates for TTS students exceed those of first time full time 2 yr degree seeking students collegewide (IRAP).**

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**Budget for Transitions To Success**

General fund \$273,410

Perkins \$ 46,000

**ACCESS**

**Outcomes 2003-04**

Fall, 2003

<u>Activity</u>	<u>#'s attending</u>
<input type="checkbox"/> Panels for 3 TTS Classes: 4 to 5 panelists at each class	25-30 in each
<input type="checkbox"/> Math Anxiety Session and ABSE information for each class	25-30 in each
<input type="checkbox"/> Web Design Workshop: 2 concurrent sessions	28 total
<input type="checkbox"/> Multiple visits to TTS classes to talk about activities	
<input type="checkbox"/> Women in Information Technology Meeting	17 + 4 panelists
<input type="checkbox"/> Met with individual students (some multiple times)	7
<input type="checkbox"/> Arranged Career Exploration Class for Winter term	

Winter, 2004

<u>Activity</u>	<u>#'s attending</u>
<input type="checkbox"/> Panels for 3 TTS Classes: 5 to 6 panelists at each class	25-30 in each
<input type="checkbox"/> Math Anxiety Session and ABSE information for each class	25-30 in each
<input type="checkbox"/> Web Design Workshop: 2 concurrent sessions	33 total
<input type="checkbox"/> Multiple visits to TTS classes to talk about activities	
<input type="checkbox"/> Mentorship Program	12 participants
<input type="checkbox"/> Career Exploration Class	3
<input type="checkbox"/> Met with individual students (some multiple times)	11
<input type="checkbox"/> Created handout for Computer classes	

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Spring, 2004

**Activity**

**#'s attending**

- |   |                 |
|---|-----------------|
| ❑ Career Exploration for HS Students: 4 panelists             | 9 HS Students   |
| ❑ Mid cycle check in for Mentorship Program                   | 8 participants  |
| ❑ Panels for 3 TTS Classes: 3 to 5 panelists at each class    | 25-30 in each   |
| ❑ Math Anxiety Session and ABSE information for each class    | 25-30 in each   |
| ❑ Multiple visits to TTS classes to talk about activities     |                 |
| ❑ Visit Cottage Grove Engineering Technology Program          |                 |
| ❑ Meet with Renee Klein from CG program to plan for next year |                 |
| ❑ NAWIC Career Construction Day: Welding Student Assisted     | 600 HS Students |
| ❑ Web Design Workshop: 2 concurrent sessions                  | 35 total        |
| ❑ Women in Information Technology Meeting: 7 panelists        | 18              |
| ❑ Final Mentorship Meeting                                    | 10 participants |
| ❑ Met with individual students (some multiple times)          | 17              |
| ❑ Follow up meetings with students from Career Expl. Class    | 2               |
| ❑ Met with Cottage Grove HS students interested in Auto Tech  | 5               |
| ❑ Arranged career contacts for former TTS students            | 3               |

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### **Chapter 3: Unit Outcomes Analysis, 2003-2004**

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

***Things you might assess:***

1. Needs
2. Satisfaction
3. Learning Outcomes
4. Environmental
5. Cost Effectiveness
6. Causes of dropout/stopout (program/college)
7. Post-Completion level of satisfaction

***Methods of assessment you might use<sup>1</sup>:***

1. Qualitative Assessment
2. Quantitative Assessment
3. Pre tests/post tests
4. Portfolio assessment
5. Focus Groups
6. Mail-out/Telephone surveys
7. Web based data collection

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?

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

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 their goals in 2003-2004?

3. 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?

4. 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?

5. If your Unit works with an Advisory Committee, how effective was that relationship in helping you meet your Unit goals?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

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<sup>1</sup> From Schuh, J.H and Upcraft, M.L. (2001) Assessment practice in student affairs: An application manual. San Francisco: Jossey-Bass



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What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004?

6. Overall, what strengths do you believe your unit demonstrated in 2003-2004?
7. Overall, what challenges do you believe your unit faced in 2003-2004?
8. What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?\*

***Important! Any initiatives proposed for 2004-2005 must be linked to these conclusions!***

### **Women's Center**

#### **Women's Program Staff Expectations of Women's Center services:**

Be welcoming / inclusive / user-friendly  
Assist students get information / support both academic & personal  
Provide resources / referral  
Provide networking / sense of community (WC space itself)  
Be hub / home base  
Have students feel valued: safe  
Have students know they belong / it's appropriate to be in college  
Provide environment sensitive to diversity issues

**Actual Outcome** – evaluated via October-November, 2004 Visitor Survey

- 98% of respondents rated the services they received that day as excellent (79%) or Good (19%).

Responses to an open-ended question on Visitor Survey Oct-Nov 2004

“What do you like best about visiting the Women's Center?”

- 26 % “felt valued, safe and could relax”
  - 25% “welcoming, friendly, inclusive”
  - 20% “sense of community, belonging, comfortable”
  - 14% “information
  - 11% great resources and referrals
- 
- Responses to an open-ended question on the Visitor survey asking for suggestions indicate a need to improve the communication of our support and inclusiveness to Lesbian, Gay, Bisexual, Transgendered women and “traditional” women.

The Fall 04 Visitor Survey results confirm that the Center is achieving the expected outcomes listed above as indicated by the positive responses and **high ratings for service**. It is interesting to note that the sense of social connection and safety seems to be paramount in the students' attraction to the Women's Center. (71% indicated what they liked best about the WC was that they felt valued, that the atmosphere was safe, relaxing, comfortable, inclusive and that they felt a sense of belonging and community.)

The Center **visitor count** continues to average more 2400 per month, with a **9% increase** over last year despite the drop in enrollment levels at Lane.

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The 3 computers in the Women's Center lounge for public use are increasingly utilized as students become more comfortable using Express Lane. Each student signs in to use the computers providing accurate data on usage. The **3 Center computers logged 7,146 student use times** between 7-1-03 through 6-30-04. The addition of an online version of the application for Financial Aid and Direct Loan processing has increased demand for computer access since the Center has trained staff available to assist visitors. Other departments refer students to the Center for assistance with both Express Lane functions and financial aid applications.

Programming and individual services continue to cover a broad range of topics and serve a wide variety of student needs. In spite of that, there are always areas for improvement in the library holdings, poster collection and programs. The visitor survey and staff evaluation of holdings indicate several gaps in what is available. For example, staff assessment of library holdings indicate the Center has only a few books written in Spanish nor are there copies of many books recommended by the Transitions instructors. The Center would be improved by adding these resources.

Also needed is more diversity in the Center's poster collection and Brown Bag Talk topics. The video series is quite comprehensive in its inclusiveness. Selections are made with diversity issues in mind.

**Provide a summary analysis of your projected program outcomes for 2003-4. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.**

**Initiative Title from 2003-4: Front Desk Position**

The 2003-4 unit plan indicated that staff coverage in the Women's Center was inadequate and requested funds for a full time receptionist. A new .5 Classified position was approved from the General Fund in 2004 /05. and a .5 FTE Receptionist was hired in October, 2004. Some continuity in staffing knowledge and expertise is assured with this hire, but the staffing level is still inadequate for the Center's usage and students' needs. The Women's Center usage has continued to rise although college enrollment has decreased. Also, since the Women's Program offers evening classes, the Center is open two evenings per week, necessitating more than 40 hours coverage. To provide adequate service to students, the receptionist position needs to be full time. There is such demand for reception services that when the front desk was remodeled in the summer of 2004, it was enlarged to accommodate two receptionist workstations.

**Initiative Title from 2003-4 : Promote Access and Success of diverse populations through:**

- **Working with the Reading Together Project**
- **Providing a regular weekly video series focused on gender and diversity issues**
- **Increasing center resources printed in Spanish**

In 2003-4 the Center provided a weekly video series covering a variety of topics on diversity issues. Instructors and interested staff on campus were informed directly about the video series and a poster was put up on campus bulletin boards. Student and staff both attended. No counts of attendance were kept. The Center will keep better records in 04-05.

The Women's Center acquired several copies of the Reading Together books for the library and encouraged staff and students to read the selections. The Women's Program staff set aside part of one in-service to discuss one of the books used. Since the Reading Together project is continuing in 04-05 this initiative should be carried forward as a way of participating in the campus-wide effort to endorse diversity issues and RT specifically.

The Center acquired new books for the Center library about Domestic Violence written in both Spanish and English. There is a need to prioritize selections to fill gaps, and to research possible sources. This initiative should be carried forward to 2004-5 because more Spanish speaking women are taking classes on the 30<sup>th</sup> Ave. Campus and because the Women's Program is developing Transiciones for Spanish speaking women.

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**Initiative Title from 2003-4: Provide Space for Nursing Mothers**

The 2003-4 unit plan indicated that nursing mothers needed designated space on campus to either nurse their babies or use a breast pump in a private, clean space. In the past the Center has allowed mothers to use any temporarily empty cubicles, but since the remodel in the Summer of 2004 that space has been repurposed.

A specific space has not been yet identified but the Women's Program Director met with the Director of Health & Safety and conveyed concerns. It was agreed that space needs to be provided in the plan for new facilities for the Health Center. Progress toward that goal will be monitored by the WP director but it is assumed that the need will be met after the Health Center remodel occurs.

1. How well are you using current technology?

Since the **enlargement of the front reception desk** in the Women's Center there is room for a **computer at reception**. There is a **wireless mouse and keyboard** to allow both of the two front desk staff to share computer access. Front desk staff can now access Lane's homepage, the Federal Financial Aid website, the U of O's web site and others to help students either in person or over the phone. The receptionists are able to track enrollment in the Transitions classes and the linked classes so we can give up to date information to the students. Service at the front desk is more comprehensive and fits students' needs better.

**Use of the student computers** in the Women's Center lounge has increased over time with the increased use of Lane's website for Express Lane and for online applications for financial aid.

- **In January, 2003 11%** of the respondents to the Women's Center visitor survey reported one of their reasons to visit the WC was to use a computer. Since that time a 3<sup>rd</sup> computer has been added because of increased demand.
- **In the October-November, 2004 visitor survey 47%** of the visitors reported one of their reasons for visiting that day was to use the computer.

Staff efficiency and services have been improved by all three computers being linked to one printer that prints two-sided sheets with a built-in limitation on the number of sheets each student can use to print. Previously staff were personally handing out a limited amount of paper to control for excess printing. Enlarging the front desk for the second workstation allowed the addition of a **second phone, improving service and staff efficiency**

Staff **encourage students to use computer technology** available to them. Staff teach students how to use Express Lane, help them set up e-mail accounts and coach them as they use the online version of the Financial Aid application.

2. Overall, what strengths do you believe your unit demonstrated in 2003-2004?

- Improvements made in our physical plant - larger reception desk for two receptionists with space for a shared computer improved our capacity to serve the public well.
- Service delivery at the front desk partially stabilized with the addition of a .5 FTE classified staff person providing reception.
- Served large volume of students well
- Women's Center services well utilized and evaluated positively by visitors
- Are fulfilling the program and college mission, goals and values
- Center provides a comprehensive array of services and programs
- Center is central component of diversity at college

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- Staff regularly review and redesign services to match student trends and needs
- Recognized as model program

3. Overall, what challenges do you believe your unit faced in 2003-2004?

It is difficult to continually train new work study students to work as receptionists, especially when they each only work about 15-18 hours a week. In 2003-4 the Coordinator trained 4 new workers, only one of whom carried over to the following year, thereby necessitating more training of new staff. The tasks they are asked to assist students with are complex and varied. Planning weekly group trainings and individual training takes much more coordination and time from the Coordinator than in prior years when usage was less.

4. What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?

**Front Desk Reception**

There is a very high student demand for services in the Women's Center that cannot be met with current permanent staffing. The Women's Center continues to experience accelerating usage by students with a wide variety of needs. The majority of coverage at the front desk is provided by student workers. This has been minimally workable because of the large amount of training and retraining and supervision they need. Additional hours are needed for the .5 Front Desk Receptionist. The position requires a full time employee. With the increased numbers of visitors using the Women's Center, and the complexity of their needs, it is no longer appropriate to rely on work study students to provide the majority of reception duties. Student workers should be a supplement to regular staff, not a substitute for it. Training new students each year takes an large amount of time from the Administrative Specialist and Women's Center Coordinator, especially since the tasks front desk workers are performing have become more pivotal to student success (Express Lane training and Financial Aid applications) and much more complex than in the past. Because of the supervision and training required for student workers the Coordinator has less time available for individualized retention work with students and minimal time for Center programming.

**Assessment of services provided by the Women's Center**

Even though Center staff collect some data well (visitor count, computer usage) **data collection needs to be improved.** There is no way of showing the effectiveness of Women Starting College, for example. The only data we collect on WSC is attendance. The Women's Center Visitor Survey is not distributed at the same time each year so data is not available in a timely and consistent manner for Unit Planning. The survey needs to be distributed earlier in the year to provide time for evaluation and program adjustment. Data needs to be collected about the numbers of people attending the Center video series and Brown Bag Talks.

**Diversification of offerings**

Based on the Visitor Survey of Fall 2004, it appears there is a need to evaluate Brown Bag topics, library holdings and poster collection to insure inclusiveness and to meet diverse student needs. The current video series is quite diverse but there are gaps in our poster and library collections.

**Transitions To Success**

The Transitions program again provided a model array of classes and services to assist women in transition access training and education. Despite a reduction in overall college enrollment, **TTS enrollment**

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**increased slightly in 2003/04.** Students' retention and completion rates remained high. Student evaluation of both classes and the overall program were overwhelmingly positive.

### **Assessment of Transitions To Success initiatives in 2003/04**

#### **Initiative Title: Transition To Success support services**

This initiative was focused on providing adequate support services for the 302 women enrolling in the program. Perkins funds were obtained to fund support services such as tuition, transportation, supplies and emergency needs. Funds also provided additional classroom support. These funds were essential to program maintenance and will be requested again in 2004 /05 for 05/06.

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

This initiative was to create a "bridge" program for Spanish speaking women into the Transitions program. The Women's Program is receiving student fee dollars for the first time in 2004/05. \$1 of the student fee is allocated to the Women's Program to improve and add additional student services. Part of the money generated from this fee is being used to develop the Transiciones program. The increase in the Spanish speaking community, ESL's move from Downtown to the 30<sup>th</sup> Avenue campus and a very positive community response all mean that this initiative will be continued in 05/06.

### **Initiatives that did not require funding**

**Improve the Transitions entry process** to impact student decisions, increase timely access to financial aid and better assist students to assess their resources for school.

Staff have assessed entry processes to ensure maximum access to financial aid and accurate information for students. There is ongoing monitoring of the numbers of students needing tuition assistance & reasons for assistance. During 2004/05 staff are exploring a non credit option for TTS students to better meet students' needs.

**Access additional funding resources** for both the program and Transitions students. Long term this means increased fundraising and grant writing. For this year, staff will begin a focus on seeking donated funds to cover one term of Transitions students' tuition with the goal of one successful contact/sponsor.

Fund –raising efforts are still needed but because of lack of staff time & other program priorities, will not be a focus until 2005/06

**Marketing:** this year the focus will be on internal program marketing. Many staff who would routinely refer to Transitions have retired; internal marketing is needed to ensure students are being offered the most appropriate support and resources.

Internal marketing is a continuing focus in 2004/05

**Explore curricular change** from three to four credits for the core Transitions classes.

A proposal has been made to the Curriculum Approval Committee to change Life Transitions to 4 credits. An additional proposal is to renumber all TTS classes to distinguish these courses from the Counseling department's classes that share the same numbers. These proposals will be considered at the January 05 meeting of the Curriculum Approval Committee.

**Improve program evaluations** to reflect needed data about program effects on students' goals.

Program evaluations have been improved. The new evaluation format will be assessed in 2005/06.

**Improve tracking and collection of statistical data** on students. The program's ability to track students and document future educational outcomes has been lost with the implementation of Banner. Program staff are working with the Enrollment Services to restore these tracking codes this year. This is still a problem. Work with Enrollment Services will continue in 04/05. Inability to track students in Banner severely hampers assessment.

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**Strengths Regarding the Transitions To Success Outcomes:**

- Transitions To Success provides effective and positively evaluated entry program
- TTS is highly regarded in community
- TTS students have **higher retention rate and persistence rates** than other first time first term college students
- TTS is a comprehensive array of services and programs
- TTS is central component of diversity at college
- Staff regularly review and redesign services to match student trends and needs
- Recognized as part of model program and received commendation from State Board of Education in 2004.
- Has impact on gender equity college wide
- Integrates student services and instruction
- Utilizes a learning community model
- Continued commitment to developing programs and services for Latina students

**Challenges:**

- Difficult to provide adequate additional programming especially the implementation of a full Transiciones program for Latina students
- Need to improve data collection, TTS evaluation, student statistical data
- Need to increase student access by increasing economic support for students
- Need to track TTS student outcomes better – the Banner conversion and lack of student tracking codes are a barrier here
- Need to review TTS program systems for effective identification of student issues /improve intervention
- Difficult to meet student need and emerging demographics within resources
- Need to expand core Transitions To Success classes from 3 to 4 credits to reflect the seat time and volume of coursework covered and to link more effectively with transferring to four year colleges and universities
- Additional curriculum development needed for an evening learning community offering linking Life Transitions and Writing 115
- Additional curriculum development for enhanced cultural inclusiveness curriculum within the core TTS classes
- Need to explore a noncredit option for the Transition core classes for students who face economic barriers to entering college

**Gender Equity**

**Initiatives requiring funding**

**Initiative title: ACCESS**

This initiative was to continue a program of activities focussed on exploration of and success in non-traditional careers. Over 370 students participated in the program in 2003/04, receiving career guidance and support. Perkins funds were received for this program and will be requested again in 2005/06.

**Initiative Title: Women's and Gender Studies Coordinator**

Initiative description:

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Create a full time faculty position to teach Women's Studies classes, develop new classes, coordinate the development of women's and gender studies curriculum throughout the college, and promote and develop curriculum infusion of women's and gender studies scholarship.

This initiative was not funded in 2004/05 and will be supported again in 2005/06.

**Women's Program overall**  
**Initiatives requiring funding**

**Initiative title: Minor redesign**

Initiative description: minor remodel of steel case areas in Women's Center and Transitions to Success.

This initiative was funded and completed in summer 2004.

**Initiative: Equipment replacement**

Initiative description: All Women's Program staff need new computers.

The college has allocated funds for regular computer replacement.

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

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**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**

*Please note: Your initiative should be a project describing a service objective. The need for equipment or resource funds is not in itself an initiative. Rather those requests should be in service to a project goal. For example, your initiative might be to increase student understanding of program learning outcomes. To achieve that goal, you might need to request resource funds in Item 4 below.*

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

- *What is the challenge you are trying to address?*
- *How will this initiative address the challenge?*

**3) Describe the initiative**

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

**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

**5) List the possible funding sources**

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

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. *How does the request meet one or two of the Carl Perkins act goals?*
2. *How will the use of the funds contribute to the success of Lane's Professional Technical students?*
3. *Briefly describe your past history of utilizing Carl Perkins funds.*

If you identify the Student Technology Fee as a possible funding source:

1. *Review the material under STUDENT TECHNOLOGY FEE on the TACT website at <http://www.lanecc.edu/tact/>*
2. *Attach a copy of the Student Technology Fee request form to the Unit Plan.*



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If you identify Curriculum Development Funds as a possible funding source, please answer the following questions:

1. How will the initiative improve learning?
2. What specific curricular materials will be created?
3. If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?

6) **Provide ORG & PROG codes**

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

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**Women's Center**

**Initiative Title:**

**Division Priority #3**

**meet students' needs by providing adequate coverage for the front desk of the Women's Center**

- There is a very high student demand for services in the Women's Center that cannot be met with current permanent staffing. The Women's Center continues to experience accelerating usage by students with a wide variety of needs. The majority of coverage at the front desk is provided by student workers. This is only minimally workable because of the large amount of training and supervision they are provided. The Center needs additional hours for the contracted .5FTE Front Desk Receptionist. The position requires a full time employee. In addition a part-time pool of 04 employees needs to be formed to work as receptionists at the front desk during peak and evening hours.
- With the increased numbers of visitors using the Women's Center it is no longer appropriate to rely on work-study students to provide the majority of reception duties. They should be a supplement to regular staff, not a substitute for it. Training new students each year takes an large amount of time from the Administrative Specialist and Women's Center Coordinator, especially since the tasks they are performing have become more pivotal to student success (Express Lane training and Financial Aid applications) and much more complex than in the past. Because of the supervision and training required for student workers the Coordinator has less time available for individualized retention work with students and minimal time for Center programming.

Resources needed:

Salary for an additional .5 FTE for front desk reception: Level 7, step 6 \$14,933

OPE \$7915

Part time pool can be created using existing program resources supplemented by student fee \$\$.

ORG/PROG ORG : 550100 PROG: 310000

This initiative provides exemplary student support services, increases institutional capacity to respond effectively to the needs of diverse learners, builds capacity supporting student success.

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**Initiative Title:**

**Division Priority #**

**Diversify offerings in the Women's Center in response to student needs as indicated in the 2004 Visitor Survey**

- Lesbian Gay Bisexual and Transgendered visuals (signs, posters) indicating Women's Center is a safe space
- Post Women's Center description in other languages for International Students
- Brown Bag Talks responsive to student requests
- Increase the holdings in the Women's Center library to include more books for Spanish speakers in anticipation of Transiciones students using the Women's Center.
- Evaluate periodical, library, and poster collection to determine gaps

Resources required: staff time for assessment, planning and implementation

Dept General Fund monies will cover cost of acquisitions

No additional funding required

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**Initiative Title:**

**Division Priority #**

**Assess how Women's Center connects to Transiciones and make plans in response to findings. (This will be a long term project, continuing into 2005-6)**

- Attend meetings with Transitions team to coordinate Women's Center events to support Transiciones project
- Host events such as welcoming "teas" or potlucks for the English Language Learners.
- Offer to present information on Financial Aid to the ELL students, if needed
- Arrange for training for the Women's Center front desk staff on how to work with non-English speakers

Resources required: staff time and a small amount of Dept monies for refreshments  
No additional funding required

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**Initiative Title:**

**Division Priority #**

**Improve Assessment of Services provided in the Women's Center**

- Distribute Visitor survey in Spring term, 2005 to allow time for analysis and discussion before developing the 2005-6 Unit Plan in Fall, 2005.
- Develop Pre-test and post test for Women Starting College to assess effectiveness
- Evaluate what additional assessments are needed for Unit Planning

Resources required: staff time

No additional funding required

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**Initiative Title:**

**Division Priority #**

**Continue providing support for Reading Together project and Learning Communities**

- Faculty presentations regarding upcoming Learning Communities
- Support Reading Together by acquiring the selected books for the Women's Center and sponsoring events that support RT.

Resources Required: Staff time to organize events and presentations.

No additional funds required

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**Transitions To Success**

**Initiatives requiring funding**

**Initiative title:**

**Division Priority #1**

**Meeting the needs of Transitions To Success students through the provision of student support services and other program support.**

This initiative is directed at maintaining adequate support for the Transitions To Success Program, the successful model program designed to assist displaced homemakers, single parents and other women in transition access education and training. Transitions is highly effective in recruiting and retaining these students through offering an integrated curriculum of Career/Life Planning and Life Transitions, linked classes in Effective Learning, Math and computer skills, group and individual counseling and advising services, and direct student assistance with transportation, tuition, supplies and other emergency needs. The Transitions program provides supplemental support services for students to assist in the transition to school. Maintenance of these services and the provision of additional classroom support for students are essential to the continued operation of this highly successful program. These services were originally provided through a gender equity set-aside in Perkins funds. When Perkins 111 eliminated this set-aside federally, Lane decided to continue it at the local college level.

Transitions Program coordination, advising and instruction are funded by the college general fund. Perkins funds will be utilized for classroom assistants, program supplies and travel, and direct assistance for the students.

Numbers of students benefiting: over 300 per year (302 during 2003/04)

Students will receive the supplementary services they need to transition to school.

Resources needed: \$ 54,000

Funding source: Perkins funds

ORG/PROG assigned through the Perkins grant

This initiative aligns with the core values of learning, diversity, innovation, and accessibility. It enhances the college climate and builds student retention. Also provides an exemplary teaching and learning experience.

**How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?**

**Goal #2 – Special Populations: (primary goal)**

Transitions provides a coordinated program for displaced homemakers and single parents to enter and succeed in education and training through:

- outreach and recruitment services
- intake, advising and initial assessment services
- coordinated support, resource and referral at point of entry to the college, tailored to the needs of this population
- integration with Women's Center, community and other college services to provide maximum barrier reduction

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- integrated one term six credit career/life planning and life transitions classes in which students produce a five year career/life plan
- a linked learning community of the core Transitions classes with classes in effective learning, math and computer skills
- weekly discussion/networking groups which individualize class content, increase student connection and bonding and explore transition and career planning issues
- individual advising and career counseling
- career planning process that emphasizes high skill/high wage career options
- links to professional/technical training programs
- direct support services to assist students with childcare, transportation, tuition, books, supplies and other needs directly linked to students' educational success.
- evening and day programs to ensure access for working students

**Goal # 7 – Counseling and Career Development : (secondary goal)**

Career development is central to the Transitions curriculum. Students participate in career exploration and planning and produce a five year career plan with short and long term goals. Students are exposed to professional technical careers with an emphasis on living wage jobs and non- traditional options.

Perkins funded components:

- Provide facilitated groups with focused career exploration
- Provide materials to support career exploration classroom activities

**How will use of these funds contribute to the success of professional technical students**

Transitions is a program that prepares students to consider and enter professional technical education. The funds support direct support services for displaced homemakers /single parents enrolled in Transitions To Success and additional support to Transitions students who enter professional technical programs after a first term of Transitions. Financial support for expenses such as transportation, tuition and fees is essential for displaced homemakers and single parents as they make the transition into education and training. These support monies provide a “bridge” for these low income students who are usually the sole support for their families and struggling with barriers such as recent divorce, single parenting, domestic violence, low wage work, recovery from substance abuse, homelessness, poverty etc. Direct assistance as part of an integrated program for these students makes the difference between being able to enroll in educational programs or not. Assistance is focused on the term students are in Transitions, with some additional funds available after students enter professional/technical programs. This support is essential as students explore career training options.

Funds also support additional life/career planning through discussion/networking groups which are part of the required core Transitions classes. These groups are essential for:

- Processing class content
- Small group processes emphasizing increased self-esteem, assertiveness, communication skills, collaborative skills, problem-solving skills and personal development
- Additional focused career exploration
- Creating a cohort of support

Funds also support program activities through provision of supplies and staff travel funds for recruitment and agency liaison.



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**History of Perkins**

Transitions to Success has received Perkins funding since 1985.

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**Initiative title:**

Transiciones

**Division Priority #4**

**Initiative description:**

Transiciones is a program that will provide a bridge for Latina students into Lane's Transitions To Success Program. The Latino population of Lane County has more than doubled in the past 10 years, and Latinos now comprise 4.6% of Lane County's population. A partial breakdown of data shows increases in this population of 124% for Eugene, 181% for Springfield, 400% for Junction City, and 250% for Cottage Grove. According to Centro Latino Americano, there are currently approximately 30,000 Latinos in Lane County. State projections indicate that the Latino population will continue to be the fastest growing minority population. With increasing numbers of minority students entering college programs, Lane must provide accessible culturally appropriate services and classes so these individuals can access education and succeed in the workforce of the future. Bridges are needed between this community, ESL services, and other campus classes and programs. This has become an even higher priority now Lane's ESL program has moved its daytime classes to the main campus.

Also, women within this growing community need gender specific services. A 2002 report from the American Association of University Women (AAUW) highlights the higher educational dropout rate of Latinas and their need for specific services. According to this study, Latinas are being left behind by efforts focused for the overall Latino community. Transiciones would meet this need by providing a bridge for Latina students between ESL classes and the Transitions To Success program.

The Women's Program is in the process of developing Transiciones. In 2004/05 program staff are conducting:

- Focus groups consisting of Latinas who have taken the Transitions to Success Program (the first of these focus groups took place on 11/8/04)
- Pre-transitions non credit workshops for Latinas to pilot formats and curriculum
- Outreach & liaison with Lane's ESL program and community agencies (we had a program presence at the Latino Family Conference in Springfield on 11/13/04)
- Focus groups with female ESL students who are at the higher reading levels to assess support needs
- Ongoing student advising and support

In Spring 2004, Lane's students voted to add \$1 to student fees to support Women's Program services. A portion of the money this fee will generate is being utilized this year to fund Transiciones development. Long term, Transiciones should be funded through the college general fund rather than student fees. In the absence of general fund resources, the Women's Program will continue to utilize student fee dollars to develop the program and will work with the Foundation to procure grant funding for this project.

Resources needed approx \$24,634 for student advising, non credit workshops and OPE

ORG/PROG codes : 550200 / 310000

Relates to core values of learning, diversity and accessibility. Provides an innovative teaching and learning experience. Is part of creating a diverse and inclusive learning college and developing institutional capacity to respond effectively to students of differing cultures.

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**Initiative title:**

***Division Priority # 5***

**increase the cultural inclusiveness of the Transitions To Success curriculum**

The Transitions To Success program proposes adding an ongoing integrated curriculum of cultural inclusiveness that is interwoven into both of the core classes of Transitions. The benefit to students is enhanced educational and interpersonal climate for all students via an integrated curriculum of cultural inclusiveness with the classroom and discussion group environments.

Resources needed: curriculum development funding for the lead instructor and other TTS instructors to develop the cultural inclusiveness curriculum and integrate it into the appropriate instructional modules

Funds needed : 40 hours of curriculum development

Salary \$1038     OPE \$ 550

ORG 550200     PROG 310000

Relates to core values of learning, diversity and accessibility. Provides an innovative teaching and learning experience. Is part of creating a diverse and inclusive learning college and developing institutional capacity to respond effectively to students of differing cultures.

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**Initiative title:**

**Division Priority #6**

**respond to growing program and high ratio of part time to full time faculty**

Program currently has one full time faculty and a rotating group of four full time faculty. An additional full time faculty member is needed to respond to student and curricular needs.

Resources needed

Salary: \$47,445 OPE \$25,151

ORG 550200 PROG 310000

Relates to core values of learning, diversity and accessibility. Provides an innovative teaching and learning experience.

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**Initiatives that do not require funding in 2005/06**

**Initiative title:**

***Division Priority #***

**deepen the Transitions learning community through adding a writing class to the linked offerings**

Along with the existing learning community offerings with the Transitions to Success program (Effective Learning, Math 10, and Computer ABCs), students within the program have expressed significant desire for a learning community link of Writing 115 with the core Life Transitions class. TTS faculty and WR115 faculty have already met with the Learning Community Committee regarding this proposal and received approval to submit a proposal, with the goal of launching these linked courses in Fall 2005. Students will benefit by having the opportunity to explore and deepen their understanding of additional transitions related topics via WR115 essay readings with their life transitions cohort group, while also strengthening their writing skills before entering other college classes.

Resources needed: Final approval of the learning community proposal and curriculum development funds from the learning community committee during 2004/05 to develop the linked curriculum.

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**Initiative title:**

***Division Priority #***

**Improve Transitions entry process and ongoing student assessment and support**

Improve assessment of students at high risk, develop strategies to target advising, develop intervention strategies.

Resources needed: staff time

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**Initiative title:**

***Division Priority #***

**Access additional funding resources for both the program and Transitions students.**

Increase fundraising and grant writing.

Resources needed: staff time

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**Initiative title:**  
**improve program assessment**

***Division Priority #***

Resources needed: staff time



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**Ongoing 2004/05 initiatives:**

- Marketing: this year the focus will be on internal and community outreach program marketing. Many staff who would routinely refer to Transitions have retired; internal marketing is needed to ensure students are being offered the most appropriate support and resources. Community outreach marketing will focus on agencies that serve women in domestic violence and recovery agencies, as well as legally mandated settings.
- Submit curricular and course description changes from three to four credits for the Life Transition class and the Career and Life Planning class.
- Pursue offering the core Transitions courses as a non-credit option.
- Mentoring of new TTS part-time instructors regarding program curriculum and student needs.
- Improve program evaluations to reflect needed data about program effects on students' goals.
- Improve tracking and collection of statistical data on students. The program's ability to track students and document future educational outcomes has been lost with the implementation of Banner. Program staff are working with Enrollment Services to restore these tracking codes..

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**Gender Equity**

**Initiatives requiring funding**

**Initiative title:**  
**ACCESS**

***Division Priority #2***

**Initiative description:**

The goal of ACCESS is to assist women explore, enter, and be successful in nontraditional professional technical training. Barriers to women considering nontraditional careers are formidable. Women continue to be at a relative economic disadvantage and adult women are increasingly entering college and women are almost half the workforce. Yet 45% of women workers nationally earn less than a minimum sufficiency wage. Technical education and careers offer the prospect of family living wages but women are under represented in these programs. Cultural messages about appropriate women's work and lack of knowledge about the range of realistic career options provide powerful constraints on women's career choices. In spite of the economic opportunity, girls and women often do not even consider technology career options. Women need specific, targeted information and support to consider non traditional careers, to make a non traditional career choice, to feel comfortable in education and training settings in which they are the minority, and to thrive and progress through a program towards employment. Women are also often uncomfortable in a perceived male environment, they hesitate to ask questions that betray lack of familiarity with the career area and assume that everyone else understands terminology. They need the information, support, hands on experience, contact with other women students and contact with successful women working in their fields that ACCESS provides if they are to succeed.

Non-traditional programming was funded under Perkins until Perkins 111 eliminated the gender equity set aside, but still required states to show how they were addressing access to non-traditional careers. In the absence of general fund support, the Women's Program has utilized Perkins funds to provide non-traditional career exploration and support services through the ACCESS program. The program has utilized a variety of strategies to recruit and retain women in non traditional programs. The current focus is to work with Advanced Technology, Computer Information Technology, Media Arts & Technology, and Apprenticeship to provide outreach, recruitment, ongoing support and advising for women students from Transitions to Success; hold organized networking groups for specific program areas; and provide a mentorship program. The program emphasis is on information technology careers and apprenticeship with expansion to other non- traditional training programs when possible.

Between 350 and 400 students per year will directly benefit from program services. Students will participate in activities to reduce math anxiety, gain exposure to role models in non traditional careers, experience hands on activities to explore career choices, receive individualized career guidance and support, participate in a networking group and have opportunities for mentorship.

Resources needed: \$29,287

Possible funding sources: ideally non- traditional career exploration and training would be supported through the general fund. In the present budget climate Perkins is utilized as a funding source. Staff seek to expand the program through grant funding.

ORG/PROG: provided through Coop-ed. as part of Perkins grant

This proposal is in line with Lane's Core Values of learning, diversity, innovation, collaboration and accessibility. It assists to make an inclusive climate at Lane and fosters student retention. It is part of Lane's *Womens Prog.doc*

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Diversity Plan. In addition it meets one of the Perkins 111 core measures for which the state will be held accountable, “ student participation in and completion of vocational and technical education programs leading to non traditional employment”.

**How does this request fit in with at least two of the Carl Perkins related goals**

**Goal #2 Special Populations**

This proposal focuses on Transitions To Success, Lane’s entry program for displaced homemakers and single parents. Reduction of math anxiety activities and specific non- traditional career exploration activities and support will be provided for those students. The majority of Transitions students are also economically disadvantaged as defined by federal poverty standards. This project will also link Transitions students with the pre apprenticeship class, Trade Specific Training and non- traditional professional technical programs.

The program will

- Organize panels of women in non traditional careers
- Hold presentations/panels in Transitions classes
- Provide reduction of math anxiety activities
- Provide information & advising about proposed pre apprenticeship trade specific training & non traditional career training opportunities
- Provide bridging activities to IT programs (see below)
- Develop and implement hands on workshops
- Provide ongoing advising and career development /exploration

**Goal #3 Student entry and completion of career training that leads to non traditional employment**

The program will: (in addition to activities in goal #2)

- maintain and develop school, community and employer contacts; participate in college and community events
- work with Apprenticeship and PT programs to coordinate recruitment efforts
- Identify women enrolled in specified non-traditional professional technical programs and pre apprenticeship as potential mentors for Transitions students.
- Focus on apprenticeship & information technology
- Provide individual support and advising.
- Arrange resource and referrals as appropriate.
- Organize networking groups for women with common educational programs or goals.
- Work with Lane PT instructors, advisors and counselor as needed
- Identify issues for students
- Work with Cooperative Education Coordinators to identify community resources.
- Create bridging activities between Transitions To Success (TTS) and information technology (IT) programs – CIT, Multimedia, Electronics, and pre- engineering.
- Organize panel presentations of women students majoring in IT programs to TTS classes
- Provide follow up hands on modules and workshops to interested TTS students. Focus each module on one of the four identified IT majors.
- Identify TTS students who have developed IT career goals
- Provide ongoing post Transitions support and advising to these students
- Connect the identified Transitions students with student mentors in their programs
  
- Coordinate mentorship program

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- Organize mentorship group specific to information technology.
- Recruit women students in the final year of their programs as potential mentees
- Identify and contact women employed in appropriate non traditional fields as potential mentors
- Match women students with mentors
- Design and provide tools for structuring mentorship: mentorship logs, journals, information about mentoring
- Conduct training sessions in communication skills and the mentorship process for both groups
- Oversee and troubleshoot mentorship progress.
- Organize mentorship culmination event

**How will use of funds benefit professional technical students**

Students will be exposed to non traditional career training programs and supported to succeed in them

**History of Perkins funding**

ACCESS has received varying amounts of Perkins funds for over 10 years.

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**Initiative title:**

**Division Priority #7**

**support a program of non traditional career exploration and success**

A full time advisor focussed on supporting students in non traditional careers is needed to effectively implement gender equity in all professional technical programs

Resources needed:

Salary, Advisor 2, step 6 \$38,309 OPE \$20,304

ORG 550300 PROG 310000

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**Initiative Title:**

**Division Priority #**

**Women's and Gender Studies Coordinator**

**Initiative description:**

Create a full time faculty position to teach Women's Studies classes, develop new classes, coordinate the development of women's and gender studies curriculum throughout the college, and promote and develop curriculum infusion of women's and gender studies scholarship.

Lane offers Women's Studies courses, but these are dispersed, poorly identified within departments, and often taught by part time instructors. Historically at Lane, there have been some institutional and individual efforts to integrate Women's Studies scholarship into the curriculum. The college does have a diversity requirement for the AAOT that includes gender. Several non-credit classes and workshops are offered that focus on issues for women or have gender related content. There are enough Women's Studies courses in different departments to allow a catalogue listing of the possibility to complete the AAOT degree with a Women's Studies emphasis.

A crucial step forward for Lane would be to institutionalize Women's Studies as a visible and permanent component of the college's instructional programs. Curriculum infusion needs to progress beyond the Humanities and Social Sciences and be developed in Math, Science and the professional technical areas.

These goals would be accomplished through establishing a Women's and Gender Studies Coordinator position in Social Science. This is also an identified need in the college's Diversity Plan.

The numbers of student who would benefit is high. The current Women's Studies classes are full with waiting lists for enrollment. Students would gain by being able to enroll in a wider variety of Women's Studies classes, from the development of new learning communities and from the increase in learning opportunities that would result from collaboration with Ethnic Studies. Articulation with Oregon universities would improve. All Oregon universities provide undergraduate (and some graduate) degrees and certificates in Women's Studies. The University of Oregon –an institution that many of our students transfer to – offers both an undergraduate degree & a graduate certificate in Women's & Gender Studies. OSU offers a Women's Studies minor; PSU offers a Women's Studies major, minor, and post baccalaureate certificate; SOU offers a Women's Studies minor & interdisciplinary masters degree with Women's Studies. To serve students well, Lane needs to offer a coordinated comprehensive program of Women's Studies courses that articulate with Oregon's universities. This cannot be done without a designated contracted faculty coordinator position.

The Women's Program director will work with the division chair of Social Science, the AVP of Instruction and concerned faculty to accomplish this goal.

The campus location of this position would be in Social Science

**Resources needed**

Contracted faculty level 2 step 6 salary \$47445 OPE \$25,146

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**Initiative priorities**

Staff prioritized initiatives that require funds that would be allocated to the Women's Program. Priorities are:

1. Transitions Support Services
2. ACCESS (Perkins funds)
3. Women's Center front desk
4. Transiciones
5. Transitions curriculum development
6. Transitions full time faculty
7. Non traditional program advisor

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➤ **Chapter 5: Expected Unit Outcomes for 2004-2005**

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

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

Assessment of program progress in initiatives planned in 2003/04 and additional activities for 2004/05 has been outlined in prior chapters.

***DEADLINE FOR UNIT PLANS***  
***DECEMBER 15, 2004***