

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

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*How is your unit aligned with the college's goals?*

*Answer this question by describing how your program/unit supports the following:*

**The division supports Lane's Vision and Mission in a multitude of ways.**

**Vision:** Transforming lives through learning

- Providing preparation for transferring to 4 year institutions
- Assist low income students toward employment and higher wages
- Aiding the acquisition of information about the individual that enhances self-confidence
- Promoting civil or civic awareness
- Offering opportunities for life-long learning
- Providing opportunities to relate to a diverse population
- Creating opportunities to improve interpersonal communication skills
- Self-awareness enhancement through the study of the human psycho/social condition.
- Providing information potentially useful for parenting
- Enhancing problem-solving skills
- Increasing awareness of social and environment contexts

**Mission:** Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

**The Social Science division, at minimum, furthers the College mission in the following ways:**

- Provision of professional technical and Cooperative-Education in Education, Human Services, Pre-law, and many Social Science disciplines.
- Offering an academic background through lower-division courses in the Social Science disciplines.
- Providing courses that emphasizing Cultural Diversity or that have such components.
- Representation of gender and ethnic diversity in staff
- Interface with student and community groups in a variety of settings.

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**Lane's Core Values are exemplified by Social Science Division Personnel in a variety of ways:**

➤ 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.
- 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).
- Encouraging students to attend and participate in conferences.
- Maintenance of a bulletin board for activities that are current in Social Science.
- Planning the physical environment of the division to better serve students.

▪ 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 to differing points of view, which provide opportunity for students to learn how to disagree successfully.
- Provision of classes that focus on diversity or are offered within disciplines (e.g. Ethnic studies, Latin American history, American Indian Studies, Prehistory of Mexico, Sociology, Psychology, Geography, and Women's Studies.)

▪ Innovation

- Early and extensive implementation of collaborate 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).
- Provision of new classes as needed, especially relating to current issues (e.g. Islamic Project pending, Problems in U.S. Politics, through Learning Communities, Film classes, Religion and Ecology).
- Up to date Written and Computer Testing Labs have been developed that enhance assessment opportunities for students and increase available classroom time.

▪ Collaboration and Partnership

- SSAC (Social Science Advisory Committee) is a representative body of the disciplines in Social Science that meet regularly with the division chair to accomplish division business.
- The Division Charter is used as a collaborative guide to governance.
- Division personnel are active in many department and campus committees. A few examples include the Professional technical Advisory Committees, OPA, National Psi Beta, APA, SSA, Dana Alliance (Brain Awareness), Faculty Counsel, College Counsel, search committees, and LCCEA committees.

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- Media frequently come to faculty for political and psychologically related information.
  - Participation in the Peace and Justice Conference with U of O.
  - Faculty frequently represent Lane and speak at Public events.
  - Disciplines engage in articulation discussions with other state institutions.
  - Faculty often serve 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 training are provided for various agencies through Professional technical programs.
  - Mentoring of new faculty in formal (e.g. Faculty Connections) and informal ways.
- Integrity
- Many division personnel are active in recycling of materials and supplies.
  - Environmental issues are frequently addressed in course content.
  - Opportunities for discussion, evaluation and thought about ethical and moral issues are provided.
  - Personnel in the division adhere to a standard of ethical behavior.
  - Many courses promote integrity in the classroom.
  - Syllabi of ten contain rules for establishing a respectful learning environment.
- Accessibility
- Learning opportunities are offered through different formats (classes, methods, times).
  - Diversity of staff
  - A Social Science Scholarship is provided through faculty donations.
  - The Working Parent Scholarship is provided through private donation and administered through the division.
  - Career Specific Scholarships 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 programs provide a large list of internships for students to get direct experience in the field.

**Contributions of the division to the Strategic Direction of the College include:**

➤ Strategic Directions (4)

- Achieve Financial Stability
- The Social Science Division offers very cost effective classes that provide significant revenue for the College.
  - Division personnel expend significant effort to keep costs of material and supplies and operating costs down.

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- Enhance College Climate
  - There is extensive participation in campus-wide activities.
  - Division Faculty and Staff are very accessible.
  - Personnel of the division practice a collaborative approach to college issues and problems.
- Build Organizational Infrastructure
  - The division recently contributed significantly to the design of the fourth floor Center Building classrooms and instructional spaces.
  - Faculty and staff have participated extensively on groups implementing new procedures, policy and an administrative computing system.
- Implement Business, Workforce Development and Extended Learning Reorganization
  - The division uses, and continues to develop, courses that make use of the technology available through Distance Learning.

**The Social Science Divisions supports and practices the Learning Centered Principles as indicated:**

➤ Learning Centered Principles (6)

- The Learning College creates substantive change in individual learners.
  - 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 is a strength of division faculty.
- The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.
  - Many faculty and staff take this approach in various ways in the classroom (e.g. in choosing assignments and participation) and in service (e.g. student options for completing college procedures).
- The Learning College creates and offers as many options for learning as possible.
  - The variety of topics, methodologies, and learning environments provided within and across disciplines in the division provide a wealth of options.
- The Learning College Assists learners to form and participate in collaborative learning activities.
  - The division promotes a variety of learning opportunities within courses, through Learning Communities, and with student groups.

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- The Learning College defines the roles of learning facilitators in response to the needs of the learners.
  - Division faculty adapt 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.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.
  - 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.

**Chapter 1: Unit Description**

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*Who are you?*

*Answer this question by providing the following information*

➤ Unit Mission/Vision

**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 and complementing and supporting other professional technical programs.
- Provision 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 a community environments locally, nationally, and globally.
- Providing a quality learning and working environment.
- Obtaining outside funding and grants for special for specialized training in areas related to the division.

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➤ Catalog Description

- 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.
- 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 links courses both within and across division.
- The division will continue to evaluate, modify and schedule courses and programs 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.

➤ History/Significant Program Events

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.

➤ Degrees and Certificates

- 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

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- One-Year Certificate of Completion
  - 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

➤ Organizational Structure

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

➤ Staff/Faculty

- The administrative staff include the Division Chair, an Administrative Coordinator, and two Administrative Support Specialists.
- The Social Science Division includes 21 contracted faculty and approximately 36 part-time faculty who's teaching loads vary both in number of courses assigned and which terms are taught.
- Replacements for three recent contracted positions are currently in process.
- Full-time faculty are evaluated on a three-year cycle (except new faculty which 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 is 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



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- Faculty Recognition Award
  - Hiring Process Team
  - Joint Emergency Action Planning Group
  - Long Term Leave Committee
  - Workload Review Committee
  - Work Roles and Relationship Council
  - Search committee both within and outside the division
- Many division faculty are also active in the Lane Community College Education Association.

## Chapter 2: Program Outcomes (Curriculum)

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*What does your program intend to do? What does the learner acquire after completing your program? How does your program contribute to enhancing the core abilities (as defined in the catalogue) of the learner?*

➤ Program/Course Level:

▪ Program/Course Outcomes

- Social Science Division faculty employ various methods for identifying and measuring program outcomes, students' learning, and academic achievement. Some of the methods used to assess student skills are objective examinations, both in class and in the Social Science Division Computer/written Testing lab; various essay exams from short answer to longer "take home" interpretive essays; one-on-one interviews or oral exams; individual and collaborative problem solving tasks, presentations, and projects; use of computers in a variety of formats; portfolios, and the use of video recording in role playing and simulations.
- Many of the assessment methods make use of elements designed to assess the knowledge, skills, and abilities appropriate to the Core Abilities. For example, tests often include items that are designed to determine the level of problem solving, critical thinking, and discipline knowledge acquired by the student. Additionally, some elements require applications, often communicated expressively, of course information to the student's life and environment.
- Although consistent measures of retention rates are not currently available, faculty make concerted efforts to design coursework with intent of maintaining a high level of retention in their classes.
- The instructional environment utilized varies considerably among faculty in the division. Traditional classroom environments with either lecture/discussion or group work constitute one format that is used. Another format combines the traditional approach with available technologies in a variety of ways. Recently remodeled "smart" classrooms provide access to cable TV, VCR, DVD, the Internet, and computer software. These are employed in varying degrees in the classrooms in which they are available. As more classrooms employing this technology become available, and more classroom materials are created, it is likely there will be increased use of these technologies in the instructional environment.

▪ Program accreditations/national standards if applicable

- Not applicable.

➤ Faculty/Staff Contributions

- A fundamental way in which faculty and staff have contributed to enhancing core abilities is through providing service to students that emphasizes engaging the student as a full partner and as an adult learner in the instructional process.

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- As noted above, many course materials are developed and employed with the outcomes implied by the core abilities in mind.
- Many division faculty are active in mentoring students and enabling them to explore academic disciplines outside the classroom.

➤ Advisory Committees

- Advisory committees for division professional technical programs are active and help shape the program curricula and direction. There are currently two advisory committees:
  - Human Services Advisory Committee.
  - Criminal Justice/Juvenile Corrections Advisory Committee.

### Chapter 3: Program Outcomes Data (Student, Fiscal,.....)

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*What were the results of providing your program as it relates to student enrollment, student success, and cost efficiencies? Program self study will also include assessment of program outcomes as defined in chapter 2.*

*\*Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)*

**Data has been provided for the categories below when available. Categories without data indicate that data have not been developed or are not available for a complete year currently.**

➤ Enrollment data

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

➤ Student Success Data

- Student Retention ratios
- Student Completion ratios

➤ Demographic profile of students

➤ Budget

- General Fund:
    - Actual Costs
    - Revenues (Course Fees,.....)
    - Cost/Student FTE
  - Restricted Fund: Fund 8 (Grants,.....)
    - Costs
    - Revenues
  - Restricted Budget: Fund 9 (Tuition-based sections,.....)
    - Costs
    - Revenues (above costs inc. salary and OPE)
- |            |
|------------|
| FY 02 - 03 |
| \$382,577  |
| \$209,546  |

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➤ Facilities/Equipment

▪ Space Description

- The division currently occupies remodel space on the North portion of the fourth floor of the center building. The space serves our current needs adequately, but additional features will be needed as soon as possible.

○ Facility needs:

1. A minimum of two additional general purpose, smart classrooms is needed. Both classrooms should accommodate 50 students. One should have furnishings that can be configured for group work and the other should have individual desks and chairs that are moveable. It is critical that more smart classrooms be developed across campus to reduce the need to create separate materials for teaching in two different learning environments.
2. Two current classrooms are desperately in need of updating and refurbishing. Building rooms 11/129 and 11/130, which have been used by this division, have equipment and maintenance needs that have not been met over the last 15 years and could easily be converted to smart classrooms.
3. An individual office for three new full time faculty, and shared offices for six additional part-time faculty will be needed.
4. The written and computer testing labs will need to be further furnished and equipped and space allocated to accommodate demand. (The labs have been configured so that space can be adjusted to offset the proportion of demand that is apparent for written or computer generated tests without expanding the space for some period.)
5. The Seminar/interview/taping room will need to be equipped to provide facilities for students and faculty to use for training and production of course materials.
6. The above needs are based on addition of new faculty, replacement of retired faculty with part-time staff, and replacement of current equipment.

- Utilization Ratios (actual/available)
- Equipment Inventory
- Replacement Cycles

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➤ Other basic approaches you might take \*:

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

## **Chapter 4: Analysis of Expected Performance versus Actual Performance**

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*Did you meet your expectations?*

*\*Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals? Was your performance what you thought it would be? What can be done to improve?*

*You also might find it effective to provide a summary analysis of the program using:*

Analysis for this chapter will be provided based on comparisons in the next cycle of the Unit Plan.

- Strengths
  
- Weaknesses/Opportunities
  
- Conclusions

*Possible perspectives to take when conducting analysis:*

1. How effectively you fulfilled your mission?
2. How efficiently you used the resources you were given?
3. How well did the students meet the program outcomes?
4. How well are you utilizing current technology?

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**IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:**

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?
- Describe how this project might show collaboration with Lane County high schools.

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➤ Future Actions

Significant Change # 2

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions



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**Vision**

Transforming lives through learning

**Mission**

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

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***Lane's Core Values***

**Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

**Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

**Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

**Collaboration and Partnership**

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

**Integrity**

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

**Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

### ***Strategic Directions***

Continuing on the journey to become a learning college requires: Placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work. Therefore, to focus the college during the next 18 months, we need to implement the following four goals:

- Financial stability
  
- Building organizational infrastructure
  - Self-study
  - LASR
  - Mainstream innovation
  
- College climate
  - Human Resource Systems
  - Student Retention
  - Relationships
  
- Implementation of BWEL reorganization
  - Bring the conference center to profitability
  - Reinvigorate contract training and linking with Continuing Ed and linking Continuing Ed with credit units

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***Learning-Centered College Principles***

1. Creates substantive change in the learners.
2. Engages the learner as a full partner.
3. Creates many options for learning.
4. Assists learners to participate in learning activities.
5. Defines the role of the learning facilitator.
6. Success occurs when improved and expanded learning can be documented for the learner.

Asks the questions:

*How does this action/decision improve & expand learning? How do we know?*

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**General Education and Core Abilities**

General education helps students develop knowledge and abilities useful to all programs of study. The purpose of general education at Lane Community College is to foster wisdom through educational depth and breadth. General education at Lane has the following goals:

- To encourage exploration of the academic disciplines: liberal arts, sciences, mathematics, information sciences, and social sciences.
- To promote understandings of self, society, and the environment crucial to citizens of a diverse global community and
- To cultivate habits of mind and heart essential to lifelong learners.

**Core Abilities Outcomes Statements**

Students completing general education will:

- Communicate effectively.
- Think critically and solve problems effectively.
- Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence.
- Explore academic disciplines.