

Chapter 0: Alignment with College

“How is your unit aligned with the college’s goals?”

WOMEN’S PROGRAM

Answer this question by describing how your services support the following:

➤ **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. Provides leadership opportunities outside the classroom context

▪ **Diversity**

- Women’s Program Brown bag offerings that 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
- Incorporate Women’s Program work study staff in campus wide effort to increase diversity awareness (e.g. all campus book dialogue – “Montana 1948”)
- Outreach efforts to different college and community cultural groups
- Collaborative partnerships with Disability Services, Trio, Multicultural Center to cultivate a respectful, inclusive and accessible working and learning environment.
- Women’s Center library is a diverse resource
- Presence of Women’s Program adds to the diversity of the college and signals a gender sensitive environment
- Transiciones – an example of new programming responding to demographic / cultural changes in community

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▪ **Innovation**

- One of the first two Lane learning communities
- All parts of the program utilize students as student staff – producing peer learning / expertise
- ACCESS – a program that responded to technological skill building needs and more women as heads of households needing living wage jobs.
- TTS2 – Development of a “next step” transitions course
- TTS classes responding to environmental changes, changes in women’s lives - also, TTS is part of institutional transformation – TTS changes students positively
- Redesigning TTS entry processes and introducing 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, big growth in program services even with resource limitations
- Responses to needs without additional money e.g. Options, WIT Conference, Women’s Day, and Young Women in Science have all happened without many resources.
- Women’s Program proactive on Banner and Expresslane support, provided computers for student use, train staff to coach students.
- TTS links Math / Effective Learning / Computers

▪ **Collaboration and Partnership**

- 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
- Have created network of support (mentors, panel presenters, workshop presenters) in community for women in non traditional careers
- Director seeks funding sources
- Community agency presentations
- Receive referrals from community agencies
- Staff knowledgeable and connected to community agencies / services
- Culture of open communication in program making clear path to supporting women’s success and achievement
- Regular all staff meetings, campus connections, and community via e-mail.
- Women’s Program VIP lunches provide community connection and support
- Have community Advisory Board
- Pull in all staff for events, planning, etc.
- Collaborated with LTD to provide bus passes for students
- Act on student input
- TTS used by community for women to increase access and remove barriers

▪ **Integrity**

- Assist students in making wise choices about academic and financial aid resources via advising sessions.
- Provide support services to help resolve concerns that negatively impact student success
- Place priority on creating an atmosphere of respect, fairness, honesty, and openness in the classroom and the Women’s Center through confidentiality and a safety zone.

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- 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 (5 Year Plan).
- Manage money responsibly, monitor resources
- Everyone accountable for spending
- Frugal environment, mentally conscious of using funds wisely
- Mutual support towards other departments
- Help with the next step.
- Act on student input
- Making sure students needs are met
- Integrity relationship with students – don't hand off make sure referred. Take students to referrals
- Give each other "heads up", staff collaborate through communication, protect integrity of relationships

▪ **Accessibility**

- Solid networking and creating 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 we do as part of statewide and legislative initiatives minimizing barriers for women.
- Providing 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.

➤ **Strategic Directions (4)**

- Achieve Financial Stability
- Enhance College Climate
- Build Organizational Infrastructure
- Implement Business, Workforce Development and Extended Learning Reorganization

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.

➤ **Learning Centered Principles (6)**

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- The Learning College creates substantive change in individual learners.
- The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.
- The Learning College creates and offers as many options for learning as possible.
- The Learning College Assists learners to form and participate in collaborative learning activities.
- The Learning College defines the roles of learning facilitators in response to the needs of the learners.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

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.

Chapter 1: Unit Description

“Who are you?”

Answer this question by providing the following information

- Unit Mission/Vision
- Catalog Description
- History/Significant Program Events
- Department/Programs/Services
 - Provide a list with a short summary of each
- Organizational Structure
- Staff/Faculty

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.

Women’s Program Description

Services/Programs

Women’s Center

The Women’s Center provides:

- a supportive direct entry point to the college for women

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- access to needed resources and services
- retention services tailored to women's needs.

Center services include

- advising
- counseling
- Women Starting College workshops
- academic & budget planning
- financial aid application & appeal coaching
- Express Lane assistance
- crisis intervention
- information
- advocacy
- resource and referral
- liaison with community resources

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 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. 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. 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 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 also offers Young Women In Science, a mentorship program for middle school girls to encourage young women to explore science careers.

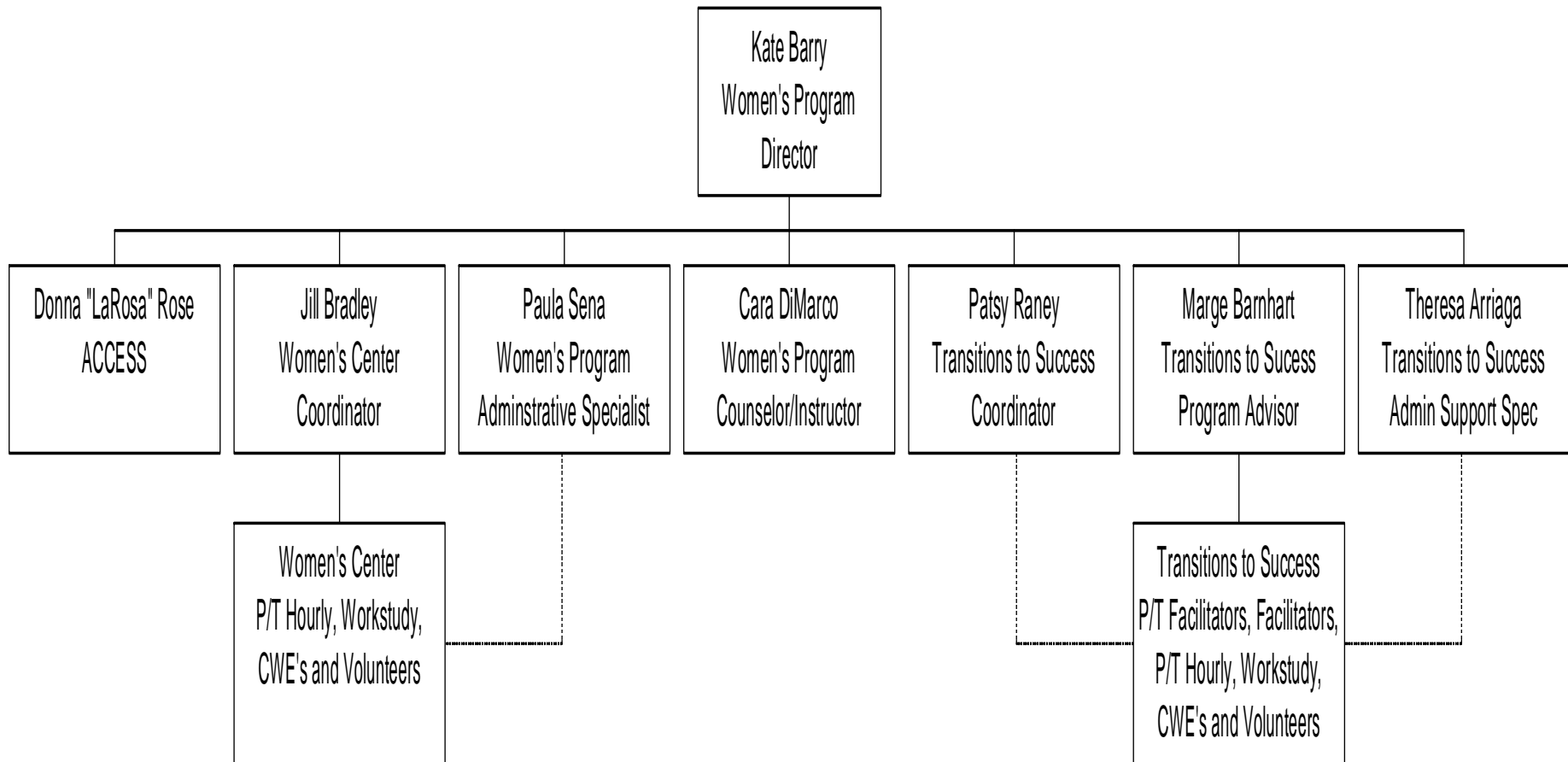
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Additional Women's Program activities

- 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

The program provides a model for services for women and was recognized as such through a national AAWCC Model Program Award in 2001.

Women's Program Organizational Chart



Chapter 2: Expected Performance

“What do you intend to do?” “Who do you intend to serve?” “How do you intend to serve them?” “What are the expected results of providing your services?”

*You may attempt to answer the above question by referring to guidelines provided by a variety of sources including:

- Program 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

Expected staff outcomes

Women’s Center:

- Be welcoming / inclusive / user-friendly
- Assist students get information / support academic & personal
- Provide resources / referral
- Provide networking / community (space itself)
- Be hub / home base: each student and staff
- Have students feel valued: Safe
- Have students know they belong / it’s appropriate to be in college
- Provide Brown bag / videos / events
 - ❖ Enrichment
 - ❖ New Topics
 - ❖ Reinforce class topics
- Provide individualized one on one – support / advising
- Connect with other departments / give exposure to faculty: instruction
- Have students start with best footing possible
 - ❖ Access financial aid
 - ❖ Have a reasonable course schedule
 - ❖ Refer for academic preparation
 - ❖ Utilize group setting - Women Starting College Workshops
- Provide immediate service / access
- ensure students get help: connection

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- Bridge emergencies
- Provide resources:
 - ❖ Holiday help
 - ❖ Develop and Coordinate
 - ❖ Clothing
 - ❖ Loans
 - ❖ Computer access
- Support registration / financial aid
- Provide work opportunities
- Specialized help
 - ❖ Crisis intervention
 - ❖ Advising/referral/resources domestic violence and sexual abuse
 - ❖ Whole life perspective
 - ❖ Budget planning
- Mentoring
- Provide environment sensitive to diversity issues

Transitions to Success:

- Have students be prepared / feel welcome in starting college
- Self empowerment for students
- Implement faculty learning goals
- Create community / sense of connection
- Provide peer support goal setting and accomplishment
- Be a place to plan
- Have students learn that they can have confidence
- Increase resiliency / familiarity with resources
- Provide leadership opportunities
- Teach leadership
- Provide a learning space for
 - ❖ self assessment / reflection
 - ❖ Career assessment / development
- Provide an environment where students
 - ❖ feel hopeful / positive about future
 - ❖ Feel more agency – sense of **I** can make things happen
 - ❖ Connect to resources
 - ❖ Have sense of expanded opportunities
 - ❖ Have “tools for life”
 - ❖ Increased decision-making skills
- Decrease barriers: help students to negotiate systems
- That students will be walked through 1st steps
 - ❖ Teaching Lane systems
 - ❖ Hands on assistance
- Provide role modeling
- Normalize life experience / emotions

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- Full classes
- Expect 95 – 100% retention
- Expect most students will continue education; experience success; do well academically; meet their goals.

Gender Equity:

ACCESS:

- Thinking outside the box
 - ❖ Wider career choices – technical / non traditional
- Information about salaries
- Mentorship
- Role models – Women in non traditional careers
- Self empowerment
- increase real practical skills
- Increase confidence
- Demystify men's careers / skills
- Claim all career areas as women's areas
- Have impact on faculty / climate
- Increase number of women in non- traditional programs
- Have women learn to recognize their true passion & artificial gender barriers
- Outreach to girls:
 - ❖ Options
 - ❖ Young Women in Science
- Provide
 - ❖ encouragement in Math, Science and Technology
 - ❖ Apprenticeship Information
 - ❖ Networking – not just students (e.g. Young Women in Science)
 - ❖ Information sharing
 - ❖ Education
- Be seen as a resource / have created hub & resource network
- Provide benefits for all students (e.g. panels)

Chapter 3: Actual Performance

“What did you do?” “Who did you serve?” “How did you serve them?”
“What were the results of providing your services?”

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

- Participation
 - Number of Program Contacts and Unduplicated Participants
 - Student FTE for courses taught
 - We would also report this number in the academic department version of the unit planning template
 - Faculty/Staff ratios
 - Compared to benchmarks that make sense for your area
 - Demand/Capacity Analysis
 - Are you utilizing your resources to capacity? Cite waitlists and other evidence.
 - Demographic profile of participants
 - Who uses your services?
- Contribution to Student Success
 - Effect on retention and student goal attainment
- Total Cost of Program
 - General Fund
 - Budgeted
 - Additional (Extra section, self-support classes, etc)
 - Fees
 - Course
 - Non-course
 - ASLCC Mandatory Student Fee
 - Grants
 - Other revenue

Program Data

Women's Center

The Women's Center has experienced a rapid increase in usage since the Women's program moved to the new Student Services building.

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Unit Planning Template: Student Services

The Women's Center's accelerating usage is easily seen comparing visitor counts from 2000/ 2001 to 2002/03. The rapid 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 140% increase**
- **Average user count per month September 2002 through June 2003 2,284**
- **This is a further 19% increase over the preceding year**

Center services are evaluated positively. A user survey conducted in winter term 2003 showed over 90 % of users evaluated Women's center services as very good or excellent.

Transitions To Success

Total number of students enrolled in TTS program 02/03 307

Retention rate 96% over 75% of the students enroll in further classes and programs at Lane.

Total number of students enrolled in TTS 2 55

Students provided program/college orientation 607

The program has shown over 75% enrollment growth in the past five years,

Outside evaluation and research studies have shown high student completion & success rates after TTS. For example TTS students from Fall 01 have an average GPA of 3.41 one year later.

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

Women's Program services are used by a diverse range of students.

Program cost:

General fund recurring	\$455,054
General fund non recurring (extra section \$\$)	44,641
Perkins funds	73,969

Total revenue \$ 573,664

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Unit Planning Template: Student Services

➤ Facilities/Equipment

- Space Description
- Utilization Ratios (actual/available)
 - Waitlists, excess capacity
- Equipment Inventory
 - Inventory computers by staff vs. student use computers
 - Based on what they should be

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. Focus Groups
4. Mail-out surveys
5. Telephone surveys
6. Web based data collection

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

Chapter 4: Analysis of Expected Performance versus Actual Performance

“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:

- 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 do the array of services you offer match what you know about the dynamic trends in students' needs?
4. How current are your methods of delivering your services with best practices in your “industry”?
5. How well are you utilizing current technology?

Strengths

Serve large volume of students well
Women's Center services well utilized and evaluated positively
Are fulfilling the program and college mission, goals and values
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
Is a comprehensive array of services and programs
Is central component of diversity at college
Staff regularly review and redesign services to match student trends and needs
Recognized as model program
Has impact on gender equity college wide
Integrates student services and instruction
Utilizes a learning community model
Non- traditional programming has had an impact despite very limited funding
Program has links to K-12
Utilizes community Advisory Committee

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Unit Planning Template: Student Services

Gaps/needs

Women's Center inadequately staffed for the number of users

Difficult to provide adequate additional programming and events given staffing and resources

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 systems for effective identification of student issues /improve intervention

Difficult to meet student need and emerging demographics within resources

Non- traditional programming inadequately funded

There are gaps in gender equity college wide that need to be addressed

Chapter 5: Program Initiatives to Improve Performance

“How do you propose improving future performance?”

**When proposing an initiative(s), use the following structure for each initiative proposed:*

Initiative Title

- Describe Initiative
 - Why do it?
 - What will the product of this initiative be?
 - What is the need or intended use?
 - Is it feasible?
 - What would be the campus location of this request/project?
 - How many students (per year) will benefit?
 - How will students benefit?
- Describe the resources needed
- List the possible funding sources
 - Can this project be partially funded?
 - If so, what minimum cost?
- Provide ORG & PROG codes
- How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

Women's Program Initiatives:

Women's Center

Initiatives requiring additional funding:

Initiative Title: Front desk position

Describe initiative:

There is very high student demand for Women's Center services that cannot be met with current permanent staffing. The center Coordinator provides continuous supervision/back up for front desk student staff leaving her inadequate time for individualised retention work with students and minimal time for center programming. In 2001/2002 and again in 02/03 the center was allocated non recurring extra section funds for a .75 FTE front desk staff person to partially meet this student demand.

The Women's Center's accelerating usage is easily seen comparing visitor counts from 2000/ 2001 to 2002/03. The rapid 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.).

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- **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 140% increase**
- **Average user count per month September 2002 through June 2003** **2,284**
- **This is a further 19% increase over the preceding year**

It is not possible to serve this student population with no permanent front desk staff. Funds need to be allocated to fill this need. The initiative is feasible; the barrier to this initiative is a lack of college general funds for new positions.

Alternative: continued center operation is possible if extra section funds are again allocated. However, this is a temporary solution, demand is not decreasing, and the extra section funds are not sufficient to allow for full time coverage. Also it is very difficult to provide continuous skilled coverage using white time sheet funded employees.

Benefit to students: students using the Women's Center will receive a more consistent higher quality of service if permanent funding is obtained instead of extra section funding. The center cannot operate without funding for the front desk.

Numbers of students benefiting: average monthly user count (02/03) is 2,284 per month.

Resources needed: personnel and OPE funds \$41,385

Funding sources: general fund

ORG/PROG codes: 550100 310000

Articulation with college's vision, mission & goals: the Women's Center is central to providing effective and supportive entry and retention services for women students. This initiative aligns with the core values of learning, diversity and accessibility. It enhances the college climate and contributes to student retention.

Initiatives not requiring funding:

1. Promote access and success of diverse populations through:

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

2. Provide space for nursing mothers. There is an immediate need for space for women to breast pump and nurse babies in privacy. We are currently meeting that need by allowing women to use any temporarily empty cubicles or work spaces. A permanent solution is needed. Long term it would be ideal to have space in the Women's Center, however this is not immediately feasible. The Student Health staff have also attempted to provide such a space and their pending remodel may accommodate this need. The Women's Center will work with Student Health staff to ensure there is a space for nursing mothers when the Health Center is remodeled to accommodate staff as well as students.

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Unit Planning Template: Student Services

Transitions To Success Initiatives

Initiatives requiring funding

Initiative title: Transitions To Success Support Services

Initiative description:

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 childcare, 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, supplies, travel, and direct assistance for the students.

Numbers of students benefiting: 320 per year

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

Articulation with college vision, mission and goals: this initiative aligns with the core values of learning, diversity, innovation, and accessibility. It enhances the college climate and builds student retention.

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, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

Transitions To Success provides unique and well-tested services for displaced homemakers and single parents and is crucial to their entry and success in professional technical programs at Lane. The majority of students are low income.

Between 91/92 and 97/98, the Transitions To Success Program almost tripled in size. In academic year 91/92, 79 new participants were enrolled. In Fall term 98, 85 new participants enrolled, i.e., we served more students in the Fall of 98 than in the whole of 91/92. This program growth has not slowed. Transitions enrollment has increased 75% in the last five years. Typically the program serves about 320 new students per year. The program has high community visibility and an outstanding success rate for its students. The TTS lead instructor has developed curriculum for a "Transitions 2" class which was offered and filled Fall 02 and Spring and Fall 2003. There is demand for TTS classes for the Spanish speaking population. The Transitions Program has a 96% retention rate.

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Transitions students are successful, they are found in every professional technical major, and their persistence rates exceed those of first time/ full time students (IRAP).

➤ 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
- 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

Specific components to be supported through Perkins funds

1. 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 childcare, transportation, tuition and fees is essential for displaced homemakers and single parents as they make the transition into education and training. This support provides 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. Support services include:

- Childcare assistance for summer term students.
- Transportation assistance in the form of mileage for the term students are enrolled in Transitions plus two further terms of assistance for students enrolled in professional technical programs.*

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- Tuition assistance for low-income students who are not eligible for financial aid. Tuition is only paid for classes that are part of the Transitions Program. Assistance with books and fees.
- Assistance with tools and supplies. Emergency assistance that is directly related to the student's ability to enter and succeed in training. Emergency assistance is given after community resources have been exhausted.

* Two terms of additional assistance is provided so students have time to transition to an adequate educational financial plan that can include full financial aid support.

2. 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
3. Support program activities through provision of supplies and staff travel funds for recruitment and agency liaison.

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

➤ Describe how this project might show collaboration with Lane County high schools

Program staff collaborate with Financial Aid and Community and High School Relations to provide teen parent groups from local high schools a chance to visit campus and get entry point information. They hear presentations about the Transitions program, the Women's Center, and about financial aid procedures. They have a campus tour and see childcare facilities and resources.

Initiative title: Transiciones

Initiative description:

Transiciones is a program that will provide a bridge for Latina students into Lane's Transitions To Success Program. During the period between 1990 and 2000, Lane County's minority population grew by 135% (compared to 41% between 1980 and 1990). The most rapid growing ethnic population is Hispanic, which more than doubled in ten years. As of the 2000 census, 4.6% of Lane County, Oregon, residents were Hispanic. According to Centro Latino Americano, in 2002 11% of Lane County (approximately 25,000 to 30,000 people) was Hispanic. State projections indicate that the Hispanic population will continue to be the fastest growing minority population. With increasing

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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 the community and ESL services to other campus classes and programs.

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.

Several women's transitions programs throughout the state have piloted an approach that provides a transitions class taught in Spanish with bicultural content, taken by Latina students prior to enrolling in the Transitions to Success program. Class content utilizes the concepts taught in the Transitions program while emphasizing retaining a Latina identity. Since students are in a pre-transitions class together, they also have cultural peer support when entering the English speaking Transitions to Success program.

The Women's Program proposes to adopt this approach at Lane. Our proposed project includes:

- Focus groups consisting of Latinas who have taken the Transitions to Success Program
- Pre-transitions non credit workshops for Latinas to pilot formats and curriculum
- Outreach & liaison with Lane's ESL program and community agencies
- Ongoing student advising and support
- Curriculum development of credit classes

Benefit to students: initially the project should serve about thirty students per year.

Students would experience a seamless supported transition to credit programs.

Resources needed: a pilot program to gather data about needs, test different workshop formats and begin to develop credit curriculum would cost \$23,565. Individual elements of the program could be piloted for less funds. Long term, a bridge program for Spanish speaking women should be funded though the college general fund. Given the lack of available general fund resources, the Women's Program, working with the Foundation, has submitted a grant for his project. The Women's Program is also collaborating with Student Life and Leadership to explore funding possibilities for this program through student fees.

ORG/PROG codes : 550200 / 310000

Relationship with the college's mission, vision and goals: relates to the core values of learning, diversity, and accessibility. Is part of the strategic directions of enhancing college climate and will build retention.

Initiatives that do not require funding

1. 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.
2. 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.
3. 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.
4. Explore curricular change from three to four credits for the core Transitions classes.
5. Improve program evaluations to reflect needed data about program effects on students' goals.

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6. 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.

Gender Equity
Initiatives requiring funding

Initiative title: ACCESS

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 will be on information technology careers and apprenticeship with expansion to other non- traditional training programs when possible.

Benefit to students: 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: \$29,000

Possible funding sources: ideally non- traditional career exploration and training would be supported through the general fund. In the present budget climate Perkins and other grant sources are utilized as funding sources. The Women's Program is working with Student Life and Leadership to explore student fees as a resource to fund part of this program.

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

Relationship college's mission, vision and goals: the proposal is in line with Lane's Core Values of learning, diversity, innovation, collaboration and accessibility. It meets the strategic goal of making an inclusive climate at Lane and fostering student retention. It is part of Lane's 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".

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, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs?

ACCESS will focus on Transitions To Success, Lane's program for displaced homemakers and single parents that admits around 320 women per year. The part time ACCESS program advisor is housed in the Women's Program and has daily contact with staff working with Transitions students. The majority of Transitions students are also economically disadvantaged. Program services are geared for student success & emphasize individualized advising and support, group support and mentorship. Women's Program staff have expertise in issues for women and girls that form barriers to success in non traditional programs. Staff also have strong community relationships for resource and referral and have developed collaborative relationships with employers.

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

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

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- 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
 - ◆ 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

➤ Describe how this project might show collaboration with Lane County high schools.

This project will collaborate with Lane County High Schools through outreach and connections with High School and Community Relations. Staff will also coordinate with Advanced Technology, Media Arts and Technology, Computer Information Technology and Apprenticeship in their recruitment efforts.

Initiative Title: 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

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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 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.

Benefits to students: 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.

Resources needed: \$68,130

Possible funding sources: new or re-purposed general funds

ORG/PROG provided by Social Science

Articulation with college's vision, mission, and goals : relates to the core values of learning, diversity, innovation, collaboration, and accessibility. Enhances the college climate. Is part of the Diversity Plan.

Women's Program overall
Initiatives requiring funding

Initiative: Minor redesign

Initiative description:

Minor remodel of steel case areas in Women's Center and Transitions to Success. The Women's Center front desk is not adequate to serve students given increased demand on Women's Center services. The desk needs to seat two people instead of one and accommodate a computer to assist students more effectively. The desk could be expanded by redesigning the adjacent Transitions program steel case area. This redesign would also better meet the Transitions program's needs. The staff has planned changes and will be working with Facilities for a cost. The program will request funds for Facilities Management Team small project funds.

Benefit to students: greatly improved service, shortened wait time at front desk, capacity to serve more students simultaneously. There will also be improved service time since front desk person will be able to work with the student on Express Lane at the desk. Currently the staff person has to leave the desk to do this.

Initiative: Equipment replacement

Initiative description:

All Women's Program staff need new computers. The last new computer was obtained over four years ago; most staff are functioning on inadequate reconditioned old machines. Flat screens are also needed to save

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space. The program needs two new laser printers and some furniture. The only source for these needs is any M & S carry over until additional general funds become available.

Benefit to students: improved level of service because staff have up to date computer technology.

Resources needed: \$21,713

ORG/PROG 550100, 550200 /310000

Chapter 6: Evaluation of Initiative Process

“Was your initiative(s) successful?” “How do you know?”

**This chapter is not relevant until next year when we have completed the first iteration of the planning cycle and can evaluate how it worked.*

➤ Overall Effectiveness of the Program Plan

Significant Change # 1

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

Significant Change # 2

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

Appendix A

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

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

Appendix B

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

Appendix C

Learning-Centered College Principles

1. Creates substantive change in the learners.
6. Success occurs when improved and expanded learning can be documented for the learner.