

## **Chapter 5: Program Initiatives to Improve Performance**

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*“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:**

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**Women's Center**  
**Initiatives requiring additional funding:**

**Initiative Title: Front desk position**

**Priority 1**

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.).

- **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.

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**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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**Transitions To Success Initiatives**  
**Initiatives requiring funding**

**Initiative title: Transitions To Success Support Services**

**Priority 1**

**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.

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**Initiative title: Transiciones**

**Priority 2**

**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 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.

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**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.
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.



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**Gender Equity**  
**Initiatives requiring funding**

**Initiative title: ACCESS**

***Priority 1***

**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.

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

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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
- 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

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- 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.

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

**Priority 2**

**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 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.

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

**Initiative: Minor redesign**

**Priority 1**

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 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