The Cooperative Education Division is a large instructional division made up of three departments:

1. Cooperative Education (a. all work-based learning activities; b. teacher and teacher assistant education courses) (504 FTE)
2. Apprenticeship (167 FTE)
3. College Now/RTEC (High School Connections) (378+ FTE)

The Division touches all departments on campus. It finds strength in its diversity, and is, in some ways, a reflection of the entire campus. Co-op represents hands-on application of classroom learning and theory and provides bridges to the community that successfully integrates the college with workplaces, K-12 education institutions, and trade organizations. The costs associated with the division are very low when the amount of FTE generated is considered. Because of the large increase in College Now enrollment last year, our division is one of the areas of the college that can show a positive enrollment increase overall in 2004-5.

In addition, the Division continues to manage several college wide initiatives, including advisory committees and the Carl Perkins grant. Recently, the division has embarked on three new initiatives to increase FTE. We obtained 5 additional grants during 2004-5 to provide resources to initiate the following:

1. Creating the Regional Technical Education Consortium (RTEC), which is a partnership with high schools to increase professional technical opportunities for students.
2. Facilitation of the Pathways project, which will clarify and create career pathways opportunities for students.
3. Providing teacher education courses for prospective and current teachers and education paraprofessionals.

For 2006-7 the Cooperative Education Division continues to move forward to meet challenges, promote partnerships, and develop new ideas for enrollment enhancements. Initiatives, in general, include:

- Office staff to provide support for new and continuing projects (RTEC, Pathways, Apprenticeship, Teacher Education, Occupational/Professional Skills, etc.)
- New technologies for improved assessment and student learning
- Enrollment enhancements through Teacher education, College Now and RTEC classes, Apprenticeship (including space) and marketing of our current offerings.

We can continue to thrive and grow with new ideas built on quality performance. There is no better staff to create and maintain a positive, flexible, and far-reaching influence on our students and our community.

Program Analysis: Cooperative Education Department
(*College Now/RTEC and Apprenticeship are analyzed in this document with their annual*
program plan pages which follow the Co-op Ed. Department)
Key Question: Please review the planning initiatives that were identified in the annual planning cycle.
Provide a summary analysis of your work completed last year in relation to your annual planning
initiatives by responding to the following questions.

1. **What did your unit accomplish last year (04-05) in relationship to the annual planning**
    initiatives? Other accomplishments not related to the annual planning initiatives?
    - Occupational Skills student advisor support (Perkins) was used to expand and maintain
      the program. Continuing Education partnered to develop Phlebotomy Co-op course.
    - Seminar for employers was created by Susan Brous to improve their involvement in
      student supervision (used Curriculum Development funds) An online FTE generating
      course for supervisors developed this fall 05 will be piloted in 2006.
    - Stipends/Scholarships for cooperative education students—25 students received 6 credits
      each and involved the advisory committees in their efforts (Perkins funds)**.**
    - Teacher Education/Instructor Asst. course expansion—ED 258 Multicultural Issues
      offered spring 05, ED 131 Instructional Strategies, offered fall 04, winter 05, spring 05
      (one time investment money). ED 130 Classroom Management was approved by
      Curriculum committee and will be offered winter term 06. Progress was made on the
      Speech Language Pathology Assistant program (will be finalized this fall 05).
    - Technology Update—held two trainings for staff in Easy Website Development; updated
      co-op website.
    - Cooperative Education marketing—updated and printed new handbooks for employers
      and students (Perkins); took pictures of actual students on site for new display board.
    - RTEC program facilitation and development. Used a vacant position to promote and
      support new RTEC program. (see College Now unit plan for information)
    - Computer Information Technology students earned co-op credit for assisting students in
      EOAR.
    - Received a two year grant from Dept. of Human Services Vocational Rehabilitation for a
      1.0 coordinator position (Bev Farfan).
    - Received a WIA grant for 19-21 year old at risk students to use cooperative education to
      enter manufacturing careers.
    - Selected an Employer of the Year (King Retail Solutions) featured at the PTECC dinner;
      KRS supervisor Jackie Farrar, Lane Graduate, was inducted in NCCE Co-op Hall of
      Fame.
    - Restructured International Co-op program to work with OUS system using IE3 at Oregon
      State University. New organization provides world-wide possibilities for Lane students.
    - 4 department faculty completed sabbaticals (Scott, Watrous, Rubick, Samano)
    - Received Lane awards: Pat on the Back for Education program, RTEC Innovation
      Award
    - Division Chair Newton was elected Vice President of the Far West Region for the
      national Cooperative Education and Internship Association.

2. What are the areas that still need attention?

Co-op is still recognized and valued by students as a quality learning experience and recognized at the national level as a model program. Even though our division FTE increased this year, Co-op Ed. student FTE declined 8%.

Enrollment Enhancement is the biggest area of concentration for Cooperative Education:
- Occupational skills student advisor still needed to grow program.
- Seminar for co-op students online can provide increased opportunities for students.
- Continued need for stipends/scholarships for co-op students to connect to employment opportunities.
- Need to expand teacher education courses and establish agreed upon certification programs for ed asst. and Speech and Language Pathology Assistant programs.
- Marketing to let all stakeholders know about opportunities.
- Transportation to co-op sites (replace one coordinator car)
- Data Base and Technology upgrades for faculty (websites and improved data base)
- Banner attention; systems barriers to enrollment (admin. drop after one week, etc.)

3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

Enrollment Enhancement and Technology upgrades continuing to be in our plans.
- Enrollment enhancement cont. ed, seminars for CIT or other program areas, expand ed. program, promote international program, learning communities)
- Data base and technology upgrades. The more we are able to communicate and use information the more students, employers, and
- Curriculum development (use of technology tools)
- Improve and Expand Assessment of cooperative education experiences. Develop an assessment process that builds on and improves our current system.
- Continue to develop Occupational Skills program and work with continuing education programs.

Annual Program Plans: Cooperative Education
How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning
1. **Initiative Title**   **Division Priority:** 2
   Occupational Skills/Professional Skills Program Expansion

2. **How is the initiative linked to your Program Outcomes Analysis for last year?**
   This is one area of cooperative education that has remained stable through the college's enrollment downturn, and is also an area where expansion can take place.
   What program level outcomes do you expect to achieve?
   Currently 63.8 FTE is produced by this program. We would expect to maintain, but try to increase FTE by 10%. We have also embarked on a joint effort with Continuing education to increase our co-op partnerships and a 10% increase is a conservative estimate for our planning.

3. **Describe the initiative**
   This initiative is to provide staff to meet the needs of students who want individualized career options not available at the college, but through community work experiences.
   ▪ *How does this initiative align with the strategic directions of the college?*
   This initiative promotes community partnerships while providing high quality individualized programs for students.
   ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
   Having enough staff to work with students and create increased possibilities.
   ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
   Prior to 2002, there was only a classified project coordinator for this program. Since the student advisor was added the FTE has maintained or increased. Last spring faculty coordinator Chuck Fike, along with Lida Herburger, did a needs assessment of programs offered by Continuing Education and found that there were several possibilities of establishing co-op opportunities. In 2004, Co-op started working with the phlebotomy students to provide the clinical experiences they need to obtain their national license. Expanding a program of this type into massage therapy, veterinarian tech, and others are a logical next step.
   ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
   Yes, it will result in a gain for the college. This program generated 61 FTE and tuition last year, and is some of the lowest cost FTE at the college. This does not include the FTE from the other courses they take in general education and professional technical areas.
   ▪ *What would be the campus location of this request/project?*
   Student advisor would be housed in the Co-op office, and staff support at the Downtown Center (.2 part-time coordinator).
   ▪ *How many students (per year) will benefit?*

Last year 120 students benefited from this program.

- *How will students benefit?*

Students benefit by having an individualized program. They bring the skills they have and build the ones they need for a particular career through courses and on the job training. 90% of OST/PST students are hired by their training site or a similar one.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

   The Carl Perkins grant has funded a .45 student advisor 1 position for the last two years. This would be the third year of the funding. We need a full time general funded position, but we are aware that it is not feasible, so the .45 student advisor is crucial. In addition this year we would like to fund .2 backfill for a program coordinator at the downtown center to try to expand the program through continuing education. Cost is $20,535.

5. **List the possible funding sources**

   - *Can this project be partially funded?* Yes, but not recommended.

   If so, what portion could be funded at what minimum cost?
   The first priority is the .45 student advisor position.
   If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?
   1. Special Populations: OST works closely with the Workforce Network, and students are able to apply for financial aid. PST is a program for injured workers who are disabled and economically disadvantaged.
   2. Skills attainment and increase: Students are able to use current skills and obtain new skills to be employable in a new occupation for them. They learn these skills in the workplace.

6. **Provide ORG & PROG codes**

7. **For programs that have advisory committees, what plans do you have for working more effectively with your Advisory Committee?**

Annual Program Plans: Cooperative Education _for Academic Year 06-07_
How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning
1. **Initiative Title**   **Division Priority:** 4
       Creating On-line Co-op Course

2. **How is the initiative linked to your Program Outcomes Analysis for last year?**
    Last year we identified two new online courses to offer. We received curriculum development funds to complete one of the online courses (for Employers). Susan Brous is completing the planned course statement and setting up the necessary technology this fall 2005. It will be ready to be offered in spring 2006. The online course for students, requested last year but not funded, is our next project.
    What program level outcomes do you expect to achieve?
    Two completed one credit on-line courses—one for employers and one for students by end of 2007. Employer course will be operational by Spring 06 and the student course by Spring 2007. Projected students will be 15 employers and 25 students, each in the first term of their offerings.

3. **Describe the initiative**
    The initiative is to add a distance learning option to the Cooperative Education seminar experience. Students could take the course before or during their co-op experience. This can be done at no cost to the college other than curriculum development funds. It will increase FTE and improve students' co-op experiences.
    ▪ *How does this initiative align with the strategic directions of the college?*
    The college strives to enhance community partnerships and create a variety of learning experiences for students.
    ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
    Co-op does not currently have any distance education offerings. Developing the technology and the alternative modality is needed for the department. In addition, this could offer a way for students to assess their readiness for a co-op experience.
    ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
    The idea of an online course was ascertained by the faculty coordinators through conversations with students. It would offer a course that is not time or place bound for a student to take a co-op seminar. It will offer skills to help students be successful in a co-op experience and/or job.
    ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
    No additional resources will be needed if one of the current coordinators takes the class as part of their load. Tuition and FTE will be increased.
    ▪ *How many students (per year) will benefit?*
    Estimating 25 students for the first term, and it could increase exponentially from there. Co-op serves about 2,000 students per year.

- *How will students benefit?*

They will have a less costly, online possibility for those who want to start with a one credit precursor to an internship. It could also reinforce a co-op experience by enhancing the experience for a student who might enroll concurrently.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
   100 hours of curriculum development for faculty (100 hrs. X 40.2% OPE = $3,706.89).

5. **List the possible funding sources**
   Carl Perkins and Curriculum Development.
   - *Can this project be partially funded?* Yes, but not desirable for less than 100 hours.

   If so, what portion could be funded at what minimum cost?

   If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?
   1. Work-based learning: Improve work-based learning options.
   2. Skill attainment: Students will learn skills that will help them be employable.

6. **Provide ORG & PROG codes**
   510405 and 112000.

7. **For programs that have advisory committees, what plans do you have for working more effectively with your Advisory Committee?**
   The PTECC continues to provide oversight for the Cooperative Education department. The committee provides the division with current employment trends and needs.

Annual Program Plans: Cooperative Education
How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning

1. **Initiative Title**   **Division Priority:** 5
   Stipends/Scholarships for Co-op Students

2. **How is the initiative linked to your Program Outcomes Analysis for last year?**
   Last year 04-05, 20 students received stipends to extend their co-op. At 6 credits each, these students generated 8.48 FTE and $8,040 in tuition for the college. Advisory committees were involved in the selection of students and were pleased with the opportunities.
   What program level outcomes do you expect to achieve?
   Goal for 06-07 is 25 students to successfully complete a co-op experience they would not have otherwise undertaken. Another to acquaint advisory committee members with the possibility of using stipends to allow students to complete co-op experiences. Increasing the number of stipends offered by employers by 10% is also a goal.

3. **Describe the initiative**

   - *How does this initiative align with the strategic directions of the college?*
   Positions Lane as a vital community partner in workforce development, and increases and expands learning opportunities for students.
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
   The product will be twenty-five 6 credit scholarships for students to experience co-op professional technical programs. The result should be to increase the number of students who receive stipends from employers through the Foundation.
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
   Some students report to coordinators that they cannot afford the cost of a new or continued co-op internship. Employers often say that if a student could spend another term, the students could learn addition skills. The assessment will be successful completion of co-op experiences, and student and employer evaluations of the learning experience.
   - *Given college resources, is it feasible? Is it an efficient use of college resources?*
   Yes, the faculty coordinators involve advisory committees in the process of selection and reporting on the outcomes. This will increase the knowledge that employers can use the LCC Foundation to provide stipends for students to do co-ops at their places of business.
   - *What would be the campus location of this request/project?*
   Students are placed in off campus locations.
   - *How many students (per year) will benefit?*
   Twenty-five students, at least one for each professional technical advisory committee.

- *How will students benefit?*

The stipend can be used to encourage students who don't think they can afford a co-op experience, or for current co-op students to stay on to learn new skills at a site.

Section II: Linking Planning to Budgeting - If you need Resources:
4. **Describe the resources needed**
    Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
    Twenty-five stipends at 6 credits each times $67.00 equals $10,050.

5. **List the possible funding sources**
    Carl Perkins
    - *Can this project be partially funded?*
    Yes, but one for each professional technical program is desirable.
    If so, what portion could be funded at what minimum cost?

    If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?
    1. Work-based Learning.
    2. Non-traditional training and employment –could target these students to improve performance measures.

6. **Provide ORG & PROG codes 510000, 112000**

7. **For programs that have advisory committees, what plans do you have for working more effectively with your Advisory Committee?**
    Advisory Committees should be included by the faculty coordinator in the selection process of the students where possible. At the very least, they should receive a report on the success of the student selected. Our advisory committee is the PTECC. They consider this a good way to encourage advisory committees to help provide work experiences for students that will result in better jobs for students.

Annual Program Plans: Cooperative Education
How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning

1. **Initiative Title**   **Division Priority:** 6
     Teacher/Teacher Asst. Program expansion

2.   **How is the initiative linked to your Program Outcomes Analysis for last year?**
       Our goal was to increase the number of courses and number of students in our teacher/teacher asst. education classes. In 04-05 we increased the number of education students, added two new courses (Multicultural Issues in Education ED 258 and Instructional Strategies 131), articulated three of our courses with Oregon State University, and ran a summer institute where the number of students doubled.
       What program level outcomes do you expect to achieve?
       Add Classroom Management course Ed 130 in winter 2006, finalize the Speech and Language Pathology Assistant program (joint with Chemeketa CC), and create a teacher asst. program that is acceptable by the K-12 superintendents.

3.   **Describe the initiative**
       Continue to expand the Teacher/Teacher Assistant Education courses.
       ▪ *How does this initiative align with the strategic directions of the college?*
       Expand in the areas of education where student and employer needs are greatest.
       ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
       1. Certification program for Teacher assistants; 2. established teacher assistant program; 3. increase the number of articulated courses at four year institutions; 4. finalize SLPA program.
       ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
       Education is the third largest of the major choices by Lane students.
       ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
       Yes, we continue to add courses as we have enough students.
       ▪ *What would be the campus location of this request/project?*
       Building 19.
       ▪ *How many students (per year) will benefit?*

       ▪ *How will students benefit?*
       Save them time and money, and make them better teachers and teacher assistants.

Section II: Linking Planning to Budgeting - If you need Resources:
4.   **Describe the resources needed**
     Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
     Instructor for new course ($6,007 for 2 terms), Classroom Management.

5.   **List the possible funding sources**
     Carl Perkins, general fund (Tuition based).
     ▪ *Can this project be partially funded?*
     No.
     If so, what portion could be funded at what minimum cost?

     If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?
     1. Skill Attainment: Students will acquire technical skills to make them "Highly qualified" and apply those skills to transfer degrees in the education career pathway.
     2. Workbased Learning: Offering practicum experiences at the early stages helps students to be better prepared for becoming a teacher.

6.   **Provide ORG & PROG codes 510405 & 112000**

7.   **For programs that have advisory committees, what plans do you have for working more effectively with your Advisory Committee?**
     The K-12 superintendents and Lane ESD have given feedback. Since it is not an official professional technical program yet, no official advisory committee has been formed.

Annual Program Plans: Cooperative Education
How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning
1.   **Initiative Title**   **Division Priority:** 10
      Cooperative Education Marketing

2.   **How is the initiative linked to your Program Outcomes Analysis for last year?**
      If we can find ways to market co-op so that stakeholders understand the benefits, we can increase the number of students and slow the decline in enrollment that is being experienced.
      What program level outcomes do you expect to achieve?
      We expect to increase our enrollment figures from 04-05 by 10%.

3.   **Describe the initiative**

      ▪ *How does this initiative align with the strategic directions of the college?*
      Cooperative education is a student centered learning opportunity which is a low cost program that can provide significant employment and educational opportunities for students, and creates exceptional community partnerships. Unless they are in a professional technical program where it is required, many students are unaware of the benefits. Because there are always new students and staff at Lane, and new employers in the community, there is a constant need to market co-op experiences.
      ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
      More learning sites for students, increased knowledge among staff and students, and more low cost FTE for the college.
      ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
      Faculty coordinators and employers report that many students and staff are not aware of the purpose or benefits of co-op.
      ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
      Yes, because co-op is low cost FTE and uses community sites, not classrooms or campus resources.
      ▪ *What would be the campus location of this request/project?*
      Marketing activities would involve community and on campus projects.
      ▪ *How many students (per year) will benefit?*
      2000 students participated in co-op in 2004-2005.
      ▪ *How will students benefit?*
      By participating in co-op, students will increase their opportunities for family wage employment in satisfying jobs. At least 65% of co-op students remain employed at their worksite after their experience.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
   Materials and supplies = $2,000. Informational brochures, employer thank you gifts, display boards, and college logo items for advertising.
   National Commission for Cooperative Education membership = $5,000 maintains Lane's status as a model co-op program and provides advertising, public relations, research, and grant support materials.

5. **List the possible funding sources**

   - *Can this project be partially funded?*
   Yes.
   If so, what portion could be funded at what minimum cost?
   Whatever can be provided will be put to good use.
   If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?
   Yes, Perkins goals:
   1. Work Based Learning: Increased opportunities.
   2. Counseling and Career Development: National Commission provides information to all high school counselors and colleges about benefits of co-op. Materials and supplies will provide us with the ability to get information to local high school and potential college students.

6. **Provide ORG & PROG codes 510950 & 150000**

7. **For programs that have advisory committees, what plans do you have for working more effectively with your Advisory Committee?**
   The PTECC provides advisory information for the Co-op department. We will continue to use their guidance for ideas for co-op employers and places to expand.

Annual Program Plans: Cooperative Education
How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning

1. **Initiative Title**   **Division Priority:** 11
   Transportation for Co-op Site Visits

2. **How is the initiative linked to your Program Outcomes Analysis for last year?**
   Coordinators still need the most cost effective method of transportation to visit 2,000 students at job sites.
   What program level outcomes do you expect to achieve?
   We will continue to work toward increased enrollment and low cost per FTE.

3. **Describe the initiative**
   Co-op currently has five cars and one truck. We need to replace them periodically for safety and cost of maintenance reasons. The 1999 Mercury currently has 90,000 miles. The cost of travel is less than ½ the cost if we had to pay 40.5 cents per mile to each coordinator.
   - *How does this initiative align with the strategic directions of the college?*
   It provides quality individual student learning experiences in a cost effective, fiscally responsible way.
   - *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
   We would purchase a used program car to replace a current one with high mileage. We did not replace a car last year.
   - *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
   Visiting students at the job site is a key component to the success of a co-op program. It also serves to create community partnerships and involvement. This is the only equipment co-op requires since classrooms, texts, equipment etc. is not provided by college resources. Every year we do a cost analysis of the cars versus paying individual mileage.
   - *Given college resources, is it feasible? Is it an efficient use of college resources?*
   Yes, without college cars the travel expenses would be huge at 40.5 cents per mile for private vehicles.
   - *What would be the campus location of this request/project?*
   Main campus parking lot.
   - *How many students (per year) will benefit?*
   Approximately 2,000 students.
   - *How will students benefit?*
   Students will be able to have their faculty coordinators visit them at their job sites to monitor and support them reaching their learning outcomes.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.
   One program car to replace a 1999 model. - $10,000

5. **List the possible funding sources**
   Our cars were not initially included in the CARF list, but they should be.
   ▪ *Can this project be partially funded*?
   No, minimum cost is $10,000 with trade in. Two years ago we used ICP to replace a car, but we can't sustain this cost indefinitely.
   If so, what portion could be funded at what minimum cost?
   No minimum, although any assistance in making the purchase would be helpful.
   If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act goals?
   No.

6. **Provide ORG & PROG codes 510950 & 150000**

7. **For programs that have advisory committees, what plans do you have for working more effectively with your Advisory Committee?**
   The Co-op program uses the PTECC for its oversight advisory committee. They meet monthly and continually give us advice and feedback on co-op related issues, like employment trends and community activities.

Annual Program Plans: Cooperative Education

How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** When proposing an initiative(s), use the following structure for each initiative proposed:

Section I: Planning

1. **Initiative Title**   **Division Priority:** 14
    Updating Technology in the Division

2. **How is the initiative linked to your Program Outcomes Analysis for last year?**
    Since the Banner implementation we have been attempting to complete a data base project that would create an employer and student data base for the co-op department. As part of our technology upgrade, we have had two trainings for faculty to create their own Easy Websites. A few have accomplished the task.
    What program level outcomes do you expect to achieve?
    A dynamic data base which allows the one time entry of information re: students and employers.
    All faculty with websites to house course information, forms, etc.

3. **Describe the initiative**

    ▪ *How does this initiative align with the strategic directions of the college?*
    Strategic directions are aligned as we are attempting to increase our efficiencies and create quality learning situations for students.
    ▪ *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
    Web sites for all faculty and a data base which is robust.
    ▪ *What is the need or intended use? How was that need assessed? What is your evidence of the need?*
    Students have requested on line forms, employers would like electronic information and forms, and the division needs access to both student and employer information and not to use so many handwritten forms.
    ▪ *Given college resources, is it feasible? Is it an efficient use of college resources?*
    Yes, development of the websites is done through faculty webmaster. Release time for a faculty to work on the data base could possibly be carved out of fall 06. Connection to Banner needs to be pursued further to make a useful data base.
    ▪ *What would be the campus location of this request/project?*
    N/A
    ▪ *How many students (per year) will benefit?*
    Over 2,000 students
    ▪ *How will students benefit?*
    Students will benefit from better accessibility to coordinators and course information and coordinators and division chair will have better worksite and employer information.

Section II: Linking Planning to Budgeting - If you need Resources:
4.   **Describe the resources needed**
     Please be specific about the actual equipment/resources that you need. In addition, complete the
     Initiative Spreadsheet for each resource requested.
     Requesting $2,000 for personnel, either release time or outside service

5.   **List the possible funding sources**
     Department ICP
     ▪   *Can this project be partially funded?*
      Yes
     If so, what portion could be funded at what minimum cost?
     Website development has no cost.
     If the funding source is Carl Perkins, how does the request meet one or two of the Carl Perkins act
     goals?
     No

6.   **Provide ORG & PROG codes 510000 & 122000**

7.   **For programs that have advisory committees, what plans do you have for working more**
     effectively with your Advisory Committee?
     PTECC continually tells us that our website should be helpful and useful.

 Division: Cooperative Education
Program: High School Connections (College Now and RTEC)

Program Analysis

1. **What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?**

In 2004-05 College Now and RTEC (Regional Technical Education Consortium) were essentially separate entities, though both existed under the Cooperative Education Division umbrella of programs. College Now has existed for more than 20 years and RTEC is beginning its third year (RTEC offered its first class in Fall 2004).

Because both programs work with high schools, serve the same populations, and focus on dual credit opportunities, it is felt that our effective communication and personnel function is best served by combining the two programs into one office – possibly called High School Connections (or something similar). Our secondary and business partners then have one point of contact when they work with us. To that end, this unit plan will include information for both programs. The initiatives will be combined.

In 2004-05, in relationship to the annual planning initiative, the following were accomplished:

College Now:
- Number of students increased from 1,180 (2003-04) to 2,497 (04-05)
- FTE increased from 206.07 (03-04) to 378.76 (04-05)
- Number of high schools involved increased from 23 (04-05) to 27 (05-06))
- Courses offered for articulation increased from 73 (04-05) to 85 (05-06)
- Number of agreements with high schools increased from 97 in 04-05 to 115 in 05-06
- College Now marketing improvements included:
  - 3 minute program benefit/process instruction DVD/video production completed, and a copy distributed to each of 115 high school CN instructors for use in their classrooms with students and with parent groups
  - new 4 color, updated program brochure developed and printed for use with high school students, parents and other educational partners
  - website upgrades and additions
  - Lane marketing push for Fall 05 uses two former CN students as lead subjects. Their CN stories appear on main Lane website, Fall Class Schedule, Register Guard Lane ads, etc. THANK YOU!

RTEC Facilitation and Development:
- Used a vacant position to promote and support new RTEC program. Drafted Interim Business Plan and Strategic Plan
- Established RTEC Design Team and RTEC Steering Committee. Design Team met monthly; Steering Committee met quarterly
- Hosted joint meetings dealing with best practices in dual credit technology programs for RTEC, Lane and School District representatives to hear David Bunting from

Kirkwood Community College (Career Edge Program Prep Consortium) in Dayton, Ohio

- Initiated first RTEC dual credit course in Fall 04 (Fundamentals of Technology: Automotive). 27 students participated – 18 on campus; 9 at Crow High School
- Identified RTEC class at Churchill High School (Trade Skills Fundamentals) for College Now articulation for second semester (2005)
- Developed and offered dual credit Summer Academies serving 46 students: Construction Academy, Website Academy (girls only); Website Academy (mixed group). Assisted in the recruitment and leveraging resources for Aviation Academy
- Collaborated with Lane Workforce Partnership to provide wages for students in Construction Academy
- Received grant funding for RTEC development and Summer Academies from OCCWD Advanced Technology Grant ($16,300); and from OCCWD Incentive Funds ($51,500)
- Received foundation funding from Juan Young Trust ($18,000); National Women in Construction, and Mid-Oregon Plumbing, Heating and Cooling Contractors ($3000 total)
- Expanded RTEC offerings for Fall 05 enrolling 43 students in Transportation Technology, Manufacturing Technology, Aviation Technology, Trade Skills Fundamentals, and Fundamentals of Technology. For the first time, this included slots in regular Lane classes, as well as the high school only cohort classes. School District payments for Fall 05 offerings totaled $21,221)

2. <u>What are the areas that still need attention?</u>

<u>College Now:</u>
- Enormous program growth experienced in 04-05 has created additional staffing needs, which are necessary to enable efficient CN course development and registration processes which accommodate the increased student numbers
- CN/RTEC will work during 05-06 to enhance our electronic and web capabilities, to enable processes that now are paper-dependent can be accomplished online, including registration, agreement updating/processing, and several other essentials
- The incremental merging of RTEC/CN requires continual adjustment and development of processes, staffing efficiencies, marketing materials, and other steps to project and accomplish a coordinated, centralized Dual Credit/HS Connections function here at Lane

<u>RTEC:</u>
- Co-locating and coordinating RTEC with College Now to dovetail efforts in dual credit programs and high school linkages. Outreach, Registration, and Enrollment systems (utilizing Banner and facing Banner system challenges) are being developed that effectively work with school districts and their students. These systems are being piloted and tested.
- Developing new RTEC offerings Winter and Spring Terms (05-06 school year) to include more individual class offerings, piloting computer technology offerings through Distance Learning, and adding Introduction to Fabrication and Welding
- Developing more RTEC classes for Fall 06 – continuing the existing cohort classes, and expanding in the areas of Computer Technology, Health Occupations, Business, and Advanced Tech

- Mastering the delivery of dual credit programs at the high schools and leveraging classes between the high schools will also be a new target area for Fall 06.
- Encouraging Summer Academy opportunities for high school students in Summer 06 and potentially utilizing the registration and enrollment process designed for dual credit high school students for these academies
- Designing consistent funding mechanisms that are easily understood and supported by school districts for on going RTEC offerings
- Enhancing website capability and other marketing strategies
- Collaborating with school districts on the implementation of SB 300 with RTEC being a vehicle to provide educational opportunities for SB 300 targeted students

3. **Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.**

College Now:
- Increase number of Lane CN courses articulated through CN
- Increase number of agreements, students, and FTE
- Enhance staffing in CN/RTEC area so that the increase in students/FTE can be maintained and increased in 05-06
- Plan and produce marketing materials that efficiently tell the HS Connections/RTEC/CN story, so that maximum students can be involved
- Continue to focus on high quality connections between Lane and HS staff so that high standards can be maintained in CN courses

RTEC:
- Enrollment enhancement including new RTEC course development
- System development and collaboration with College Now to evolve to a dual credit/high school linkages office
- Exploration of the possibility of high school Summer Academy registration, enrollment, and tracking being done through CN/RTEC system

Annual Program Plans:

Section I: Planning

1. **Initiative Title: RTEC/College Now Enrollment Enhancement   Division Priority: 3**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

College Now:
- Program FTE nearly doubled from 03-04 to 04-05, and student numbers were only three students less than projected in the Unit Plan for 04-05 (see Program Analysis section – p. 1). Our challenge now is to staff and manage the combined CN/RTEC office adequately so that registration processes can efficiently be accomplished. It will do us no good to create a lot of partnerships and classes if we cannot adequately accommodate the growth.
- We plan to continue to grow both RTEC and CN and are working continually to design and implement the best systems for managing the staff time demand which accompanies this growth and accompanying data entry needs, etc.

  RTEC:
    - 04-05 was the inaugural RTEC year responding to identified needs from the Lane County school districts.
    - 05-06 allowed for pilot experimentation with new high school cohort programs, individual seats in existing Lane classes, and attempting provision of dual credit courses via Distance Learning.
    - Fall 05, RTEC and CN co-located. Joint system development underway.
    - 06-07 creates the opportunity to expand RTEC offerings using the lessons learned and relationships forged in the two start-up years.

3. **Describe the initiative**
   - *How does this initiative align with the strategic directions of the college?*

College Now and RTEC:
College Now and RTEC development coincides with the Lane Board of Education and President's goals to work more closely with local high schools and to enable dual credit opportunities for students.

Transforming Students' Lives:
College Now collaborates with secondary educational partners to enhance both technical and lower division transfer education, saves students time and money, and facilitates their transition to postsecondary education.

RTEC Vision: RTEC helps high school student's access Lane classes while still in high school in collaboration with the school districts that pay the costs of the students and provide additional support. Classes are related to workforce needs and thus, RTEC demonstrates community partnerships by empowering a learning workforce in a changing economy. Additionally RTEC is first entry step into emerging Career Pathways.

CN Administrative Support Specialist collaborates with .45 staff to assure that all tasks are completed. Systems are being designed to merge the work and not separate CN and RTEC.

Transforming the Learning Environment:
College Now transforms the learning environment by enabling students to earn dual credit for courses taken in high school. When a student masters CN course content in their HS class they earn the college credit. Recent research has shown that not only do Dual Credit courses prepare students better than their age-group peers for success in next-step classes, but when students begin to attend college; they take additional classes instead of graduating early. Everyone wins, and, yes, the learning environment is transformed.

RTEC is helping develop the Lane's institutional capacity to serve high school students collaboratively with local school districts. RTEC leverages resources across School District boundaries to serve a cohort of students.   This enables students from different high schools to participate in the same classes and expand their learning environment both physically and socially.

Transforming the College Organization: College Now and RTEC are working closely with internal College operations (registration, enrollment, course development, financial systems) to develop systems that are user friendly to high school students and school district personnel to maximize high school student involvement and the capability for the school districts to provide a level of financial support for the Dual credit courses they take. At the same time CN/RTEC systems development focuses on creating maximum FTE returns in order to benefit both the Divisions from which their classes come, and the College as a whole.

What will be the product, innovation or change of this initiative be?

This initiative is requesting a continuation of the .45 RTEC/CN administrative support position, in order to assist in outreach, meeting support, data entry, and follow up with school districts. This position works with College Now Administrative Support Specialist. Administrative support is needed to increase participation by high school students which will increase FTE and increase school district financial contributions to high school student dual enrollment programs.

What is the need or intended use? How was that need assessed? What is your evidence of the need?

College Now:
The .45 person can assist at peak CN registration times, which will support the increase in student numbers and FTE.
RTEC:
Tasks of administrative support person include (1) Recruitment, Registration, Enrollment; (2) Contracts and Billing; (3) Budgeting; (4) Event/Meeting Logistics and Follow up; (5) Membership data bases, maintenance and updates, able to send out group e-mails, and track responses; (6) Form and system development. Temporary hours using grant funding were used to support emerging RTEC effort in since January 05. In June 05, College Administration

identified resources for the Co-op Division to add .45 administrative support beginning in Fall 05-06 for the school year.

Given College Resources, is it feasible? Is it an efficient use of College resources?

College Now:
The .45 position is the bare minimum assistance that will benefit the continued combined growth of these two programs.
RTEC:
RTEC efforts cannot be achieved without administrative support for the coordinator and processes. Efforts are underway to see if the RTEC coordinator position and the CN coordinator position can be merged to lead the dual credit effort on campus. However, such efficiencies of staffing cannot be undertaken without the part time administrative support component.

What would be the campus location of this request?

RTEC/CN:
Position will be located in the CN/RTEC (High School Connections) office in Building 19.

How many students per year will benefit?

College Now:
It is currently projected that 500 additional students will be served through CN in 05-06 (for a total of 3,000 students)
RTEC*:*
RTEC's strategic plan calls for the expansion of existing cohort efforts, identifying additional course offerings by working with Lane and school district personnel, and recruiting students through the school districts. Summer Academies also become a vehicle to serve high school students, introduce RTEC possibilities and entice the students to consider Lane in their future college and career planning. The step by step plan (developed in concert with the school districts) calls for 100 students to be served in 05-06, 200 students in 06-07 and 300 students in 07-08.

How will students benefit?

College Now:
More students can be registered more efficiently.
RTEC:
High School students will be dual enrolled in customized RTEC cohort classes as well as regular Lane classes as appropriate.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

CN/RTEC:
Funding for a .45 administrative support position, Level 7, step 5 for the 2006-07 academic year: 19 hours per week x $14.10 x 52 weeks = $13,930 (x 40.2% OPE = $5600) + $5600 = $19,530 requested.

5. **List the possible funding sources**
    ▪ *Can this project be partially funded?* **No**

Actual administrative support needs could justify .5-.75 level position. However, given the realities of Lane funding to ask for more than previous .45 (which thus is not a permanent classified position) does not seem prudent at this time.

If the funding source is Carl Perkins:
How does the request meet one or two of the Carl Perkins act goals?

CN/RTEC meets Goal #1 – Improving Academic and Technical Skills, Goal #6 – Post-secondary Connections, and Goal # 7 – Counseling and Career Development

CN/RTEC both offer technical education to high school students and RTEC does so for students who do not have those opportunities in their existing high schools. Some high schools have limited or no technical education courses. By participating in RTEC, these students have access to expanded courses. Some high schools need advanced technical education programming that cannot be financially justified for a small number of students but can be realized by collaborating with other school districts and Lane to identify enough critical mass to offer a course, or provide a way to take existing courses at Lane for dual credit. RTEC is pivotal to enhancing connections between the high schools and post secondary (Lane). RTEC is assisting in the development of career pathways that bridge across the secondary and post secondary levels of education.

6. **Provide ORG & PROG codes**
    ORG 510200, PROG 210000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

College Now:
CN Advisory Council meets four times per year to seek program guidance from high school partners and to share Lane information with them, so that their students may successfully transition into Lane. A portion of each meeting is currently is devoted to RTEC information and reporting. In the future the merging of advisory functions for both programs, at least at several strategic annual meetings, may be the most efficient use everyone's time.
RTEC:

RTEC Design Team will evolve to assure the representation and outreach to all sixteen school districts in Lane County.   RTEC Steering Committee is being expanded to include more business and industry representatives to align with the RTEC core areas. There is the possibility in the future to look for advisory committee efficiencies with the College Now Advisory Committee and the Career and Technical Education Council (staffed by Lane ESD). There is also the possibility of the RTEC Steering Committee to create a broader awareness and advocacy for of all high school/community college linkages.

1. **Initiative Title:** <u>BETTER MARKETING CONNECTION WITH HIGH SCHOOLS</u>

<u>**Division Priority: 8**</u>

2. ***<u>How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?</u>***

<u>CN/RTEC:</u>
In 05-06 College Now and RTEC are co-housed and currently provide the beginning of a dual credit or high school linkage office. This combined location and effort will minimize confusion for high school students, their families, and their school representatives to find dual credit opportunities available for them while still enrolled in high school. This will result in easier outreach and related enrollment of high school students at the community college. More enrollments mean more FTE. More high school enrollments mean higher likelihood of those students continuing at Lane after their receipt of their high school diplomas.

Improved, coordinated materials to market CN/RTEC to high schools, students and their parents are important. We feel that it is most effective and efficient for there to be a single point of contact for our high school partners to access Lane courses for their students, whether it is RTEC or CN courses. They both offer dual credits.

The updated CN/RTEC marketing materials can be '<u>versionized' (customized)</u> using current printing technology so that each school's brochure has a clear annual list of CN and RETC courses available to students at that school.

3. ***<u>Describe the initiative:</u>***
H*ow does this initiative align with the strategic directions of the college?*

<u>CN/RTEC:</u>
DESCRIBED IN INITIATVE #1

<u>What will the product, innovation, or change of this initiative be? Please be as specific as possible.</u>
Funding to integrate RTEC information into CN marketing materials and create a unified focus to the schools for dual credit programs. This process could also become a template for Summer Academy outreach in the future.

The process would be to use the existing (newly designed) College Now brochures. Then an additional panel would be added for RTEC (and possibly Summer Academies in the future). Current printing technology to customize these brochures to the individual high schools in Lane County will enable listing only courses approved at the individual high school instead of doing the 8 x 11 inserts each year. A generic overview brochure could be maintained as well.

<u>What is the need or intended use? How was that need assessed? What is your evidence of the need?</u>
School Districts would include the brochure in their Spring class schedules and materials provided to students and their parents so that they could plan for, choose and register for courses offered the following year.   Design work would be done in 06-07. Brochures would be printed in time for Spring 07 class schedules detailing opportunities for the 07-08 school year.

__Given college resources, is it feasible? Is it an efficient use of college resources?__
Yes. Addressing the needs of the combined CN/RTEC program serves the College by reducing printing costs, and allows our educational partners and their families to plan earlier and more completely to use our dual credit programs. By 'versionizing' (customizing) each brochure with specific courses offered at their school, students know exactly what their options are.

__What would be the campus location of this request/project?__
College Now/RTEC office, Bldg #19, room 233

__How many students (per year) will benefit?__
Approximately 3,500

__How will students benefit?__
Students, their families and their schools will have one source to learn about LCC's Dual Credit offerings at their specific schools, how to register for them, and what the cost is, (if there is a cost – as in RTEC). In addition, the options for the entire school year will be available, in time for students to register (in early Spring) for a full year of CN/RTEC classes in the coming academic year.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**

5. *__List the possible funding sources__*
Can this project be partially funded?
 Yes, but then the already bare bones CN/RTEC budget would be negatively impacted and marketing is really a 'whole-college' function.

If so, what portion could be funded at what minimum cost?
Reduction of the $7000 request by X number of dollars is not effective.

__If the funding source is Carl Perkins:__
How does the request meet one or two of the Carl Perkins act goals?
Meets:
Goal #1 – by providing better information to students about how to improve their academic and technical skills by taking Lane classes while still in high school.
Goal #6 – By providing direct access to postsecondary courses while in their high schools, and beginning active enrollment in a professional technical program. Also enables students to (through College Now) acquire the necessary academic skills, like math, communication, etc, which are essential components of successful professional technical education.

6. *__Provide ORG & PROG codes__*
In President's Office with Tracy Simms, in the College Marketing Budget which she administers.

7. ***For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?***

See response to same question for initiative #1.

APPRENTICESHIP PROGRAM
Program Analysis

Key Question: Please review the planning initiatives that were identified in the annual planning cycle. Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

1. **What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?**

Part-time Program Office Staff – Carl Perkins Funding

Office support staff funding assisted with the coordination of service to students, employers, and trade committees. This position continues to be critical to the overall efficient operation of the Apprenticeship program.

This position was also instrumental in managing the growing Limited Energy Technician distance learning program. The outcome resulted in the academic success of our students in receiving salary increases and passing their state license exam which includes attaining journey level status.

Increased Enrollment and improved instructional delivery of the Limited Energy Technician program could only be obtained through this additional staffing resource. The statewide student population increased from 40 students in 2004-05 to over 50 students in 2005-06 and there is no limit as to the future potential of this type of course delivery.

In order to maintain the current instructional service to over 60 students/apprentices statewide, this staff position is critical to the management of this related training. Coordination of this program alone is extremely time intensive to adequately serve this student population.   The benefit to students and instructional staff improved by the staff learning new technology and the developing new ways of offering related instruction to students in outlying areas across the state.

The administrative assistance in the management and marketing of this unique program allowed for students to have the resources available for their chosen career paths. With this resource we were able to create an updated web page which provides all the information regarding our program and also provides additional promotional information for attracting high school students and the general public into a trade career pathway.

Electronic Resource Center Computers - Computers were funded by the Carl Perkins grant, however, the purchase of these computers can only be completed when Building 15 Room 206 is rewired to accommodate the computers. (See the Electronic Resource Lab below)

Space in Building 12: This is a shared initiative with the Advanced Technology Division and is still a work in progress. Some space has been made available for hands-on lab instruction for both the Construction Technology program during the day and Apprenticeship trades in the evening. However, there are certainly more needs than space for multiple trades to demonstrate the required skills for our students to succeed in their chosen career path. It is our shared goal to have space that will accommodate several trades (plumbing, electrical, millwright, carpentry, etc.) to benefit both daytime students seeking entrance into these programs and evening students who have been accepted into one of these highly sought after careers.

2. What are the areas that still need attention?

Program Office Assistant

The demands of this unique program and goal to increase FTE and course offerings without the part-time assistant position remain a primary concern. In addition, the student population has continues to increase at a rapid pace in the Limited Energy Technician program. Since the students are learning in a web-based environment the need for a technically trained staff is paramount to the success of the program.

Keeping up with what is already a full load while pursuing additional programs/course offerings could potentially be a barrier without the part-time assistant position.

As the administrative, coordination, and instructional demands have increased with the Apprenticeship program, office support has remained the same. In order to maintain a quality of support, we need to improve the staffing of this office. For example, the Limited Energy Technician distance learning program enrollment has increased from 30 students in 2003-04 to 50 students in 2005-06. Coordination of this program alone is extremely time intensive to adequately serve this increased student population.

Electronic Resource Lab This is a shared initiative with Advanced Technology Division
The funding for this move was not allocated; therefore, this initiative to rewire the room for the computer stations appears on the '05-06 Unit Plan. Plans have been made to secure Building 15 Room 206 and the college Facilities, Management, and Planning department has the project scheduled in 2006.

Lab Space in Building 12 This is a shared initiative with Advanced Technology Division that is still in need of securing hands-on lab space

Curriculum Development Due to the nature of the apprenticeship trades and the goal to increase enrollment for both pre-apprenticeship and College Now courses, the need for curriculum development in several current and new course offerings is ongoing

3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.

Top Priorities include:

Program Office Assistant: The plan for 2006-07 would be to continue funding support for the Program Office Assistant position to assist with the coordination of service to students, employers, and trade committees. This position continues to be critical to the overall operation of the program and for the management of the distance learning related training course that continues to increase enrollment statewide. The instructional delivery with the use of the latest web-based technology appears to be gaining momentum as other trade committees around the state become aware of the flexibility this course offers to the apprentices/students.

Electronics/Apprenticeship Resource Lab – Since computers that were funded by Carl Perkins grant last year will not be purchased until the dedicated classroom in building 15 room 206 is rewired; this is a critical final step in the completion of this initiative.

Building 12 Space – We are hoping to secure the previously requested space in Building 12 for hands-on/lab instruction, storage and possibly an additional classroom space.

<u>Curriculum Development</u> - The plan would be to fund faculty to update curriculum in several trades, develop new curriculum for potential marketable classes, and begin the work to convert classes to credit.

Annual Program Plans:

How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

Section I: Planning
1. **Initiative Title:** *Program Office Staff* **Division Priority: 1**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

To accommodate increasing enrollment in several trades, this position is critical to the demands of assisting with the overall operation of the apprenticeship program, management of web-based program, and assist with the increasing visibility of the apprenticeship program. Without this program assistance expanding into new areas would be a major challenge. In addition, marketing for new programs and to market our credit prep classes, the program coordinator needs to focus on making these connections so that leaves a huge demand for the daily operation of the program. .

The incorporation of computers within the learning environment has generated additional support requirements as we help students and staff adapt to these new educational technologies. The Limited Energy Technician is currently being instructed in a distance learning format that requires daily contact with students, faculty and trade coordinators to maintain efficient flow of the program and updating a student placement chart for this two to four year program.

In addition, as we offer more services to the apprenticeship community, not only are those services appreciated, but even more are being requested. Additional staffing assists in maintaining the quality individual care associated with apprenticeship while allowing the staff to train and adapt to the new technologies we are attempting to incorporate in our program.

Outcomes: Foremost is the need to maintain adequate office support and positive relationships within our community partners. As administrative tasks have become more demanding and as the Limited Energy program continues to increase in enrollment, the need for ongoing maintenance of web-based instruction in serving our student population with today's technology is paramount to the success of this unique instructional delivery for related training statewide.

3. **Describe the initiative**
    ▪ *How does this initiative align with the strategic directions of the college?*

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs. Administration of distance learning is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to geographic and time barriers. The administration of distance formats, to date, has proven extremely viable which offers fiscal stability to our programs and, consequently, the college.

Collaboration and Partnership: In addition to general office duties and the expansion of technology through the college data system, there is minimum time for pursuing new programs. With increased office resources we may be able to tap the opportunities that we are know are available for developing additional partnerships and

collaboration with local employers.   The Apprenticeship program is now conducting College Now classes and continues to be involved with the promotion of the program with high school students through the Regional Technical Education Consortium providing students a pathway to a trade career. These new partnerships, collaboration with the trade committees and high school instructors create an additional demand on the current program staff.

Innovation: In order to anticipate and respond to internal and external challenges in a timely manner, this additional staffing resource is critical to the success of our students and community partnerships. In order to allow time for innovation and follow through, this program assistant fills in the gap between serving this program adequately and serving this program successfully.

Accessibility: Students are now subjected to an increase in the use of technological tools that have left many at a disadvantage. By providing additional staff support assistance will be available for the 'on line' registration process through various technological demands of course offerings.

Office staff assistance increases access for students with the expanded distance-learning classes by being involved with some of the technical aspects. Use of technology is critical to allow students not on main campus to have better access to course information, forms and processes.

Accessibility for special populations and other students would be enhanced with assistance which some students require for their entry into post secondary education. This position would assist with the collaborative efforts necessary to help high school students adjust to a new environment. Currently, staff time is limited which creates a challenge to maintain close relations with both high school and other special population students.

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible***.

As several of our individual programs grow, it seems the administrative requirements grow at a disproportionate rate. In order to keep up with this demand and maintain the services we have already established, more staffing is paramount to the success of our students and the overall image of this program. This position will continue to develop web-based materials to accompany computer assisted instruction in the fastest growing distance learning program. In addition, based on feed back from our instructors, we would like to use our staff to assist faculty and students with the use of computer and web based applications in both classroom and school related situations. The limit of our growth would be limited by the amount of people-hours we can dedicate to our programs. Several marketing opportunities have not received attention this last year since there was no time to pursue them.

This position will assure enhancement of existing resources for the various Apprenticeship groups. The benefit to students and instructional staff would be improved along with the promotional efforts for attracting high school students into the trades and pursuing more creative ways to offer courses for both our regular course and for apprenticeship prep courses.

- ***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

This position will relieve the program coordinator to work more closely with employers, trade associations, and the advisory committee membership to encourage new programs and build solid relationships for future growth.

- ***Given college resources, is it feasible? Is it an efficient use of college resources?***

Yes, funding this position is feasible since the initiative request is for a part-time position.

Yes, it is an efficient use of college resources to provide service to our apprenticeship community and quality instruction for the students

- ***What would be the campus location of this request/project?***

The campus location would be in the Apprenticeship Program main office located in Building 15 Room 201.

- *How many students (per year) will benefit?*

This initiative will benefit over 300 students per year considering the apprenticeship population, high school – RTEC students, and general student population.

- *How will students benefit?*

Student will benefit by increased feedback on questions regarding entrance into the trades, accessibility to web-based technology, improved learning techniques, successful completion of their related training and state licensing exams.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Part-time office assistant position at approximately $20,000 for payroll (includes OPE) on a recurring basis. This year with the increase in responsibility and increased number of students in the Limited Energy program alone, not to mention all the other programs to be served in Apprenticeship, the position of Administrative Support Specialist is critical to the demands of the overall operation of the program. Without this assistance, it would be difficult to efficiently maintain the current level of service and support with only the program coordinator due to the interaction with the volume of students, apprenticeship community, and general public contact.

5. **List the possible funding sources**
   - *Can this project be partially funded?*

This position really needs to be built into the general fund as a permanent solution to the demands of this unique program... If that is not feasible, perhaps a CP grant could help us through this next year.

As far as partial funding for this position, the answer is that it is possible. Any amount awarded to this initiative could be used for additional staff hours. However, we have identified several areas of growth for our program and without the full funding, some of those goals will be sacrificed.

- *If so, what portion could be funded at what minimum cost?*

Minimum funding for this position would be $10,000 but it would mean a potential lack of essential service to students, trade committees, employers and the general public.

If the funding source is Carl Perkins:
1. **How does the request meet one or two of the Carl Perkins act goals?**

The addition of computer and web based technologies helps in our assistance of special populations. In addition, we are serving multiple groups, including high school and apprenticeship students, with this additional support.

Accessibility for special populations and other students would be enhanced with assistance which some students require for their entry into post secondary education. This position would assist with the collaborative efforts necessary to help high school students adjust to a new environment. Currently, staff time is limited which creates a challenge to maintain close relations with both high school and other special population students.

Students are now subjected to an increase in the use of technological tools that have left many at a disadvantage. By providing the additional staff support students will receive assistance with the web based admissions and registration process all the way through various technological demands of individual course offerings, such as Limited Energy Technician distance learning web-based course.

In order to attract special populations it takes time and energy on the part of the current on person staff. Since this program has only one project coordinator position, it is difficult to meet the college system demands in a timely manner and the demands of the students and general public contact while also having time to attract special populations into the program.

6. **Provide ORG & PROG codes**

ORG – 510500 – PROG codes - 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

 Apprenticeship staff has established a positive relationship with the advisory committee membership. We continue to meet and share ideas and obtain needs for the program. During 2005-06 the Apprenticeship Advisory Committee has been successful in attracting several new members from the private sector to assist with our vision of supporting a skilled workforce.

Goal for 2005-06: Host a joint advisory committee meeting in Spring '06 with Construction and Electronics

College Now courses are being supported by the membership as a way to increase basic skill offerings at different high schools with the implementation of the Trade Skills Fundamentals course. The membership was also instrumental in the development of the current Regional Technical Education Consortium to train and attract younger applicants into their trade programs.

Professional development opportunities for instructors are always encouraged and supported by the membership to continue updating instructors with the latest learning techniques for training our skilled workforce.

Sub committees include student scholarships, new prep classes, and curriculum development ideas.

Annual Program Plans:

How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

Section I: Planning

1. **Initiative Title:** <u>*Electronic/Apprenticeship Resource Lab*</u>   <u>**Division Priority: 7**</u>

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

<u>**Electronic/Apprenticeship Resource Lab**</u> -The function of this *shared initiative* is to prepare Building 15 Room 206 as a computer lab to replace the AIR 200 computer lab in Building 10. The relocation of this lab has been approved by the Space Assignment Committee and will provide better computer and equipment accessibility between various campus groups including Apprenticeship and the Advanced Technology Division.

In an attempt to maintain maximum instructor versatility, relocating a computer lab to building 15 will put technical presentation tools in close proximity to the equipment associated with that building and the electronic technology labs. This will allow our program to expand offerings which utilize presentational tools, such as computer-based training, as well as technical equipment such as programmable logic controllers and robots. The nature of this initiative is to give a single instructor simultaneous access to these multiple resources.

This increases the efficiency of the resources available for instructing various student populations in one location at the same time.

Outcomes: We are working on strengthening our bonds with the Advanced Technology Division in sharing resources. The joint project to move the computer-based training lab from Building 10 into Bldg. 15 room 206. This will enhance our opportunity to offer computer-based training to students in our program. The plan is for Advanced Tech to use the Resource Lab during the day and Apprenticeship and Advanced Tech will alternate use of lab during the evening and weekend slots.

Development of additional computer resources will address both technology based instructional presentation techniques as well as offer additional resources of computer-based training for low enrollment and fluctuating enrollment courses.

3. **Describe the initiative**
   - *How does this initiative align with the strategic directions of the college?*

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs. Administration of Computer Based Training is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to unavailability of classes. The execution of Computer Based Training, to date, has proven extremely viable which offers fiscal stability to our programs and, consequently, the college.

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

THIS IS A SHARED INITIATIVE WITH THE ADVANCED TECHNOLOGY DIVISION AND INSTRUCTIONAL COMPUTING -Based on the first initiative of the 2003-2004 unit plan, we have found that the incorporation of computers within the learning environment has addressed a fundamental problem. Certain classes are subject to fluctuation of enrollment. While a class with low enrollment would, under normal circumstances, be cancelled, many of our classes are part of a larger sequence that cannot survive without each educational element remaining intact and on schedule. The solution is to offer computer based training (CBT). An instructor can maintain nontraditional CBT classes along with standard lab classes simultaneously by rotating students through computer instruction, where appropriate, and the more hardware intensive "hands on" classes. The success of this initiative is based on simple geography. We have instructors with proven success in this format but only when the labs and equipment were within physical reach of each other.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Building 15 room 206 will need to be rewired to accommodate 26 stations at $150 per station.   This represents a total nonrecurring cost of $3,450.

5. **List the possible funding sources**

Carl Perkins and Tact as well as, depending on year end budgets, some possible assistance from the Electronic and Apprenticeship programs.

- *Can this project be partially funded?*
  No

- *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:
- **How does the request meet one or two of the Carl Perkins act goals?**

This initiative provides technical enhancement to existing classes through the use of computer based teaching tools. In addition, this lab will represent a shared resource between, at least, two separate campus groups. This represents an unprecedented partnership of resources between these two groups. There has been some discussion of opening lab times between programs which would increase student access time to college resources at no additional cost to the college.

6. Provide ORG & PROG codes

ORG – 510500 – PROG codes - 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

 Apprenticeship staff has established a positive relationship with the advisory committee membership. We continue to meet and share ideas and obtain needs for the program. During 2005-06 the Apprenticeship Advisory Committee has been successful in attracting several new members from the private sector to assist with our vision of supporting a skilled workforce.

Goal for 2005-06: Host a joint advisory committee meeting in Spring '06 with Construction and Electronics

College Now courses are being supported by the membership as a way to increase basic skill offerings at different high schools with the implementation of the Trade Skills Fundamentals course. The membership was also instrumental in the development of the current Regional Technical Education Consortium to train and attract younger applicants into their trade programs.

Professional development opportunities for instructors are always encouraged and supported by the membership to continue updating instructors with the latest learning techniques for training our skilled workforce.

Sub committees include student scholarships, new prep classes, curriculum development ideas.

Annual Program Plans:

How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

Section I: Planning

1. **Initiative Title:**   <u>Lab/Storage Space in Building 12</u>   <u>Division Priority: 9</u>

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

The function of this shared initiative is to utilize space in conjunction with the Construction Technology Program for several apprenticeship programs including: carpentry, electrical, plumbing, millwright, and sheet metal work. This will be a shared space designation where equipment could be permanently installed and maintained without the need to be relocated.

This is directly addressing the issue of assigning regular space from which Apprenticeship is not displaced by other programs. We need to maintain a clean and safe work environment that can harbor large equipment for students to troubleshoot and be exposed to 'hands-on' instruction that coincides with their on-the-job training.

3. **Describe the initiative**

<u>**THIS IS A SHARED INITIATIVE WITH THE CONSTRUCTION TECHNOLOGY PROGRAM IN ADVANCED TECHNOLOGY DIVISION**</u>
Given the fact that the Apprenticeship Building (#19) was remodeled to incorporate other departments on campus many of our programs are still 'displaced' without any 'hands-on' instructional area in which to conduct classes. Therefore, in collaborating with the daytime Construction Technology Program and other Advanced Technology programs, we are requesting trade specific classroom space in Building 12 that would be used in the evening and weekend by apprenticeship students. This would allow for the daytime Construction program to construct projects that could also be coordinated with the evening apprenticeship. For example, if they build a housing structure, our plumbing students could learn installation techniques. The possibilities for shared utilization are endless and a critical part of offering related instruction at Lane.

Over 100 apprenticeship students and pre-apprenticeship students would benefit from the use of this space. It will benefit the students by creating a learning-centered environment. Also, this project will encourage and expand partnerships with both the Apprenticeship and Advanced Technology community/employers.

Based on the first initiative of the 2003-2004 unit plan, we have found that the incorporation of dedicated space within the learning environment has addressed a fundamental problem. Certain classes are equipment intensive and require a permanent place in order to structure activities. With the addition of this space, equipment, which cannot currently be set up due to classroom assignment uncertainties, could be strategically placed to enhance our students learning experience.

- ▪ *How does this initiative align with the strategic directions of the college?*

This initiative is in alignment with the college vision by offering support to those transforming their lives. Support of our program is actually support of several professional technical programs including Apprenticeship. The

Advanced Technology Division and future high school connection with our program will depend on acquiring space. Space assignment is consistent with several core values by providing an innovative classroom environment and maintaining accessibility to students who otherwise could not achieve their educational goals due to unavailability of classrooms, shops and related equipment. The execution of shared resources in lab-based shop training, to date, has proven extremely viable and offers equipment use to multiple programs. Apprenticeship is guided by the State of Oregon Bureau of Labor and Industries to provide employee skill upgrading which allows students to 'earn while they learn. Partnerships that are fostered with the apprenticeship program which encourages financial stability for the program and for Lane.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

We need space in the open bay area of Building 12 and the materials and equipment to remodel the space for a multi-use lab area to support both Apprenticeship and Advanced Technology trade classes. Resources required to remodel the space include lumber, tools, and construction materials and supplies.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit?*

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

This will largely be a function of the Space Assignment Committee. A minimum of funding is required and could easily be supported with Carl Perkins with some possible assistance from Construction and Apprenticeship programs.

5. **List the possible funding sources**
   .
   - *Can this project be partially funded?*
   No
   - *If so, what portion could be funded at what minimum cost?*

   If the funding source is Carl Perkins:
   - **How does the request meet one or two of the Carl Perkins act goals?**

   This initiative provides enhancement to existing classes through the use of trade specific equipment and tools of the trade. In addition, this lab will represent a shared resource between two separate campus groups

6. Provide ORG & PROG codes

ORG – 510500 – PROG codes - 112000

7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

Apprenticeship staff has established a positive relationship with the advisory committee membership. We continue to meet and share ideas and obtain needs for the program. During 2005-06 the Apprenticeship Advisory Committee has been successful in attracting several new members from the private sector to assist with our vision of supporting a skilled workforce.

Goal for 2005-06: Host a joint advisory committee meeting in Spring '06 with Construction and Electronics

College Now courses are being supported by the membership as a way to increase basic skill offerings at different high schools with the implementation of the Trade Skills Fundamentals course. The membership was also instrumental in the development of the current Regional Technical Education Consortium to train and attract younger applicants into their trade programs.

Professional development opportunities for instructors are always encouraged and supported by the membership to continue updating instructors with the latest learning techniques for training our skilled workforce.

Sub committees – student scholarships, new prep classes, curriculum development

Annual Program Plans:

How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

Section I: Planning

1. **Initiative Title:** *Curriculum Development* **Division Priority: 12**

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

Trends in the Bureau of Labor and Industries are requiring competencies to be outlined within each class syllabus. These expected competencies are currently being redefined for each individual trade group. In order to keep the curriculum consistent with current industrial standards, we will need funding to rewrite our existing syllabi.

In addition, to continue offering trade-specific pre-apprenticeship classes that provide students with skills and knowledge about our programs, curriculum development will be required to support this ongoing effort. Now that we have completed the development of Trade Skills Fundamentals and Electrical Fundamentals, the natural evolution of this initiative will be to create additional classes. This year the additional classes will include:: Plumbing Fundamentals, Basic Safety, OSHA standards, Code Changes, etc.

3. **Describe the initiative**

Develop and rewrite curriculum outlines and student outcomes to satisfy the Bureau of Labor and Industries trend toward competency-based curriculum for apprenticeship courses.

Develop curriculum for pre-apprenticeship courses.

- *How does this initiative align with the strategic directions of the college?*

Collaboration and Partnership: Credit class offerings would be developed to support a pathway for learning to encourage journey level students to seek AAS degree status and would also allow for portability of our courses as students transfer to other community colleges in the state..

Innovation: The development of pre-apprenticeship training would increase participation by local high school students and other potential students interested in applying to apprenticeship programs. Also, credit course offerings are currently the trend nationwide to encourage apprenticeship students to seek a degree in addition to their journey level status.

Diversity: Female participation in the trades could be encouraged at a high school level to provide an opportunity for those students to become aware of the skills and knowledge for selection into an apprenticeship program. The pursuit of Native American students could be enhanced through distance learning prep courses.

Accessibility: Students in some apprenticeship programs are located throughout Oregon. Credit offerings will allow students the portability statewide to transfer courses offerings to other colleges.

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

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

   Funding for faculty to develop curriculum – approximately $25,000 (674 hrs)

5. **List the possible funding sources**

   - ▪ *Can this project be partially funded?*
   - ▪

   No, however, we are prepared to accept partial funding on this project over several years.

   - ▪ *If so, what portion could be funded at what minimum cost?*

   If the funding source is Carl Perkins:
   - • **How does the request meet one or two of the Carl Perkins act goals?**

New curriculum will incorporate current trends in technology and upgrade material presented to students to meet current industrial standards.   This project will also provide a learning pathway for students who achieve their journey level status by offering credit courses that will transfer to other community colleges in Oregon.

6. **Provide ORG & PROG codes**

ORG – 510500 – PROG codes - 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Apprenticeship staff has established a positive relationship with the advisory committee membership.   We continue to meet and share ideas and obtain needs for the program. During 2005-06 the Apprenticeship Advisory Committee has been successful in attracting several new members from the private sector to assist with our vision of supporting a skilled workforce.

Goal for 2005-06: Host a joint advisory committee meeting in Spring '06 with Construction and Electronics

College Now courses are being supported by the membership as a way to increase basic skill offerings at different high schools with the implementation of the Trade Skills Fundamentals course. The membership was also instrumental in the development of the current Regional Technical Education Consortium to train and attract younger applicants into their trade programs.

Professional development opportunities for instructors are always encouraged and supported by the membership to continue updating instructors with the latest learning techniques for training our skilled workforce.

Sub committees include student scholarships, new prep classes, curriculum development ideas.

Annual Program Plans:

How do you propose improving future performance? **Each initiative should be linked to the needs identified through the program analysis.** *When proposing an initiative(s), use the following structure for each initiative proposed:*

Section I: Planning

1. **Initiative Title:**   ***Computer Based Training Enhancement***   <u>**Division Priority: 13**</u>

2. **How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

While Apprentices are required by state mandate to complete a certain number of class hours, there are several groups which do not have enough students to justify the expense of an instructor. Supplementing our instructional materials with computer-based training tools allows a single instructor to accommodate multiple groups which, in turn, increases student numbers and keeps the class viable.

3. **Describe the initiative**

Computer Based Training is designed to augment instruction and allow the instructor the opportunity to handle multiple classes simultaneously.

- ***How does this initiative align with the strategic directions of the college?***

Vision/Mission: The apprenticeship program transforms lives through learning. By providing continuous learning opportunities associated with their individual certifications, this program helps to maintain accessibility of current technological trends to those who can benefit the most. Through this learning partnership the local community enjoys a workforce that is skilled, licensed and abreast of the latest technologies used in their chosen profession.

Accessibility: This initiative is consistent with providing learning opportunities that would otherwise be impossible to offer due to the lack of current general fund allocations. Low enrollment classes can not only be maintained but also enhanced through the offering of self-paced classes in a computerized format. These courses could also be made available to the general public to increase enrollment.

Collaboration and Partnership: This format will allow the expansion of curriculum that could foster additional collaboration and partnerships within the apprenticeship community. This method of presentation allows for versatility in the type of material offered and the manner in which it will be presented.

Innovation: The addition of computer-based training is a nontraditional method of presenting curriculum that will broaden the student's educational experience. By adding this format to traditional instruction and lab work, the student is provided one more instructional tool to help in the quest for self-improvement.

- ***What will the product, innovation, or change of this initiative be? Please be as specific as possible.***

We can offer classes that would otherwise be cancelled due to low enrollment. By incorporating current software students are given access to the latest technological trends in their chosen trade.

- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

With the addition of computer-based training, it will be possible to offer classes to several apprenticeship trades simultaneously which will allow for a more efficient use of resources.

The computer-based training would be a part of the proposed Technology Resource Center being developed by Advanced Technology Division. Apprenticeship and Electronics Technology Program would be sharing resources in the Technology Resource Center

- *Given college resources, is it feasible? Is it an efficient use of college resources?*

Absolutely. There is a plethora of available programs in the computer-based training market, which could be used for training augmentation. And, yes, this would be an efficient use of college resources.

- *What would be the campus location of this request/project?*

Building 15-Room 203
- *How many students (per year) will benefit?*

100-200 Students

- *How will students benefit?*

Student could receive customized training where otherwise they might not be able to get any training at all. If students/apprentices cannot attain classroom training, they are not able to advance through their program and receive regular salary advancement.

Section II: Linking Planning to Budgeting - If you need Resources:

4. **Describe the resources needed**
   Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

Depending on the software, we may require newer computers and more current operating systems as well as the software itself along with a designated classroom.

Cost breakdown, including any unit resources being applied to the project.

Curriculum development / 120 hours @ $26.44/hr	$ 4,448
Software – motors, electrical theory, code, OSHA, troubleshooting,	$20,000
Projector – in focus machine	$ 2,000

Unit support would apply for administration of the project, classified staff release time during implementation, materials and supplies, textbooks, professional development funding necessary to support equipment

5. **List the possible funding sources**
   - *Can this project be partially funded?*
   Yes. It may be possible to combine resources with other programs on campus to meet common goals.

- ▪ *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:
- **How does the request meet one or two of the Carl Perkins act goals?**

Improving Academic and Technical Skills: This proposal would offer a self-paced format for students who do not do well in a traditional learning environment.

Post Secondary Connections: Computer-based training would be incorporated within the proposed Technology Resource Center that high school students would have access to as well as adult college students. The Regional Technical Education Consortium (RTEC) would serve high school students during the day and apprenticeship students in the evening.

Work-based learning: Apprentices are already involved with work-based learning as part of their program.

Special Populations: Through the use of current software in a variety of trades students will have access to the latest technology. High school student through RTEC would be able to access this computer-based training lab along with the regular college student population.

6. **Provide ORG & PROG codes**

ORG – 510500 – PROG codes - 112000

7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?**

Apprenticeship staff has established a positive relationship with the advisory committee membership. We continue to meet and share ideas and obtain needs for the program. During 2005-06 the Apprenticeship Advisory Committee has been successful in attracting several new members from the private sector to assist with our vision of supporting a skilled workforce.

Goal for 2005-06: Host a joint advisory committee meeting in Spring '06 with Construction and Electronics

College Now courses are being supported by the membership as a way to increase basic skill offerings at different high schools with the implementation of the Trade Skills Fundamentals course. The membership was also instrumental in the development of the current Regional Technical Education Consortium to train and attract younger applicants into their trade programs.

Professional development opportunities for instructors are always encouraged and supported by the membership to continue updating instructors with the latest learning techniques for training our skilled workforce.

Sub committees – student scholarships, new prep classes, curriculum development

COLLEGE NOW PROGRAM
FACTS
2005-06

* 2,497 Lane County high school students earned Lane Community College credits through College Now in 2004-05

* Students earned 13,883 credits through College Now in 2004-05

* At 2005-06 LCC tuition rates, Lane County families saved over $930,400 in college tuition through student participation in College Now

* 115 Lane County high school instructors teach College Now courses

* 28 high schools participate, including 1 public alternative, 2 charter HS, and 6 out-of district high schools

* 18 Lane instructional programs articulate College Now courses

* In 2005-06 College Now has 114 agreements with high schools, most of which are for multiple courses

* 85 different Lane courses are available through College Now

* Each Lane program has a faculty liaison to work with high school instructors to answer questions about curriculum/instructional issues

* The courses are taught in the high school. Through College Now a student taking a HS senior English course, may, if there is a CN agreement in place, earn both LCC and HS credit for the same course

* College Now has an active Advisory Council consisting of representatives from all Lane County high schools, which meets quarterly to advise the program

* There is a web site full of information at lanecc.edu/collhigh/index.htm

* You can request CN posters and brochures by calling 463 5699

NEW COLLEGE NOW COURSES & ARTICULATIONS
for
2005-2006

DIVISION	COURSE NAME	COURSE #	CREDITS	HIGH SCHOOL
ADV. TECH	Blueprint Reading *	CST 110	3	Thurston
	Construction Orientation*	CST 111	2	
ART	Ceramics: Hand Building**	ART 250	3	North Eugene, Spfd.
	Introduction to Graphic Design**	ART 110	1	Churchill
CIT	Comp. Fundamentals***	CIS 101	3	Cottage Grove, Springfield
	Concepts of Computing: Info. Processing***	CS 120	4	
	Beginning Programming***	CS 133	4	Elmira
	Advanced Programming***	CS 233	4	
	Operating Environs: Windows**	CIS 140	4	Cottage Grove
	Orientation to Computer Science***	CS 160	4	
	Computer Science 1***	CS 161	4	
	Computer Science 2***	CS 162	4	
	Introduction to Comp. Networks***	CS 179	4	
	Software Apps: HTML***	CIS 125H	2	
	Prob. Solving with Spreadsheets***	CIS 125S	4	
FHC	Introduction to Nursing**	NUR 100	2	Siuslaw, Thurston & Willamette
	Human Body Systems*	HO 150	3	Cottage Grove &
		HO 152	3	North Eugene
	Medical Terminology 1*	HO 100	3	Cottage Grove
	Parenting*	HDSF 233	3	Willamette
LL&C	ENG 104, 105, 105, WR 121, 122, 123*		18	Churchill
	French 1**	FR 101	5	Sheldon &
		FR 102	5	Thurston
		FR 103	5	
MATH	Intro. to Prob. & Stats.**	MTH 243	4	Pleasant Hill
SCIENCE	General Physics**	PH 201	5	Pleasant Hill
		PH 202	5	
		PH 203	5	

  *   **Course offered for articulation in prior years, but newly articulated at listed school.**
  ** **First time this course offered for articulation**
  *** **CIT courses offered for first time – articulation work in progress through Summer**

2004-2005
COLLEGE NOW PROGRAM
DIVISION FTE

Division	2003-04	2004-05	CHANGE
Advanced Techology:			
Auto	1.11	17.27	16.16
Construction	1.31	7.85	6.54
Drafting	19.59	43.33	23.74
Electronics	.92	.99	.07
Welding	<u>3.26</u>	<u>18.16</u>	<u>14.9</u>
	26.19	87.60	61.41
Art and Applied Design	1.43	1.69	.26
Business Technologies	17.28	34.47	17.19
Computer Information Science	0	13.75	13.75
Culinary Arts & Hospitality	9.35	21.59	12.24
Family and Health Careers:			
Early Childhood Education	17.9	33.54	15.64
Health Occupations	<u>23.62</u>	<u>27.98</u>	<u>4.36</u>
	41.52	61.52	20.00
Languages, Lit. and Comm.	18.31	36.89	18.58
Mathematics	49.74	70.55	20.81
Science	37.98	48.36	10.38
Social Science	<u>4.13</u>	<u>1.94</u>	<u>- 2.19</u>
TOTAL	206.07	378.36	172.29

RTEC Data Elements

Note: Pilot project in 04-05, all tracking systems not yet in place. Systems being developed for 05-06 future reporting and analysis.

Enrollment Data

Fall, Winter, Spring 04-05 (slot contract)   Headcount: 27 year total
       (all RTEC courses in Advanced Tech)

    Summer 05   Headcount: 38
       12 Advanced Tech (Construction Academy)
       26 CIT (Web Tech Academy)

    Fall 05   Headcount 43
       40 Advanced Tech
        3 Pre-Apprenticeship

Student Success Data

    04-05 school year   21 of 27 received credit
    Summer 05   38 of 38 received credit

Budget

Revenues:
    04-05 School District Contracts (to Advanced Tech), $21,000
    Summer 05 participation fee (at $25/student) $1,150
    Fall 05 School District payments (to Advanced Tech) $12,221

Grant and donation support sources:
    OCCWD Advanced Tech grant $16,300
    OCCWD Incentive grant   51,500
    Juan Young Trust grant   18,000
    National Women in Construction/
    Mid-Oregon Plumbing, Heating & Cooling Contractors   3,000

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	$$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	Cooperative Ed/ Apprenticeship	1	7/1/2006	6/30/2007	Program Office Assistant	Program part-time office staff to assist with general office, course coordination, marketing and promotional materials, high school connection(RTEC), registration assistance, and working with faculty.	$20,000.00	R	X							X			
DK	Cooperative Ed/ Apprenticeship	7	7/1/2006	9/30/2006	**This is a shared initiative with Advanced Technology Division and Instructional Computing** Electronic/Apprenticeship Resource Lab	To relocate AIR 200 to Bldg. 15-206, Room 206 will need re-wired to accommodate 23 computer stations @ $150/per station.	$3,450.00	N				X			X	X			
DK	Cooperative Ed/ Apprenticeship	9		ongoing	**This is a shared initiative with Advanced Technology Division-** Building 12 Lab/Storage Space	Request for lab and storage space to support both Apprenticeship and Construction Tech classes		R				X							X
DK	Cooperative Ed/ Apprenticeship	12	7/1/2006	6/30/2007	Curriculum Development	Develop competency-based curriculum for potential credit apprenticeship courses and develop pre-apprenticeship courses - approx 674 hrs CD	$25,000	R	X								X		
DK	Cooperative Ed/ Apprenticeship	13	7/1/2006	6/30/2007	Computer-based training	Develop computer-based training to handle different student skill levels. 120 hrs CD	$4,448	N	X						X		X		
DK	Cooperative Ed/ Apprenticeship	13	7/1/2006	6/30/2007	Computer-based training	Purchase software, computer-controlled hardware, projection, virtual troubleshooting tools	$22,000	N				X			X	X			

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	$$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	Cooperative Ed/ College Now / RTEC	3	7/1/2006	6/30/2007	CN/RTEC Enrollment Enhancement	request for .45 administrative support position to enhance CN/RTEC enrollment processing. Both programs have demonstrated growth and great potential for future growth, but staffing cannot accommodate the additional enrollments - need help!	$19,530	R	X					X	X				
DK	Cooperative Ed/ College Now / RTEC	8	7/1/2006	6/30/2007	Improved Marketing Connection with high schools	integrate CRN and RTEC information in one brochure, and then customize the brochures to each high school's specific offerings. Print and distribute in time to enable students to register for the courses in early spring, so as to maximize program enrollments for the coming academic year	$7,000	N				X		X				X	

VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	$$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	Cooperative Ed/Co-op	2	2004-5	ongoing need	Occupational Skills Expansion	.45 student advisor classified position	$20,535.00	R/N	X					X	X				
DK	Cooperative Ed/Co-op	4	2005-6	2006-7	Create Online classes for Co-op Students	100 hours curriculum development	$3,707.00	N	X						X		X		
DK	Cooperative Ed/Co-op	5	2005-6	2006-7	Stipends for Co-op Students	25 student stipends @ 6 credits each.	$10,050	N				X			X			X	
DK	Cooperative Ed/Co-op	6	2005-6	2006-7	Expansion of Teacher Ed./Teacher Asst. program	pilot one new course (part-time instructor costs over 2 terms.	$6,007.00	N	X					X	X				
DK	Cooperative Ed/Co-op	10	2005-6	2006-7	Marketing Co-op to Students, Employers, Community	National Commission public relations fee; display board upgrades, employer marketing items	$7,000.00	N				X			X			X	
DK	Cooperative Ed/Co-op	11	2006-7	2006-7	Co-op Car to Visit Student Worksites	1 used program car to replace 1999 Mercury	$10,000.00	N		X				X	X				
DK	Cooperative Ed/Co-op	14	2003-4	2006-7	Upgrading Technology in Division	Improving data base of employers and student records; Connection to Banner; release time for staff	$2,000	N	X			X	X						