

**Program Analysis: Student Life and Leadership Development**

*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*

Expected outcomes from prior unit plans:

- Student Life and Leadership Development/Multicultural Center Reorganization and the development of learning communities
- Stabilize funding for Rites of Passage program
- Stabilize funding for International Student/Community Program
- Stabilize funding for Lane Family Connections
- Correct on-going budget issues for department as a result of Banner conversion in 02-03

**1. What did your unit accomplish last year in relationship to the annual planning initiatives?**

**2004/05 initiatives & accomplishments**

**Student Life and Leadership Development**

1. Title: Student Life and Leadership Development Multicultural/International Learning Communities.
  - Partially completed and on-going for 05-06.
  - Hired faculty level Native American Student Program Coordinator.
  - In process of hiring faculty level Latino/Chicano Student Program Coordinator.
  - Continuing to develop curriculum, seek course numbers and collaborate with other instructional departments.
2. Title: Student Life and Leadership Development Program Improvement
  - Partially completed with the approval of student activity fee to fund student clubs and organizations.
  - Continue to work with ASLCC leaders to develop processes and training for student leaders to increase and improve program opportunities.
3. Title: Student Life and Leadership Development Student Computers
  - Complete, ASLCC and student clubs and organizations have workable computers.
  - Collaborated with computer services and instructional technology staff to move student computers into computer lab status and made computers available to the general student population.
4. Title: Restore funding for Administrative Assistant. to 1.0 FTE
  - Completed for 04-05 with support from ASLCC fee to restore .25 FTE for this position

**Lane Family Connections**

5. Title: Increase and Stabilize Funding
  - a. Increase services to non-English speaking child care providers
  - b. Increase outreach and services to non-English speaking parents
  - c. Increase services to parents seeking child care
  - d. Increase services to child care providers

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- e. Increase services to employers
  - Partially completed and on-going.
  
- 6. Attain National Child Care Resource and Referral Accreditation
  - Not completed

**Other accomplishments not related to the annual planning initiatives?**

**Student Life and Leadership Development (SLLD)**

- Reviewed Diversity Plan for those recommendations that referred to SLLD areas of responsibility
- Included those D-team recommendations in program planning to implement those recommendations that could be accommodated within existing staff and budget resources.
- Coordinated a meeting with local high school staff and students to discuss needs and program possibilities among existing Gay/Straight Alliances. As a result, we have established an on-going, student directed program (Queer Line) that is sponsored by Lane's Queer/Straight Alliance in which local students meet twice a month for training and social activities.
- SLLD staff continue to be involved regionally and nationally in professional organizations and conference presentations.

**Multicultural Center/Rites Of Passage (MCC/ROP)**

- Expansion and further development of the Rites of Passage Summer programs (91 students served from Lane and Linn Counties)
- Successful external fund raising for program support
- Establishment and growth of the Sponsors Inc. Educational program (20 student/client-ex-offenders served)
- Partnered with community and UO interest groups to coordinate Martin Luther King, Jr. Celebration
- Worked with student and staff to coordinate and implement Black History Month Eugene Pioneers Program (Tent City)
- Collaborated with ASLCC and Black Student Union for a variety of Mini-Programs, e.g. Hip Hop Appreciation Month (Chuck D.-speaker)
- Continued work on Affinity-Based Leadership Learning Communities African American, Pan Asian American, Latino/Latina/Chicano/Chicana, Native American, International, and Lesbian, Gay, Bi, Transgender
- Continued to develop recruitment, retention, and counseling services for students of color.
- While Rites of Passage still has a large negative carryover from prior years, ROP for summer 05 came within budget as a result of additional grant funding and changes in operations.

**International Student/Community Program (ISCP)**

- ISCP sponsored 22 programs, activities and events throughout the academic year (including pre-fall term) including hikes, new international student orientation & bar-be-que, pumpkin carving party, mini-golf, bowling, NBA game, dinner/movie nights, pizza parties, ski & snowboarding, trips to Crater Lake, Oregon Coast, and Portland trips. These trips and activities give international students a chance to possibly see or experience something not possible in the own country or culture.

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- ISCP sponsored 5 cultural events including Chinese New Year, International Harvest Potluck, International Tea & Chat, ESL Multi-Cultural Day, and Latino Celebration & fashion show. These events allow for an exchange of cultural ideas or presentations about other cultures among students, staff and community members.
- ISPC coordinated 5+ international educational opportunities including nine students visiting and speaking to two different Eugene Rotary Club luncheons, Japanese presentations at the ASLCC Childcare Co-Op all spring term, four international students presenting to 7<sup>th</sup> grade social science classes at Florence Middle School, High School Community and the campus-wide English Conversation Partner Program
- ISCP students partnered with ASLCC and OSPIRIG to fundraise over \$1100 for tsunami relief.
- Partnerships were established and maintained with other units on campus: Recreation/Sports, IESL, MCC, High School/Community Relations, Social Science, Academic Learning Services, English/Foreign Language/Speech, ASLCC Student Government, Counseling, ASLCC Child-Care Co-op and Diversity Team
- ISCP student leaders fully participated in the new ASLCC Council of Clubs
- Recruited, trained and supervised home stay hosts. Conducted home stay placements for incoming international students requesting home stays.

### **Lane Family Connections**

#### **Goals Met or Partially Met:**

- Secure stable funding: in progress. Funds secured include:
  - Increased State Network core service funding (Increased by \$29,803)
  - Increased Department of Human Services core service funding (\$20,790)
  - Increased Lane County Commission on Children and Families provider training and multicultural services (\$4,803)
  - Grant award: State Incentive Grant: Lane County Child Care Mental Health Consultation (\$112,500)
  - Grant award: Oregon Child Care Contribution Tax Credit Grant: Child Care Enhancement Program (\$500,000 per year, possibly a 5 year grant)
  - Special projects:
    - Lane County Courthouse Child Care Needs Assessment Project (\$2,000)
    - United Way Success by 6 Parent HelpLine Rapid Response Project (\$2,124)
- Technology Planning and Budgeting: in progress. Due to limited funding, additional financial support is needed to upgrade computer equipment. Some technological needs are being written into new grants.
- Update website: in progress. Graphic design student is working under supervision of staff. Staff time allocated to support activity.
- Resolve firewall issues: resolved.
- Set up disability workstation: in progress. Staff working on own workstations.
- Replacement of Cannon Fax: fax is working fine.
- Acquire color scanner: not met.
- Acquire laptop: partially met. A laptop has been purchased to facilitate Child Care Enhancement Project; a program laptop is still needed.

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- Effectiveness of Advisory Committee: in progress. Discussion has occurred at Advisory Council; determination of need to recruit new and strategic members. Program monitoring will include evaluation. A date has not been set for our next program monitoring visit.

**Numbers of students served:**

**Student Life:** 30-50 drop-ins per day; 15 student clubs and organizations; 3-5 events and meetings scheduled per week.

**Multicultural Center**

- average of 362 per day, average of 21 students using computers per day.
- ISCP sponsors “Tea and Chat” opportunities each week and sponsors 2-3 programs and special events each month.

**ASLCC**

- Over 200 students per quarter access ASLCC Legal Services
- Over 40 students involved in aslcc committees, work groups, and other leadership initiatives

**ASLCC Co-op**

- 48 student families served per quarter

**Multicultural Center /ISCP**

- Each event and program tracked the number of participants and collected qualitative evaluation comments and suggestions for future events.
- On-going pre and post assessments of both parents and participants were collected in Rites of Passage; tracking individual participants for enrollment at Lane or at other colleges/universities
- A total of \$90,000+ in O.U.S. International Cultural Service Program (ICSP) scholarships awarded to seven of Lane’s graduating international students going to the University of Oregon and Oregon State for the 2005-2006 school year.
- 2 international students attending the week-long USSA Legislation conference in Washington DC and 2 attending the NW Student Leadership Conference in Portland
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**Lane Family Connections**

- Child Care provider training
- Over 70 classes with more than 1,000 participants
- More than 12 classes with over 200 participants in Spanish
- Responded to over 4,500 requests for general child care information
- Provided comprehensive consultations for child care resource and referral information to over 1,200 parents
- Parent Services – LFC impacts over 2,000 children among the families requesting resources and referrals. Of the families requesting services, 73% or more receive DHS subsidies.

**7. What are the areas that still need attention?**

### **SLLD/ASLCC**

- Additional student space is needed and serious consideration to co-locating the bookstore, food services and student gathering spaces and office spaces for student organizations should be included in any future bond plans for construction renovation (e.g. student union).

### **MCC/ROP**

- Stabilized funding for Rites of Passage programs
- Strategic planning initiative for Multi-Cultural Center programming
- Increased linkages with instructional programming
- Funding support for outreach, recruitment, and retention activities for students of color
- Collaborative and coordinated programming for student driven programs

### **ISCP**

Recognizing the International Student Program is an important part of Lane's diversity core value and strategic directions of transforming students' lives and their learning environment and acting accordingly with recruiting and stable funding/budget.

- International student recruitment – an active approach to increasing our international enrollment at LCC. Recruiting will take dedicated funds and staff time to make a positive impact here at Lane both in number of students and international student income.
- Researching and creating an Office of International Programs (OIP) to bring international admissions officer, international student program and international advisor under one department to create a united, full service department for international students.
- Creating stable funding for ICSP staff and program/services once and for all!

### **Lane Family Connections**

- Continual work towards securing stable funding for program. As program expenses increase, wages, OPE rates, materials, supplies and equipment, funds need to expand to meet costs.
- Quality Assurance department accreditation deadline is April 1, 2006.
- Coordination with Lane's Early Childhood Education Department to develop and implement Early Childhood Education credit classes during non-traditional times and in non-traditional methods for the childcare workforce.

**8. 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.**

### **MCC/ROP/NASP**

- Completing mission statement and strategic plan for Multi-Cultural Center
- Continue external fund raising for program support (ROP/ISCP).
- Continue to develop and maintain inter-unit collaboration on programming and external funding support for programs, trainings and events.

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- Continued student support and counseling services
- Development of strategic initiatives for outreach, recruitment and retention of students of in collaboration with High School Relations (Karen Edmonds) the NASP is developing is a state wide Native American student college fair. The idea is to bring all high school age Native American students and as many community colleges and four year educational institutions together in one spot. Preparatory and college life workshops put on in conjunction with the college vendors.
- MCC staff will work closely with Counseling/Advising staff to provide academic advising and referrals to students.
- On-going work in the development of curriculum for additional classes, and revising existing curriculum (e.g. Native Circles class) as needed.
- Continued advisory roles with American Indian Language Program and Long House development.
- Establishment of Long House programs and activities in collaboration with students, other appropriate college programs and community needs and interests. Emphasis will be on those programs and activities that assist in the recruitment/retention/success of Native American students.

### **ISCP**

- With the announcement that the PDSO (International Admissions Advisor) will be retiring, much needs to be considered to fill the needs of this required (by US Immigrations) responsibility. Cross training in international advising and/or admissions will be a demand sooner rather than later because of all the regulations and requirements. (See recommendation #11 on Diversity plan.) Begin by attending Counseling and Advising weekly meetings. Great time to brainstorm new ideas and structure for supporting international students needs.
- Work with Cooperative Education to begin partnerships with OSU on new internships abroad program. Research possibility of expanding to study abroad opportunities for domestic students.
- **Increase international enrollment by reducing international tuition to be more in line with other northwest community colleges.** Lane's summer term international tuition is even more costly than the tuition at the University of Oregon International students have absorbed a 56% increase in tuition and 50% increase in international fees over the past four or five years. Student Services for international students are now almost completely funded through student fees and yet the high tuition has reduced headcount, which has negatively impacted the funding of these services.
- Effective communication with international students is difficult. Much of that stems from the fact that those working with international students work in different departments and not together. Another factor is that no campus wide student e-mail directory is available.

### **Lane Family Connections**

- Continue to seek grant funding and explore ways to secure stable funding sources. Includes marketing enhanced referral, training, and recruitment services to employers.
- Allocate staff time to complete Quality Assurance requirements and documentation submission.

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Allocate staff time to research model programs to develop credit class offerings to the childcare workforce.

- Allocate staff time to coordinate with Lane's family and childcare programs to develop a three-year plan to expand credit classes to the childcare workforce.

**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:** Student Life and Leadership Development Multicultural Center Reorganization and the development of learning communities (on going from previous unit plan initiatives)  
**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?**
  - Complete the hiring process so that MCC faculty includes Native American Student Program Coordinator, African American Student Program Coordinator and Latino/Chicano Student Program Coordinator
  - Develop and implement at least 2 credit classes offered through the SLLD department (establish department and course numbers)
  - Improve academic advising opportunities {combined classified (Student Advisor 1) and faculty }
  - Develop and implement team-based approach to general MCC programming.
  - Expand programming for populations not currently addressed adequately, e.g. LGBT issues, Asian/Asian American issues, outreach to new populations – Russian, Vietnamese and other communities.
  
3. **Describe the initiative** The reorganization of the MCC will improve and expand service delivery and establish specific course offerings through the SLLD department. The Student Life and Leadership Development Multicultural/International Learning Communities project is a series of five learning communities designed to immerse students in a contemporary social/cultural learning experience. This learning community experience focuses on developing a basic understanding of a particular community through a cluster of three academic courses and an internship/field experience designed to integrate key macro and micro concepts of the culture and/or community being studied. This learning community proposal is designed to combine the Instructional and Co-Curricular/Student Activities functions of the college community for the purpose of maximizing the learning experience.
  - How does this initiative align with the strategic directions of the college?

**Transforming students' lives:** The Student Life and Leadership Development department and its related programs are one of the primary means for students to identify “home bases” in which to feel comfortable, seek help, develop leadership skills and initiate programming to meet their needs.

**Transforming the Learning Environment:** The reorganization of the MCC and the establishment of learning communities will provide students with experiences to complement theoretical and philosophical class work in many areas, e.g. business, computers, communications, etc. The department supports learning opportunities for

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students beyond traditional place and time boundaries. Involvement in Student Life and Leadership Development programs, clubs and ASLCC provide students with opportunities to gain life skills in programming, budgeting, leadership and group dynamics and to apply classroom theories and skills to actual situations. In addition, department staff provide leadership training workshops and special programs to students and community groups and serve as advisors to student clubs and organizations.

**Transforming the College Organization:** The department is slowly moving towards fiscal stability for those units that are funded exclusively through grants or student fees. The Multicultural Center reorganization will include closer ties with academic departments, through the development of culturally appropriate learning communities and leadership classes in addition to the traditional programming and support of student organizations.

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

With the completion of the hiring process for the Latino/Chicano Student Program Coordinator, the MCC will have 3 full-time faculty and 2 classified staff who will be responsible for curriculum development for classes taught within the department, coordination with curriculum development and classes taught in other instructional departments, working closely with student groups for advising, programming and recruitment retention efforts.
  
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*

In previous outcomes analysis for the Multicultural Center, and as a result of feedback from student focus groups, the following weaknesses and opportunities were identified:

  - The MCC needs to reorganize to better utilize existing funding to provide more services, i.e. computers, social events, and purchase more books for the library..
  - Need more instructional classes to for each of the cultural groups currently represented on campus, and to expand and collaborate with other, existing course offering in Ethnic Studies, AILP, Social Sciences and Literature
  - Need to stabilize the International Student Program budget.
  - The MCC does not have a directive for the Multicultural Center. The MCC does follow and makes recommendations to the Diversity Plan and SLI. (MCC needs a closer working relationship with the College and it's Diversity Team.)
  - Need to increase staff/student training and cultural competencies issues.
  - Expand cultural events including more social and global justice issues with the Eugene/Springfield communities.

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1. Increase collaboration with ethnic communities, organizations, and school districts (including Creswell, Cottage Grove, Junction City, Marcola, etc.)
2. Expand outreach to all K-12 students for recruitment, mentoring, leadership programs, and internships for Lane students and K-12 after school programs.
3. Increase Multi-Cultural Center's collaboration with other non-instructional services.

- *Given college resources, is it feasible? YES Is it an efficient use of college resources? YES*
  - *What would be the campus location of this request/project? Building 1.*
  - *How many students (per year) will benefit? Difficult to specify exactly – 200 + students utilize the MCC on a weekly basis, 30-40 students are involved in specific student clubs and organizations, and programs events impact hundreds of students, staff and community members each term In addition, courses for learning communities and other classes are still being developed.*
  - *How will students benefit? This learning community proposal is designed to combine the Instructional and Co-Curricular/Student Activities functions of the college community for the purpose of maximizing the learning experience. In addition, the reorganization is intended to improve services and programs available to students and staff.*
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**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 course development and implementation can be covered within existing resources. Currently programs and travel expenses are augmented through administrative discretionary funds and through diversity funds. These funds, while greatly appreciated, are one-time funds which preclude the development of on-going programs and services.

**5. List the possible funding sources**

- *Can this project be partially funded? Yes, existing department staff and resources can be used for the development and implementation of classes. In addition, reallocation of existing discretionary funds and/or diversity funds directly the MCC would allow a more efficient use of programming funds and program development.*
- *If so, what portion could be funded at what minimum cost? If reallocation of existing funds were possible, \$15 – 20,000 would provide operating and programming enhancement for each of the program areas in the MCC.*

If the funding source is Carl Perkins:

1. How does the request meet one or two of the Carl Perkins act goals?

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6. **Provide ORG & PROG codes**  
ORG 535200 PROG 310000
7. **For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee? NA**

**1. Initiative Title: Stabilize funding/work load for Lane Family Connections**

**Division Priority:   2**

2. **How is the initiative linked to your Program Outcomes Analysis for last year?** This has been an on-going area of concern for LFC program. The fluctuations in grant funding, together with the restrictions of the classified contract put an undue burden on staff to complete required work.

**What program level outcomes do you expect to achieve?** It is understood that no general fund money will be available to assist this program. However, some agreement within the contract to permanently allow staff FTE to increase and decrease based on available funding as long as the FTE remains above an agreed baseline would relieve the yearly cycle of potential lay-off scenarios caused by variations in grant funding.

**3. Describe the initiative**

- This initiative would require two agreements with the college.
  - An agreement that would reduce the OPE rate and grant overhead rate so that the existing grant dollars could be spent on direct service.
  - A permanent agreement with the classified union to establish baseline FTE for LFC staff that would allow FTE to fluctuate based on funding without triggering lay-off conditions currently specified in the contract.
- Programs and services provided through LFC impact thousands of district residents each year.

*Note: While it would require a fair amount of resolve and decision making on the part of the college and involve other departments, one way to achieve greater efficiency and improve recruitment, retention and services would be to combine the current early childhood education program, the current Child Development Centers, the ASLCC Childcare Co-op and Lane Family Connections into one unit with one manager responsible for the coordination and delivery of all childcare training and services. LFC currently has funding to pay for instructors and for students to take classes which could be offered through ECE and increase enrollment and FTE for that department but has been unable to get these classes going.*

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**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 reduction in OPE rate is probably not possible and the amount saved for the program could only be determined if a reduction in OPE % was granted. The agreement with the union would require the staff resources from HR and administration to pursue the agreement.

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**5. List the possible funding sources**

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

If the funding source is Carl Perkins:

2. How does the request meet one or two of the Carl Perkins act goals?

**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?**

LFC already works effectively with their Advisory Committee.

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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	Student Life & Leadership Development/Multicultural Center	1	11/15/2005	on-going	Student Life and Leadership Development Multicultural Center Reorganization and the development of learning communities	The reorganization of the MCC will improve and expand service delivery and establish specific course offerings through the SLLD department. The Student Life and Leadership Development Multicultural/International Learning Communities project is a series of five learning communities designed to immerse students in a contemporary social/cultural learning experience.	\$15,000.00	X					X								X
DK	Student Life & Leadership Development/Lane Family Connections	1	11/15/2005	on-going	Stabilize funding/work load for Lane Family Connections	o An agreement that would reduce the OPE rate and grant overhead rate so that the existing grant dollars could be spent on direct service. o A permanent agreement with the classified union to establish baseline FTE for LFC staff that would allow FTE to fluctuate based on funding without triggering lay-off conditions currently specified in the contract.	\$0.00														X