

Program Analysis: Women's Program

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?

Women's Center 2004/05 Initiatives & Accomplishments

1. Initiative title: Front Desk Coverage

To meet students' needs by providing adequate coverage for the front desk of the Women's Center

- Hired a pool of part time timesheet workers to supplement the hours of coverage provided by the .5 FTE receptionist
- Allocated department funding from student fees and M & S savings to provide supplemental hours for timesheet workers
- Recruited, hired and trained work study students to provide reception services when .5 FTE receptionist is not working.
- Women's Center Coordinator developed a new training tool for Women's Center front desk staff with a checklist of needed competencies and progress rates to better serve students.

2. Initiative title: Diversify offerings in the Women's Center

- Posted Women's Center description of services in 8 languages
- Evaluated periodical, library, and poster collection to determine gaps
- Acquired and displayed posters in the Women's Center that represent a wide range of women to improve message of inclusiveness in the Women's Center.
- Acquired approximately 25 new books for the Women's Center library which were suggested by the Transitions To Success instructors to be used for class assignments
- Subscribed to "Latina" magazine
- Began to research which books in Spanish to acquire for the Center library
- Hosted Women's Center presentations on a variety of topics
- Hosted weekly video series in the Women's Center focusing on diversity issues

3. Initiative title: Assess how Women's Center connects to Transiciones and make plans in response to findings. (This will be a long term project, continuing into 2005-06)

- Women's Center Coordinator attended meetings with Transitions team to coordinate Women's Center events and services to support Transiciones project
- Women's Center Coordinator met regularly with Transiciones advisor to explain Lane resources, policies and procedures and financial aid processes

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- Transiciones Advisor attended presentations of “Women Starting College” on multiple occasions in order to learn the material presented for her own work advising students and as a model to consider using for Latina women. After gaining understanding of a topic the Transiciones Advisor co-presented information.
- Transiciones Advisor and Women’s Center Coordinator jointly revised the Women Starting College curriculum to include information helpful to English Language Learners
- Jointly drafted a handout to be used in “Latina Women Starting College” to be presented in Spanish, English or bilingually as part of the Transiciones project.
- Hosted a Women’s Center tea for the English Language Learners staff
- Acquired a larger brochure rack for the Center; grouped all the Spanish brochures in one section. With the additional space we are now able to display more brochures in Spanish.

4. Initiative title: Improve Assessment of Services provided in the Women’s Center

- Distributed visitor survey in spring, 2005 to allow time for analysis and discussion before developing the 2005-06 Unit Plan in fall, 2005.
- Women’s Center Survey Results: student satisfaction with Center services was assessed & results compared to the prior year. Students are highly satisfied with center services.
- Pre & post tests were designed for students in Women Starting College workshops to assess workshop efficacy. Results showed that Women Starting College is a very effective way to increase student confidence and knowledge about resources and procedures at Lane. The students learned the materials presented and rated the workshop very highly.
- Transitions To Success and Women’s Center staff developed an evaluation instrument to assess entry point services
- Evaluated what additional assessments are needed for Unit Planning

5. Initiative title: Continue providing support for Reading Together project and Learning Communities

- Supported Reading Together (RT) by acquiring the selected books for the Women’s Center library; encouraging work study and staff to read them; and sponsoring events that support Reading Together, such as the Reading Together Student Art Show and reception, with art work inspired by the RT books.
- Presented video interview of one of the Reading Together authors, Sandra Cisneros as a special event in the Women’s Center
- Informed RT Coordinator of RT-related events in the Women’s Center so they could be included in RT publicity materials and on the RT web page
- Women’s Center Coordinator served on the Learning Communities Leadership team to support the development of new Learning Communities and to market them to students. Attended the Evergreen Institute in June, 2005 as part of the Lane team developing a plan for a First Year Experience learning community.
- Hosted four Learning Community instructors for separate Women’s Center presentations to give students an informal venue to meet instructors and learn about Learning Communities

Transitions To Success (TTS)

2004/05 initiatives and accomplishments

1. Initiative title: Meeting the needs of Transitions to Success students through the provision of student support services and other program support.

This initiative was focused on providing adequate support services for the 285 women enrolled in the program. Perkins funds were obtained to fund support services such as tuition, transportation, supplies and emergency needs. Funds also provided additional classroom support. These funds were essential to program maintenance and provided:

- Weekly discussion groups which enhance and deepen the class content and explore transition and career issues.
- Direct support services to assist students with childcare, transportation, tuition, books, supplies and other needs directly linked to students' educational success.
- Materials to support career exploration classroom activities.

2. Initiative title: Transiciones.

- Staff began development of the Transiciones program.
- Held a focus group of past Latina Transitions students as part of needs assessment.
- Made contacts with ESL faculty, staff and students.
- Lead faculty for TTS made presentations in ESL classes.
- Hired a part-time bilingual advisor.
- Networked with key campus and community contacts.
- Advisor sat in on all program components within the TTS program.
- Began developing Women Starting College for Spanish speaking women.

3. Initiative title: Increase the cultural inclusiveness of the Transitions to Success curriculum.

- Faculty began work on adding diversity curriculum into predetermined slots in the coursework of both Life Transitions and Career and Life Planning. Curriculum development funds were allocated and diversity focused curriculum was developed summer/fall 05.
- Continued use of course materials and lecture examples that promote and model an inclusive, respectful, and welcoming learning environment.
- Transiciones development.
- Transitions curriculum put additional emphasis in Career class on budget issues and research in the Career Center to highlight current and emerging jobs that meet the economic needs of women and their families.

4. Initiative title: Deepen the Transitions learning community through adding a writing class to the linked offerings.

- Lead faculty from TTS and Writing instructor from Language, Literature & Communication developed a new segment of the TTS learning community: a writing class, WR 115, linked to the core Life Transitions course. Curriculum development funds were awarded by the Learning Communities Team for this project. The new learning community is being piloted this fall with the evening TTS students.

5. Initiative title: Improve Transitions entry process and ongoing student assessment and support.

- Staff utilized student peers as mentors in Transitions to Success orientations.
- Staff piloted a system to increase the points of contact with new TTS students prior to program registration.
- Lead faculty developed curriculum “Taste of TTS”: sample Transitions curriculum that could be adapted to a workshop or noncredit format. This workshop was offered in summer 2005 to enhance recruitment of students to the program
- TTS staff and Women’s Center Coordinator developed new entry process for the TTS students. This process which involved more required student steps and contact points with staff began summer 2005 for fall entering students. Staff developed a student survey instrument to assess the effectiveness and value to students of the new process.

6. Initiative title: Improve program assessment

- Online evaluations of classes and in class written student evaluations of all components of Transitions are done each term.
- Program evaluation of TTS was redesigned to assess overall student satisfaction and goal attainment.
- Staff added extra TTS staff meetings to further enhance student referrals and assessment of student needs as they relate to ongoing student success.

Ongoing Initiatives:

7. Marketing of TTS program within the college and outreach and marketing to the community.

- Presentation of TTS program information to key college work groups and departments.
- TTS flyers and brochures were distributed throughout the college and community agencies.
- Staff did informational and “Taste of TTS” presentations to community agencies.
- Staff participated in campus and community fairs.

8. Curricular and course description changes from three to four credits for the Life Transitions class and the Career and Life Planning class.

- Faculty assessment of TTS credit structure and program content led to restructuring of TTS classes. Curriculum was designed for the required discussion groups and an additional credit added to the Life Transitions course which became a new state approved 4 credit Life Transitions course focused for women in transition. The overall credit structure was changed from 2-6 variable credits to seven fixed credits and course numbering was changed to signify the classes in the Transitions to Success program. All changes were approved through the Curriculum Committee.

9. Pursue offering the core TTS classes as a noncredit option.

- Lead faculty developed curriculum “Taste of TTS”: sample Transitions curriculum that could be adapted to a workshop or noncredit option.

10. Mentoring of new TTS part-time instructors regarding program curriculum and student needs.

- Additional meetings with part-time faculty were scheduled to support and enhance teaching expertise as it relates to course material and student needs. Opportunities were created for part-time faculty to sit in on other TTS instructor’s classes to gain additional learning and skill-building opportunities.

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- Ongoing training and support was provided discussion group facilitators and instructors, with emphasis on enhancing their facilitation skills regarding the new material utilized in discussion groups.

11. Improve tracking and collection of statistical data on students.

- Revised TTS application to gather specific demographic data on students.
- Gathered data regarding retention/persistence rates of TTS students each term.

Other accomplishments not related to the annual planning initiatives:

- Staff worked with Metro Housing to explore offering workshops for low income housing residents.
- Program staff contributed to Foundations of Excellence project.
- Lead faculty developed professional development training for TTS and Women's Center work study student workers.

ACCESS: initiatives and accomplishments

1. Initiative title: ACCESS

The ACCESS program provided non traditional career exploration and success activities focused for Transitions To Success students and women enrolled in information technology related programs. The program advisor was actively involved with R Tech and also organized a mentorship program for women students. Accomplishments included:

- Provided panels of women in non traditional careers for all Transitions classes, 4 to 5 panelists at each class, serving 285 students
- Coordinated Computer Workshops for Transitions students each term: 2 concurrent sessions, one focusing on basic skills, one on webpage skills, for 97 students
- Made multiple visits to Transitions classes to talk about non traditional career exploration activities
- Recruited and recommended pool of part time aides for the Transitions computer workshops.
- Held ten Women in Information Technology meetings and Brown Bag talks and one field trip for ongoing female students in technology programs. Topics included information on Co-op and the Computer Reuse and Recycling Center, job search, and being successful as women in technology. An average of 20 women per term participated in these activities.
- Coordinated two term mentorship program matching eight female students in non traditional training programs with women mentors in their fields.
- Participated in R Tech planning and assisted programs to attract girls to program offerings.
- Participated on 4 panels at Cottage Grove Career Symposium serving 45 students
- Organized session at Lane's Professional Technical Career Day on women in non-traditional careers
- Recruited students for Workforce scholarships to assist Lane Workforce Partnership to match students and funds

2. What are the areas that still need attention?

Women's Center

1. Front Desk Coverage – Full time position is needed to replace current .5 FTE receptionist/front desk position

- There is a very high student demand for services in the Women's Center that cannot be met with current permanent staffing.
- In 2004-05 the Center had 19, 895 visitors and responded to 4,782 phone calls.
- Between September, 2004 and June, 2005 the Women's Center averaged 1791 visitors per month.
- In 2004-5 the Center logged in 6718 computer users for Express Lane functions, online financial aid applications and other student use. Because the Center assists so many entry-point students many of them need staff assistance with learning Express Lane and financial aid functions.
- New work study students who assist the receptionist need continuous coaching in service delivery, Lane policies and procedures, FERPA, Express Lane functions and financial application processes.

The Women's Center continues to experience high usage by students with a wide variety of needs. The Women's Center front desk is the hub of Women's Program services and classes. Enrollment in the Transitions program is increasing with no increase in hours for the receptionist at the front desk. Most of the coverage at the front desk is provided by student workers. Of the 48 hours a week the center is open to the public only 20 are covered by the .5 FTE receptionist. This is minimally workable and requires a large amount of training/retraining and supervision from the Center Coordinator. Time that could be spent working with students is diverted into constant training and supervision. The Center needs additional hours for the contracted .5FTE Front Desk Receptionist. The position requires a full time employee.

2. Diversify offerings in the Women's Center

- Need to acquire Lesbian, Gay, Bisexual and Transgender visuals (signs, posters) indicating the Women's Center is a safe space
- Acquire more books in Spanish (see below under #3)

3. Assess how Women's Center connects to Transiciones and make plans in response to findings

Women's Center staff will continue to coordinate services with the development of the Transiciones program. The center coordinator will:

- Arrange for training for the Women's Center front desk staff on how to work effectively with non-English speakers
- Continue ongoing collaboration to support Transiciones offerings
- Women's Center Coordinator will continue strategizing with Transiciones Advisor about how to best provide effective workshop presentations, "Latina Women Starting College."
- Co-present with Advisor in the bilingual presentations. Attend Spanish presentations as a resource to the Advisor doing the presentations.
- Increase the holdings in the Women's Center library to include more books for Spanish speakers in anticipation of the increased numbers of Latinas using the Center through Transiciones.

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.

Several of the former initiatives have been established as routine for the Women's Center. We will continue over time to diversify offerings to make the Center as inclusive as possible. Assessment of Women Starting College and the Women's Center itself are done on a regular basis to assist with departmental planning. Offering events and support to the Reading Together Project and the Learning Communities initiative are now part of our regular, ongoing activities.

Collaboration with Transiciones is an ongoing project and will require ongoing staff training, including the work study students. The Center Coordinator has been recruiting a bilingual student to join the work study staff to increase the center's capacity to serve Spanish speaking students.

The one initiative from 2004-05 that needs to be carried forward to 2006-07 is **"Providing Front Desk Coverage"**. Some progress has been made progress in this area by establishing a pool of 04 workers and in hiring the .5 FTE Receptionist in October, 2004. However there are no allocated funds for timesheet workers in 06/07 and the contracted staffing level is not adequate to meet student needs.

Transitions To Success (TTS)

1. Meeting the needs of Transitions to Success students through the provision of student support services and other program support.

Transitions is a highly successful entry program for women in transition. The program provides:

- Evening and day programs to ensure access for working students.
- Individual advising and career counseling.
- Career planning process that emphasizes high skill/high wage career options.
- Links to professional/technical training programs.
- Outreach recruitment services, intake, advising and initial assessment services.
- Coordinated support, resource and referral at the point of entry to the college, tailored to the needs of this population.
- Integration with Women's Center, community and other college services to provide maximum barrier reduction.
- Seven credit life transitions/career and life planning classes in which students produce a five year career/life plan.
- Continuation of a linked learning community of the core Transitions classes with classes in effective learning, math, computer skills, and writing 115.

Student support services and the provision of integrated weekly discussion groups are integral to the program and Perkins funding to provide them will again be requested.

2. Transiciones

This program continues to be developed to meet community needs. Campus and community networking and the Women Starting College workshops for Spanish speaking women will be continued in 05/06.

Additional attention needs to be directed toward developing curriculum modules, program components and support services, shaped by the emerging needs of the Latina population. This work will begin in 05/06 and continue in 06/07.

3. Respond to growing program and high ratio of part-time to full-time faculty.

No headway was made regarding this initiative due to lack of funding resources, yet the addition of another full-time faculty member would provide vital coverage to a steadily growing FTE and program.

4. Improve Transitions entry process and ongoing student assessment and support.

Significant accomplishments were made in regards to improving the Transitions entry process, with increases in class size and FTE. Program staff will focus in 05/06 on overall TTS program assessment.

5. Access additional funding resources for both the program and the Transitions students.

No staff time is available for fundraising and grant writing, yet this initiative still needs attention as students' and program needs continue to grow.

6. Pursue offering the core TTS classes as a non-credit option.

This initiative merits additional attention as it provides the opportunity to offer program options to an ever-diversifying array of community needs. This work will continue in 05/06.

Faculty will also explore offering one credit modules as needed.

7. Improve tracking and collection of statistical data on students.

Additional attention regarding improving the tracking and collection of data on students is essential to continue to improve program assessment and refine program services to maintain TTS students' high persistence rate and academic success.

The initiatives that addressed the cultural inclusiveness of the Transitions Curriculum, deepening the TTS learning community by the addition of a writing class, and curricular and course description changes from three to four credits for the Life Transitions class were completed. Marketing the program within the college and community was successful in increasing enrollment and these efforts will be continued in 05/06. Mentoring of new TTS part-time instructors regarding program curriculum and student needs is an ongoing activity.

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.

Priority initiatives needing funding for next year are continuing to provide the support services and program components needed in Transitions To Success, addressing the imbalance between full time and part time program faculty, and implementing Transiciones as a bridge program for Spanish speaking women. Faculty and staff will also focus on developing one credit modules to respond to market needs if funds are available. As FTE and the curriculum options in the learning community increase, adequate program operation requires a full time administrative support position instead of the current .5 FTE position.

Plans for 06/07 that do not require additional funding include fundraising activities for increased student support, faculty work on continuing to develop and improve learning community components, and improved student needs assessment and intervention strategies targeted to the most at risk students.

ACCESS

There is continued need to assist students explore and succeed in non traditional careers. The focus of ACCESS is to assist women to enter professional technical training that utilizes technological skills, is

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non traditional for women, and leads to high wage jobs. Although some progress has been made, female students continue to need career exploration activities and ongoing support to widen their career choices.

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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:*

Initiative Title: Front Desk Coverage: meet students' needs by providing adequate coverage for the front desk of the Women's Center

Division Priority: 1

As described in the program analysis there is a very high student demand for services in the Women's Center that cannot be met with current permanent staffing.

Description: This initiative would provide a full time receptionist position for the Women's Center front desk. This initiative provides exemplary student support services, increases institutional capacity to respond effectively to the needs of diverse learners, and builds capacity supporting student success.

Rationale:

- In **2000-2001**, the Women's Center had **7849** visitors (students and community users). Usage jumped when Student Services moved to Building 1 in summer, 2001.
- The Women's Center's annual visitor count for **2001-02** ballooned to **18,953**.
- In **2004-2005** the Women's Center had **19,895** visitors.

With the increased numbers of visitors using the Women's Center it is no longer appropriate to rely on work-study students to provide the majority of reception duties. They should be a supplement to regular staff, not a substitute for it. Training new students each year takes an large amount of time from the Administrative Specialist and Women's Center Coordinator, especially since the tasks they are performing have become more pivotal to student success (Express Lane training and Financial Aid applications) and much more complex than in the past. Because of the supervision and training required for student workers the Coordinator has less time available for individualized retention work with students and minimal time for Center programming.

Resources needed:

Salary: .5FTE \$ 15,291.50 (level 7 step 6) OPE @ 53.8%

Total funds: \$ 23,518.33

Source: General Fund

ORG/PROG: ORG 550100 / PROG 310000

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Initiative title: Meeting the needs of Transitions To Success students through the provision of student support services and other program support.

Division priority: 2

Maintaining support services and additional instructional activities for Transitions students is an integral part of the Transitions program. This initiative aligns with the core values of learning, diversity, innovation, and accessibility.

It enhances the college climate and builds student retention. Also provides an exemplary teaching and learning experience and is a first year experience for a particular population of students.

Description:

This initiative is directed at maintaining adequate support for the Transitions To Success Program, the successful model program designed to assist displaced homemakers, single parents and other women in transition access education and training. Transitions is highly effective in recruiting and retaining these students through offering an integrated curriculum of Career/Life Planning and Life Transitions, linked classes in Effective Learning, Math, computer skills and writing, group and individual counseling and advising services, and direct student assistance with transportation, tuition, supplies and other emergency needs. The Transitions program provides supplemental support services for students to assist in the transition to school. The funds support direct support services for displaced homemakers /single parents enrolled in Transitions To Success and additional support to Transitions students who enter professional technical programs after a first term of Transitions. Some support funds may also be provided for students on Transiciones, the bridge program to Transitions for Spanish speaking students. Financial support for expenses such as transportation, tuition and fees is essential for displaced homemakers and single parents as they make the transition into education and training. These support monies provide a “bridge” for these low income students who are usually the sole support for their families and struggling with barriers such as recent divorce, single parenting, domestic violence, low wage work, recovery from substance abuse, homelessness, poverty etc. Direct assistance as part of an integrated program for these students makes the difference between being able to enroll in educational programs or not. This support is essential as students explore career training options.

Maintenance of these services and the provision of discussion group facilitators for the required one credit discussion groups are essential to the continued operation of this highly successful program. These services were originally provided though a gender equity set-aside in Perkins funds. When Perkins 111 eliminated this set-aside federally, Lane decided to continue it at the local college level. Transitions Program coordination, advising and instruction are funded by the college general fund. Perkins funds will be utilized for instructional assistants (discussion group facilitators), program supplies and travel, and direct assistance for the students.

Numbers of students benefiting: over 300 per year (285 during 2004/05)

Students will receive the supplementary services they need to transition to school.

Resources needed:

Facilitators: Level 12, step 2 800 hrs / yr salary \$13,568 OPE @ 40.2% \$5,455

M & S: \$4,477

Staff Travel: \$500

Participant Travel: \$5,000

Participant tuition, books, supplies: \$22,000

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Other Participant expenses: \$2,000

Childcare: \$1,000

Total Funds: \$54,000

Source: Perkins funds

ORG/PROG: assigned through the Perkins grant

How does this request fit in with one or two of the Carl Perkins act related goals?

Goal #2 – Special Populations: (primary goal)

Transitions provides a coordinated program for displaced homemakers and single parents to enter and succeed in education and training through:

- Outreach and recruitment services
- Intake, advising and initial assessment services
- Coordinated support, resource and referral at point of entry to the college, tailored to the needs of this population
- Integration with Women's Center, community and other college services to provide maximum barrier reduction
- Integrated one term six credit career/life planning and life transitions classes in which students produce a five year career/life plan
- A linked learning community of the core Transitions classes with classes in effective learning, math, writing and computer skills
- Weekly required discussion groups structured through class curriculum, deepen individual student learning, increase student connection and bonding and explore transition and career planning issues
- Individual advising and career counseling
- Career planning process that emphasizes high skill/high wage career options
- Links to professional/technical training programs
- Direct support services to assist students with childcare, transportation, tuition, books, supplies and other needs directly linked to students' educational success.
- Evening and day programs to ensure access for working students

Goal # 7 – Counseling and Career Development : (secondary goal)

Career development is central to the Transitions curriculum. Students participate in career exploration and planning and produce a five year career plan with short and long term goals. Students are exposed to professional technical careers with an emphasis on living wage jobs and non- traditional options.

Perkins funded components:

- Provide facilitated groups with focused life / career exploration
- Provide materials to support career exploration classroom activities

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Initiative title: ACCESS

Division priority: 3

A program of activities to assist students explore and succeed in non traditional careers. Barriers to these careers are still identified for women students. Given the funds available, these activities are focused for the Transitions to Success students, with informational groups and a small mentorship program provided primarily for women students enrolled in information technology programs. This initiative meets Lane's Core Values of learning, diversity, innovation, collaboration and accessibility. It assists in making an inclusive climate at Lane and fosters student retention. It is part of Lane's Diversity Plan. In addition it meets one of the Perkins 111 core measures for which the state will be held accountable, "student participation in and completion of vocational and technical education programs leading to non traditional employment".

Description

The goal of ACCESS is to assist women explore, enter, and be successful in nontraditional professional technical training. Barriers to women considering nontraditional careers are formidable. Women continue to be at a relative economic disadvantage and adult women are increasingly entering college and women are almost half the workforce. Yet 45% of women workers nationally earn less than a minimum sufficiency wage. Technical education and careers offer the prospect of family living wages but women are under represented in these programs. Cultural messages about appropriate women's work and lack of knowledge about the range of realistic career options provide powerful constraints on women's career choices. In spite of the economic opportunity, girls and women often do not even consider technology career options. Women need specific, targeted information and support to consider non traditional careers, to make a non traditional career choice, to feel comfortable in education and training settings in which they are the minority, and to thrive and progress through a program towards employment. Women are also often uncomfortable in a perceived male environment, they hesitate to ask questions that betray lack of familiarity with the career area and assume that everyone else understands terminology. They need the information, support, hands on experience, contact with other women students and contact with successful women working in their fields that ACCESS provides if they are to succeed.

Non-traditional programming was funded under Perkins until Perkins 111 eliminated the gender equity set aside, but still required states to show how they were addressing access to non-traditional careers. In the absence of general fund support, the Women's Program has utilized Perkins funds to provide non-traditional career exploration and support services through the ACCESS program. The program has utilized a variety of strategies to recruit and retain women in non traditional programs. The current focus is to work with Advanced Technology, Computer Information Technology, Media Arts & Technology, and Apprenticeship to provide outreach, recruitment, ongoing support and advising for women students from Transitions to Success; hold organized networking groups for specific program areas; and provide a mentorship program. The program emphasis is on information technology careers and apprenticeship with expansion to other non- traditional training programs when possible.

Between 300 and 350 students per year will directly benefit from program services. Students will participate in activities to reduce math anxiety, gain exposure to role models in non traditional careers, experience hands on activities to explore career choices, receive individualized career guidance and support, participate in a networking group and have opportunities for mentorship.

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Resources needed:

Part time program advisors:

Advisor 2: Level 11 step 6 710 hrs /yr salary \$13,390.6 OPE @ 40.2% \$ 5,383.02

Advisor 1: Level 8, step 4 431 hrs /yr salary \$6,197.78 OPE @ 40.2% \$ 2,491.51

Total personnel: \$27,462.91

M & S: \$1,000

Travel: \$ 500

Total Funds: \$28,962.91

Source: Perkins funds.

ORG/PROG: assigned through the Perkins grant

How does this request fit in with at least one or two of the Carl Perkins act goals?

Goal #2 - Special Populations

This proposal focuses on Transitions To Success, Lane's entry program for displaced homemakers and single parents. Reduction of math anxiety activities and specific non- traditional career exploration activities and support will be provided for those students. The majority of Transitions students are also economically disadvantaged as defined by federal poverty standards. This project will also link Transitions students with the pre apprenticeship class, Trade Specific Training and non- traditional professional technical programs.

The program will:

- Hold presentations/panels in Transitions classes.
- Organize panel presentations of women working in nontraditional careers.
- Organize panel presentations of women students majoring in professional technical programs.
- Provide links to resources for assistance with math tutoring and issues related to math anxiety.
- Provide information & advising about pre apprenticeship trade specific training & nontraditional career training opportunities.
- Coordinate hands on computer workshops for basic instruction and web site development.
- Identify TTS students who have developed IT career goals
- Provide limited ongoing advising and career development /exploration

Goal #3 – Nontraditional Training and Employment

The program will: (in addition to activities in goal #2)

- Maintain and develop school, community and employer contacts; participate in college and community events.
- Develop and maintain a database with information about community and college participants in ACCESS activities.
- Work with Apprenticeship and PT programs to coordinate recruitment efforts.
- Focus on apprenticeship & information technology.
- Provide individual support and advising. Identify issues for and with students.
- Arrange resource and referrals as appropriate.
- Organize networking groups for women with common educational programs or goals.
- Organize informational meetings for women in Information Technology programs.
- Recruit women students to attend the networking groups and informational meetings.
- Work with Lane PT instructors, advisors and counselors as needed.
- Participate in the Professional Technical Day held at Lane for high school students.

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- Participate in school career fairs and other presentations.
- Work with Cooperative Education Coordinators to identify community resources as possible.
- Recruit women students majoring in professional technical and IT programs to participate in panel presentations and to mentor women from the Transitions classes.
- Participate in the NAWIC (National Association of Women in Construction) construction day for high school students.
- Attend RTEC (Regional Technical Education Consortium) meetings.
- Assist with RTEC outreach to area high schools to encourage young women to enroll in classes.
- Facilitate student participation with the Portland based Oregon Tradeswomen Inc. annual Women in the Trades Fair and other programs.
- Coordinate mentorship program.
- Organize mentorship group specific to information technology.
- Recruit women students as potential mentees.
- Identify and contact women employed in appropriate nontraditional fields as potential mentors.
- Match women students with mentors.
- Design and provide tools for structuring mentorship: mentorship logs, journals, information about mentoring.
- Conduct training sessions in communication skills and the mentorship process for both groups.
- Oversee and troubleshoot mentorship progress.
- Organize mentorship culmination event.
- Identify and facilitate resources with Lane Workforce Partnership as appropriate

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Initiative title: Transiciones

Division priority 4

This is a developing program responding to the growing Latina population and the need to access education and training. This initiative relates to the core values of learning, diversity and accessibility and provides an innovative teaching and learning experience. It is part of creating a diverse and inclusive learning college and developing institutional capacity to respond effectively to students of differing cultures.

Description

Transiciones is a program that will provide a bridge for Latina students into Lane's Transitions To Success Program. The Latino population of Lane County has more than doubled in the past 10 years, and Latinos now comprise 4.6% of Lane County's population. A partial breakdown of data shows increases in this population of 124% for Eugene, 181% for Springfield, 400% for Junction City, and 250% for Cottage Grove. According to Centro Latino Americano, there are currently approximately 30,000 Latinos in Lane County. State projections indicate that the Latino population will continue to be the fastest growing minority population. With increasing numbers of minority students entering college programs, Lane must provide accessible culturally appropriate services and classes so these individuals can access education and succeed in the workforce of the future. Bridges are needed between this community, ESL services, and other campus classes and programs. This has become an even higher priority now Lane's ESL program has moved its daytime classes to the main campus.

Also, women within this growing community need gender specific services. A 2002 report from the American Association of University Women (AAUW) highlights the higher educational dropout rate of Latinas and their need for specific services. According to this study, Latinas are being left behind by efforts focused for the overall Latino community. Transiciones would meet this need by providing a bridge for Latina students between ESL classes and the Transitions To Success program.

By 06/07 the program should include:

- Women Starting College Workshops for Latinas, entry to credit classes workshops conducted in Spanish
- Non credit and credit curriculum taught in Spanish that bridges Latinas to English speaking Transitions To Success and promotes bicultural competence
- Outreach, support and individual advising

Resources needed

Transiciones Advisor: level 9 step 2 1030 hours salary \$14, 992 OPE @ 40.2 % \$5825.82

Total personnel: \$20,317.92

M&S: \$ 500

Travel: \$100

Total Funds: \$20,917.92

Source: Student Fees

In Spring 2004, Lane's students voted to add \$1 to student fees to support Women's Program services. A portion of the money this fee will generate is being utilized to fund Transiciones development. Long term, Transiciones should be funded through the college general fund rather than student fees. In the absence of general fund resources, the Women's Program will continue to utilize student fee dollars to develop the program and will work with the Foundation to procure grant funding for this project.

ORG/PROG: ORG 550200 / PROG 310000

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Lane Community College
Unit Planning: Instruction & Student Services

Initiative title: respond to growth of Transitions program and high ratio of part time to full time faculty

Division priority 5

The Transitions To Success program currently has one full time faculty and a rotating group of three - four part time faculty. An additional full time faculty member is needed to respond to student and curricular needs.

Note this is a high priority for the division. It is only prioritized at #5 because of the need to request Perkins dollars for ongoing programs and to highlight the development of Transiciones which is funded through student fees. **In terms of new dollars this is priority # 2 for the department.**

This initiative relates to the core values of learning, diversity and accessibility and to providing an innovative teaching and learning experience.

Description

Creates an additional full time faculty counselor for the Transitions To Success program.

The Transitions program provides a model array of classes and services to assist women in transition access training and education. The Transitions program has grown with a high demand for program classes and services. There was a slight dip in FTE in 04/05 that mirrored the college's fall in enrollment, but with increased marketing and an improved entry process, FTE for fall 2005 shows a 44.6% increase from fall 2004. . The program has also added another learning community component with a Writing 115 class linked to the core Life Transitions class. Students' retention and completion rates remained high. Student evaluation of both classes and the overall program are overwhelmingly positive. TTS students have **higher retention rate and persistence rates** than other first time first term college students (IRAP). Program development and maintenance falls disproportionately on the one full time faculty. It is also impossible to provide the Transitions students with the focus and attention needed by first year experience students utilizing primarily part time faculty. Over two thirds of the program classes are taught by part time faculty. This is in direct opposition to best practices for retention of first year experience students. Given the full time/part time ratio it is impossible to fulfill the part of the full time faculty's assignment that is counseling for the Women's Program.

Resources needed:

Salary: Faculty \$47,445 (level 2 step 6) OPE @ 53.8% - \$25,525.41

Total Funds: \$72,970.41

Source: General Fund

ORG/PROG: ORG 550200 / PROG 310000

Lane Community College
Unit Planning: Instruction & Student Services

Initiative title: develop one credit modules in response to need if one time funds are available
Division priority ____ 6 ____

Description

Respond to market needs through offering elements of the Transitions curriculum as one credit modules.
Would respond to the diverse needs of the community, increase FTE, and stimulate future enrollment.

Resources needed:

Instructor Salary/OPE: \$1,300 per workshop/class

3 Workshops/Classes: \$3,900

Source: General Fund (one time dollars)

ORG/PROG: ORG 550200 / PROG 310000

Lane Community College
Unit Planning: Instruction & Student Services

Initiative title: provide full time office support for the Transitions program

Division priority 7

Description

Increase the current .5 FTE administrative support position for Transitions by .5 FTE to create a full time position in response to program growth and needs

Resources needed

Salary: .5 FTE \$16636.50 (level 7, step 8) OPE @ 53.8 % - \$8,950.44

Total Funds: \$25,586.94

Source: General Fund

ORG/PROG: ORG 550200 / PROG 310000

Lane Community College
Unit Planning: Instruction & Student Services

Initiative title: support a program of non traditional career exploration and success

Division priority _____8_____

Description: A full time advisor focused on supporting students in non traditional careers is needed to effectively implement gender equity in all professional technical programs

Resources needed:

Salary, Advisor 2: level 11, step 4 salary \$36,057 OPE @ 53.8% \$ 19,398.67

Source: General Fund

ORG/PROG: ORG 550300 / PROG 310000

Initiative Title: Women's and Gender Studies Coordinator

Division priority: not prioritized (would be located in Social Science)

Initiative description:

Create a full time faculty position to teach Women's Studies classes, develop new classes, coordinate the development of women's and gender studies curriculum throughout the college, and promote and develop curriculum infusion of women's and gender studies scholarship.

Lane offers Women's Studies courses, but these are dispersed, poorly identified within departments, and often taught by part time instructors. Historically at Lane, there have been some institutional and individual efforts to integrate Women's Studies scholarship into the curriculum. The college does have a diversity requirement for the AAOT that includes gender. Several non-credit classes and workshops are offered that focus on issues for women or have gender related content. There are enough Women's Studies courses in different departments to allow a catalogue listing of the possibility to complete the AAOT degree with a Women's Studies emphasis.

A crucial step forward for Lane would be to institutionalize Women's Studies as a visible and permanent component of the college's instructional programs. Curriculum infusion needs to progress beyond the Humanities and Social Sciences and be developed in Math, Science and the professional technical areas. These goals would be accomplished through establishing a Women's and Gender Studies Coordinator position in Social Science. This is also an identified need in the college's Diversity Plan.

The numbers of student who would benefit is high. The current Women's Studies classes are full with waiting lists for enrollment. Students would gain by being able to enroll in a wider variety of Women's Studies classes, from the development of new learning communities and from the increase in learning opportunities that would result from collaboration with Ethnic Studies. Articulation with Oregon universities would improve. All Oregon universities provide undergraduate (and some graduate) degrees and certificates in Women's Studies. The University of Oregon –an institution that many of our students transfer to – offers both an undergraduate degree & a graduate certificate in Women's & Gender Studies. OSU offers a Women's Studies minor; PSU offers a Women's Studies major, minor, and post baccalaureate certificate; SOU offers a Women's Studies minor & interdisciplinary masters degree with Women's Studies. To serve students well, Lane needs to offer a coordinated comprehensive program of Women's Studies courses that articulate with Oregon's universities. This cannot be done without a designated contracted faculty coordinator position.

The Women's Program director will work with the division chair of Social Science, the VP of Instruction and Student Services and concerned faculty to accomplish this goal.

The campus location of this position would be in Social Science

Resources needed

Contracted faculty: \$ 47,445 (level 2 step 6) OPE @53.8% - \$ 25,525.41

Total Funds: \$72,970.41

Source: general fund

ORG/PROG: allocated by Social Science

Lane Community College
Unit Planning: Instruction & Student Services

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

There has been some turn over in the Advisory Committee this year. The Women's Program director has met with the Advisory Committee chair to discuss new members. We plan to have the committee define two or three specific goals to be accomplished over the next two years. These will focus on program support and development. Specific community input will be sought for the Transiciones program.

Lane Community College
Unit Planning: Instruction & Student Services

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	Women's Program/Women's Center	1			Front Desk Coverage	.5 FTE classified	\$ 23,518.33	R	X					X					
DK	Women's Program/TTS	2			TTS Support Services	PT Classified: 800 hrs @ level 12, Step 2	\$ 19,023.00	NR	X						X			X	
DK	Women's Program/TTS	2			TTS Support Services	M&S, staff travel	\$ 4,977.00	NR				X			X			X	
DK	Women's Program/TTS	2			TTS Support Services	Participant travel, tuition, books, supplies	\$ 30,000.00	NR				X			X			X	
DK	Women's Program/ACCESS	3			ACCESS	Advisor 1: classified 431 hrs @ level 8, step 4	\$ 8,689.29	NR	X						X				
DK	Women's Program/ACCESS	3			ACCESS	Advisor 2: classified 710 hrs @ level 11, step 6	\$ 18,773.62	NR	X						X				
DK	Women's Program/ACCESS	3			ACCESS	M&S, travel	\$ 1,500.00	NR				X			X				
DK	Women's Program/Transiciones	4			Transiciones	Advisor: classified 1030 hrs @ level 9, step 2	\$ 20,818.00	NR	X									X	X
DK	Women's Program/Transiciones	4			Transiciones	M&S	\$ 500.00					X							X
DK	Women's Program/Transiciones	4			Transiciones	Travel	\$ 100.00					X							X
DK	Women's Program/TTS	5			Respond to growth	1.0 FTE Faculty @ level 2, step 6	\$ 72,970.41	R	X					X					
DK	Women's Program/TTS	6			Develop one credit modules	Instructor time for 3 workshops	\$ 3,900.00	NR	X					X				X	
DK	Women's Program/TTS	7			Full Time Admin Support for TTS	.5FTE classified	\$ 25,586.94	R	X					X					
DK	Women's Program/ACCESS	8			Support non-traditional career exploration	1.0FTE Advisor 2: level 11, step 4	\$ 55,455.67	R	X					X					
DK	Women's Program/Gender Studies	NR			Womens & Gender Studies Coordinator (Social Science)	1.0 FTE Faculty @ level 2, step 6	\$ 72,970.41	R	X					X					