

Unit Planning for Student Services
Student Life & Leadership Development

For 2007-2008 Implementation

Section I: Data Elements

Preamble: Planning parameters at the Institutional level

Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the **general Fund 111100**

	2003-04	2004-05	2005-06
Unit Effectiveness			
Enhances Student Engagement			
Number of service contacts			
Student Life & Leadership Dev	50-100/day	>100/day	50-100/day
Multicultural Center	100/day	150/day	>150/day
International Student Program	441/year	459/year	325/year
ASLCC Legal Services	>200/term	>200/term	>200/term
ASLCC co-op	up to 30 children/term	up to 30 children/term	up to 30 children/term
Lane Family Connections	>5000 contacts with district residents and service providers.	>5000 contacts with district residents and service providers.	>5000 contacts with district residents and service providers.
• NOTE: only areas in bold are General Fund budget areas			
Number of unduplicated participants ASLCC Student Government	16 elected positions, 3-4 student staff, 5-10 work study	16 elected positions, 3-4 student staff, 5-10 work study	16 elected positions, 3-4 student staff, 5-10 work study
International Student Program	441/year	459/year	325/year
Rites of Passage	75-85 per summer	75-85 per summer	75-85 per summer
Demographics of individuals served: Student Life & Leadership Dev. Multicultural Center International Student Program			See narrative

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	2003-04	2004-05	2005-06
ASLCC			
Lane Family Connections			
Other evidence of enhancing engagement			See narrative
<u>Enhances Student Learning</u>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)			See narrative
Enhanced student persistence			
Other learning enhancement data			
<u>Enhances Student Satisfaction</u>			
ACT student satisfaction data			
CCSSE satisfaction data			
Other evidence of enhancing satisfaction			
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks			
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			
Total general fund budget	490,189	441,791	448,979
Budget from other sources (i.e., student fees, grants, etc.)	ICP 54,984 Student fee – NA Grant - NA	ICP 54,700 Student fee – 361,950 Grant - NA	ICP 61,700 Student fee – 387,167 Grant - NA
Other evidence of efficient use of resources			See narrative
Unit Essentialness			
Essential to completing a business process with students			See narrative
Essential to an effective educational experience	Per accreditation standard 3 -see narrative	Per accreditation standard 3 -see narrative	Per accreditation standard 3 -see narrative
Legally mandated			
Other evidence of essential service	Per accreditation standard 3 -see narrative	Per accreditation standard 3 -see narrative	Per accreditation standard 3 -see narrative

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Comments/Clarifications to Student Services data elements

1. Unit Effectiveness

a. Engagement

- 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. Student Life and Leadership Development programs provide hands-on experiences to complement theoretical and philosophical class work in many areas, e.g. business, computers, communications, etc.
- ***SLLD/MCC staff infuse cultural competency into learning experiences***
- **Contribution to Student Success:** Many students come to Lane with no previous college experience, or have been out of the education system for some time, and with limited experiences with peers from other countries, cultures or lifestyles. In addition, International students are faced with a new lifestyle, new town, new teaching styles, new language and no friends or family. Programs and services offered through SLLD provide students with the resources to help them hurdle these potential barriers. Services and activities help the students feel.
- ***SLLD/MCC staff provide opportunities to engage in bicultural leadership development and multi-cultural understandings***

b. Learning

- The department supports learning opportunities for 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.
- ***MCC staff provide a social justice leadership learning environment.***
- Department staff provide leadership training workshops and special programs to students and community groups and serve as advisors to student clubs and organizations, and are a primary resource for identifying and accessing low cost child care for students.
- ***SLLD staff are active in being resources on diversity to staff***

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c. Satisfaction

Program and event evaluations from students repeatedly indicated that the skills, connections and experiences gained through their involvement in SLLD programs at Lane enhanced their overall experience and often helped keep them in school.

2. Unit Efficiency

Department/Programs/Services

Note: Only 4.75 FTE staff are paid through the general fund budget and the general fund budget for M&S is less than \$75,000 total for the MCC, ROP, and SLLD administration, all other staff and program expenses are on grant or student fee support.

The Student Life and Leadership Development Department includes the following areas: *ASLCC, ASLCC Legal Services, Student Clubs and Organizations, the ASLCC Child Care Co-op, the Multicultural Center, Rites of Passage, International Student and Community Program, Native American Student Program, and Lane Family Connections.* In addition, Student Life and Leadership Development staff also plan and conduct: *Fall Welcome Week, community Martin Luther King Day Celebration, and Graduation.* ***Oregon Diversity Institute, Infórmate, Prepárate, Edúcate para el colegio/Inform Yourself, Prepare Yourself, Educate Yourself for College, a college awareness enrichment program for Latino middle and high school students and their families in the Springfield Public School district.***

International Human Rights day Celebration
Cesar Chavez Celebration-Springfield

- **Multicultural Center:** The MCC provides a place for students, staff and community members to meet, connect, network and supports student academic and cultural activities. The Multicultural Center provides hands-on experiences to complement theoretical and philosophical class work in many areas. In addition, the Multicultural Center staff provide ***bicultural*** leadership and culturally specific training and workshops to college staff and to community groups. The Multicultural Center staff work closely with area organizations, businesses and other educational institutions to provide programs, assist students and provide referrals. The Multicultural Center addresses the needs of students of color and also provides a valuable resource to the entire college community. ***Spanish –speaking staff /student workers are available.*** All students are welcome in the Center.
- **Rites of Passage:** The Rites of Passage Summer Academy at Lane Community college is a collection of four cultural immersion/leadership programs designed to provide high school and middle school students of color in Lane county with education specific to their ethnic heritage. The four programs include: African American Rites of Passage, Asian/Asian American Rites of Passage, Umista Native American Rites of Passage and Puertas

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Abiertas Latino/Latina Rites of Passage. These four programs have been developed to provide students of these ethnic groups with the cultural tools necessary for positive self-image and self-esteem.

- **Native American Student Program:** the Native American Student Program has increased the enrollment of Native American students to almost 300 per term and has established contacts with various tribal representatives that will have long-term impacts in a variety of training and education programs at the college. For example, the Native American Student Program has worked closely with the Drug and Alcohol Prevention Counselor Training program to establish a support group for Native American students on campus. This group is a vital recruitment and retention tool and also may soon receive financial support from Tribal education representatives to further expand services.
- **International Student and Community Program:** ISCP supports, nurtures and offers special services and activities that assist International Students in succeeding at the college. In addition, the ISCP provides numerous opportunities for cultural exchanges between international students, staff and the community through programs, home stays, and Friendship Families. This program has become a model for other community colleges that are looking to expand international student enrollment. The International Student Community Program provides cultural and program resources to instructors and students through class presentations and special events. The ISCP also contributes significantly to the overall diversity of the student body. . **(funded through the Mandatory Student Activity Fee and the International Student fee)**
- **ASLCC:** The Associated Students of Lane Community College (ASLCC) is comprised of all credit students at the main campus who are currently enrolled and have paid the mandatory student fees. The ASLCC Senate is the representative body for students. Yearly, elections are held to choose who will represent ASLCC members in student government. The elected positions in student government are the President, Vice President, Treasurer, Multicultural Coordinator, and 10 Senators-at-large. The purpose of ASLCC is to represent student interests and concerns and to promote student involvement in all phases of college life. Primary financing for ASLCC comes from mandatory student fees.
- The student government also sponsors student organizations, and provides limited funding for student clubs. **(funded through the Mandatory Student Activity Fee)**
- **ASLCC Legal Services:** Legal advice is free to all students who pay mandatory student fees. A practicing attorney is available 20 hours per week and limited hours during summer term. Appointments may be made during Legal Service Office hours. In addition, the ASLCC attorney assists ASLCC Senate with issues and questions regarding internal ASLCC matters. **(funded through the Mandatory Student Activity Fee)**

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- **Student Clubs and Organizations:** Active clubs vary from year to year and represent many student interests on campus. Students are encouraged to organize new clubs and special groups compatible with the spirit of the college community. Students interested in contacting specific clubs can stop by Student Life and Leadership Development and leave a note in the club's mailbox. Groups or individuals interested in forming clubs and organizations should contact the director of Student Activities. **(funded through the Mandatory Student Activity Fee)**
- **ASLCC Child Care Co-op:** The Associated Students of Lane Community College sponsor a cooperative childcare program on campus. The ASLCC Child Care Co-op is a state-licensed facility serving student families of Lane Community College. The ASLCC Child Care Co-op is supervised by professional staff who have specialized training in Early Childhood Education, Child Development, and are certified in First Aid and CPR. In addition, teachers are often assisted by parents and work-study students. Professionally trained staff provide a developmentally appropriate curriculum for children ages 2-1/2 to 5 years. A balance of individual, small and large group experiences foster healthy development of children in the areas of social, emotional, physical, and cognitive growth. Co-Op staff also provide parents with information and resources/ referrals to services at the college and community at large. The ASLCC Co-Op has partnerships with Oregon Dept. of Education and the Early Intervention Services to provide educational services for children with "Special Needs". The Center also serves as a Cooperative Education training site for students in fields such as Elementary Education. **(funded through the Mandatory Student Activity Fee)**
- **Lane Family Connections:** A community-based program that works to ensure that Lane students who are parents, as well as all families in Lane County, will have access to safe, quality and affordable child care. Through it's programs and services LFC provides a supportive, coordinated and cooperative system for families, child care providers and the community through an interrelated set of "core" services. LFC insures services are accessible to consumers, with particular sensitivity to cultural, ethnic and linguistic differences, special needs, and the economically disadvantaged. With the support of a unified statewide system, LFC maintains the vision, values, service and accountability needed to develop and retain a quality child care service delivery system throughout Lane County. **(LFC is totally supported by grants).**

3. Unit Essentialness

The characteristics of Student Life and Leadership Development programs at Lane support the core values of learning, diversity, innovation, collaboration and partnership, integrity, and accessibility and are reflected in the ACUI Ethic statement, CAS standards and in Accreditation standards:

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- The objectives of the programs and services offered through Student Life and Leadership Development are to provide educational, cultural, recreational and social programs that enhance the quality of life for members of the academic community. (ACUI Code of Ethics, 1999)
- Co-curricular activities and programs are offered that foster the intellectual and personal development of students consistent with the institution's mission. The institution adheres to the spirit and intent of equal opportunity for participation. Co-curricular activities and programs include adaptation for traditionally under-represented students, such as physically disabled, older, evening, part-time, commuter, and where applicable, those at off-campus sites. (Standard 3.D15 Student Services, Accreditation Handbook, 1999).
- The co-curricular program includes policies and procedures that determine the relationship of the institution with its student activities; identifying needs, evaluating effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution. (Standard 3.D16 Student Services, Accreditation Handbook, 1999).
- The primary goals of the Student Life and Leadership Development department are to provide services and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community. (adapted from Council for the Advancement of Standards in Higher Education, CAS College Union Program Standards, 1998).

Student development theory, research and work done in the areas of student persistence, completion and retention all illustrate the link between students who can identify a "home base", social networks, a sense of belonging or identity and their ability to overcome obstacles and stay in school. Student Life and Leadership Development programs often become a primary source of referral to students who need assistance and provide a way for students to implement skills learned in the classroom.

Other evidence of essential service:

"Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college. But the gains from those practices are even greater for students from underrepresented racial and ethnic backgrounds, or who come to college less prepared than their peers..... This year's survey found that ***student engagement had a "compensatory effect" on grades and students' likelihood of returning for a second year of college, particularly among underserved minority populations and students entering college with lower levels of achievement.*** Data indicated that activities such as collaborating with peers on projects inside and outside the classroom helped students overcome previous educational disadvantages." (Wasley, Chronicle of Higher Education, November 17, 2006).

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Section II: Program Analysis

Key Question: Please review the planning initiatives that were identified in your 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 your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?

2004/05 initiatives & accomplishments
Student Life and Leadership Development

1. Student Life and Leadership Development Multicultural/International Learning Communities.
 - Hired faculty level Native American Student Program Coordinator.
 - Continued to develop curriculum, seek course numbers and collaborate with other instructional departments.
2. Student Life and Leadership Development Program Improvement
 - Partially completed with the approval of student activity fee to fund student clubs and organizations.
 - Continued to work with ASLCC leaders to develop processes and training for student leaders to increase and improve program opportunities.
3. 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. 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

1. Increase and Stabilize Funding
 - a. Increased services to non-English speaking child care providers
 - b. Increased outreach and services to non-English speaking parents
 - c. Increased services to parents seeking child care
 - d. Increased services to child care providers
 - e. Increased services to employers

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 and included those D-team recommendations in

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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 Program (ISP)

- 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.
- 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 7th grade social science classes

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at Florence Middle School, High School Community and the campus-wide English Conversation Partner Program

- ISCP students partnered with ASLCC and OSPIRG 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.
- Resolved firewall issues:
- 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.
- 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.

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2005/06 initiatives & accomplishments

Student Life and Leadership Development

- Staff participated in professional development activities and attended various regional, state and national conferences
- Developed LeaderCredit class for ASLCC and student leaders. Class implemented fall 06 as non-credit with plans to offer credit version later in the year, pending curriculum review and approval.

Multicultural Center

Completed hiring process for Latino/Chicano (***Chicano/Latino***) Student Program coordinator. MCC now has 3 full time faculty of color with specific program responsibilities.

- Develop learning communities, instructional offerings
- Continue to develop training and resource materials for staff and students.
- ***Community/High School Outreach***

Multicultural Center Community Partnerships

- *PFLAG, HIV Alliance, Mother Kali's Books, Eugene Public Library, Muslim Community Center, Temple Beth Israel, Eugene Middle Peace Group, , Centro Latino, Taste of India, Baha'i Community Center, The Chinese American Benevolent Society, Carol Van Houton - Draft and Conscientious Objection Counseling Program, Community Alliance of Lane County, Committee for Countering Military Recruitment, CAUSA(Immigrant Rights Organization), PCUN(Farm workers Rights Organization), Breaking the Chains (Anarchist group), Communities United for a Better Policing, Eugene Police External Review Board, Basic Rights Oregon, Religious Response Network, OIEA, OICPSE.*

Back2Back: Allies for Human Dignity
Ganas Advisory Committee-Jefferson Middle School
Springfield Alliance for Equality & Respect
Oregon Human Development Corporation
Educación y Justicia para la Raza
Juntos Advisory Board- Emergence/Aces Counseling Center

International Student Program

International Student Program is within budget due to changes in INTL admissions and the creation of an INTL student team among counseling, IESL, and SLLD.

- Reduced INTL tuition
- Changed INTL fee from \$150/student to \$10/credit

Lane Family Connections (LFC):

LFC finished 05-06 with balanced budget and a complete staff, in addition, new grants and staff will provide an additional 2 staff positions for 06-07.

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- **Child Care provider training**
 - Over 70 classes with more than 1,000 participants
 - 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**
 - Over 2,000 children among families' requests for resources and referrals with 73% or more receiving DHS subsidies.

Lane Family Connections Partnerships

County Human Services Network, Lane Workforce Partnership, Oregon Employment Department, CCD Family Child Care Overview Review Team, OAEYC, Oregon Child Care Research Partnership, Oregon CCR&R statewide, Lane County Cares Steering committee, Healthy Start, Centro Latino Americano, Relief Nurseries, Birth to Three, South Lane Relief Nursery

ASLCC

- Over 200 students per quarter accessed ASLCC Legal Services
- Over 40 students involved in ASLCC committees, work groups, and other leadership initiatives
- Passed ballot measure to fund Longhouse construction.

2. How efficiently did you use the resources you were given?

What approach did you take to gather evidence of your performance?

- Worked with department staff and student leaders to gather data and provide input to programs and events.

What method of assessment did you use?

- Reviewed data from prior unit plans, accomplishments, unit goals and plans, Student Affairs plan, Diversity plan and program evaluations

What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2005-2006?

- Extremely talented dedicated staff focused on working with students, typically exceed expectations.
- Demand for programs and additional staff support continue to increase – highest need for dedicated staff for LGBT and for Asian-American students. Staff address these needs as they do many other demands – creating “band-aids” to fill the gap but not adequately meet the needs.
- Programs and services provided by the department really do make a positive impact on the lives’ of students and their success.
- M&S support is inadequate for demand for programs and services.

3. How well are you utilizing current technology?

What approach did you take to gather evidence of your performance?

- Worked with department staff and student leaders to gather data and provide input to programs and events.

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What method of assessment did you use?

- Reviewed data from prior unit plans, accomplishments, unit goals and plans, and monitored use and demand for student computers in SLLD and MCC.

What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2005-2006?

- Since SLLD areas are considered to be “non-instruction” we often do not qualify for needed upgrades in student computers etc.
- Students frequently report difficulty using Moodle in their classes.

4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?

MCC/ROP

- Stabilized funding for Rites of Passage programs
- Completed a strategic planning initiative for Multi-Cultural Center programming
- Increased linkages with instructional programming
- Obtained funding support for outreach, recruitment, and retention activities for students of color
- Collaborative and coordinated programming for student driven programs
- ***Culturally competent service delivery***

5. Overall, what challenges do you believe your unit faced in 2005-2006?

SLLD/ASLCC

- ***The lack of an understandable, fair, and complete process for allocating space on campus is an on-going issue for this department. 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). Further, the frequent references' to a facilities' Master Plan that has never been broadly reviewed is increasingly alarming to students and staff.***

International Student Program

- Recognizing the International Student Program as 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.

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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.

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

- Implementation of a range of credit and non-credit classes, programs and events based on the MCC strategic plan.
- Continue external fund raising for program support (ROP/ISP).
- Continue to develop and maintain inter-unit collaboration on programming and external funding support for programs, trainings and events.
- 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) e.g. the state wide Native American student college fair. ***Oregon Leadership Institute***
- 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.

International Student Program

- Cross training in international advising and/or admissions will be an on-going demand because of all the regulations and requirements. (See recommendation #11 on Diversity plan.) Continue 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 maintaining the reduction in international tuition to be more in line with other northwest community colleges.** Lane's summer term international tuition is even

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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.
- Creating stable funding for ICSP staff and program/services once and for all

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.
- 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.

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?

Multicultural Center Programs

- Need to revise curriculum and program structure for Rites of Passage to operate within existing budget, identify additional funding sources and meet the needs of the various communities of color.

Improve Multicultural Center Program Assessments

- A two-track assessment plan designed to capture qualitative and quantitative data as it relates to existing programming in the Multicultural Center is currently under development.
- The primary assessment tool will be developed as part of a redesign and update of the MCC's web page. The new web page will feature an interactive E-Portfolio designed to engage students in an on-going commentary/dialogue about the effectiveness and relevancy of student programming. Students will be able to post comments, suggestions and respond to current and proposed programming through this vehicle. Staff will be able to respond and adjust program initiatives based upon student input and queries. Staff will be able to evaluate qualitative, and to a lesser degree, quantitative data through this medium.
- Other assessment tools will utilize more traditional methods such as paper and electronic surveys, student focus groups and individual interviews to

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complete the assessment loop. Assessment efforts will help to sharpen the focus of co-curricular programming in the unit.

International Student Program

- 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.