

# Unit Planning for Instruction Social Science

## For 2007-2008 Implementation

### Section III: Planning for fiscal sustainability: (Discussion begins on September 21<sup>st</sup>)

*This section should be developed by faculty and staff in the units working with their manager. The work on this section will start during fall in-service and must be submitted by November 15, 2006. The manager of the unit must adhere to the deadline and submit a proposal from the unit by the deadline. Please summarize your ideas in the tables below; additional narrative may be added outside the table, if necessary. Guaranteed proposals and identified Budget Reductions for 2007-2008 should also be listed in the Excel spreadsheet (FY08 Budget Proposals template.xls) with detailed budget information that will be submitted to the budget development process and will focus on Fund 111100.*

### Preamble: Planning parameters included at the Institutional level

#### Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100
- 2% FTE growth over 2005-2006
- \*\*\*\*\*

### Division Planning Parameters:

### 2007-2008 (FY 08) Incremental changes:

1. **Revenue Enhancements:** (Include impact, consequences, and comments; examples might include: receiving grant funding, securing a donation from a local business to replace general fund costs, offering a new course combining non-credit and credit students that increases FTE).

#### Guaranteed Revenue Enhancements: ANTH - None

#### Guaranteed Revenue Enhancements: CJA

Description	Impact	Consequences	\$	R/NR
The Lane County Sheriff's Department Regional Reserve Police Officer Training Academy is a 350 Hour police officer training program with an anticipated enrollment of twenty (20) students. Training certification by the training agency will enable the student to get college credit for up to twelve (12) hours. All instructional costs are borne by the participating public safety agencies.	There is little cost to Lane Community College, beyond administrative support for creating Criminal Justice class sections, room scheduling and availability, plus the costs for credit transcription.	This is a cost benefit to the student with student fees and costs being minimal. This program allows students to earn college credit that may be used for future training and education certification requirements after being hired by a public safety agency. These credits may also be applied directly to the Criminal Justice Applied Science degree requirements. In addition, it is an "outreach" program to the community in partnership with Lane Community College and public safety agencies	\$1,850 in fees + 8.46 FTE	R

#### Guaranteed Revenue Enhancements: ECON - None

#### Guaranteed Revenue Enhancements: ES

Description	Impact	Consequences	\$	R/NR
Increased enrollment cap for two Ethnic Studies introductory courses from 30 to 40 students.	Impact on the discipline is both positive and negative. Positive in that more students become familiar with the discipline, which may to increased enrollment for future courses. Negative in that course size influences degree of	Impact to students is both positive and negative. Positive in that more students have access to the courses that they require for completion. Negative in that they receive less individualized attention.	\$4,170 tuition + 5.18 FTE	R

# Unit Planning for Instruction

## Social Science

	meaningful interaction in class.			
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Guaranteed Revenue Enhancements: GEOG - None

Guaranteed Revenue Enhancements: HS

Description	Impact	Consequences	\$	R/NR
The Summer Institute in Human Services will be offered again (3 classes) increasing FTE. The State Office of Addiction and Mental Health Services will again be asked to scholarship local agency employees, increasing FTE.	Increased FTE.	The Summer Institute classes are scheduled in a manner that works well for professionals working in the field (full day workshop format with follow-up). By partnering with the State Office of Addiction and Mental Health Services, Lane coordinates efforts with local agencies and helps to meet the manpower training needs of human service workers.	\$9,452 tuition + 3.62 FTE	R

Guaranteed Revenue Enhancements: HST - None

Guaranteed Revenue Enhancements: PHL/REL - None

Guaranteed Revenue Enhancements: PS-None

Guaranteed Revenue Enhancements: PSY

Description	Impact	Consequences	\$	R/NR
Add section of PSY 236 in winter	Meet demand of LCC programs	More students served	\$6,255 tuition + 1.94 FTE	NR
Add summer section of PSY 215	Meet demand of LCC programs	More students served	\$6,255 tuition + 1.94 FTE	R

Guaranteed Revenue Enhancements: SOC

Description	Impact	Consequences	\$	R/NR
Offer online offerings to attract students that are not currently served by traditional on-campus courses.	Raise student FTE, and, consequently, tuition and state FTE reimbursement revenues. Would require additional staff to offer additional courses.	Attract additional students to LCC. The pilot Soc 204 online course currently serves five students that are out of the area and numerous other students that have responsibilities that interfere with attending on-campus courses	\$2,502 tuition + .78 FTE	R

Non-Guaranteed Revenue Enhancements: ANTH - None

Non-Guaranteed Revenue Enhancements: CJA - None

## Unit Planning for Instruction Social Science

### Non-Guaranteed Revenue Enhancements: ECON

Description	Impact	Consequences	\$	R/NR
Develop optional one credit online supplemental instruction modules for ECON 200.	Potentially lower attrition from ECON 200 which may increase enrollment in ECON 201 & 202	Students will have a higher success rate in ECON 200		R

### Non-Guaranteed Revenue Enhancements: ES - None

### Non-Guaranteed Revenue Enhancements: GEOG

Description	Impact	Consequences	\$	R/NR
Change numbering for 2 courses	More visible for transfer opportunity	Student will have a more seamless transfer experience	Possible increase in FTE	R

*Additional Narrative:* The first description produces consistent alignment with UO offerings.

### Non-Guaranteed Efficiencies/Productivity: HS - None

### Non-Guaranteed Efficiencies/Productivity: HST - None

### Non-Guaranteed Revenue Enhancements: PHL/REL

Description	Impact	Consequences	\$	R/NR
Religion in Modern Life Colloquium	Community outreach, generating interest in our religion courses, increased revenue to the college through community education fees	Learning opportunities for non-traditional students and community members as well as the regular student body; tie-ins to existing courses for current students	Possible non-credit tuition & FTE	NR

*Additional Narrative:* Area ministers would speak on their faiths and religious issues individually and on interfaith panel discussions as a non-credit offering, coordinated by Religion faculty. No instructional costs, just organizational and promotional costs. This would also help develop a bank of speakers for Religion instructors.

### Non-Guaranteed Revenue Enhancements: PS - None

### Non-Guaranteed Revenue Enhancements: PSY-None

### Non-Guaranteed Revenue Enhancements: SOC

Description	Impact	Consequences	\$	R/NR
Increase retention through the development of a Sociology Club	Promote sociology courses, increase retention, support student learning, and raise student FTE.	Retain students in the introductory series and attract additional students to LCC.	Possible increase in FTE	R
Voluntary participation in existing (or create our own) 'outreach programs' to local high schools and other relevant opportunities to attract students to sociology, social science, and LCC. Goal: Attract 10 students per term for one additional course each.	Raise student FTE, and, consequently, tuition and state FTE reimbursement revenues. Would require additional staff to offer additional courses.	Attract additional students to LCC and provide superior, small class education.	Possible increase in FTE.	R

## Unit Planning for Instruction Social Science

- 2. Efficiencies and Productivity:** (Include impact, consequences, and comments; examples might include: increasing maximum class size, consolidating courses of two instructional programs).

### Guaranteed Efficiencies/Productivity: ANTH

Description	Impact	Consequences	\$	R/NR
3-4 credit conversion for Anthropology core classes: ANTH 101, 102, 103	<ul style="list-style-type: none"> <li>- Facilitate a more seamless transfer for students moving to the university system</li> <li>- an extra hour in the classroom allows for more breadth and depth of learning course content</li> <li>-teaching 4 credit courses impacts the scheduling of class times and rooms</li> </ul>	<ul style="list-style-type: none"> <li>- students must pay for an additional credit to take these classes</li> <li>-majors in the discipline would take the 3-course series and earn a total of 12 credits for transfer instead of 9 credits</li> <li>- students may take fewer courses overall when taking 4 credit courses</li> <li>- students may complete program requirements more efficiently by taking 4 credit courses (i.e., it may be more efficient for students to take three 4-credit courses as opposed to four 3-credit courses)</li> <li>- fewer sections of the introductory courses will be offered with the move to 4 credits, so if the demand for these courses stays the same, the enrollment in the 4 credit sections should be consistently high</li> </ul>	Possible increase in FTE.	R

### Additional Narrative:

The impetus for the 3-4 credit conversion in anthropology was to provide a more efficient transfer for majors to the university system. The University of Oregon requires majors to take three 4-credit introductory anthropology courses, totaling 12 credits, before they take upper division anthropology courses. Lane students who transferred to the UO anthropology program with only 9 credits from the core classes were then required to take additional credits at the university before getting their “junior” status. By offering ANTH 101, 102, and 103 at Lane for 4 credits each students can now transfer to the UO more efficiently. In this case, the number of classes required for anthropology majors stays the same and the total number of credits increases.

### Guaranteed Efficiencies/Productivity: CJA

Description	Impact	Consequences	\$	R/NR
CJA 214, Introduction to Forensics, is currently a 3 credit class. Entering into negotiations with the Science Department, the Social Science Department will develop this class into a 4 credit class. The curriculum development will involve creating a science lab portion for the is class. The Science Department has agree to recognize this new four credit class as a science class, plus it can also be used for Social Science requirements for the AAOT Transfer degree.	This change will allow Criminal Justice students to obtain science credit for a CJA elective. In addition the Science Department is creating a Chemistry CH114 class with a focus on forensic science. These two classes will be an asset to CJA students who will be able to meet the science requirement classes for the program, but still stay focus on criminal justice issues. This will also be a potential increase in FTE for the Social Science Department. This curriculum development also will fall under the Carl Perkins requirements for Professional Technical Programs.	This is a benefit to the college in potential FTE and to the student with its utility for transferability. It is also a benefit in that it creates a more interdepartmental cooperation environment. It also streamlines the CJA degree requirements making it more student friendly.	Possible increase in FTE	R

## Unit Planning for Instruction Social Science

Guaranteed Efficiencies/Productivity: **ECON - None**

Guaranteed Efficiencies/Productivity: **ES**

Description	Impact	Consequences	\$	R/NR
Updated the course descriptions and renamed the two introductory Ethnic Studies courses.	This adjustment is intended to bring greater clarity to the relationship between ES 101 and 102.	Updating and renaming ES 101 and 102 may assist students when they register for courses.	Possible increase in FTE	NR
Updated all of the course descriptions in Ethnic Studies.	This change was intended to bring greater uniformity and clarity to ES as a discipline.	Updating course descriptions makes it easier to understand the similarities and differences of Ethnic Studies courses.	Possible increase in FTE	NR
Two distance learning classes were developed for the ES introductory sequence (ES 101 and 102).	Impact on discipline is more positive than negative. Positive in that LCC now offers the only Ethnic Studies-related courses through distance learning in the state.	Impact to students is more positive than negative. Positive in that the course offerings provide students the opportunity to have access to the discipline without attending a class on the main campus.	Possible increase in FTE	R

Guaranteed Efficiencies/Productivity: **GEOG - None**

Guaranteed Efficiencies/Productivity: **HS**

Guaranteed Efficiencies/Productivity: **HST**

Description	Impact	Consequences	\$	R/NR
3-4 credit conversion for all history courses not currently at 4 credits.	-Help students transfer more easily to university system. -Extra hour in class gives more opportunity to learn course content as well as greater depth.	-Students pay for the additional credit. -History majors would take the 3-course series and earn 12 transfer credits instead of 9 credits. -Frees up classrooms	Possible increase in FTE	R
Supplementary instruction within the history discipline and/or the Social Science dept. using current part time history faculty to teach an optional 1-credit course.	-Opportunity to increase student learning strategies and study skills within the discipline/course. -Increase student analytical and writing techniques within the discipline/course.	-Increase student success and retention in history and Social Science courses.	Possible increase in FTE	R

Guaranteed Efficiencies/Productivity: **PHL/REL-None**

Guaranteed Efficiencies/Productivity: **PS-None**

Guaranteed Efficiencies/Productivity: **PSY**

Description	Impact	Consequences	\$	R/NR
Title changes: 212, 235 and 236 – to be more descriptive of content.	Less drops	Increase retention since students will know what they are signing up for	Possible increase in FTE	NR
Supplemental instruction: in future	Build course-relevant skills	Increased retention	Possible	R

# Unit Planning for Instruction

## Social Science

promote for more classes.			increase in FTE	
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### Guaranteed Efficiencies/Productivity: SOC

Description	Impact	Consequences	\$	R/NR
Change courses offered Fall, Winter, and Spring to provide more flexibility and options for students taking SOC 204, 205 & 206 sequence. Currently, SOC 206 is offered Spring term only, and SOC 205 is offered Winter term only. Proposed changes: Reduce number of 204 sections Fall Term and add a section of 205 and a section of 206. Reduce number of 205 sections Winter Term and add a section of 204 and a section of 206. Reduce number of 206 sections Spring Term and add a section of 204 and a section of 205.	With greater variety in the courses offered each term, capacity utilization should be improved. Historically, Winter and Spring term have lower enrollments, but greater flexibility in scheduling of sequence courses could attract students. This change can be made with no financial cost to the college.	Students benefit from increased flexibility and availability of courses needed for the introductory sequence. With 204, 205, and 206 offered each term, the bookstore will have a more stable buy-back/used book market, which has economic benefits for students and the bookstore.	Possible increase in FTE	R

### Non-Guaranteed Efficiencies/Productivity: ANTH- None

### Non-Guaranteed Efficiencies/Productivity: CJA- None

### Non-Guaranteed Efficiencies/Productivity: ECON

Description	Impact	Consequences	\$	R/NR
Implement pre/post-test assessment.		Possible increase in retention.	Possible increase in FTE	R
Introduce Econ 202 as an online course.	No change to faculty.	Minimal to no increase in enrollment.	Possible increase in FTE	R

### Non-Guaranteed Efficiencies/Productivity: ES

Description	Impact	Consequences	\$	R/NR
An ES program webpage was developed. LCC ES is the only community college in the country listed with the national organization.	Regional and national recognition acknowledges accomplishments of ES affiliated faculty at Lane.	Students and community members able to access ES information via the internet.	Possible increase in FTE	NR

### Non-Guaranteed Efficiencies/Productivity: GEOG - None

### Non-Guaranteed Efficiencies/Productivity: HS

Description	Impact	Consequences	\$	R/NR
Seek Approval from Degree Requirement committee to HS 267 Cultural Competence meet the Ethnic, Gender, Cultural Diversity Requirement.	Higher capacity utilization, possible expansion of offerings	Students are given more options to fulfill diversity/multicultural requirement.	Possible increase in FTE	R

*Unit Planning for Instruction*  
***Social Science***

HS150 will become a first year, first term class that has been redesigned to increase retention using On-line course materials.	Student retention in Human Services	Student retention in all AAS degree coursework.	Possible increase in FTE	R
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Non-Guaranteed Efficiencies/Productivity: HST-None

Non-Guaranteed Efficiencies/Productivity: PHL/REL

Description	Impact	Consequences	\$	R/NR
Examine AAOT and Catalog requirements to see how our courses fit and whether we might petition to have our courses satisfy requirements they don't presently satisfy.	Higher capacity utilization, possible expansion of offerings	Students are given more options to fulfill diversity/multicultural requirement and other college requirements when taking our courses.	Possible increase in FTE	R
Have Departments and Disciplines plan professional development activities to replace some of the Fall Inservice and/or Spring Conference	Lower speaker, planning, catering costs, higher degree of participation, meaningful learning and work accomplished	Programs and disciplines are given more time to plan and prepare in concrete ways to engage students, improve programs, settle internal matters before the term starts	Speaker fees	R

*Additional Narrative:* One course identified for petitioning to meet a requirement is PHL 205 Contemporary Moral Issues which ought to meet the Multicultural/Diversity requirement, as it deals heavily with issues of race, class and gender. We also have a Critical Thinking course which currently only meets a general Social Science requirement and could potentially fit in other programs. Social Science always feels rushed in making Unit Planning deadlines and seems to have little time for thoughtful, deliberative processes or for individual disciplines to gather before the hustle and bustle of the term begins. Instead of having to go to so many college-wide activities and a speaker, we could work as Departments and disciplines to get a jump-start on Unit Planning, address Departmental issues or even have interdisciplinary scholarly exchanges, which apart from Sabbatical reports are sorely lacking in professional development activities.

Non-Guaranteed Efficiencies/Productivity: PS-None

Non-Guaranteed Efficiencies/Productivity: PSY- None

Non-Guaranteed Efficiencies/Productivity: SOC-None

Non-Guaranteed Efficiencies/Productivity: SOCIAL SCIENCE

Description	Impact	Consequences	\$	R/NR
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## Unit Planning for Instruction Social Science

Upgrade technology (social science)	Alternative learning methods can be used	Increased retention	Possible increase in FTE	R
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3. **Budget Reductions:** (Include impact, consequences, and comments; examples might include: reducing a faculty or management position in a program, reducing materials and supplies allocation).

### ANTH

Description	Impact	Consequences	\$	R/NR
Reduced 3 course offerings alternate years **See narrative below	-Reduced PT Budget by 3 sections -Salary and OPE savings for 6 PT sections every other year.	-reduced class options for students -reduced choices for students	\$5,587 salary & OPE per year.	R
Reduced 4 course offerings per year	-Reduced PT Budget by 4 sections -Salary and OPE savings for 4 PT sections per year.	-reduced class options for students -reduced choices for students	\$17,790 salary & OPE per year.	R

#### *Additional Narrative:*

One sequence of three topical courses was omitted from the course offerings because there was suspected overlap with courses offered in Ethnic Studies and enrollment was low in both ES classes and ANTH classes. The decision was made to alternate the topical courses between the disciplines each year to ensure higher enrollment while maintaining adequate availability of courses to our students.

**CJA - None**

**ECON - None**

### ES

Description	Impact	Consequences	\$	R/NR
Reduced the number of part-time Ethnic Studies sections by two.	Number of ES courses impacted by lack of faculty to teach courses.	Students unable to access courses that are not offered due to lack of faculty to teach courses.	\$9,933 salary & OPE per year.	R
Reduced six courses offerings per academic year.	Impact should be positive in that ES courses will not be competing with other ES courses, and will not be competing with similar course topics from other disciplines.	Impact might be positive or negative. Positive in the sense that courses that were cancelled in the past will now have enrollment due to a lack of competition. Negative in that certain courses are now offered every other year.	\$25,740 salary & OPE per year.	R

**GEOG - None**

### HS

Description	Impact	Consequences	\$	R/NR
Reduce the number of elective courses in HS sections per year.	-Reduced PT Budget by 3 sections -Salary and OPE savings for 3 PT sections	reduced class options for students -reduced choices for students	\$4,966 salary & OPE per year.	R

### HST

Description	Impact	Consequences	\$	R/NR
Reduce Western Civ. Sections 3 per yr.	-Reduced PT Budget by 3 sections	reduced class options for students	\$9,652 salary &	R



*Unit Planning for Instruction*  
**Social Science**

<b>Description</b>	<b>Impact</b>	<b>Consequences</b>	<b>\$</b>	<b>R/NR</b>
	-Salary and OPE savings for 3 PT sections	-reduced choices for students	OPE per year.	
Reduce History Topic sections 1 per yr.	-Reduced PT Budget by 1 sections -Salary and OPE savings for 1 PT sections	reduced class options for students -reduced choices for students	\$3,725 salary & OPE per year.	R

**PHL/REL - None**

**PS - None**

**PSY**

<b>Description</b>	<b>Impact</b>	<b>Consequences</b>	<b>\$</b>	<b>R/NR</b>
Reduce 1 PSY section per year	-Reduced PT Budget by 1 section -Salary and OPE savings for 1 PT section	reduced class options for students -reduced choices for students	\$3,099 salary & OPE per year.	R
Offer some PSY courses alternate years 2 sections	-Reduced PT Budget by 1 section per year -Salary and OPE savings for 1 PT section per year	reduced class options for students -reduced choices for students	\$3,099 salary & OPE per year.	R

**SOC-None**

**2008-2009 (FY 09) and beyond, Fundamental changes:**

**1. Revenue Enhancements:** (Include impact, consequences, and comments)

Guaranteed Revenue Enhancements: **ANTH - None**

Guaranteed Revenue Enhancements: **CJA - None**

Guaranteed Revenue Enhancements: **ECON – None**

Guaranteed Revenue Enhancements: **ES - None**

Guaranteed Revenue Enhancements: **GEOG**

<b>Description</b>	<b>Impact</b>	<b>Consequences</b>	<b>\$</b>	<b>R/NR</b>
Grant funded GIS curriculum for two new 4 credit Geography courses.	New interest.	More tuition. Success with this grant will initiate support for future grant funding from NSF to support our efforts.	\$16,680 tuition + 5.18 FTE	R

Guaranteed Revenue Enhancements: **HS**

## Unit Planning for Instruction

### Social Science

Description	Impact	Consequences	\$	R/NR
The Summer Institute in Human Services will be offered again (3 classes) increasing FTE. The State Office of Addiction and Mental Health Services will again be asked to scholarship local agency employees, increasing FTE.	Increased FTE.	The Summer Institute classes are scheduled in a manner that works well for professionals working in the field (full day workshop format with follow-up). By partnering with the State Office of Addiction and Mental Health Services, Lane coordinates efforts with local agencies and helps to meet the manpower training needs of human service workers.	\$9,452 tuition + 3.62 FTE	R

Guaranteed Revenue Enhancements: **HST – None**

Guaranteed Revenue Enhancements: **PHL/REL - None**

Guaranteed Revenue Enhancements: **PS**

Description	Impact	Consequences	\$	R/NR
Develop and implement a civic literacy requirement for all LCC transfer students. Proposal would include three options to fulfill the requirement: 1) testing out 2) one-credit class 3) completion of PS 201, 202 or 203	Financial impact to the college would be primarily instructional, with additional costs to the testing center for administering the first option	Clearly, this proposal would be a boon to the social science dept. in terms of tuition and FTE generation, although given the options suggested would not necessarily involve as much instructional upheaval as when the computer literacy requirement was introduced.	\$184,383 tuition + 57 FTE if all transfer students took the 1 credit option, less if option 1 or 3 are chosen.	R

Additional Narrative:

Clearly this represents the largest revenue enhancement that the political science discipline could offer the division. It would become part of the general education requirements in much the same way that diversity, computer science, math, foreign language and writing skills have. Civic literacy was a component of the Education Reform at the state level in Oregon as well as the Educational Goals 2000 at the federal level. Unfortunately, little has been done to facilitate these goals since first introduced. If Lane is to be truly a comprehensive community college, greater efforts must be made to ensure that our students are not only prepared with skills sets to be employed in the workplace, greater math and computer savvy, more understanding and appreciation of cultural diversity and a rich literary legacy, but also equipped to be knowledgeable about and more fully participatory in our civic culture. Additionally, a component could be added to the mix that could be specifically designed for those seeking citizenship to offer preparation for that process.

Guaranteed Revenue Enhancements : **PSY - None**

Guaranteed Revenue Enhancements: **SOC - None**

# Unit Planning for Instruction Social Science

Non-Guaranteed Revenue Enhancements: **ANTH - None**

Non-Guaranteed Revenue Enhancements: **GJA - None**

Non-Guaranteed Revenue Enhancements: **ECON - None**

Non-Guaranteed Revenue Enhancements: **ES – None**

Non-Guaranteed Revenue Enhancements: **GEOG**

Description	Impact	Consequences	\$	R/NR
Develop GEOG 143 Global Environmental Change 4 credit hour hybrid with online component	complete a 3 course sequence in Geography to mirror UO Curricula	Mirror UO for transfer students	Possible increase in FTE	R
Develop GEOG 206-Geography of Oregon to an on-line course with 3 self-guided field study projects.	Flexible for student schedules	Enhanced enrollment	Possible increase in FTE	R

*Additional Narrative:*

The first description produces consistent alignment with UO offerings.

The last description is an innovative way to enhance revenue.

Non-Guaranteed Revenue Enhancements: **HS – None**

Non-Guaranteed Revenue Enhancements: **HST**

Description	Impact	Consequences	\$	R/NR
Possible offerings of online courses in the future.	-Draws students from outside physical bounds of the campus and district.	-More students enrolled in history classes.	Increase in FTE	R

Non-Guaranteed Revenue Enhancements: **PHL/REL – None**

Non-Guaranteed Revenue Enhancements: **PS - None**

Non-Guaranteed Revenue Enhancements: **PSY**

Description	Impact	Consequences	\$	R/NR
Diversity sequence - work on gender & religion pieces, offer the multicultural piece.	Attract new students Teach valuable skills and knowledge	Increase enrollment	Possible increase in FTE	R
Speaker's program (social science)	Increased awareness of LCC offerings	Increased enrollment	Possible increase in FTE	NR
Offer more online classes	Possibly reach new students	May increase enrollment	Possible increase in FTE	R
Business survey - what courses would you like to have employees have a		Needed courses can be appropriately identified and	Possible increase in	NR

## Unit Planning for Instruction Social Science

background in when hiring (as undergrads and/or with Associates' degree).		marketed, and students can transition more smoothly into the workforce	FTE	
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### Non-Guaranteed Revenue Enhancements: SOC

Description	Impact	Consequences	\$	R/NR
Pursue agreements / relationships with UO Sociology Department to promote LCC sociology courses to students, especially those needing / valuing small class sizes. In exchange, offer opportunities for guest lectures for graduate students in small, community college classes. Goal: Attract 20 students per term for one additional course each.	Raise student FTE, and, consequently, tuition and state FTE reimbursement revenues. Would require additional staff to offer additional courses.	Attract additional students to LCC and provide superior, small class education.	Possible increase in FTE	R
Identify, develop, and offer new courses that would attract additional students to LCC, especially courses taught at UO that could encourage UO students to take more courses at LCC.	Raise student FTE, and, consequently, tuition and state FTE reimbursement revenues. Would require additional staff to offer additional courses.	Attract additional students to LCC and provide superior, small class education.	Possible increase in FTE	R

## 2. Efficiencies and Productivity: (Include impact, consequences, and comments)

Guaranteed Efficiencies/Productivity: ANTH - None

Guaranteed Efficiencies/Productivity: CJA - None

Guaranteed Efficiencies/Productivity: ECON - None

Guaranteed Efficiencies/Productivity: ES- None

Guaranteed Efficiencies/Productivity: GEOG - None

Description	Impact	Consequences	\$	R/NR
3-4 credit conversions GEOG 101, 103, 201, 214, 216	Facilitate a seamless transfer to university system. Allows more breadth and depth to content.	Student pay one more hour of tuition per class.	Possible increase in FTE	R
Move to hybrid model Geog 101, 103	Students will use web based technology for 1 credit hour. More flexible for students.	Student may complete program requirements more timely. Less classroom demand for college	Possible increase in FTE	R

Guaranteed Efficiencies/Productivity: HS

Description	Impact	Consequences	\$	R/NR
Contracted faculty will be using Moodle in all coursework and will experiment with hybrid courses.	More efficient use of faculty time	One possible outcome from developing hybrid courses and using Moodle will be on-line courses.	Possible increase in FTE	R

Guaranteed Efficiencies/Productivity: HST - None

Guaranteed Efficiencies/Productivity: PHL/REL - None

Guaranteed Efficiencies/Productivity: PS

Description	Impact	Consequences	\$	R/NR
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*Unit Planning for Instruction*  
**Social Science**

Description	Impact	Consequences	\$	R/NR
Convert remaining 3-credit political science classes to 4-credit classes: PS 201,202,203,204,205, 220,222. The additional credit may be based upon one of the following options: A service-learning component; a web-based exercise; or a GIS component	This will allow our course offerings to more closely align with the university courses.	This allows students a more seamless transition and to receive full credit for the courses taken here. This may prohibit students (in the ps major field) from taking a greater number of lower division ps courses because of the low number of lower division credits allowed for the major at the university, but may draw additional (non-majors) to our offerings	Possible increase in FTE	R
Either utilize existing or develop new on-line or hybrid courses, particularly in PS 201,202,203, 205 (and perhaps others)	This proposal would allow for a greater number of offerings in the newer formats to capture additional students may not be able to take them in the traditional format or who may be specifically attracted to this format and the expanded pedagogical diversity it offers	This offers the distinct possibility of enlarging the student pool for these offerings	Possible funds needed to develop but added FTE also possible	R
Introduce new lower division <i>public policy</i> courses into the political science offerings	This would allow the discipline to further expand course offerings	Recently the University has decided to re-introduce this as the fourth area of emphasis in political science and have also agreed to accept our offerings for transfer credit in the discipline	Possible increase in FTE	R

*Additional Narrative:* there is an existing American Government on-line course that would be fairly easy to adapt and we currently have faculty who already possess the technological skills to facilitate

**Guaranteed Efficiencies/Productivity: PSY**

Description	Impact	Consequences	\$	R/NR
214, 215, & 217 as 4 credits (all topical courses?)		Increased revenue Increased enrollment Better match for workload	Possible increase in FTE	R

# Unit Planning for Instruction

## Social Science

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Guaranteed Efficiencies/Productivity: **SOC - None**

Non-Guaranteed Efficiencies/Productivity: **ANTH - None**

Non-Guaranteed Efficiencies/Productivity: **CJA - None**

Non-Guaranteed Efficiencies/Productivity: **ECON**

Description	Impact	Consequences	\$	R/NR
Introduce Econ202 as an online course.	Frees evening classroom space.	Increased availability. Unknown impact on enrollment.	Possible increase in FTE	R

Non-Guaranteed Efficiencies/Productivity: **ES - None**

Non-Guaranteed Efficiencies/Productivity: **GEOG - None**

Non-Guaranteed Efficiencies/Productivity: **HS - None**

Non-Guaranteed Efficiencies/Productivity: **HST - None**

Non-Guaranteed Efficiencies/Productivity: **PHL/REL**

Description	Impact	Consequences	\$	R/NR
Find better ways to market Cable-TV courses to students	Higher capacity utilization	Students are made aware of and thus able to take advantage of all the distance learning options available	Possible increase in FTE	NR
Increase hybrid and online courses	Higher capacity utilization, possibility to expand offerings at low cost and without classroom crowding	More students are able to take fast-filling high-demand online and hybrid classes	Possible increase in FTE	R
Streamline the process through which a student pays off debts and are able to enroll	Higher enrollments, better retention of financially troubled students	Students perform better in classes when they're able to register on time, complete their degree in a timely manner	Possible increase in FTE	NR
Open Classes Page Changes	Fewer cancelled and under-enrolled classes	Students are able to fill out their schedules and graduate sooner	Possible increase in FTE	NR
Introduction to Philosophy Telecourse	Increased interest generated in our other offerings	Students can sample each branch of philosophy to better help them select particular courses in the future; students can transfer Intro to Philosophy taken elsewhere	Possible increase in FTE	R

*Additional Narrative:* These enrollments have historically been lower than our other courses. Suggestions include working with marketing and public relations to highlight it in the Aspire magazine or schedule of courses and campus website. Another important step would be to have the distance learning "Live Interactive" category changed to "Live Cable-Television." IP video students are rare (only one or two in Philosophy classes last year) and "Live Cable Television" is more descriptive and distinguishes the class from telecourses. This would be an easy fix, requiring only small changes to the distance learning website and promotion materials.

Each term we run into students who want to enroll in our courses and have paid off debts owed to the college but will not be cleared to enroll until the second or third week of the term. Other students are waiting shorter periods of time for library fines or other small to clear before they

## *Unit Planning for Instruction*

### *Social Science*

can enroll. Any collections agency and certainly the State of Oregon ought to be able to certify settling of outstanding debts by one or two business days, and small cash payment settlements should be able to be handled internally. Many of our students are poor and are here because they cannot afford to be anywhere else. Students who have paid off their debts to the college should be able to re-enroll in a timely manner.

Currently, there is an unpublicized gatekeeper and website coder who maintain the featured classes' page linked from Lane's homepage. We could either add a new page or change the name of his page to "Open Classes" the first week. Classes with enrollments significantly under the cap could be automatically added when they are under their cap by a certain number of students. They could be similarly removed when they reached their cap. This would require only a simple I script which could go through the Banner database and put under-enrolled courses in a single, easy to find place where students could register for them. There is no reason why faculty needing students and students needing open classes should have to rely primarily on faculty posting fliers or students class-hopping/phone calling/emailing instructors. There could even be links to electronic flyers and contact information if the student needs more information before registering.

Presently we don't have a general introductory course. Our 201, 202 and 203 courses used to be a year sequence and were broken up because the early courses weren't really requisites for the later courses. We'll be trying out "The Examined Life" a telecourse this term as a PHL 199 as a possible way to offer an introductory course to students who want a broad overview of the discipline.

#### Non-Guaranteed Efficiencies/Productivity: PSY

Description	Impact	Consequences	\$	R/NR
Marketing and educating public on what psychology is and what one can do with various degrees, what course paths to take. (I-Movie DVD? Something along the lines of the program developed for the professional courses on Channel 23? As part of an intro to social science class		Students will be better informed about what the social science disciplines are, aiding in course retention and potential increases in enrollment among exposed students	Possible increase in FTE	NR

#### Non-Guaranteed Efficiencies/Productivity: SOC – None

#### Non-Guaranteed Efficiencies/Productivity: SOCIAL SCIENCE

Description	Impact	Consequences	\$	R/NR
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*Unit Planning for Instruction*  
***Social Science***

Initiate an "Introduction to Social Science" course	To give students a survey of the various disciplines within our department	Allow students to make decisions earlier regarding either their major focus or courses to fulfill general education requirements	Curr. Devel. Funds To produce FTE	R
Create lab area for students (social science)	Students can be taught and practice relevant skills	Increased retention	Possible increase in FTE	NR

**3. Budget Reductions:** (Include impact, consequences, and comments)

**ANTH – None**

**CJA – None**

**ECON – None**

**ES – None**

**GEOG – None**

**HS – None**

**HST – None**

**PHL/REL – None**

**PS – None**

**PSY – None**

**SOC - None**