

## Bus/CIT 2009-10

### Accomplishment Description:

#### Curriculum and Program Development

##### CIT Department

- Carried out unit plan initiative entitled “Move to Windows 7 in Windows Networking Classes”.
  - \* Redesigned CIS 140 to cover Windows 7.
  - \* Redesigned CIS 140S to cover Windows 7.
  - \* Redesigned CIS 227N to cover Windows 7.
- Redesigned CIS 140U to utilize new versions of Linux Fedora 11 and Fedora 13 in Fall 2009 and Fall 2010.
- Redesigned CIS 240U to utilize new versions of Linux Fedora 11 and CentOS; also added materials on Web 2.0 administration (setting up a wiki server).
- Redesigned CS 120 with threads for Windows 7 as well as Vista and Windows XP.
- Redesigned CS 275 to interweave SQL with the Database design concepts.
- Redesigned CIS 102 to include introduction to programming materials and made it a pre-requisite for the Computer Programming degree as well as the Computer Network Operations degree. Created online materials for this course and delivered it in online format multiple times.
- Redesigned CIS 284 to utilize updated Security + and Windows Server 2008 materials.
- Redesigned CIS 125D to utilize Microsoft Access 2007 and created an online section.
- Redesigned CS 179 to utilize updated networking materials and incorporated new textbook.
- Created one new course CS 125SL. (Taught first time fall 2009, was created prior.)
- Completely revised CS 125G & CS 135G during the past 12 months.
- Developed CS 253 and CS 271 that will be taught in 2010-2011.
- The CIT department continued to aggressively develop and expand its ability to create and use online video material, particularly in the Network Operations Program. These were in the form of live lectures recorded in a classroom and Camtasia modules of hands-on computer activities with "talking head" lead-in footage introducing the topic.

##### Business Department

Carried out unit plan initiative entitled “Redesign Program: Administrative Assistant AAS” by identifying and implementing course and program changes needed to align our new Administrative Office Professional AAS program with the outcomes approved by the Statewide AOP Consortium.

As a result, the Accounting AAS program also had to be redesigned in order to maintain a common “core” first-year curriculum. Maintaining the core helps us maximize efficiency and instructor expertise, provides more flexibility for students, increases student entry-level employability after their first year of training, and improves retention.

The process spanned multiple years and included the collaborative effort of the entire department contracted faculty and staff at varying levels of involvement. (i.e. participation in curriculum discussions, completing curriculum forms, updating catalog and other information sources, etc.)

Changes implemented include:

- Renumbered 16 courses to re-align prerequisite sequences and alleviate student confusion.
- Added keyboarding and 10-key entry skill levels as recommended competencies in many of our course and program prerequisites. The Administrative Office Professionals (AOP) AAS degree program was intentionally structured with classes, when taken in sequence, that provide a progression of entry level skill recommendations and opportunities to develop keyboarding skills through weekly practice and timings.
- Revised BA 206, BA 224, and BT 112 from 4 to 3 credits.
- Revised BT 195 from 1 to 2 credits and changed the title to Professional Service and Development to more accurately reflect the new outcomes.
- Revised BT 163 and BT 286 from 3 to 4 credits.
- Created four new courses BA 250, BT 228, BT 230, and BT 271. The course outline for BT 271, the capstone for the statewide AOP program, was developed in collaboration with other AOP Consortium members.

Additional curriculum and program changes implemented:

- Redesigned BA 281 to utilize Connect Learning Management software.
- Redesigned BA 101 so that it is the equivalent of the U of O BA 101. The class now includes a strong experiential learning component for the student.
- Implemented the Small Business Ownership Career Pathway Certificate.
- Revised our three legal courses, and created three new legal courses (prerequisites to the revised courses) to align them with Umpqua’s corresponding courses that are available to Lane students through the Host/Provider Online System. This partnership with Umpqua allows us to meet the continuing demand from the community, our Advisory Committee, and students for access to legal courses. Additionally, it provides a cost effective way for Lane to continue offering a Career Pathway Certificate in Legal Office Skills and keep the legal courses on the list of state approved directed electives for our AOP program.
- The Business department faculty continued work to develop the use of online video resources, including both the creation of instructional videos and tutorial

screen capture webcasts, particularly in the Accounting program. We now have 10-20 minute videos to explain almost all the accounting and excel concepts that students typically struggle with. These videos are not course or textbook-specific, so can be used in any class that works with a particular topic, from introductory to high-level.

### Strategic Direction

- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Commit to a culture of assessment of programs, services and learning.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

### Learning Plan Goals

- Curriculum enhancement.
- Create innovative, flexible and collaborative programs that are responsive to current and emerging needs of students and employers.
- Commit additional resources to the creation, development, and implementation of distance learning courses and degree programs.

### Student Affairs Plan Goals

- Commit to a culture of routinely assessing programs, services, and learning to encourage continuous quality improvement.
- Strengthen relationships with high schools, transfer institutions, community partners, and employers to enhance the student's preparation for and success in college, career, civic engagement, and community involvement.
- Create innovative, flexible, and collaborative programs that are responsive to the needs of students and employers and facilitate a smooth transition from college to the workplace.

### College Council Priorities

- 1.c. Enrollment Management: Workforce Development
- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 4.2 Responding to unit plans/council plans: Curriculum Development