

ACCOMPLISHMENTS by STRATEGIC DIRECTION 2009-10

Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

ACADEMIC LEARNING SKILLS (ALS)

1) **ALS faculty developed and offered Pen and Page learning community** with RD80 and WR80 linked in a learning community. There's a natural connection between reading and writing skills, and this learning community takes advantage of incorporating the Reading 80 and Writing 80 into a learning community. By taking both classes during the same term, students benefit from a coordinated course of study. The Learning community is offered both Winter and Spring Terms, so motivated students can take advantage of meeting prerequisites (in one term) needed for their major or program of study. The counselors and advisors encouraged ALS to offer the learning community again in winter and spring of 2010-11. A next step includes finding a way to get term-to-term persistence data on participating students.]

ADULT BASIC & SECONDARY EDUCATION (ABSE)

1) ABSE faculty and staff from Lane County Sheriff's Office developed a successful referral and accountability process to allow offenders served in the county's Sherman Center the opportunity to attend career exploration, job search, resume development, and basic skills classes offered at the LCC WorkSource Oregon site located on main campus as part of their sentence.

2) Career Pathways: LCC completed first Vocational ESL course in Personal Care Aide with 100% retention and 100% success in the class among the 18 ESL students and 3 native English speakers registered.

3) Career Pathways

The college granted 112 career pathways certificates for 2009-2010. This represents an increase from 2008-09 when the college granted 77 career pathways certificates. The college continues to develop systems, processes, and strategic plans to continue to increase the number of students who are granted a certificate.

In addition, the career pathways coordinator is working closely with departments and Lane ESD to develop career pathways certificates and high school articulated POST drawings. Four POSTs were completed and connected to high schools in the areas of graphic design, manufacturing technology, auto tech, and culinary arts. Two new road-maps for LCC were created and published. They are Sustainability Coordinator, and Water Conservation Technology.

ADVANCED TECHNOLOGIES

1) Construction Accomplishments:

- Developed and offered a new class in Sustainable Building Practices.
- Construction students now develop a scale model building.
- Program purchased a new transit, enhancing student's ability to learn surveying and locations.
- Construction students built two storage sheds as a class project.
- Curriculum enhanced by adding a section on exposed aggregate concrete.

2) Fabrication/Welding Technology Accomplishments:

- The Welding program was allocated Carl Perkins funds to replace and upgrade of six welding machines. With purchase of these machines not only will new teaching technology be brought into the program but new levels of teaching efficiencies will be possible.
- The program has been granted additional funding for instructional time that has enabled an additional section and larger classes that more fully utilize the capacity of the facility. Currently the program is serving the largest student population since moving to its new facility approximately 10 years ago.
- The program's sustainability program has been able to recycle scrape and otherwise used materials for monies adequate to purchase a much needed item of replacement equipment that should that should long serve our students.

3) Diesel Accomplishments:

- Program received AED Accreditation.
- Diesel Program entered the Oregon Trucking Association and hosts one meeting per term with attendance of 40 to 60 participants.
- Faculty attended a Bobcat Internship for 2 weeks this summer.
- Program purchased a Bobcat Trainer increasing technology within the program.
- Faculty attended the educational conference for the Vehicle Maintenance Management industry.
- Purchased Cummins ISX Trainer and updated curriculum.
- Purchased and utilizes the Caterpillar side by side Electro-hydraulic Trainer.
- Purchased and utilizes Freight Truck Trainer for Diesel students.
- Forklift Hyster trainer and Forklift Caterpillar trainer have been added to teaching.
- Upgraded Diesel classroom to a "smart classroom".
- Updated textbooks in Chassis and Power trains.
- Recycled 40,000 pounds of iron/steel.

4) Flight Technology Accomplishments 09-10:

- Online Scheduling: We received Perkins funding which enabled us to purchase equipment and a subscription to an online scheduling system. Online scheduling is the industry standard and is the expectation of aviation students. This allows students to train in the actual work environment they will see as employees of an airline or other related aviation field.
- Full Review of Flight Technology: As director of the aviation academy, Steve Boulton has completed a full review of funding of the Flight Technology Department with the goal of future

sustainability. Where possible, such as an increase in aircraft fees, Steve has implemented changes to increase our revenue. Steve has also developed and presented a completely updated budget to administration.

- **Installation of Smart Classroom:** This is linked to our Unit Plan from the previous year. We were able to secure funding to upgrade our main classroom to include smart classroom technology. This has increased classroom productivity and enhanced our delivery of curriculum, thus adding to improved subject-matter retention for our students.
- **Completed Update of Professional Pilot TCO (400 pages):** Faculty has completed the update of our FAA approved Training Course Outline for Commercial/Instrument instruction. This update enhances an already outstanding curriculum for aviation students, improves the flow of in-aircraft training and incorporates GPS technology which is current airline industry standard.
- **FAA Airman Certification Representative Designation:** Working with our Primary Operations Inspector (POI), director, Steve Boulton was able to receive his ACR designation from the Federal Aviation Administration. The designation requires a significant amount of study of FAA rules and regulations as well a comprehensive oral examination with our POI. This designation allows the department to retain our self-examining authority, which enables us to issue Private Pilot & Commercial Pilot licenses as well as Instrument Ratings without further testing through the FAA. Lane Community College, Aviation Academy is the only flight school in Oregon this distinction.

ARTS

1) Curriculum Development

Added 20 new sections in MDTA and 25 new sections in AAD.

Began Teaching 15 new courses: Magazine Writing, Pilates, Grammar, Feature Writing, Digital Constructions, Book Binding, Integrative Arts, Intermediate Reporting, Photo Lighting, Field Drawing, Documentary Photo, Architectural Photo, Digital Photo, Silk Screen II, Arts Success for all incoming students Developed 4 new on-line courses in Web Design, Photo History 1, Photo History 2, Gospel Choir.

Proposal developed for additional new courses in Photo History III (on-line), Web Development (on-line), American History (on-line), Elementary Teacher Training in Dance, Balinese Dance, Gyrokenesis, Musical Theater, Hula, Flamenco, Belly Dance, World Dance, Dance for Dummies", Dance Production, Break-Dancing, Contact Improvisation, Authentic Movement, Dance for the Camera.

2) Facility and Program Development Completed

Completed plans and proposal for building redevelopment in Buildings 5, 6, 10, and 11.

Began construction of new dance studio in Building 5 and new Fine Arts studios in Building 10.

Completed construction of new elevator, music keyboard lab, and offices in Building 6.

Building projects in 6 (dance studio) and 17 (Media Arts) delayed to accommodate planning for perimeter project.

Developed and began teaching New Curriculum for New Media Journalism and Web Design Certificate Programs. Listed programs as "Suggested Courses of Study" in catalog.

Receive funding to develop new computer lab for Media Arts.

3) Fundraising

Funding for Lane Art Gallery and Sculpture \$5,000.

Funding for ArtsWork in Education: \$24,000 Public Schools \$10,000 Oregon Cultural Trust, \$11,000 Oregon Arts Commission,

4) Community Service and Recruitment

Developed and directed ArtsWork for Education to Integrate Arts into 22 classrooms, in 4J, Springfield and Cottage Grove Schools.

Trained 30 teachers and artists and served 1,000 middle and high school students through arts integration into core academic courses in math, science, language and social science.

Provided new jobs for 8 artists.

5) College Representation in the Community

Dean Represented College and Division of the Arts at Oregon Arts Congress, Salem, Oregon Arts Summit Portland, Oregon Arts Education Association, Portland, International Media Arts Association, Boston, Association of Educators in Journalism and Mass Communication, St. Louis.

Dean represented College and Division on Boards of: Jordan Schnitzer Museum of Art, Mayor's Cultural Policy Review Committee, Arts and business Alliance of Eugene, Eugene Public Arts Committee, ArtsWork in Education, Oregon Alliance for Arts Education.

Dean Partnered with: The Oregon Cultural Trust, The Oregon Arts Commission, The Downtown Initiative for the Visual Arts, The UO Library Special Collections, The UO Schools of Art and of Journalism and Communications, Lane County Public School Districts 4J, South Lane, Springfield and Bethel, The Regional Arts and Culture Council, Portland, The Right Brain Initiative, Portland, The Pacific Northwest College of Art, Portland Community College, Portland State University.

6) Public Performances and Workshops

Presented 32 public performances in Blue Door and Main Stage Theaters; Music 18, Dance 7, Theater 7.

Presented 9 exhibitions in Lane Art Gallery.

Organized 6 workshops.

BUSINESS DEVELOPMENT CENTER & EMPLOYEE TRAINING (BDC)

1) **ACKNOWLEDGEMENTS & AWARDS** 1. Received an award and budget increase from the OSBDCN based on client activity and program performance. 2. Awarded USDA grant for OSU Lane County Extension Service Partnership 3. Awarded CTAA Grant and a NECDBG Grant for Strategies of Success Program with Lane County Chamber of Commerce 4. Completed and passed accreditation visit from ASBDC, with recommendation to use SBDC (versus BDC) for all marketing and communication, otherwise received high marks for operations and community outreach. 5. Approached by all local economic development agencies regarding outreach and quality of services, and ask to be "One Stop" resource for business development for Lane County. 7. Received videoconferencing award from the OSBDCN allowing connectivity between SBDC and Florence Center. 8. Gary Smith, SBM Faculty presented his teaching methods at the NWASBMI Conference and was voted VP of the organization. 9. SBM Alumni won the Willamette Valley Angel Conference receiving \$35K, and she credited the LCC SBDC for her progress and growth. 10. eDev received the SBA's Home Based Business Champion of the Year at their annual awards presentation in Portland.

2) **PROGRAM/CLASS DEVELOPMENT & INNOVATIONS** 1. **Farm Business Management** redesigned to Agricultural Business Management in partnership with OSU Lane County Extension Agency 2. **Sustainability Management Business Management** Program in partnership with U of O Climate Masters for Business and Good Company 3. **Advanced Leadership and Communications** Program designed around the Toastmasters curriculum for communications, leadership, and mentoring 4. **Innovation Business Management** Program designed to target inventors and other innovators, that have special planning and development needs over more mainstream startups 5. Springfield Chamber Business **Strategies of Success** Program designed around the SBM model and customized to meet the specific area needs of Springfield businesses and their customers. This program is serving as a model for other programs being developed and implemented for the Fern Ridge and Cottage Grove chambers (and soon Florence and Junction City). 6. Lane Micro Business, our non-profit program for micro-entrepreneurs changed its name to **eDev** and added more services for rural business owners, disabled entrepreneurs, and minority businesses. They continued and added services to help provide capital for startup micro businesses (microloans and Individual Development Accounts) 7. Expanded **ACLS, PALS, and TNCC** training services for PeaceHealth, McKenzie Willamette Hospital, and other area healthcare providers. 8. Partnered with **EVHPEC** to offer LEAN classes, seminars, and programs for area manufacturers and service organizations throughout Lane County. 9. Enlisted area **content areas professionals** in accounting, business planning, business law, technology, etc. to conduct classes in topics that would supplement our core programs.

3) **FTE ACCOMPLISHMENTS and GROWTH** * Increased FTE over previous year from SBM type programs. * Employee Training and eDev activity reduced due to economic recession and funding restrictions, reducing "seat hours" and FTE generation from these activities. * Developed new SBM model programs to meet business niche needs and better serve community and grow FTE * Developed new training programs and partnerships to meet incumbent employee training needs and grow FTE * Increased emphasis on micro-entrepreneur outreach to low income, minorities, women, disabled, veterans artisans, and those in rural areas for increase FTE generation * Increased retention of SBM students from year to year (3 year program) to increase FTE generation * Increased outreach with Springfield Chamber of Commerce to add additional program to current SBM model offerings * Emphasized pathways of entrepreneurial development within the BDC (Advising to Going Into

Business to SBM to Alumni Programs) to keep out clients year after year and grow FTE * Increase outreach to other LCC Department to partner with them on employee training (ESL, electronics, math, etc) for those in vocational trades to increase enrollment in training classes * Increase appeal of programs with additional partner resources while co-marketing with partners to grow FTE

4) **PUBLIC RELATIONS & MARKETING** - Active membership and/or involvement with state and local organizations such as BITS, CCWD, SBA, OBDD, LWP, LMP, Area Chamber of Commerce, ASBDC, OSBDCN, NACCE, NCCET, ASTD, LERN, PMI, other state SBDC's, LCOG, Lane County and major Lane County Cities, Smart-UPS, Willamette Incubator/Incubator, and OMEN. - Expanded the use of new department logo created by David Funk, and created a more comprehensive marketing strategy, using different media and methods to reach potential client/students. - Increased outreach to inform businesses about our services through presentations/displays at Chamber events, various association meetings, Public Service groups such as Rotary and Lions Club, PSA's, and college functions. - Coordinated and staffed information/vendor table at Business to Business, Work Trends, 'Business After Hours' at the CML, and Career Day at the Expo Center. - Staff appear as business expert resources at a number of meeting and events throughout the area. - More emphasis on promoting all business services departments at the college such as CML, Co-op, Continuing Education, Workforce Development, Advanced Technologies, etc. in our marketing and presentations. - Cross promotion strategy with SCORE to promote advising and program services offered at the SBDC - Added more partners and collaborations to increase depth of products and services, and to cross-promote with partners - staff has been interviewed on radio, television, newspaper, and the internet - as members of the Lane League the BDC/ET ran ads illustrating the success stories of LCC students and the service the college provides for the community - attended Lane Day at the State Capitol and visited Lane County Legislators and set up a booth to educate representatives on the economic development activity provided by LCC's BDC and Employee Training Department - Began work to make the LCC SBDC a "One Stop" business resource for all of Lane County, working with many of our Economic Development partners.

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) 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.

2) Implemented Sustainability Curricula

- CIT moved toward electronic submittal of assignments through Moodle and away from hardcopy in several classes (i.e. CIS 102, CIS 140U, CS 179, CS 240U, CS 289).
- Business used Moodle for every course, thus dramatically reducing the need for paper.
- Introduced BT 230 Sustainable Paperless Office Practices using Adobe Acrobat.
- In BT 122 MS POWERPOINT for Business, web links are provided for students to explore the various EPA sites with suggestions and tips on how they can contribute to sustainability in their role as a consumer, citizen, and as a steward of the environment. They use this resource to better understand what is meant by sustainability and to research information about it by activating any of the 20 hyperlinks given in the document. Students are to use the information to not only help them determine what area of sustainability they want to focus on for their course project (slide show), but to also conduct their research.

3) Supported Student Retention and Success

- Student retention and success rates in business courses have risen consistently over the past four years (the Business Student Resource Room opened summer 2007) as found in current IRAP reports. This data, and informal student feedback, indicate that the SRR is contributing to the Department (and Learning Plan) goal of enhancing student success and retention, and is an effective use of resources.
- In 2009-2010, demand for Business SRR services slightly more than doubled in the number of students per term than in the previous year.
- The CIT instructional lab (19-135) experienced at least double the amount of students looking for help. To meet this need, CIT expanded the number of tutors/hours and added additional tutoring capabilities to provide better support for all the classes taught in the CIT programs. The department also continued to update and expand its online documentation available to students.
- The Business Department graduated the first set of students from the Retail Management AAS degree.
- Faculty members wrote many letters of recommendation for program admittance and scholarships, supporting the continued academic careers and success of our students.

4) Provided Student Research Opportunities

- Independent Study, Winter 2010, CS 298 CCNA exam certification preparation – Gary Bricher (student Scott Dumas)

- Independent Study, Winter 2010, CS 298 Interconnecting Cisco network devices – Gary Bricher (student Mi-Cree-Ni Quash-Mah)
- BA 101 Introduction to Business includes a group project that involves a case study analysis of a local business

CHILD & FAMILY EDUCATION (CFE)

1) Coordinated with Saturday Circus instructors to provided parenting class for CCAMPIS parents on main campus.

2) Expanded learning for ECE lab students by purchasing video cameras to document and support student assessment.

3) Increased evening and weekend Early Childhood Education credit classes by offering a Friday/Saturday weekend Child Development class held in spring 2010.

4)

Coordinated with the Lane's Center for Meeting and Learning to provide child care at two CML events: African American Parenting Conference and the Latino Family Conference.

CONTINUING EDUCATION

1) ENROLLMENT GROWTH

- Increased FTE by 10.52 %

08-09	759.1
09-10	818.52

- In collaboration with LWP, Workforce Development and the Junction City School District used ARRA Grant funding to establish a new nursing lab in Junction City High School to train Nursing Assistants (CNA) for the new Oregon State Hospital.
- Explored new training for Activity Directors
- Generated training partnerships with Alzheimer's Association and with Home Instead Senior Care
- Planned six free SAI courses to be offered Sept-June 2011 through Lane's Employee Wellness Program
- Developed a 40 hr Personal Care Aide training by council member Donna P, in collaboration with Workforce Dev. w/ ARRA & SIF funds. Market research w/ in-home care companies and S&DS.
- Approved curriculum, then collected FTE for annual Alzheimer's Conference
- Increased Ed2Go online course enrollment by **59%** through revision of processing resulting in streamlining the registration system
- Worked with Workforce Development to capture FTE for their onsite training sessions resulting in approximately 17 FTE
- Consulted with Specialized Support Services on curriculum redesign process to meet CCWD standards and captured FTE for training

2) TARGETED PLANNING

INCREASE & IMPROVE INTERNAL MARKETING

- Placed an article in *The Weekly* each week to promote Continuing Ed classes and events
- Created distribution plan to get SAI flyers posted on main campus monthly
- Spoke to Lane managers about PCA, Sat Series, & upcoming free employee classes
- Spoke to Counseling staff about SAI/SCP
- Established meetings to create ongoing collaboration with e-Dev for SAI
- Spoke to Human Services Advisory about SAI/SCP
- Spoke to Women's Program about SAI/SCP
- 4 Senior Companions discussed care giving & grief with 25 Lane "Adult Development & Aging" students in Toni Fudge's class
- Continuing Education was asked to participate on the College-wide Marketing Team convened by Tracy Simms.

3) PROFESSIONAL DEVELOPMENT

- Conducted Fall Term Professional Development Dept Training – two part (totaling eight hours) of AchieveGlobal's Customer Service Training
- Trained four part time staff in bookstore procedures
- Attended "Communication Skills for Women" all day training
- BANNER training focus, alignment and study with Helen & Darlene
- Attended the 25-Live training conducted by Alen Bahret
- Participated in a team building and skill development with front-line staff utilizing a DiSC assessment specific to the Front Line Team
- Attended LERN's week long class/certification March 2010
- Attended "Improving Your Customer Service" Training Event - Lane's CML
- Tested and received LERN's CPP Certification (Certified Program Planner)
- Attended "Hiring for Cultural Competencies" training with Cris Cullinan
- Lead and participated in Lane's Technology & Civility mgmt study groups
- Participated in a two part team building and skill development with ALL staff DiSC assessment
- Participated in annual Alzheimer's Assoc Conference, along with SCP Volunteer (scholarship).
- Participated in National Conference on Volunteerism & Community Service (NYC)
- Proctored 12 MOS (Microsoft Office Systems) tests
- Conducted a continuation of the AchieveGlobal Customer Service Training at each Dept meeting

COOPERATIVE EDUCATION

1) Co-op Ed -- New Career Technology and Pathway Programs Offer New Cooperative Education Opportunities for Students:

The creation and launch of Lane's new Health Informatics AAS degree and the development of the Dietary Manager pathway for culinary students will provide additional work-based learning opportunities for students as well as increasing FTE, tuition and fees over time as the degrees mature.

2) **Apprenticeship – Increased FTE through career pathways and new courses:** Implemented five different trades serving approximately 80-100 students. **91.07 FTE generated** (and associated tuition and fees; does not include students enrolled in other departments). Promoted three (3) degree pathways which resulted in increased number of students in the pipeline to complete degrees (10) and certificates (50).

3) **Apprenticeship -- Student Database Developed:** Now able to track student enrollment in courses resulting in significantly improved ability to assist students with admission, registration and eligibility for certificates and/or degrees. Also, resulted in improvement of credit course schedule planning.

4) **Apprenticeship – Improved Benefits for Students:** In an effort to secure Financial Aid (FA) access for students, credit course scheduling alignment was updated to follow FA guidelines. Apprenticeship program students are now eligible to apply for financial aid along with Veteran's benefits.

5) **College Now – State Approval Assured:** Completed College Now Program Approval Application, as required by the Joint Boards of Education, to continue offering College Now including creation of a Program Manual and Youth Handbook. Submitted on August 1, 2010 and received feedback that with minor adjustments will be approved December 2010.

COUNSELING

1) Counseling and Advising: Retooled the AR Planner which allows students to be released for registration based on academic principles versus date enrolled.

2) Counseling and Advising: Increased group AR advising sessions. Using Lane's increased availability of Information Technology, advised students more effectively.

3) Counseling and Advising: Guided Studies Orientation (GSO) Growth. Introduced weekly and year-round GSOs to reach out to the highest risk credit students.

4) Counseling and Advising: Counseling Web page Upgrade. Updated the Counseling Department home page, making it more navigable and accessible.

5) Counseling and Advising: Cram Sessions. In the period between Fall SOAR and the first day of Fall Term, offered Cram sessions to students to capture all new fall students with complete orientation resources.

6) Counseling and Advising: Seasonal Student Orientation, Advising and Orientation (SOAR). Introduced several SOAR sessions each term, expanding complete orientation on a year-round basis to all new students and allowing many more new students to receive orientation information and experience in a timely manner. Orientation appointments were made available online year-round.

7) Counseling and Advising: Perkins Funding for Computer Information Technology (CIT) Academic Advising. Landed funding for a part time CIT academic advisor to respond to the growing demand of students choosing CIT careers.

- 8) Counseling and Advising: Perkins Funding for Health Professions Academic Advisor. Obtained funding for a part time Health Professions academic advisor to respond to the growing demand of students choosing Health Professions careers.
- 9) Counseling and Advising: Hynix Academic Advisor/Liaison Position Maintained. Responding to the Hynix shutdown, maintained a part time academic advisor/liaison to respond to the emergency of newly dislocated Hynix workers.
- 10) Counseling and Advising: Online Moodle Nursing Academic Advising. Using Lane's increased availability of Information Technology, advised students more effectively.
- 11) Counseling and Advising: Increased Use of Academic Advising Groups. Using the successful Nursing group academic advising model, more students from more programs were advised in groups, addressing the slightly higher dissatisfaction with counseling and advising wait time noted in the 2004 ACT survey.
- 12) Career and Employment Services: Maintained Student Service Associate (SSA) program. With threatening budget constraints, SSA program survived through creative management.
- 13) Career and Employment Services: Perkins Scholarship funding maintained. Successful attainment of another year of Perkins funding to backfill scholarship services.
- 14) Career and Employment Services: How to Pay for College...In One Day! Collaborated with Financial Aid and College Goal Oregon to host a fully integrated "How to Pay for College...In One Day!" event for high school students, parents, college students and other community members.
- 15) Career and Employment Services: Career Fair. Held a successful Career Fair despite the economic down turn.
- 16) Human Development: Back on Course. Increased number of Back on Course (BOC) offerings to match Title III goals.
- 17) Human Development: "Back on Course" (BOC) and Retention. Through BOC, continued to increase number of students retained after being disqualified for financial aid.
- 18) Human Development: "Teach Only" Position. Landed a "Teach Only" faculty position for second year, increasing capacity for "Back on Course" offerings.
- 19) Human Development: College Success – FastLane Learning Communities. Increased College Success – FastLane Learning Community offerings, staying in step with Title III goals.
- 20) Testing Office: GED Online Testing Appointments. Online GED testing appointments added to other online capabilities.
- 21) Testing: International Student Testing. Increased testing possibilities and collaboration with the International Student program.

22) Testing Office: Added Spanish GED Testing. Added GED testing capacity for Spanish-speaking GED students.

DISABILITY RESOURCES

1) Continued to integrate the Social Model approach of providing resources and services to students with disabilities into DR and Lane's campuses at a more intense level.

- Began work streamlining DR service delivery process's using Social Model philosophies.
- Presented Social Model concepts to Lane County ESD Youth Transition Specialists.
- Began incorporating Social Model components into the Transition Academy.

2) Supported further development, revisions, streamlining and updating of DR communication and procedures. Explored & began development of interactive online processes for DR Orientation and Accommodation Requests.

- Continued website improvements.
- Concluded research for move to electronic filing, scheduling and reporting systems.
- Utilized PB Works as a web tool for dept communication.

3) Explored additional possibilities for the use of technology for provision of student accommodations.

- Collaborated with IT and submitted UP funding requests for initial installation of Assistive Technology & Alternate Format scanning and conversion equipment & software programs in 10 computer labs.
- Participated in National Beta Test for Alternate Format E-Text provision.

4) Provided ongoing support and accommodations for Lane's students with disabilities.

- Received funds to provide computer and non-computer related support to students throughout the year.
- Received funds for Alternate Format production computer replacements.
- Held Transition Academy and Parents Night activities to welcome new younger students with disabilities to Lane and to DR.

5) Public Education/Campus Presentations:

Public Education Presentations

- Training for National AHEAD Management Institute
- ORAHEAD Fall Conference Social Model Presentation
- Student Success and Retention Conference 2010
- Fall Region 1 Meeting
- Lane ESD Youth Transition Program Meeting
- MISUA (Mobility International USA) visiting professionals and Governmental delegates from the foreign countries of Bahrain and South America

Departmental Presentations

- Women's Center

- Health: Nursing/Dental
- Tutor Central
- SAGA
- C & A
- Math Department

Presentations to Students

- EL 115

ENROLLMENT & STUDENT FINANCIAL SERVICES

- 1) AskLane, Intelliresponse 24/7 Questions and Answers tool debuted in November of 2009 on Lane's home page. Since implementation until June 30th 2010; 172,122 questions have been answered with an 90% accuracy rate.
- 2) David Van der Haeghen took over leadership for Fall SOAR-June and Fall SOAR-September. Held event in CML in cooperation with Counseling and Advising. Improved offerings for visiting families and invites clubs and other groups to have tables in CML.
- 3) Analyzed Academic Progress Review procedures and realigned it to serve students and committee members more effectively and efficiently.
- 4) Implemented Registration Alert to warn students when they click Add/Drop about financial aid deadlines, refund processes and administrative withdrawal procedures. As a result, decreased number of refund requests and improved administrative withdrawals processes.
- 5) Worked with Carol McKiel and Alen Bahret to create a Student Dates and Deadlines Calendar within R25 Lane Events Calendar.

ENGLISH AS A SECOND LANGUAGE

- 1) **ESL faculty made progress in integrating technology in support of student learning.** ESL instructional software was installed and operational in the ESL lab. Teachers were trained in the use of Flip cameras for instructional purposes. Faculty use of the wiki increased and the program received a Great Ideas Innovation of the Year Award.
- 2) **ESL faculty developed a new class for students failing to make progress in reading and writing skills.** The Reading/Writing Success class targets students with relatively high oral skills but weak educational backgrounds who were stalled in the middle of the ESL curriculum.
- 3) **Despite lack of resources, the ESL program provided services, processes** and instruction at four locations (Main campus, Downtown Center, Springfield Middle School, Bohemia Elementary in Cottage Grove), day and evening programs (8:30 a.m. to 9 p.m.) providing complex functions of marketing, recruitment, registration, assessment, grant-required attendance and assessment data collection, grants management, schedule building, advisory committee coordination, human resources coordination, facilities improvement and repair coordination, scholarship fund distribution, computer

lab management, bus pass program administration, textbook purchase coordination, and development/expansion of international program. (One administrative coordinator and .5 dean facilitating the work of one student services specialist, 6 part-time classified staff, 5 contract faculty, 15 part-time faculty, 3 international program staff and 6 instructor/tutors.)

FLORENCE

1) The Florence Center, in collaboration with Family and Health Occupations, is offering the complete certificated Medical Office Assistant Program for the 2010-2011 school year. The Florence Center will be the only certificated program on the Oregon Coast.

2) The Florence Center is successfully starting a Nursing program Fall Term 2010. This project is built on a partnership with PeaceHealth Siuslaw Region, LCC Nursing program and the Florence Center.

HEALTH PROFESSIONS

1) Updated career pathways and pathways map for use by internal and external sources

2) New Site & Delivery Methods

- Began to offer Medical office assisting and Nursing to our Florence students
- New planning for offering classes at Florence campus
- Used Perkins funding to help with supplies and curriculum development for hybrid education and distance learning

3) Worked with advising and counseling to standardize the admissions cycle and problem solving with advising and HP. Also provided permanent space for Jessica Alvarado in new building to promote consistency

4) Program & Course Approval

- Approval of medical Nutrition therapy course and
- Approval of dietary manager program in conjunction with the Culinary arts program

5) Program Development

- First year completed in PTA program
- 7 new online lecture and 7 new hybrid laboratories
- Secured 55 of 57 clinical placement assignments
- Developed online soft chalk model for clinical instruction professional development and presented to PTA educators (national interest group)

6) Online Delivery & Enhanced Curriculum

- Transferred all first year courses to hybrid format
- Worked with faculty to have all trained in new delivery
- Added advanced training to curriculum in advanced cardiac life support, pediatric advanced life support and neonatal resuscitation

7) Nursing Curriculum

- Instituted beginnings of hybrid education into Nursing curriculum
- Began to implement LPN program

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

- 1) 2009-10 Goal- For the “Undress the Stress Program”, get 200 participants: We had 245 people participate in our Undress the Stress program. We also had another 25 people, although not officially signed up, attend seminars.
- 2) 2009-10 Goal- Increase participation in wellness activities: We were able to increase participation in the Employee Wellness Program by offering more seminars/trainings and classes.
- 3) 2009-10 Goal- Continue to offer new Wellness classes and at new times: We offered these new Wellness classes and programs: "Healthy You, Healthy Community" community weight loss program; "Activize and Nutritionize Your Summer"; "Better Bones and Balance for Osteoporosis Risk Reduction"; and "Weights Wake-up Call."
- 4) 2009-10 Goal- Increase ergonomic awareness: We offered more training for all employees and for specific departments on ergonomics, stretching and improving posture.
- 5) 2009-10 Goal- Develop class list of Physical Education courses that meet AAOT requirement: The Division identified fitness related classes that will meet the AAOT requirement.
- 6) 2009-10 Goal- Place course materials online in Moodle to decrease copying cost: The majority of division faculty are using the Moodle site for their classes.
- 7) 2009-10 Goal- Complete development of our Holistic Health Course: The Holistic Health class was offered summer 10 as an online offering.
- 8) 2009-10 Goal- Complete development of the First Aid for Health Professionals Course: First Aid: Beyond the Basics was offered for the first time summer 10.
- 9) 2009-10 Goal- Complete development of 3 new courses for the Exercise & Movement Science Program: Two of the three courses were developed in 09/10.
- 10) 2009-10 Goal- Increased Diversity of Health Offerings: Holistic Health and First Aid: Beyond the Basics classes have been added.
- 11) 2009-10 Goal- Update and expand equipment needs for the Exercise & Movement Science Program: These funds were used to Purchase numerous pieces of exercise and laboratory equipment through Carl Perkins Funds.
- 12) The Employee Wellness Program received another \$25,000 grant for our Undress the Stress with Playfulness program.

13) Received over \$30,000 in grant funds from the Carl Perkins Grant used for Instructional Assistants for the EMSP to provide tutoring in the program's core courses, supervision during cooperative education work, individualized instruction on equipment and software, and additional learning opportunities for all students.

14) Increased the group exercise education component of the EMSP by having students attend an aqua aerobic workshop fall term 09.

15) Continued to strengthen Lane's partnership with four-year universities by having 2nd year EMSP students visited Physiology Lab at University of Oregon fall term and 1st year EMSP students participated in a weekend cadaver lab at the University of Oregon.

16) Nine EMSP students and two staff attended the Northwest ACSM conference in Portland, OR; students competed in the annual "Quiz Bowl" competition against other schools from the Northwest.

17) 2nd year EMSP students completed a research project and presented their findings to their peers.

18) Coordinated Ball Stability, Fitness Circuits class, TERC, and other PE classes to meet the AAOT criteria. Also reviewed course descriptions and outcomes and synchronized all related classes in the above listed areas.

19) Women's basketball kept its home win streak alive. It now stands at 79 wins in a row and is the active national collegiate record for all levels.

20) Baseball was the NWAACC runner-up.

21) Women's T & F finished NWAACC runner-up.

INFORMATION TECHNOLOGY

1) Computer Lab Paper and Toner

With the tech fee funding awarded for paper and toner, we were able to provide for all the paper and toner needs for 59 ICL-supported computer labs and classrooms at Lane's main campus, Downtown Center, Airport and Cottage Grove branches. All labs/classrooms had the paper and toner required to fulfill the needs of Lane's students in all of these educational computing environments.

2) Computer Classroom Hardware Upgrades

The technology fee funding provided for 7 initiatives allowed IT to install 214 new Dell or Macintosh computers in multiple computer labs and classroom located on both main campus and at the Downtown Center. Some labs also received monitor upgrades and/or a printer upgrade. These labs/classrooms provide the necessary hardware and software for students to be successful in their educational goals. The equipment was purchased, inventoried, and software images were developed and tested. Then the old equipment was removed, re-purposed if appropriate, and the new equipment was installed, the images were uploaded and tested again, and cabling was secured. The equipment installed due to this funding includes:

Main Campus

- Center 431 - Primarily used by LLC - 25 Macintosh computers
- Center 453 - Primarily used by Art/Media Arts - 25 Macintosh computers
- LCC16 222 - Primarily used by Mathematics - 36 Dell computers, monitors and printer
- Center 455 - Primarily used by GIS - 25 Dell computers
- LCC11 255 - Primarily used by ESL and ABSE - 25 Macintosh computers
- Center Library - Laptop lab provided for ALL Lane students - 30 netbooks

Downtown Center

- DTC 016 - Primarily used by ESL - 23 Dell computers and monitors
- DTC 228 - Primarily used by Continuing Education - 25 Dell computers

3) Library/Open Lab Integration - Learning Commons First Steps

Due to the remodel of Building 4, the open lab that was in Building 4, room 201 was permanently moved to the Library. This open lab function is provided for all Lane students who need access to computing equipment to successfully complete their course work. The merger of the ICL open lab and the Library represents an important first step toward the Learning Commons.

The Library Computing Resources now include:

- Library Laptop Lab - 30 existing laptops, plus 30 additional netbook/laptop computers were added this year
- Library Classroom/Open Lab - 25 Dell computers
- Mac Nook - 12 new Macintosh computers
- General Access computers throughout the Library - 50+ Dell computers
- 4 new printers to support all the areas listed above
- Expanded wireless access to maximize student access to technology
- IT department staff moved to Library in support of this project - team developed with IT staff and Library staff members
- Tech Tutors - The open lab (library) partnered with the Tutoring Center to establish the first 'Tech Tutors' - designed to provide fellow students with technical support and guidance on navigating Lane's many technical systems.
- Expanded open lab hours - now Monday through Thursday from 7:30am to 7pm and Fridays from 7:30am to 5:30pm
- Student Helpdesk Support Services desk - SHeD - combination of the Library's student helpdesk and the existing SHeD operated by ICL which handles student support for myLane, Moodle, Library services, general technical assistance and wireless access issues (which is supported for walk-ins, by phone and by email)

4) Network Infrastructure Upgrades and Innovations

- Upgraded the fiber infrastructure for every building on Main Campus
- Installed fiber to the KLCC Building Downtown
- Installed fiber to the Atrium Building (OSBDCN) Downtown
- Increased wireless coverage from 50 access points to 87, and installed wiring for 25 more.
- Upgraded the core routers and switches to the new Cisco Nexus product line.
- Installed a separate network of switches for the Keyless entry system
- Installed GroupWise reload server and software for mail backups and restore
- Provided network services to all the Bond and environmental staff relocations.

- Installed new anti-virus server and planned the move from the old server to the new
- Installed the infoblox DNS Server
- Pilot program for the Novell Data Synchronizer/mobility server (Bata) for mobile device access
- Negotiated Symantec antivirus licensing renewal of three years for the price of two

5) Software Licensing

The technology fee funding allocated for this initiative allowed Instructional Computing to purchase the necessary software tools to support 59 computer labs/classrooms. The software needed to provide print management and monitoring, desktop maintenance, and other support services was purchased/upgraded, installed and tested, then utilized to ensure smooth operations in all ICL-supported lab/classrooms. The programs helped to ensure student success by providing a way to maintain excellently functioning systems from user to user for all Lane's students.

6) Student Internet Access/Bandwidth Increase

The technology fee funding allocated to this initiative was used to pay a portion of the costs to provide Internet services to the college. Lane purchases its Internet access from Lane ESD, and the allocation of funding provided to this initiative paid the student related portion of that cost.

Internet access for students is vital for their success in any and all programs at Lane. The IT department maintained steady and reliable internet access for Lane's students and employees during this past fiscal year. Due to increase usage of the Student Access Network (SAN) wifi services, the bandwidth was increased by 50% for the 09-10 year.

7) Academic Technology Accomplishments and Innovations

FACULTY SUPPORT:

- Elluminate - Academic Technology joined a cadre of Oregon Community Colleges in a 3 year license for Elluminate software. Elluminate allows faculty and staff to host live remote meetings via the web (webinars) and is ideal for online instruction, virtual office hours, and virtual meetings.
- Produced numerous videos for presentation and instruction.
- ATC offered numerous workshops and assisted faculty with literally hundreds of projects.

MOODLE:

- Moodle Mentors - The Faculty Technology specialists introduced an advanced T2T course for faculty professional development in the online program. This is a mentor course in which faculty are organized into pairs to work collaboratively and exchange ideas related to online teaching and learning.
- Moodle Bootcamp - The Faculty Technology Specialists partnered with High School Connections to provide a week-long Moodle Bootcamp to College Now faculty. The class was designed to be a fast-paced introduction to Moodle and to teaching online, with guidance on how to find more professional development and support.

WEB:

- Web Infrastructure - A new web infrastructure was established providing high levels of redundancy and flexibility for developing database driven web applications and content management systems. This infrastructure is the base for a content management eco-system to extend the primary web site, the LMS (Moodle), - and to add blogging and wiki systems for the college.
- Web Development - Upgraded/reprogrammed components Unit Planning system, put blogging infrastructure into development (WordPress), and put wiki infrastructure into development (MediaWiki).

8) Programming Services Accomplishments

Much was accomplished this past year in the Programming division of the IT department. Besides the completion of hundreds of requests for general support and assistance with Banner, ExpressLane, and the R25 suite of products, the programming department in partnership and collaboration with nearly all departments at Lane, handled the development and implementation of the portal project. myLane has been fully implemented, providing a new, innovative and simplified way for Lane's faculty/staff/students to access the information they need to be successful at Lane. This was a huge undertaking and required work and collaboration (at various levels) with all departments and teams at Lane. IT and Enrollment Services, along with the Title III grant staff played some of the largest roles in this project, working long, hard hours to implement this new service.

Beyond this, several updates/changes were made to the Banner/ExpressLane processes which improved performance and decreased down time due to backup processes from 4 hours to 15 minutes. Even though these processes were scheduled in the wee hours of the morning, it was negatively affecting Lane students who need near 24x7 access due to their work load at school, work and home. Some of these changes included:

- Change the settlement time to 12:05 am
- Change the payment opening time to 12:15 am
- Change the Java Payment Client startup time to 12:15 am
- Change the INB and SSB services startup time to 12:15 am
- Schedule the entire payment processing steps to occur overnight Friday night/Saturday morning, the same as all other nights
- No longer perform any payment processing steps as part of the Friday evening maintenance steps
- Enable automatic ASH processing

9) Network Infrastructure Upgrades for ICL supported Labs

The technology fee funding for this initiative allowed IT staff to upgrade and expand the server cluster systems that support all the software utilized in all 59 of the ICL supported labs and classrooms at all Lane campus locations. This funding provided network server hardware, additional hard drives to expand netstorage, and maintenance service contracts to maintain 24x7 network support services for Lane's students.

10) Pay for Print Research and Development Project

A great deal of work was accomplished in the research and development of a Pay for Print system at Lane this year. Print count analysis was performed, multiple vendors were brought in to evaluate our

existing systems and new systems were presented and reviewed. More work must be done before this initiative can be completed.

This is a multi-year project that has far reaching affects. More work will be done in fiscal year 2010-2011 to move forward this important work.

The general plan at this time provides an undetermined number of free prints per student (with the intention of providing enough free printing to accommodate the needs of the average student to complete their coursework each term), while providing a way for students to print whatever they need/desire in a sustainable way. Any prints over and above the allocated amount per term would be paid for by students and this funding would be used to purchase paper, toner, and provide maintenance and replacement of printers. This plan would not be an income source for the college, but rather a sustainability plan to ensure that students continue to have access to printing services at Lane without the need to utilize additional technology fee funding.

11) IT/BCIT Virtual Desktop Infrastructure (VDI) Project

The technology fee funding provided for this project allowed the IT department to research, develop and purchase 60 thin client units, along with the server and networking requirements to run a virtual desktop infrastructure at Lane.

During this past year, the Network Infrastructure department has researched, developed (and during the summer of 2010) implemented two thin client (VDI) labs currently in use by the Business department. These labs went online officially for fall term 2010 - but the background work during fiscal year 2009-2010 is what was needed to make this project happen.

The infrastructure division of IT worked with outside agencies to work through all the details necessary to setup this new innovation at Lane. Currently (as of fall 2010) there are two labs currently using this technology - LCC02 212 (computer classroom) and LCC19 249 (Business Resource Room).

Although we are still working through all the issues to stabilize these systems, this pilot program is an important first step in expanding this type of computing environment across campus. Some of the benefits of a VDI computing environment are:

- Lowered costs for workstation replacements in labs, classrooms, faculty and staff offices due to the extended life of the thin client units - approximate 7 year life span in comparison to a 3 to 4 year life span for standard desktop computers.
- Decreased on-location support requirements due to the way in which software is "delivered" to the desktop - remote support services will increase with these systems, but on-site support will decrease. The positive aspect of this is nearly immediate response time when support issues arrive, and nearly zero lost time getting to the location and/or working around class schedules. Support can be provided on a nearly immediate basis.
- Extended time between replacement of hardware, allowing technical staff to respond more quickly to other support needs for the college. This means faster service for everyone!

12) LETS Program (Learn and Earn Technology Students) Accomplishments

Early summer 2009, the Learn and Earn Technology Student Program (known as LETS) was developed, funding was secured, policies and procedures were written and documentation developed to

kick off this brand new program at Lane. The program's intent is to pair high-tech students interested in a career in information technology with college departments seeking high-tech assistance or project work. The goal of the program is to provide real world work experience for these students while providing needed support to students, by students.

During this first year, the LETS program initially allocated 10,179 hours of student worker paid support in 27 departments at Lane's campus locations, covering over 42 positions. More was allocated during the year as well.

The feedback from departments, the student workers, and the student population has been very positive and this program seems to be a huge success.

LIBRARY

1) Maintain currency of and expand information resources for students

Each year the library requests funding for research databases, and to measure success we aim for a 5% increase in database use over the previous year. We far surpassed that goal this year. Students opened full-text articles from databases 1,219,041 times, a whopping 224% increase over last year's total of 375,282.

The library also expanded its collection of online reference works, adding Credo Reference, a collection of more than 440 online dictionaries and encyclopedias; and the Oxford English Dictionary.

We took advantage of subsidies from the Oregon State Library and added a wide selection of Gale databases free of charge, including Culinary and Hospitality, Business & Company Resource Center, Computer Database, Gardening Landscape & Horticulture, Hospitality Tourism & Leisure, InfoTrac Newsstand, and Small Business Resource Center. As a result of state subsidy changes we received a credit of \$3500, which we will use to purchase online reference books to own. To ensure the quality of our collection, we canceled databases that received little usage. Through our online database subscriptions, the library now provides access to more than 30,000 journals.

To increase database use, librarians created more online research guides to provide information on specific resources for a course or program of study, or to guide students through the research process. Many of these guides contain widgets that allow immediate access to the library catalog or databases. New subject guides include art and art history, Spanish language resources, vocal music, graphic design, human sexuality, political science, and finding statistical information. Students viewed library research guides 15,701 times.

To measure our success with our overall collection, we seek to meet a 5% increase in library material checkouts. In 2009-10 our circulation increased by 13% for books, 34% for periodicals, and 16% for VHS/DVD.

We have set up an access point to offer streaming video to faculty who want to use it in their courses. In addition, we augmented our holdings of 4,000 video recordings in DVD and VHS format with a selection of free web resources.

2) Develop curriculum and tools to meet AAOT outcomes for information literacy

The library's ongoing information literacy initiative began in 2009 by dedicating a librarian to collaborate in a committee with writing faculty. The committee focused on information literacy outcomes in the new AAOT requirements, and ways librarians and writing faculty at Lane could embed information literacy skills in writing assignments. Discussions bridged outcomes for information literacy and writing skills, and identified unique proficiencies that occur when students attain fluency in both of these areas. The committee reviewed current practices and assignment ideas, and conducted significant peer review and research on incorporating information literacy into writing courses. The project culminated in a presentation given during the fall 2009 in-service for writing faculty discussing information literacy and its relation to writing courses. In addition, research materials used to create this presentation can be used to support an ED299 course on information literacy. Additional end products include further development of template assignments and "how-to" tutorials to assist students (and faculty) utilize library resources.

We added a basic library tutorial to our library toolkit, and it received 15,701 unique page views in 2009-2010. We provided a series of screencast tutorials on individual information literacy skills that can be embedded in Moodle. Though added late in the year, these tutorials were viewed 109 times.

3) More fully integrate computer support into library services

Our technical activities in the library included configuring Adobe to scan documents, setting up electronic reserves, investigating new software and procedures for library services, investigating new applications that would be of use to the library (such as widgets), maintaining links, and coordinating a new tech support desk.

Due to the loss of space for the open computer lab, the library accommodated an influx of computers and IT resources. The library now serves as a de facto learning commons that combines information resources and reference help with computers and computing assistance. At the end of FY10 the library had 40 laptops and 66 public access computers. Laptop checkouts jumped to 24,436, up 106% from 11,847 the previous year.

4) Instruction

In 2009-10 library faculty taught 5583 students in 243 one-shot instruction sessions. This represents a 100% increase since 2006, and is a sign that our outreach to faculty has been successful.

Online reference is an extension of our instruction program. The library dramatically improved its virtual chat services, so that students now have access to online reference services 24/7, even when Lane librarians are not available. We recorded 387 chat sessions in 2009-10.

LANGUAGE, LITERATURE & COMMUNICATIONS (LLC)

1) Enrollment Management: The LLC Division offered 110 additional sections of Writing, Spanish, French, and Speech in response to an FTE growth of 17.6 %. The new sections were taught by the .85 MOU instructors, by new part-time instructors, and by current FT and PT instructors taking on additional classes through the 2-year contractual agreement.

2) Teaching & Best Practices: The In addition, faculty led a summer workshop for 20+ faculty on integrating “On Course” principles into course syllabi. LLC Faculty worked with colleagues across the college to create a number of Learning Communities, highly integrated course sets that help students integrate skills and information from two or more content areas while attending classes as a cohort. Faculty also taught in First Year Experience and Fast Lane courses.

3) Service to the College: LLC Faculty served in leadership capacity at several levels throughout the college. LLC Faculty in Speech and English led college teams/committees on: Assessment, Learning Communities, Title III Engaging Students Grant, and First Year Experience/Fast Lane. English and Spanish Faculty served on a number of Governance Councils, e.g., Learning and Faculty and on Faculty Professional Development Committees. One Spanish faculty member served on the Bilingual Servicer Provider Committee. Two English faculty co-edited the Community College Moment. A speech faculty member served on the LCCEA as VP for Transfer Faculty.

MATHEMATICS

1) Multicultural Math Courses – Deanna met with Jerry DeLeon, Dean of Counseling and Advising, to determine barriers to advising students into our multicultural math courses (MTH 020, 060, 065 and 095 MC). At Jerry’s recommendation the math division’s Retention Task Force provided multicultural math course fliers for SOAR session packets. Berri Hsiao and Deanna attended two advising meetings to re-introduce these courses and enlist the help of advisors in getting word to students.

2) MTH 111 Assessment Project – Steve Selph, a member of the college’s Assessment A-team and the Gen Ed Assessment team, organized a MTH 111 assessment project. In Winter and Spring terms 2010, Steve, Angela Martinek and Gayle Smith accomplished the following: a review of two Gen Ed Assessment rubrics (Critical Thinking/Problem Solving and Communicates Effectively); the development of a MTH 111 activity involving modeling using functions; providing of the activity to students in two sections of MTH 111; norming of the scoring procedure; and scoring of responses. Responses were assessed according to four (of six) dimensions of the Critical Thinking/Problem Solving rubric. Results and summarization were shared at the college level in the form of a General Education Assessment Project Report. Results will also be used to inform future curriculum work on Critical Thinking and Problem Solving in MTH 111 and other classes.

3) Hybrid Course Pilots approved and set for 2010/11 – Berri Hsiao and Ben Hill acquired division approval to pilot sections of MTH 095 and MTH 111 in 2010/11. Discussion of contact hours, methods of delivering content (including MathXL), and the logistics of testing took place as part of the planning. Many division instructors also took part in a discussion of the division vision for alternative delivery of developmental math courses. Ben provided history and context for this Spring Term 2010 in-service discussion.

4) Technology within the Division- The Math Division Technology Committee addressed division technology issues/interests including providing content access and storage, and offering hybrid algebra courses. Berri Hsiao and Ben Hill pursued division approval for piloting hybrid sections of MTH 095 and MTH 111. These courses will have about two contact hours on campus per week and will utilize MathXL and/or Moodle. MathXL, a course management system produced by Pearson publishing, has been widely piloted in the division for the past couple of years as an addition to lecture classes. There

are also plans for piloting the bamboo pen as a tool for conducting office hours. Brad Hinson will be working with Ben Hill on integrating use of the pen into the hybrid MTH 111 courses.

5) Math Skills Fair - The Lane CC Mathematics Division hosted its 30th annual Math Skills Fair competition on Wednesday, April 14, 2010. Nine regional high schools participated in the competition, with over 100 competitors. The competition features a game show event, a written quiz, and a relay. Students may qualify for the state math contest through their written quiz scores. The winner of the team competition this year was South Eugene High School. Students participated at levels from pre-algebra through calculus.

Here are some of the stats: 9 schools attended; about 100 students participated; 1-pre-algebra; 2-algebra I; 3-geometry; 4-algebra II; 5-precalculus; and 6-calculus. South Eugene HS won the team event.

MULTICULTURAL CENTER

1) Increased outside funding for Rites of Passage. Program stayed within budget and all 4 programs were successful.

SCIENCE

1) **Supported sustainability values** by providing 11 courses for the new Sustainability Coordinator AAS degree; these include Biology, Environmental Science, Geology, Physics, Energy Management, and Sustainability courses. Chemistry faculty continued to implement Green Chemistry Labs in CH 221 and expanded their efforts in CH 222. The Green Chem labs also were shared with College Now faculty. The Chemistry Club's biodiesel plant spent another year without operations while the college struggles to find a permanent home for the facility.

Faculty and staff were active and vocal participants in stewardship of Lane's natural resources. Over the summer, faculty and staff worked collaboratively with staff in Facilities Management to relocate overflow parking to a site that would not disrupt critical forest habitat. During the college's Perimeter Planning process members of the Division provided information about Lane's outdoor ecology learning labs which include the forests, native landscaping and wetlands. The Division strongly promoted the concept of land stewardship as the college moves forward with planning for land use.

Energy Management obtained external funding to expand their programs. The Water Conservation program taught its second year courses. In Energy Management, 25 students completed coursework and 7 students completed the Renewable Energy track; 12 students completed the Water Conservation Technician coursework.

2) **Science achieved its goal to more than double the number of online and hybrid courses** offered in 09-10 compared to the previous year. A total of 24 online or hybrid sections were offered compared to 11 the previous year. Counting all distance learning formats (online, hybrid and telecourses), FTE increased by 59% from 78 to 124. Courses were offered in Astronomy, Anatomy and Physiology, 100-level Biology, Introductory Chemistry and General Science. Faculty in Earth and Environmental Science received Unit Plan curriculum development funding to create a new online course in Natural Hazards. Funding was also awarded to develop an online version of BI 101K, Introduction to Human Genetics, as companion to our other online genetics course, BI 102G, Genetics and Society. The

Division's activities in online teaching are supported by a faculty led group, the Online Teaching in Science (OTIS) group.

3) **Managed an enrollment increase** of 9.5% FTE (excluding College Now). The Division added 30 sections in the transfer program (and lost 7 as Engineering moved to the Mathematics Division); and 20 sections in the career technical programs as the Energy Management program continued to grow, and Water Conservation offered its second year classes. This rate of growth in sections is unprecedented and stretched available rooms, staff and resources. Fill rates continued extremely high (95% overall), as the majority of classes were at or over maximum capacity. The Division lost two faculty members through retirements: Biologist Jerry Hall and Chemist Shelley Gaudia. We hired a new faculty for cell biology, Christine Andrews. Energy Management hired two temporary full-time faculty members, Bruce Alford and Suzanne Marinello.

4) **Supported student retention and success:** During the 09-10 year the Science Resource Center (SRC) averaged about 50 people an hour with highs of over 100 people in the facility at a time. SRC staff administered 2452 tests for distance learning classes and course make-up exams. The SRC generated 28.6 FTE for the Tutoring Center with 1233 students signing up for the study hours CRNs. This figure under reports the hours of tutoring received and use of other SRC services. The SRC provided 85 hours/week of tutors last year, an increase of 10 hours/week over last year.

The SRC was reconfigured to share a quiet study room and a testing room with the Math Resource Center, and to repurpose one of our main study rooms as an Anatomy and Physiology study area for health professions and biology students. The Division purchased new furniture and all the materials were reorganized. In addition, staff reorganized the reserve area behind the front desk and implemented new checkout procedures. The coordinator participated in Aspiring Leaders last year and used her new understanding of how the college works to advocate for a new 04 worker in the SRC to assist with coordinating testing and provide additional student services.

With support from Perkins funding through Unit Planning Initiatives, Anatomy and Physiology purchased additional student learning resources, including 12 skulls and carrying-cases, 12 bone sets and bags, seven DNA kits (for Biobonds) and two new CME Leica microscopes.

Science added classes to help students complete requirements for their programs and majors. We added sections in the standard Fall-Winter-Spring sequence and started a new trailer sequence in Winter term for majors' BI 211-212-213, Principles of Biology; all sections filled quickly and were in high demand. These additions increased majors' biology from 12 sections a year to 16 and increased FTE by 13%. We are continuing the full trailer sequence in FY 10-11. In addition, Physics 100-level classes were scheduled to accommodate students in the Energy Management program. Faculty members wrote many letters of recommendation for program admittance and scholarships, supporting the continued academic careers and success of our students.

5) **Provided student research opportunities:** Physics faculty member Dennis Gilbert continued to serve as an advisor and Lane liaison to the National Science Foundation funded UCORE program at UO. The program's goal is to catalyze interest in physical sciences by providing paid summer research opportunities for community college students across the state. This year five Lane students were chosen to participate in the program. A Lane biology student was selected for the Oregon Health

Sciences University Equity Summer Research Program. Both full-time and part-time faculty supported and mentored a wide range of independent study projects in all disciplines.

6) **Enhanced technical infrastructure** in support of student learning: maintained, replaced and enhanced instrumentation in the Chemistry labs; installed new computers in classrooms, including laptops for student use in Chemistry; updated software throughout the Division; improved network and workstation security; completed successful data recovery when needed; implemented the Audience Response System (classroom clickers) in four Biology classrooms; increased server bandwidth by 10x the previous rate; supported printing needs of the Division, including student printing in the SRC; supported Moodle testing in the SRC; implemented new technologies to conserve energy and hardware; and improved communication and interaction between IT staff and Science. The Division's technology staff supports 15 smart classrooms, over 200 student computers and about 16 printers for student use. Technology accomplishments were supported in part with Tech Fee Funds through a Unit Planning Initiative.

7) **Marketing and outreach efforts gained visibility for Science:** As part of their course work, Lane science students assisted with the Mt Pisgah Fall Mushroom Show and Spring Wildflower Festival. Chemists hosted a week of activities for National Chemistry Week, including visits from our resident "Mole" and "mini-Mole" assistant. Faculty established Facebook sites for Lane O-Chem and Lane Biology. Several faculty and staff participated in Lane Preview Night. Marketing efforts for our summer Field Biology in Costa Rica generated interest in the international science opportunity; however, economic challenges prevented sufficient enrollment in the high-cost class. Building 16 became home to the Terrace Café and the Lane Association of Student Artists (LASA) student art gallery. Both activities created a welcoming environment for students and visitors. Marketing efforts were hampered by lack of staff in the Science office.

8) **College Now courses were supported** by faculty liaisons in several disciplines: Paul Bunson (Physics), Stacey Kiser (Biology), Gary Mort (Chemistry), Claudia Owen (Environmental Science), and Tammie Stark (Sustainability). Faculty members maintained active relationships with their high school colleagues. Science FTE accounted for 14.6% of the total College Now FTE Lane earned (excluding withdrawals) in 09-10. Many of the high schools decreased the number of offerings. Crow and Harrisburg High Schools ceased their classes in 09-10; and Elmira High School started College Now science courses. Overall, Science College Now classes decreased by six classes, from 61 to 55 classes, and FTE decreased by 7 %.

9) **Wrote and received funding for grants:** Dennis Gilbert and Paul Bunson are participants in an Oregon State University grant from the National Science Foundation to examine and integrate the introductory physics curricula between community colleges and OSU where most of our engineering majors attend. PH 211 at Lane is one of the courses involved in their initial study.

Energy Management received a number of new and renewing grants, including:

- renewal of its education grant from the Eugene Water and Electric Board (five-year renewal providing over \$700,000);
- SESP grant of \$380,000 as a member of a state workforce development consortium to produce an accelerated "fast-track" version of the two-year Energy Management program; and,

- \$12,000 from the Northwest Energy Efficiency Alliance, Better Bricks Program to develop Resource Conservation Management Option courses. The Resource Conservation Management option is the most recent of the three tracks in Energy Management.

The Energy Management program began offering online courses to its partner colleges in year two of its three-year National Science Foundation (NSF) Leading Alternative in National Energy Solutions (LANES) grant (\$810,000). Among grants submitted, Energy Management submitted a \$4.2 million request to the National Science Foundation to be a national center under the Advanced Technology Center program; the grant is pending. The program director, Roger Ebbage, presented at numerous national conferences and the program continued to receive national prominence through media reports and accolades.

SOCIAL SCIENCE

- 1) In response to a unit planning initiative, materials and supplies funding through the Carl Perkins Grant was provided for Human Services to update equipment used for interview skill development in the program.
- 2) In its first year, the two-year GEOSTAC, NSF grant extended the GIS program into the community through developing GIS skills among high school instructors and infusing GIS into high school curriculum. A number of specialized GIS workshops were also developed and offered to students and the community.
- 3) Additional hybrid offerings were developed and offered through History and an additional topical course on the American West was re-offered. Psychology offered a Multicultural Psychology class the first time.

STUDENT LIFE & LEADERSHIP DEVELOPMENT (SLLD)

- 1) Worked with MCC and LH committee to complete final stages of Longhouse construction. Developed process for scheduling of credit classes for fall term 2010 and beyond as well as scheduling criteria for events and community programs.
- 2) Ensured positive ASLCC participation on governance councils, statewide and national boards. Worked with ASLCC leadership to develop plans for:
 - Tuition rebate proposal
 - Possible relocation of OSPIRG and Clothing Stash
 - In addition, ASLCC again received certification from CCSA deans group with several outstanding commendation

INTERNATIONAL

- 1) Cathy Lindsley supported Study Oregon and Lane's website presence growth through I-Advisor and other sites.

CONFERENCE & CULINARY SERVICES

1) CAHM Program, Curriculum, and Faculty/Student Success

Numerous volunteer efforts continue to highlight this year's Program community involvement including: The Whiteaker Thanksgiving Dinner, the Mt. Pisgah Mushroom and Wildflower Festivals, Project Homeless Connect, Chefs' Night Out, and the Native American Pow-Wow. The Oregon Truffle Festival featured Culinary and Hospitality students for their opening night dinner featuring a Guest Chef from France. The Mycological Society collaborated with the CAHM Program to execute their annual Fungal Feast with Guest Chef Jack Czarnecki held this year at the Center for Meeting and Learning (Center). The CAHM Program actively participated in supporting Lane's Sustainability Day and Earth Day celebrations in coordination with the Learning Garden, as well as the Local Food Connection held at the Center. The CAHM Program Open House was well-attended by almost 100 guests, many from the High School Articulation Program. Students showcased their talents with cooking demonstrations, hospitality tours of the facilities, and event décor.

2) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program successfully executed the Welcome Luncheon and Graduation Luncheon annual events to celebrate the Program student body in coordination with the Center.

3) CAHM Program, Curriculum, and Faculty/Student Success

A curriculum redesign for Culinary Arts allowed the ability to hire an Instructional Support Specialist for the dining room and kitchen labs. This Specialist was a 2009 graduate of the Culinary Arts Program. Two Part-Time Faculty were also hired to support the elective classes in both culinary and hospitality.

4) CAHM Program, Curriculum, and Faculty/Student Success

CAHM Program Alumni Connections continues its success. The annual Fall Mixer held in the Renaissance Room was successful with over 25 alumni in attendance, and the Student Club provided the refreshments. 2 alumni participated in teaching classes every term for the Guest Chef Series, which features local chefs from the industry. A CAHM Program Facebook page was created to keep current students, staff, and alumni connected. Over 115 members have joined. The Page lists job opportunities, announces Program events, and allows participants to submit postings for culinary and hospitality industry information, news, and outreach. Employer surveys, which were distributed to local industry professionals, generally stated that our student graduates are "well-trained, have lots of initiative, and are willing and able to learn and grow in their positions."

5) CAHM Program, Curriculum, and Faculty/Student Success

An inaugural CAHM Program Career Fair was held for students in May, 2010 to offer them preparatory experience in the interview process. Over 12 local companies in the restaurant/hotel industry participated including employers from the Valley River Inn, the Eugene Hilton, Innsight Hotel Management Group, King Estate Winery, U of O Catering Services, Marche, Travel Lane County, and Hole in the Wall BBQ/Catering. 77 students had their resumes in hand in brigade or professional dress, and had a one-on-one interview. 5 students were either hired for employment or offered paid internships for their co-op education credits from the Career Fair.

6) CAHM Program, Curriculum, and Faculty/Student Success

Sold out Winter Classical Cuisine Dinner “The Darjeeling Express” with 304 guests; smoothly executed dinner for both front and back-of-house. Spring Regional Cuisine Dinner highlighted the “100-Mile Meal” concept of using local products within a 100-mile radius celebrating farmers, seasonal cooking, and sustainability. Students measured the general radius of local foods used at 30-35 miles, and produce was grown by the Learning Garden specifically for the Dinner.

7) CAHM Program, Curriculum, and Faculty/Student Success

At least 20 guest speakers and lecturers visited Culinary Arts and Hospitality Management classes this year. A Truffle Symposium led by Dr. Charles LeFevre, PhD. was held for the entire CCS Division, and highlighted the student participation for the Oregon Truffle Festival.

8) CAHM Program, Curriculum, and Faculty/Student Success

Scholarships awarded to culinary and hospitality students were abundant this year. One 1st year Culinary Arts student was awarded separate scholarship packages from the Oregon Worksource, the Ford Family Foundation Restart Scholarship Program, and the Peter Connacher Memorial Scholarship Program in addition to his earning of a Lane Foundation Scholarship. CAHM Program Emergency Scholarships supported at least two students each term for their road towards degree completion. \$21,000 was earned for Program scholarships with a successful Lane Foundation Harvest Dinner, which featured the entire CAHM student body for execution of the Dinner with local Guest Chef Stephanie Pearl Kimmel from Marche, an Advisory Committee member.

9) CAHM Program, Curriculum, and Faculty/Student Success

3 Student Ambassadors representing both culinary arts and hospitality management along with Student Club volunteers participated in at 6 off-campus Career Fairs at surrounding middle and high schools, as well as Lane Preview Night. Students also helped to conduct tours of the facilities and support prospective students from local high schools for their job shadow programs.

10) CAHM Program, Curriculum, and Faculty/Student Success

Student Club activity this year was high and most successful. Student Club Officers and participants supported the Program 100% for the variety of events including the Mt. Pisgah Mushroom Festival and the Program Open House. The Student Club earned \$1500 at the Mt. Pisgah Mushroom Festival, the most moneys for a single event, and ended the year with a balance of over \$8900. The Student Club provided additional support funding for the purchasing of cookbooks by guest chefs for students as well as ACF membership for student graduates, Women Chefs and Restaurateurs (WCR) membership for 2 female 1st-year Culinary Arts students, and held monthly meetings which generated more student involvement and activity.

11) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program forged relations with the Learning Garden and their new Support Specialist to integrate production on both ends and support Sustainability on campus. The Learning Garden specifically grew produce for the entire CCS Division to use in operations, especially the spring “100-Mile Meal.” Co-Op opportunities were established for Culinary Arts students; 3 participated in the summer, each working about 12 hours per week and earning 3 of their required Co-op credits. A Culinary Arts student liaison for the Learning Garden was chosen to encourage and support the student body/Learning Garden relations.

12) CAHM Program, Curriculum, and Faculty/Student Success

Lane's new Successful Aging Institute (SAI) was supported by the CAHM Program with the offering of three classes per term for fall, winter, and spring. The classes focused on seasonal foods, wine and cheese pairings, and Pacific Northwest Cuisine, and were taught by Program Faculty and Staff. Program tours were conducted for the SAI, and guests dined in the Renaissance Room, the student-run dining room.

13) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program worked with Health Professions Division instructor Beth Naylor to help develop and execute a new Career Pathways Certificate Program in Dietary Management. This Certificate is approved by the Dietary Managers Association, and will offer Culinary Arts students additional opportunities to take advanced Nutrition classes and co-op experiences specifically geared towards executing and managing healthy foods in a health professions foodservice environment.

14) CAHM Program, Curriculum, and Faculty/Student Success

An updated Micros system for the student-run Renaissance Room was implemented to train students in the current systems of Front-of-House operations.

15) Community and CAHM Program Support

The LESD High School Articulation group updated their career-technical curriculum and assessment standards for the culinary/hospitality subject courses. CAHM Program faculty and staff assisted with course competency alignment to ensure preparatory skills for a career in the culinary or hospitality arts are met.

16) Community and CAHM Program Support

This year's Advisory Committee meetings were extremely well-attended. Committee members actively participated as guest speakers/chefs, career fair employers, and attended various Program events on and off-campus. Committee members also acted as evaluators for the CA 297 Culinary Leadership class final projects, and arranged co-op/internship opportunities for students.

17) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's curriculum development funding, which was approved in 2009-2010 for Chef Clive Wanstall and the creation of an online course modality for CA 175 Sanitation and Safety, has been completed. As enrollment increased for both programs in Culinary Arts and Hospitality Management and the Career Pathways Certificate Programs, the need for an online course that could be offered consecutive terms throughout the year was apparent. The completed course work will be "tested" sometime during the 2010-11 academic year for readiness to execute in 2011-12.

18) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's curriculum development funding was approved this year for Dr. Lisa Aherin to develop and execute a new Career Pathways Certificate Program in Meeting, Convention, and Special Events Management. The Certificate will include courses already in the Hospitality Management curriculum, and will include a 200-level advanced course in Meetings and Conventions Management.

19) Center Operations, Efficiencies, and Improvements

A multi-year contract with the Eugene Education Fund (EEF), a local Foundation that provides scholarships and support for the 4J School district. The EEF reported that their review of this year's event with the Center was terrific and they increased money for grants by 50%.

20) Marketing the Center

In summer, 2010 the Center began the initial development and planning stages of a Center-supported Summer Career Exploration Camp for young girls called “Fab Foods, Posh Planning.” The Camp will be promoted to the local community support systems for young girls such as Ophelia’s Place, and provide young girls with esteem and team-building activities in the culinary and hospitality fields. The projected execution of the Camp will be August, 2011.

21) Center Sustainability

The Center continues to support and incorporate sustainable efforts in every area of the enterprising operation. When marketing materials are necessary, the composition of these materials is closely considered and the most sustainable option is purchased. Center brochures were printed on 100% post-consumer content FSC certified paper. The Center website link called “Green, Naturally,” gives clients an opportunity to review the sustainable operations in place: <http://www.lanecc.edu/cml/about/sustainability.htm>. Center pens have a 100% post-consumer content barrel. Other 2009-2010 notable Sustainability accomplishments from the Center include:

- 2009 Recipient of the Lane County Trashbuster Award.
- January, 2010 Local Food Connection host and partners with Cascade Pacific Resource Conservation Development for the 4th straight year.
- Initiated post-consumer food scrap composting for all events.

22) CAHM Program Support

The Center continues to be a vital part of the success of both the Culinary Arts and Hospitality Management Programs. As the student learning/lab conference and banquet facility which also houses the instructional programs, the Center has integrated more students than ever in both front-of-the-house and kitchen operations. Graduates from the Program continue to be a part of the Center by being employed in both areas of operations. CAHM Program support accomplishments this year include:

- Hosting the CAHM Fall Alumni Connections Mixer, Open House, and two Advisory Committee meetings as well as being facility and staff support for various Program/Center events such as the Classical Cuisine Dinners, Oregon Truffle Festival, Cascade Mycological Society Mushroom Dinner, and Local Food Connection.
- Providing instructional staff support as guest speakers, job shadows, and practical lab supervisors for two Program required courses, culinary catering lab and hospitality management lab. The Center also provides co-op education positions throughout the year.
- Supporting the integration of Sustainability and Green Practices into the curriculum by becoming a model facility and staff for students.

23) Conference and Culinary Services (CCS) Division

The entire Division assisted the Successful Aging Institute (SAI) in creating coursework to train assisted living center cooks. The program focused on scratch cooking and using local and seasonal ingredients.

24) CFS Sustainability

The relationship between the Lane Learning Garden and CFS is growing each year. With the support of a new Learning Garden Specialist, CFS is able to successfully coordinate the delivery of product used from the Learning Garden.

TRiO

- 1) Participated in development of two separate TRiO Student Support Services grants (Regular and STEM) and was awarded \$485,000 per year for five years to serve 300 students.
- 2) Increased TRiO students' attendance at workshops through improved communication.

WORKFORCE DEVELOPMENT

- 1) **Improvement in technology upgrades and innovation:** new computers for our computer lab, Resource Room and staff; greatly improved website and online schedule of classes and workshops; innovative development of online resources for Brighter Futures Program; improved tools for tracking completion and assessment of workshop and skills upgrade classes
- 2) **Improvement in grant implementation and program development:** received and implemented Walmart Brighter Futures grant, HOPE grant and ARRA funding for development of short-term trainings, skill upgrades, and workforce development; developed orientation, classes and test site for National Career Readiness Certificate; completed vocational Personal Career Assistant Program

WOMEN'S PROGRAM

- 1) Redesigned Transiciones curriculum to move toward a 3 class, cohort model for FY10-11.
- 2) Increased PT Faculty pool to replace retired faculty and to meet increased demand for sections. Offered 14 sections total for FY09-10 (60% increase in # of sections offered). New PT faculty participated in designated training opportunities led by lead faculty.
- 3) Began review and revision of CTE curriculum. Purchased PICO cricket systems to do engineering workshops for women. Purchased 10 net book computers for classroom, workshop, and career pathways search uses.
- 4) 31% increase in service levels. 24% increase in computer use in Women's Center

TUTORING

- 1) Tutoring Services expanded service to students by 64%, providing assistance to 7,520 students for 68,453 hours. This generated 134.22 FTE for the Continuing Ed. Department of the college. \$19,000 additional dollars were provided to the budget to allow Tutoring Services to meet this need. Student workers filled 42% of tutor positions.

2) Promoted awareness of Tutoring Services through the following:
Presentation at Lane Preview Night, weekly classified ads in the Torch, class visits by tutors, distribution of Tutoring Services pencils obtained from a grant from the Foundation.

TITLE III

1) **Faculty Development:** With more than 40 faculty attending the On Course workshop and more than 20 faculty developing integrated assignments, this has been a highly active year for faculty development (workshop was paid for by Title III grants; infusions paid for by LC). A major goal of the Faculty Development component of this year's Title III work had to do with engaging more faculty in the conversation, and we have achieved that. There are dozens more faculty involved at various levels in the success and retention conversation than were a year ago. We still need more, but this was a successful first year of investment. The 117 faculty now on the Moodle site have all participated in at least one faculty development activity related to learning communities and first year experience.

For fall 2010, 35 faculty across disciplines are signed up for the Fall 2010 Faculty Development workshop. <http://lanecc.edu/lc/fresources/SeptemberWorkshop.htm> This follows the 22 faculty from Fall 2009.

Tea and Topics proved to be useful forum for gathering faculty together and developing the conversation about student success and retention. At least one learning community is coming out of a session and one faculty member was recruited to the Studio and Beyond.

2) **FYE Moodle Site:** The First Year Experience learning communities curriculum development Moodle site continues to grow. We currently have 117 faculty members signed up to participate in it (all faculty who request membership are signed up). This site is the repository for the Curricular Infusion Project. <http://lanecc.edu/lc/fresources/CurricularInfusionProject.htm>

3) **Redesign of New Student Orientation and Advising (SOAR):** Markedly increased new student orientation by implementing Student Orientation, Advising and Registration (SOAR) sessions before every term. (will have data about increased number in mid-November)

All new students had access to **New Student Information Session** either in-person or on-line.

All students attending SOAR sessions had access to **Money Matters**, a financial literacy workshop.

4) Developed **aligned Academic Progress Standards system** with a plan for graduated intervention system for students who are struggling academically. The system will be ready for full implementation in 2012-13.

5) Provided concepts, principles and strategies for the **AACU Roadmaps Project**. Lane was selected as one of twelve leadership schools for the Road Maps project.

Commit to a culture of assessment of programs, services and learning.

ADULT BASIC & SECONDARY EDUCATION (ABSE)

1) ABSE successfully completed a Title II program review from the Department of Community Colleges and Workforce Development to determine its compliance with federal requirements. The program review, completed every 7 years, was comprehensive and evaluated the program in the following components: program administration, recruitment, orientation, assessment and accountability, retention, transition and completion, support services, and instruction. The department, along with ESL received 6 commendations and 3 recommendations. Commendations included commending the college for including basic skills in its mission statement, use of a wiki for the review team, for high quality faculty leadership in statewide initiatives, the department's role in the development of Oregon Pathways to Adult Basic Skills courses (OPABS), the use of incorporating BANNER and TOPS data and its extensive network of external partnerships. Recommendations were to develop a formal plan for faculty and staff pre-service orientation and on-going professional development, to implement the newly developed curriculum plan and to continue to define, clarify, and communication strategies for a systemic curriculum alignment.

ADVANCED TECHNOLOGIES

1) Automotive Accomplishments:

- Began the process of providing advanced technical training center that can compete with public and private schools by providing students with the latest technology and equipment in a hands-on environment. Note: this is a continuation from the previous year's unit plan.
- The Automotive program applied for Carl Perkins and Curriculum Development funds to help develop a Hybrid Vehicle curriculum. We were awarded \$15,000 to purchase one or more vehicles. We were also awarded 100 hours of curriculum development funds to create a Hybrid Vehicle course. Funding was granted to purchase two Toyota Prius Hybrids through the Carl Perkins allocation 10-11. Developed a Hybrid vehicle course outline. This included creating a Moodle course, selecting a text book, acquiring and creating power points, developing a syllabus and lab projects. The curriculum will be submitted by the end of fall term 2010 for approval. The curriculum will be integrated into the current program while awaiting approval. Expected start date of new class Spring 2011.
- Partnerships were strengthened within community continuing the connection with non-profit community group to increase the amount of hands on experience the students receive while in the automotive program. Worked successfully with St. Vincent De Paul over the last year fixing and repairing some of their vehicles and plan on continuing with this arrangement.
- After several years of work we were able to re-certify the program with NATEF. This allows us to continue to be a ASE certified training center.

- Ability to sustain the increased record enrollment of students to the automotive program. The program has nearly doubled in size over the last 3 years. This was done by restructuring the class hours and by acquiring an aid for the lab.

2) Manufacturing Technology Accomplishments:

- Purchased and installed 2 CNC Haas Mills and 2 CNC Haas Lathe.
- Request was approved to install a window and glass door for the Manufacturing lab. This gives the Manufacturing Program a dedicated (non-blocked) classroom that is isolated from the machine shop noise yet still allows the instructor to visually see the lab students working while simultaneously giving classroom lectures.
- Purchased upgrades to the latest version of Predator manufacturing software.
- Purchased and upgraded to the latest version of MasterCam software.
- Increased the number of computer workstations for students from 14 to 21 (total in two classrooms).
- Started an ongoing process of upgrading cutting tool selection to modern geometries within industry standards.
- Manufacturing held summer classes, first time in years, to help handle the student overload.
- Made new models for the blueprinting reading class. This allows student to see and hold the part they are trying to visualize with just the blueprint.
- Worked with area high schools on program of study to identifying and align Manufacturing program competencies with high school shop classes. Completed a high school articulation agreement for (6) Mfg 197 credits. High schools that are participating in this are Willamette, North Eugene, Springfield, Thurston and Siuslaw.

ARTS

1) Community Service and Recruitment

Developed and Directed ArtsWork for Education to Integrate Arts into 22 classrooms, in 4J, Springfield and Cottage Grove Schools.

Trained 30 teachers and artists and served 1,000 middle and high school students through arts integration into core academic courses in math, science, language and social science.

Provided new jobs for 8 artists.

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) 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.

2) Implemented Sustainability Curricula

- CIT moved toward electronic submittal of assignments through Moodle and away from hardcopy in several classes (i.e. CIS 102, CIS 140U, CS 179, CS 240U, CS 289).
- Business used Moodle for every course, thus dramatically reducing the need for paper.
- Introduced BT 230 Sustainable Paperless Office Practices using Adobe Acrobat.
- In BT 122 MS POWERPOINT for Business, web links are provided for students to explore the various EPA sites with suggestions and tips on how they can contribute to sustainability in their role as a consumer, citizen, and as a steward of the environment. They use this resource to better understand what is meant by sustainability and to research information about it by activating any of the 20 hyperlinks given in the document. Students are to use the information to not only help them determine what area of sustainability they want to focus on for their course project (slide show), but to also conduct their research.

3) Expanded Online Course Offerings

- CIS 102 developed for and delivered online multiple times.
- The Business Department continued to expand its hybrid and online offerings:
 - 43% of Business course sections offered in 2007-2008 were online.
 - 51% of Business course sections offered in 2008-2009 were online.
 - 51% of Business course sections offered in 2009-2010 were online.
- To meet demand during the enrollment surge and construction period in 2009-2010, Business increased the number of hybrid and online sections (59% of course sections offered).
- The Business Department has very successfully pursued a strategy of online course/program development in recent years. Beginning Winter 2011, when current curriculum development projects are completed, 100% of the existing Business courses we have determined can be delivered online will be developed. There are two courses for which online delivery is not an option: BT 030 Computer ABCs for Women in Transition - a service course teaching basic computer skills, and BT 271 Administrative Professional Practicum - developed by the state-wide AOP Consortium who determined the outcomes of this new capstone course can't be met

effectively with online delivery. Additionally, there are three courses (BT 144 Administrative Procedures, BT 272 Tax Concepts and Preparation, and BT296 Applied Financial Accounting) that have been developed and delivered online. However, based on student feedback and current online technologies, faculty have determined that hybrid delivery optimizes the learning experience and achievement of student outcomes.

- The CIT department continued to expand its hybrid and online offerings. CIT also increased the number of hybrid courses that have video based lectures (using classroom time for hands-on activities).

4) Professional Development

Faculty and staff engaged in professional development and sharing their expertise by participating in conferences, sabbaticals, presentations, publications, and participation in regional, national, state activities).

The Business department continued to support the advisor in leading the Phi Theta Kappa student honor society in a wide range of accomplishments including:

- International Distinguished Chapter Member
- Distinguished Chapter President
- Top 100 Chapter

Within the region, the Lane PTK chapter has been the top chapter for the last four consecutive years and received numerous chapter and individual awards. The Business department also supports the coordinator of the Rocky Mountain Cascade region of Phi Theta Kappa. Regional accomplishments include:

- Distinguished Regional Officer for one of Lane's students
- Distinguished Regional Officer Team
- Regional Milestone Award

Faculty participated in T2T program.

Larry Scott worked with a committee of Oregon community colleges to design the statewide AAS degree in Health Information Technology (implemented Fall 2010 at LCC).

Developed a program of studies that articulates with the OIT BS in Health Informatics that also qualifies for an AAOT degree.

Larry Scott elected co-chair of Oregon's Health informatics Community College Consortium (HICCC) which oversees development of Health Informatics programs and curriculum at community colleges in Oregon.

Ron Little, Shelley Williams (Health Professions), and Larry Scott participated in 3 day conference/training that rolled out a national curriculum for Health Information Technology (costs covered through HIT Grant).

Faculty continued education of publishers' software via Web seminars and teleconferences.

Membership in OEA provides training/workshop opportunities, networking, staying abreast of profession with publications and more.

Jim Bailey and Linda Loft participated in the statewide OCCC, an organization of public colleges and universities which sets the state standards & common course numberings for IT education.

Division faculty and staff participated with and served on a wide range of campus committees, professional organizations and community groups. For example:

Campus Committees

- Advisory Committees
- Curriculum Committee
- Technology Council (Kaaren O'Rourke)
- Curriculum Development Fund Committee
- Faculty Council
- Faculty Inquiry Groups (Velda Arnaud)
- LCC Animal Support Committee (Jamie Kelsch & Kirsa Whedon)
- Open Educational Resources (Velda Arnaud)
- Peer-to-Peer (Kirsa Whedon)
- Portal Implementation Team (Kirsa Whedon)
- Scholarship Committees
- Short-Term Professional Leave Committee (Cathy Churchwell)
- Various hiring committees across campus
- Ad hoc campus committee on online learning and research (Gary Bricher)
- Name reader at LCC graduation ceremony (Gary Bricher)

Professional Organizations

- ACM's SIGCSE (Computer Science Education) (Gary Bricher)
- Association of Computing Machinery (Gary Bricher)
- Representation on the Statewide Retail Management (Chris Culver) and AOP (Sharon Kimble) consortiums
- Member of IAAP International Association of Administrative Professionals and attend all local chapter meetings (Sharon Kimble and Eilene LePelley)
- Member of Oregon Business Education Association (OBEA) (Sharon Kimble)
- International Association of Administrative Professionals (Cathy Churchwell)
- Software Association of Oregon (Linda Loft)
- Participated on 3 NSF review panels between Sept 2009 and June 2010 (Jim Bailey)
- Served on advisory committee for NSF Conference on Games in Computer Science and Engineering in June 2010, and Attended ATE PI Conference, Game Development Conference, and ISTE Conference (Jim Bailey)
- Participated in Lane's Aspiring Leaders program (Velda Arnaud)
- Phi Theta Kappa Faculty Scholar for the 2010 International Honors Institute (Velda Arnaud)

Community Activities

- Junior Achievement
- Public service lectures for the OSCPA on Financial Literacy as part of the national financial literacy campaign

- St. Vincent de Paul
- WomenSpace
- Budget Committee for the League of Women Voters Lane County
- College of Commissioner's Science for the Oregon Trail Council of Boy Scouts of America (Velda Arnaud)
- Mt. Pisgah Arboretum
- Oregon Track Club (Gary Bricher)
- Business students provided over 800 hours of administrative/accounting help to area non-profits as part of the BT 195 course.
- Oregon Track Club Masters (Gary Bricher)
- Breast Cancer Awareness Ride (Cathy Churchwell)

CHILD & FAMILY EDUCATION

1) Convened Natural Playscapes committee to develop plans and proposal to redesign playground area. Plans completed and presented to Lane Executive Team in October 2010 for approval.

2) Hired Adjunct ECE Faculty to allow for contracted faculty to observe and assess ECE students in the Lab School.

CONTINUING EDUCATION

1) OTHER (PARTNERSHIPS & COLLABORATION)

- 18 residential care staff from 7 facilities participated in first SAI class for senior-oriented businesses
- Obtained 100% participation (for the first time) with the Employee Campaign. "I believe this is a first for your group, and it shows a commitment and compassion on the part of the Continuing Ed department, as well as great leadership from you. Big smiles!" -Bonnie Phipps
- Secured free criminal history checks for new Senior Companions by Senior & Disabled Services
- Collaborated w/ESL to hand out bus stickers on Jan 13 so all ESL students could get to class on time
- Replaced the 25 yr old coin-op lobby copier used by students
- 10 staff from 4 residential care communities participated in SAI Leadership class
- 5 SCP volunteers participated in lively panel discussion with 18 students of credit Social Gerontology class Developed agreement with Direction EAP trainings for BDC
- Developed agreement with Direction EAP trainings for BDC
- Hired and supervised five L&E students for the open lab for credit classes
- Initiated collaboration with Workforce Develop to create and promote SAI work-readiness classes for & about older adults
- Coordinated all aspects of 20+ credit classes at the DTC from providing an open lab to supporting credit instructors and students
- Initiated collaboration w/ Human Services: including identifying 9+ internships serving older adults
- Coordinated all aspects of the bookstore at the DTC after the Titan Store pulled their operation out of the building

- Received the TSC (Trucking Solutions Consortium) Award for Education Partner of the Year for support and leadership for the trucking industry in South Valley Region. The educational partnership and state-wide focus and solutions oriented contributions to planning and training delivery. Partnered in the launch of the “Lean Operations” and “Leadership and Coaching High Performance” Classes, as well as the delivery of “Trainer Certification” and the “Professional Truck Driver Certificate” in her region.
- Re-designed trade show display boards and brochures with the help of Media Arts Co-Op students
- Expanded the hours of operation for window hours (open 8:30 - 5:15 instead of 10:00-5:00) & phones (open 9:00-3:30 instead of 10-3)
- Developed the WOW! SEE staff recognition program
- Co-sponsored & co-organized county-wide Older Americans Month event for 120 participants with area senior organizations
- Met with new Aging & Disability Resource Center staff to start ongoing collaboration/cross-referral
- Initiated co-sponsored, co-publicized classes at River Road Park to result in \$ & FTE for SAI this fall
- Partnered with the City of Eugene on "Summer in the City" programming throughout the summer -Wednesdays at 6:00 pm on the Plaza. July 28, Midsummer Night's Dance w/Tango class, Aug 11th "Open Studio on Broadway" with open air painters & Aug 18th "Runway Masquerade" & our Fashion Design and Modeling Program
- Partnered with Betty Snowden's 20 Turkey Leg food drive. 20 local businesses have agreed to collect food stuffs in these barrels to help needy families for the upcoming holiday season in collaboration with St. Vincent De Paul.
- Organized “Every Body Deserves a Massage Week” for the Lane staff and faculty, providing massages to 15 staff and faculty

COUNSELING

1) Counseling and Advising: Increased group AR advising sessions. Using Lane’s increased availability of Information Technology, advised students more effectively.

2) Counseling and Advising: Lobby Redesign. Redesigned the waiting area in the center’s lobby to improve student services.

3) Counseling and Advising: Increased Use of Academic Advising Groups. Using the successful Nursing group academic advising model, more students from more programs were advised in groups, addressing the slightly higher dissatisfaction with counseling and advising wait time noted in the 2004 ACT survey.

ENROLLMENT & STUDENT FINANCIAL SERVICES

1) AskLane, Intelliresponse 24/7 Questions and Answers tool debuted in November of 2009 on Lane’s home page. Since implementation until June 30th 2010; 172,122 questions have been answered with an 90% accuracy rate.

- 2) Analyzed Academic Progress Review procedures and realigned it to serve students and committee members more effectively and efficiently.
- 3) Ended Perkins' management contract with UNISA and implemented using ECSI. Providing students with far superior tools to manage Perkins' borrowed funds.
- 4) Supported creation and implementation of myLane, Banner's Luminis Student Portal.
- 5) Successfully transitioned Student/Sponsored Accounts, and Accounts Receivable into a more cohesive unit.

ENGLISH AS A SECOND LANGUAGE

- 1) **ESL - Completed Title II Program Review** - Prepared self-study, gathered evidence for state review of Lane's ESL & ABSE programs, funded through Title II. Documented information on a wiki. CCWD awarded six commendations and provided three recommendations based on peer review. As a result of feedback from the review team, the program daytime schedule was restructured to increase intensity of instruction and new schedule put into effect beginning summer 2010.
- 2) **ESL faculty developed a new class for students failing to make progress in reading and writing skills.** The Reading/Writing Success class targets students with relatively high oral skills but weak educational backgrounds who were stalled in the middle of the ESL curriculum.
- 3) **ESL - Participated in Title II Adult Basic Skills Program Review** - Prepared self-study, gathered evidence. Documented information on a wiki. Community Colleges and Workforce Development awarded six commendations and provided three recommendations based on peer review. As a result of feedback from the review team, the program daytime schedule was restructured to increase intensity of instruction and new schedule put into effect beginning summer 2010.

HEALTH PROFESSIONS

- 1) Program Development
 - First year completed in PTA program
 - 7 new online lecture and 7 new hybrid laboratories
 - Secured 55 of 57 clinical placement assignments
 - Developed online soft chalk model for clinical instruction professional development and presented to PTA educators (national interest group)

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

- 1) 2009-10 Goal- Develop class list of Physical Education courses that meet AAOT requirement: The Division identified fitness related classes that will meet the AAOT requirement.

2) 2009-10 Goal- Investigate and potentially pursue national accreditation for our Exercise and Movement Science Program: Received information on procedures to follow when we make this commitment.

LANGUAGE, LITERATURE & COMMUNICATION (LLC)

1) Assessment: The French and Spanish Departments worked with Avant Assessment, administering the online STAMP Test to first and second year language students. This data was compared to national norms (highly favorable) and will be used to benchmark progress for students in the language program. Both programs will administer the test annually as an additional measure of exiting students' competence. The Speech program completed its third year of a 3-part investigation of Speech 100 and will use the data on student achievement, satisfaction, and performance to modify and validate the curriculum.

MATHEMATICS

1) CTE/Math Conversations – The CTE/Math Conversations project, a state mandated project presented to all Oregon State Math Chairs, was completed here at Lane and results reported back to the state in spring term 2010. The project had a dual purpose of bringing to light the alignment between AAS degree and certificate programs and their corresponding math requirements across the state, and the alignment (within each school) between the math needed for programs and the content in the math courses required. The project began with a survey of topics filled out by math course leads for content covered in courses under 100-level. Then AAS degree and certificate program representatives in the CTE divisions filled out the survey according to what math is actually needed. Wendy Lighheart assisted Deanna with survey data compilation, and Berri Hsiao assisted her with interpretation and some sharing of data with course leads and CTE deans. Less detailed alignment information was also reported to the state.

2) Math Placement Test – Changes to the Math Placement test were implemented in Spring 2010. Students can now place into MTH 065 and the placement into MTH 070 has been more clearly defined. The change involved a number of steps including development of the test changes by faculty on our Math Placement Testing Committee, coding modifications for Banner, course description editing, creation of a new placement testing reference sheet, changes to the computerized testing system and outreach to advisors. The change has resulted in substantially fewer students inappropriately enrolled in MTH 070 in spring and fall terms 2010. Major participants in this project include Michel Kovcholovsky, Bill Griffiths, Lora Dietmeyer, Melanie Brown, Deanna Murphy and Don McNair. Thanks to the advisors for embracing the change and providing feedback on the reference sheet.

3) MTH 111 Assessment Project – Steve Selph, a member of the college's Assessment A-team and the Gen Ed Assessment team, organized a MTH 111 assessment project. In Winter and Spring terms 2010, Steve, Angela Martinek and Gayle Smith accomplished the following: a review of two Gen Ed Assessment rubrics (Critical Thinking/Problem Solving and Communicates Effectively); the development of a MTH 111 activity involving modeling using functions; providing of the activity to students in two sections of MTH 111; norming of the scoring procedure; and scoring of responses. Responses were assessed according to four (of six) dimensions of the Critical Thinking/Problem

Solving rubric. Results and summarization were shared at the college level in the form of a General Education Assessment Project Report. Results will also be used to inform future curriculum work on Critical Thinking and Problem Solving in MTH 111 and other classes.

4) Online Teaching and Learning Project - Under the direction of Vice President Sonya Christian and in collaboration with other faculty and administrators, contracted mathematics instructor Ben Hill has led this effort to investigate and report on Lane's online and hybrid courses. Completed in spring 2010, phase I research focused on trends in completion and success rates. Currently ongoing, phase II research concerns demographic comparisons between online and face-to-face courses and student characteristics correlated with success in online learning. Mathematics instructors Vicky Kirkpatrick and Berri Hsiao have also participated.

5) College Now – The division offered 36 sections (for 126.8 FTE) of College Now course last year. This is up three sections from the previous year. Articulation meetings in Fall 2009 and Spring 2010 were well attended. The State Dual Credit Standards, Placement Testing, and Course Prerequisites were major topics of conversation at both meetings.

MULTICULTURAL CENTER

1) Increased outside funding for Rites of Passage. Program stayed within budget and all 4 programs were successful.

SCIENCE

1) **Science achieved its goal to more than double the number of online and hybrid courses** offered in 09-10 compared to the previous year. A total of 24 online or hybrid sections were offered compared to 11 the previous year. Counting all distance learning formats (online, hybrid and telecourses), FTE increased by 59% from 78 to 124. Courses were offered in Astronomy, Anatomy and Physiology, 100-level Biology, Introductory Chemistry and General Science. Faculty in Earth and Environmental Science received Unit Plan curriculum development funding to create a new online course in Natural Hazards. Funding was also awarded to develop an online version of BI 101K, Introduction to Human Genetics, as companion to our other online genetics course, BI 102G, Genetics and Society. The Division's activities in online teaching are supported by a faculty led group, the Online Teaching in Science (OTIS) group.

2) **Managed an enrollment increase** of 9.5% FTE (excluding College Now). The Division added 30 sections in the transfer program (and lost 7 as Engineering moved to the Mathematics Division); and 20 sections in the career technical programs as the Energy Management program continued to grow, and Water Conservation offered its second year classes. This rate of growth in sections is unprecedented and stretched available rooms, staff and resources. Fill rates continued extremely high (95% overall), as the majority of classes were at or over maximum capacity. The Division lost two faculty members through retirements: Biologist Jerry Hall and Chemist Shelley Gaudia. We hired a new faculty for cell biology, Christine Andrews. Energy Management hired two temporary full-time faculty members, Bruce Alford and Suzanne Marinello.

3) **Supported student retention and success:** During the 09-10 year the Science Resource Center (SRC) averaged about 50 people an hour with highs of over 100 people in the facility at a time. SRC staff administered 2452 tests for distance learning classes and course make-up exams. The SRC generated 28.6 FTE for the Tutoring Center with 1233 students signing up for the study hours CRNs. This figure under-reports the hours of tutoring received and use of other SRC services. The SRC provided 85 hours/week of tutors last year, an increase of 10 hours/week over last year.

The SRC was reconfigured to share a quiet study room and a testing room with the Math Resource Center, and to repurpose one of our main study rooms as an Anatomy and Physiology study area for health professions and biology students. The Division purchased new furniture and all the materials were reorganized. In addition, staff reorganized the reserve area behind the front desk and implemented new checkout procedures. The coordinator participated in Aspiring Leaders last year and used her new understanding of how the college works to advocate for a new 04 worker in the SRC to assist with coordinating testing and provide additional student services.

With support from Perkins funding through Unit Planning Initiatives, Anatomy and Physiology purchased additional student learning resources, including 12 skulls and carrying-cases, 12 bone sets and bags, seven DNA kits (for Biobonds) and two new CME Leica microscopes.

Science added classes to help students complete requirements for their programs and majors. We added sections in the standard Fall-Winter-Spring sequence and started a new trailer sequence in Winter Term for majors' BI 211-212-213, Principles of Biology; all sections filled quickly and were in high demand. These additions increased majors' biology from 12 sections a year to 16 and increased FTE by 13%. We are continuing the full trailer sequence in FY 10-11. In addition, Physics 100-level classes were scheduled to accommodate students in the Energy Management program. Faculty members wrote many letters of recommendation for program admittance and scholarships, supporting the continued academic careers and success of our students.

4) **Enhanced technical infrastructure** in support of student learning: maintained, replaced and enhanced instrumentation in the Chemistry labs; installed new computers in classrooms, including laptops for student use in Chemistry; updated software throughout the Division; improved network and workstation security; completed successful data recovery when needed; implemented the Audience Response System (classroom clickers) in four Biology classrooms; increased server bandwidth by 10x the previous rate; supported printing needs of the Division, including student printing in the SRC; supported Moodle testing in the SRC; implemented new technologies to conserve energy and hardware; and improved communication and interaction between IT staff and Science. The Division's technology staff supports 15 smart classrooms, over 200 student computers and about 16 printers for student use. Technology accomplishments were supported in part with Tech Fee Funds through a Unit Planning Initiative.

5) **College Now courses were supported** by faculty liaisons in several disciplines: Paul Bunson (Physics), Stacey Kiser (Biology), Gary Mort (Chemistry), Claudia Owen (Environmental Science), and Tammie Stark (Sustainability). Faculty members maintained active relationships with their high school colleagues. Science FTE accounted for 14.6% of the total College Now FTE Lane earned (excluding withdrawals) in 09-10. Many of the high schools decreased the number of offerings. Crow and Harrisburg High Schools ceased their classes in 09-10; and Elmira High School started College

Now science courses. Overall, Science College Now classes decreased by six classes, from 61 to 55 classes, and FTE decreased by 7 %.

6) Faculty and staff engaged in professional development and sharing their expertise. On campus, Science faculty and staff are leaders in numerous campus committees, work groups, and councils. Faculty organized, gave presentations and participated in numerous local, regional and national professional conferences and workshops.

Faculty and staff completed professional development activities to stay current and gain skills and knowledge. This past year, the Science Division hosted several Science Teaching Seminars; faculty members completed Moodle training courses and several participated in the T2T program, sharing student success strategies and bringing new ideas back to their classes and colleagues. A number of Faculty Interest Groups (FIGs) were initiated, including a joint physics and calculus discussion group exploring commonalities and differences in language, goals, methods and problem solving; a Physics FIG involving General Physics and areas of mutual interest among physics education researchers at UO and OSU; and, an interdisciplinary science FIG exploring student engagement strategies. These activities involve both part-time faculty and full-time faculty.

Anatomy and Physiology (A&P) faculty member Brian Nichols completed the Nursing program and completed a sabbatical leave. Botanist Gail Baker gave several presentations, both at Lane and in the community, about her sabbatical botany trip to Western Australia. Earth and Environmental Science faculty member Claudia Owen completed the third edition of her geology lab book, which has been adopted at Lane. Two Science faculty members were awarded sabbatical leaves for Fall 2010: Bert Pooth and John Thompson. Part-time faculty member Melissa Kilgore received a teaching recognition award.

Science faculty members were active in general education assessment. Gen Ed projects were funded for Chemistry (Brooke Taylor), A&P (Joan Young-Cheney), and Biology (Lisa Turnbull and Christine Andrews). Paul, Lisa and Christine participated in developing Lane's General Education Assessment plan, along with Sarah Ulerick, Dean, and long-time assessment leader. SRC Coordinator, Star Glass, participated in the year-long Aspiring Leaders program at Lane.

Beyond the Lane campus, faculty attended a wide range of state and national conferences. Bert Pooth and Star Glass attended the Student Success and Retention Conference in Portland. Two faculty members attended the American Association of Physics Teachers (AAPT) summer meeting. Paul Bunson was awarded a grant to attend. (Sponsored by Oregon Department of Community Colleges and Workforce Development, the Oregon section of AAPT, and Vernier Software.) Dennis Gilbert served on the Two Year College committee which meets biannually at the summer and winter meetings. Several faculty members also regularly attend and contribute to the ORAAPT who meet twice a year. Katie Morrison-Graham presented at Northwest Bio and participated in workshops on hybrid instruction. Stacey Kiser participated in BioQUEST C3 (Cyberlearning at Community College NSF grant) and the BSA C3 workshop; she continues her national leadership as a voice for science teaching in two-year colleges. John Thompson continued his national leadership in implementing Green Chemistry. Brooke Taylor worked on a committee to rewrite a national chemistry exam. Carrie Newell conducted an OMSI Science Pub in July featuring her nationally recognized work with Oregon's resident gray whales.

7) **Wrote and received funding for grants:** Dennis Gilbert and Paul Bunson are participants in an Oregon State University grant from the National Science Foundation to examine and integrate the introductory physics curricula between community colleges and OSU where most of our engineering majors attend. PH 211 at Lane is one of the courses involved in their initial study.

Energy Management received a number of new and renewing grants, including:

- renewal of its education grant from the Eugene Water and Electric Board (five-year renewal providing over \$700,000);
- SESP grant of \$380,000 as a member of a state workforce development consortium to produce an accelerated “fast-track” version of the two-year Energy Management program; and,
- \$12,000 from the Northwest Energy Efficiency Alliance, Better Bricks Program to develop Resource Conservation Management Option courses. The Resource Conservation Management option is the most recent of the three tracks in Energy Management.

The Energy Management program began offering online courses to its partner colleges in year two of its three-year National Science Foundation (NSF) Leading Alternative in National Energy Solutions (LANES) grant (\$810,000). Among grants submitted, Energy Management submitted a \$4.2 million request to the National Science Foundation to be a national center under the Advanced Technology Center program; the grant is pending. The program director, Roger Ebbage, presented at numerous national conferences and the program continued to receive national prominence through media reports and accolades.

SOCIAL SCIENCE

1) The Social Science Assessment Team successfully participated for a third year in the college-wide General Education Assessment Project. Their participation included facilitating and reviewing a variety of college-wide division projects, supporting and mentoring the principles for those projects, and producing the final synthesis of those projects.

INTERNATIONAL

1) Adviser Jane Marshall successfully completed the NAFSA Academy for International Education Professionals, which includes national training in best practices in international education.

CONFERENCE & CULINARY SERVICES (CCS)

1) Center Operations, Efficiencies, and Improvements

The Center created ICO consolidated billing for single billing of multiple recurring internal events, providing both the client and the Center with a more sustainable and efficient billing process.

2) CAHM Program, Curriculum, and Faculty/Student Success

Lane’s Career & Technical Education Coordinating Committee (CTECC) conducted its three-year review for the CAHM Program’s Advisory Committee. CTECC awarded the Program with a grade of “Excellent” in all 6 review categories.

3)CAHM Program, Curriculum, and Faculty/Student Success

CAHM Program Alumni Connections continues its success. The annual Fall Mixer held in the Renaissance Room was successful with over 25 alumni in attendance, and the Student Club provided the refreshments. 2 alumni participated in teaching classes every term for the Guest Chef Series, which features local chefs from the industry. A CAHM Program Facebook page was created to keep current students, staff, and alumni connected. Over 115 members have joined. The Page lists job opportunities, announces Program events, and allows participants to submit postings for culinary and hospitality industry information, news, and outreach. Employer surveys, which were distributed to local industry professionals, generally stated that our student graduates are “well-trained, have lots of initiative, and are willing and able to learn and grow in their positions.”

4) CAHM Program Accreditation

Special Projects Coordinator Julie Fether attended the ACF Western Regional Conference, and completed 8 hours of culinary curriculum education workshops. To successfully complete the new accreditation status of the Hospitality Management Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA), a Progress Report was due in December that addressed two concerns the Commission found to be in need of improvement. The Progress Report was accepted, and the 7-year accreditation stands. The ACF Annual Report was accepted in May, 2010. Dean Kelly participated in the National Restaurant Association (NRA) Conference and completed 12 hours of restaurant industry trade and academic workshops.

5) Community and CAHM Program Support

The LESD High School Articulation group updated their career-technical curriculum and assessment standards for the culinary/hospitality subject courses. CAHM Program faculty and staff assisted with course competency alignment to ensure preparatory skills for a career in the culinary or hospitality arts are met.

6) Center Operations, Efficiencies, and Improvements

The Center’s main office space in room 202 was re-designed in terms of space mobility and ambiance. The main office is now more open and welcoming to clients and students, and provides front office staff with a larger, organized space with an upgraded materials cabinet.

7) Center Operations, Efficiencies, and Improvements

In order to improve upon Center room efficiencies and pro-actively respond to ever-changing clientele needs, the decision was approved to break down the walls between lesser-booked meeting rooms 214 and “Computer Lab” 216 and create one large meeting space. The new meeting space was changed during the summer and was ready for the first week of classes in September, 2010. The new secondary mid-sized room now provides a more flexible space for any clientele.

8) Marketing the Center

Internal campus visits (with treats, of course) (noted previously) were made to other departments to provide educational information about the Center’s purpose and service to the College.

9) Center Operations, Efficiencies, and Improvements

The Center Coordinator Amanda Eriksen created a Unit Business Plan in October, 2009, which was submitted to CFO Greg Morgan to support his continuous efforts in showcasing entrepreneurial zones (Fund 6).

10) CFS Efficiencies

The new Food and Beverage Manager, Michael O'Neal, created a Unit Business Plan in October, 2009, which was submitted to CFO Greg Morgan to support his continuous efforts in showcasing entrepreneurial zones (Fund 6).

WORKFORCE DEVELOPMENT

- 1) **Improvement in technology upgrades and innovation:** new computers for our computer lab, Resource Room and staff; greatly improved website and online schedule of classes and workshops; innovative development of online resources for Brighter Futures Program; improved tools for tracking completion and assessment of workshop and skills upgrade classes
- 2) **Improvement in grant implementation and program development:** received and implemented Walmart Brighter Futures grant, HOPE grant and ARRA funding for development of short-term trainings, skill upgrades, and workforce development; developed orientation, classes and test site for National Career Readiness Certificate; completed vocational Personal Career Assistant Program
- 3) **Improvement in interdepartmental and multi-agency collaboration:** collaborated with Lane Workforce Partnership on securing additional grant-funding for short-term trainings and skill-building; increased collaboration with ABSE staff and Career Pathways on workforce development, serving Sherman Center clients, and grant implementation; increased connections with DHS through marketing short-term trainings and other skill development opportunities; increased collaboration with Continuing Ed. to grow FTE through development of short-term noncredit training opportunities

WOMEN'S PROGRAM

- 1) Redesigned Transiciones curriculum to move toward a 3 class, cohort model for FY10-11.
- 2) Began review and revision of CTE curriculum. Purchased PICO cricket systems to do engineering workshops for women. Purchased 10 net book computers for classroom, workshop, and career pathways search uses.
- 3) Updated and refined Women in Transitions learning objectives. Developed a non credit option for WIT. Coordinated WIT orientation with SOAR

TITLE III

- 1) **Assessment:** New assessment instrument for all learning communities developed/standardized. All Learning Communities classes surveyed for registration ease, student satisfaction and learning in Fall, Winter and Spring Terms 2009-10. Carol McKiel developed a database for tracking results over time. Assessment data was posted on the new Learning Communities site.
<http://lanecc.edu/lc/fresources/AssessingLearningCommunities.htm>
- 2) **Assessment:** Collected and analyzed data to assess progress on engagement, persistence, and completion for Lane credit students. Used data to help shape current and future interventions.

Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

ADULT BASIC & SECONDARY EDUCATION (ABSE)

1) ABSE faculty and staff from Lane County Sheriff's Office developed a successful referral and accountability process to allow offenders served in the county's Sherman Center the opportunity to attend career exploration, job search, resume development, and basic skills classes offered at the LCC WorkSource Oregon site located on main campus as part of their sentence.

2) Career Pathways

The college granted 112 career pathways certificates for 2009-2010. This represents an increase from 2008-09 when the college granted 77 career pathways certificates. The college continues to develop systems, processes, and strategic plans to continue to increase the number of students who are granted a certificate.

In addition, the career pathways coordinator is working closely with departments and Lane ESD to develop career pathways certificates and high school articulated POST drawings. Four POSTs were completed and connected to high schools in the areas of graphic design, manufacturing technology, auto tech, and culinary arts. Two new road-maps for LCC were created and published. They are Sustainability Coordinator, and Water Conservation Technology.

ADVANCED TECHNOLOGIES

1) Automotive Accomplishments:

- Began the process of providing advanced technical training center that can compete with public and private schools by providing students with the latest technology and equipment in a hands-on environment. Note: this is a continuation from the previous years' unit plan.
- The Automotive program applied for Carl Perkins and Curriculum Development funds to help develop a Hybrid Vehicle curriculum. We were awarded \$15,000 to purchase one or more vehicles. We were also awarded 100 hours of curriculum development funds to create a Hybrid Vehicle course. Funding was granted to purchase two Toyota Prius Hybrids through the Carl Perkins allocation 10-11. Developed a Hybrid vehicle course outline. This included creating a Moodle course, selecting a text book, acquiring and creating power points, developing a syllabus and lab projects. The curriculum will be submitted by the end of fall term 2010 for approval. The curriculum will be integrated into the current program while awaiting approval. Expected start date of new class Spring 2011.
- Partnerships were strengthened within community continuing the connection with non-profit community group to increase the amount of hands on experience the students receive while in the automotive program. Worked successfully with St. Vincent De Paul over the last year fixing and repairing some of their vehicles and plan on continuing with this arrangement.

- After several years of work we were able to re-certify the program with NATEF. This allows us to continue to be a ASE certified training center.
- Ability to sustain the increased record enrollment of students to the automotive program. The program has nearly doubled in size over the last 3 years. This was done by restructuring the class hours and by acquiring an aid for the lab.

2) Construction Accomplishments:

- Developed and offered a new class in Sustainable Building Practices.
- Construction students now develop a scale model building.
- Program purchased a new transit, enhancing student's ability to learn surveying and locations.
- Construction students built two storage sheds as a class project.
- Curriculum enhanced by adding a section on exposed aggregate concrete.

3) Fabrication/Welding Technology Accomplishments:

- The Welding program was allocated Carl Perkins funds to replace and upgrade of six welding machines. With purchase of these machines not only will new teaching technology be brought into the program but new levels of teaching efficiencies will be possible.
- The program has been granted additional funding for instructional time that has enabled an additional section and larger classes that more fully utilize the capacity of the facility. Currently the program is serving the largest student population since moving to its new facility approximately 10 years ago.
- The program's sustainability program has been able to recycle scrape and otherwise used materials for monies adequate to purchase a much needed item of replacement equipment that should that should long serve our students.

4) Diesel Accomplishments:

- Program received AED Accreditation.
- Diesel Program entered the Oregon Trucking Association and hosts one meeting per term with attendance of 40 to 60 participants.
- Faculty attended a Bobcat Internship for 2 weeks this summer.
- Program purchased a Bobcat Trainer increasing technology within the program.
- Faculty attended the educational conference for the Vehicle Maintenance Management industry.
- Purchased Cummins ISX Trainer and updated curriculum.
- Purchased and utilizes the Caterpillar side by side Electro-hydraulic Trainer.
- Purchased and utilizes Freight Truck Trainer for Diesel students.
- Forklift Hyster trainer and Forklift Caterpillar trainer have been added to teaching.
- Upgraded Diesel classroom to a "smart classroom".
- Updated textbooks in Chassis and Power trains.
- Recycled 40,000 pounds of iron/steel.

5) Electronic Technology Accomplishments:

- Hired full time contracted faculty in Electronic Technology. This greatly benefits the program by more "ownership" and consistency in the ET program.
- Electronics on-line hybrid classes developed, offered and full ET-1, ET-2, Dig 1.
- New computers were purchased and installed in the main electronics lab.
- Program purchased new "state of the art" PLC's and training program for the students.

- Ethernet access has been installed in the main lab.
- Lab updates with new power supplies, generators and bench meters.

6) Manufacturing Technology Accomplishments:

- Purchased and installed 2 CNC Haas Mills and 2 CNC Haas Lathe.
- Request was approved to install a window and glass door for the Manufacturing lab. This gives the Manufacturing Program a dedicated (non-blocked) classroom that is isolated from the machine shop noise yet still allows the instructor to visually see the lab students working while simultaneously giving classroom lectures.
- Purchased upgrades to the latest version of Predator manufacturing software.
- Purchased and upgraded to the latest version of MasterCam software.
- Increased the number of computer workstations for students from 14 to 21 (total in two classrooms).
- Started an ongoing process of upgrading cutting tool selection to modern geometries within industry standards.
- Manufacturing held summer classes, first time in years, to help handle the student overload.
- Made new models for the blueprinting reading class. This allows student so see and hold the part they are trying to visualize with just the blueprint.
- Worked with area high schools on program of study to identifying and align Manufacturing program competencies with high school shop classes. Completed a high school articulation agreement for (6) Mfg 197 credits. High schools that are participating in this are Willamette, North Eugene, Springfield, Thurston and Siuslaw.

7) Flight Technology Accomplishments 09-10:

- Online Scheduling: We received Perkins funding which enabled us to purchase equipment and a subscription to an online scheduling system. Online scheduling is the industry standard and is the expectation of aviation students. This allows students to train in the actual work environment they will see as employees of an airline or other related aviation field.
- Full Review of Flight Technology: As director of the aviation academy, Steve Boulton has completed a full review of funding of the Flight Technology Department with the goal of future sustainability. Where possible, such as an increase in aircraft fees, Steve has implemented changes to increase our revenue. Steve has also developed and presented a completely updated budget to administration.
- Installation of Smart Classroom: This is linked to our Unit Plan from the previous year. We were able to secure funding to upgrade our main classroom to include smart classroom technology. This has increased classroom productivity and enhanced our delivery of curriculum, thus adding to improved subject-matter retention for our students.
- Completed Update of Professional Pilot TCO (400 pages): Faculty has completed the update of our FAA approved Training Course Outline for Commercial/Instrument instruction. This update enhances an already outstanding curriculum for aviation students, improves the flow of in-aircraft training and incorporates GPS technology which is current airline industry standard.
- FAA Airman Certification Representative Designation: Working with our Primary Operations Inspector (POI), director, Steve Boulton was able to receive his ACR designation from the Federal Aviation Administration. The designation requires a significant amount of study of FAA rules and regulations as well a comprehensive oral examination with our POI. This designation allows the department to retain our self-examining authority, which enables us to issue Private Pilot & Commercial Pilot licenses as well as Instrument Ratings without further

testing through the FAA. Lane Community College, Aviation Academy is the only flight school in Oregon this distinction.

8) Aviation Maintenance Technician Accomplishments 09-10:

- Aviation Maintenance program move from main campus building 10 to the RTS building at the airport is final and is successfully operating.
- The paint booth at RTS is installed and fully operational, this enhancement has been integrated into the curriculum for the AMT students.
- Continued integration of the NIDA system (computer based training system) has been integrated into the AMT curriculum.
- Hired two part-time faculty to teach additional AMT classes due to the influx of students.
- The process has been implemented to internally upgrade precision measuring equipment from analog to digital for more effective student learning.

9) Drafting Accomplishments 09-10:

- Curriculum development for BIM (Building Information Modeling) has been completed and courses will be available to students starting Winter Term 2011.
- Faculty attended the educational conference in Solid Modeling for one week. Faculty gained knowledge to teach Solid Works program to the students, the curriculum has been enhanced keeping with current industry standards.
- Upgraded software by purchasing 125 seats to latest versions of AutoDesk software to include AutoCAD and Revit.
- Curriculum development was completed and CAD2 Online became available fall 2010. This allows flexibility to students that could not attend regular classes. This also added FTE to the program.
- Drafting program increased the enrollment levels of several classes to accommodate the increase in student enrollment.

10) Auto Body & Fender Technology Accomplishments 09-10:

- Auto body received a classroom upgrade to a “smart classroom” in Bldg. 12 room 117.
- A new paint booth was purchased and installed for Bldg. 12. For thirty seven years Auto Body advisory committees recommended to the college that the spray booth needed to be replaced. Last year the college decided to take stimulus money and replace the booth, however, only part of the system was replaced and we are still trying to get it to work properly.
- Both Faculty attended the annual SEMA (Special Equipment Manufacturing Association) conference in Las Vegas, Nevada. This has been beneficial to the program in teaching the faculty new technologies keeping up with industry standards, networking with other Community Colleges faculty, purchases were made at a discounted show rate for program supplies.
- Program attended the Advisory Committee program review breakfast, started necessary steps to increase Advisory Committee size and involvement.

ARTS

1) Curriculum Development:

Added 20 new sections in MDTA and 25 new sections in AAD.

Began Teaching 15 new courses: Magazine Writing, Pilates, Grammar, Feature Writing, Digital Constructions, Book Binding, Integrative Arts, Intermediate Reporting, Photo Lighting, Field Drawing, Documentary Photo, Architectural Photo, Digital Photo, Silk Screen II, Arts Success for all incoming students Developed 4 new on-line courses in Web Design, Photo History 1, Photo History 2, Gospel Choir.

Proposal developed for additional new courses in Photo History III (on-line), Web Development (on-line), American History (on-line), Elementary Teacher Training in Dance, Balinese Dance, Gyrokenesis, Musical Theater, Hula, Flamenco, Belly Dance, World Dance, Dance for Dummies", Dance Production, Break-Dancing, Contact Improvisation, Authentic Movement, Dance for the Camera.

2) Enrollment Increases:

Increased summer classes offered 60%.

Increased regular term enrollment 20% across arts division.

Increased enrollment in College Now 20%

3) Facility and Program Development Completed:

Completed Plans and Proposal for Building Redevelopment in 5, 6, 10, 11.

Began construction of new dance studio in building 5 and new Fine Arts studios in building 10.

Completed construction of new elevator, music keyboard lab and offices in building 6.

Building projects in 6 (dance studio) and 17 (Media Arts) delayed to accommodate planning for perimeter project.

Developed and began teaching New Curriculum for New Media Journalism and Web Design Certificate Programs. Listed programs as "Suggested Courses of Study" in catalog.

Receive funding to develop new computer lab for Media Arts.

4) Fundraising:

Funding for Lane Art Gallery and Sculpture \$5,000.

Funding for ArtsWork in Education: \$24,000 Public Schools \$10,000 Oregon Cultural Trust, \$11,000 Oregon Arts Commission,

5) Community Service and Recruitment:

Developed and Directed ArtsWork for Education to Integrate Arts into 22 classrooms, in 4J, Springfield and Cottage Grove Schools.

Trained 30 teachers and artists and served 1,000 middle and high school students through arts integration into core academic courses in math, science, language and social science.

Provided new jobs for 8 artists.

6) College Representation in the Community:

Dean Represented College and Division of the Arts at Oregon Arts Congress, Salem, Oregon Arts Summit Portland, Oregon Arts Arts Education Association, Portland, International Media Arts Association, Boston, Association of Educators in Journalism and Mass Communication, St. Louis.

Dean represented College and Division on Boards of: Jordan Schnitzer Museum of Art , Mayor's Cultural Policy Review Committee, Arts and business Alliance of Eugene, Eugene Public Arts Committee, ArtsWork in Education, Oregon Alliance for Arts Education.

Dean Partnered with: The Oregon Cultural Trust, The Oregon Arts Commission, The Downtown Initiative for the Visual Arts, The UO Library Special Collections, The UO Schools of Art and of Journalism and Communications, Lane County Public School Districts 4J, South Lane, Springfield and Bethel, The Regional Arts and Culture Council, Portland, The Right Brain Initiative, Portland, The Pacific Northwest College of Art, Portland Community College, Portland State University.

7) Public Performances and Workshops:

Presented 32 public performances in Blue Door and Main Stage Theaters. Music 18, Dance 7, Theater 7.

Presented 9 exhibitions in Lane Art Gallery.

Organized 6 workshops.

BUSINESS DEVELOPMENT CENTER & EMPLOYEE TRAINING (BDC)

1) **CONSORTIUMS & PARTNERSHIPS** The Business Development Center and Employee Training Department is active in the development, collaboration and partnership, and on-going training services to the following consortiums: 1. [Emerald Valley High Performance Enterprise Consortium](#) (EVHPEC) where we have partnered 2 years on a seminars at the CML on Toyota LEAN manufacturing processes and where we are a member of their advisory board and partner on their on-going monthly LEAN training classes. 2. [Healthcare Industry](#) - conduct ongoing ACLS, PALS, and TNCC training for area healthcare workers at Peace Health and McKenzie Willamette Hospitals. We are currently expanding ongoing certificate training for healthcare workers, wherever the need exists. 3. [SCORE](#) - partnering with SCORE on advising and on program marketing. We are also utilizing SCORE advisor industry expertise as resources, and are conducting joint seminars and quarterly all-day workshops. 4. [University of Oregon Law School](#) - partnership to provide free legal services to entrepreneurs of the SBDC 5. [Palo Alto Software](#) - conducted small business stimulus program/software giveaway and working with them on a entrepreneurial training program for unemployed workers. 6. [OSU Lane County Extension Service](#) - partnership with this local agency to provide technical support for clients of our Agriculture Business Management Program and to assist in marketing the ABM program countywide. 7. Working with three [Lane County Chamber of Commerce](#)

on 9-month business development program for their members and communities. These chambers include Springfield, Fern Ridge, and Cottage Grove with plans to expand to Florence and Junction City for 2010-2011. 8. Lane County and eDev - applied for grants from the USDA, CTAA, and NECDBG to fund our projects with the chambers and the OSU extension service. 9. OSBDCN - to provide videoconferencing capabilities from the Wildish to the LCC Florence Center for advising and classes. Planning to extend this capability to Oakridge in 2010-2011. 10. U of O Climate Institute - the SBDC took over the universities Climate Masters at Work program and is offering the curriculum through our center. 11. U of O Lundquist Center - present to the U of O Entrepreneurs Club and guest presenter as needed.

2) **ACKNOWLEDGEMENTS & AWARDS** 1. Received an award and budget increase from the OSBDCN based on client activity and program performance. 2. Awarded USDA grant for OSU Lane County Extension Service Partnership 3. Awarded CTAA grant and a NECDBG grant for Strategies of Success Program with Lane County Chamber of Commerce 4. Completed and passed accreditation visit from ASBDC, with recommendation to use SBDC (versus BDC) for all marketing and communication, otherwise received high marks for operations and community outreach. 5. Approached by all local economic development agencies regarding outreach and quality of services, and ask to be "One Stop" resource for business development for Lane County. 7. Received videoconferencing award from the OSBDCN allowing connectivity between SBDC and Florence Center. 8. Gary Smith, SBM Faculty presented his teaching methods at the NWASBMI Conference and was voted VP of the organization. 9. SBM Alumni won the Willamette Valley Angel Conference receiving \$35K, and she credited the LCC SBDC for her progress and growth. 10. eDev received the SBA's Home Based Business Champion of the Year at their annual awards presentation in Portland.

3) **COLLABORATIONS** The Business Development Center and Employee Training Department partnered with the following organizations and entities to design projects, promote services, and keep in touch with current business and workforce issues throughout Lane County and the State. 1. The Lane Workforce Partnership - participation in the Region 5 Workforce Response Team for training grant allocations to area businesses. 2. The Lane Metro Partnership - proxy for College President on Board, work with LMP staff on business recruitment issues, presented for 2 businesses interested in locating in Lane County. 3. Lane Council of Governments - resource for business development and workforce issues, throughout Lane County. 4. University of Oregon - partner in Climate Masters for Business Program, the LCC SBDC now offers the curriculum developed by the U of O Institute for Climate Change. Also partner with the Law School and the Lundquist Center. 5. Northwest Christian University - business planning presentation for academic innovations and resource for business planning. 6. Oregon State University Lane County Extension Service - partner on the Agriculture Business Management Program where we provide business management services and they provide technical expertise. The LCC SBDC applied and received a USDA grant to support of the continuation of the OSU Horticulture and Master Gardener Programs in Lane County. 7. Eugene Chamber of Commerce - participate in the Economic Development Council and conducted Business Survival Tactics workshops for members. 8. Springfield Chamber of Commerce - participate in their "business outreach" program and conducted Business Strategies of Success Program 9. Fern Ridge Chamber of Commerce - conducted Strategies of Success Program and work with local Economic Development group. 10. Cottage Grove Chamber - conducted Strategies if Success of Success Program. 11. Willamette Incubator/Incubator - partner on program offerings for tenants, at the LCC SBDC - Board Member for this Incubator. 12. Technical Assistance for Community Services (TACS) - partner on Non-Profit Business Management Program 13. Oregon Entrepreneurs Network - founding sponsor

and in-kind donor of Smart-UPS 14. **Emerald Valley High Performance Enterprise Consortium** - founding Board of these LEAN training organization, co-sponsor training classes, annual conference, and videoconferencing. 15. **Small Business Administration** - provide a Business Capital Resource Center for the SBA, helping businesses find start-up and expansion capital. 16. **Oregon Business Development Department** (formerly OECD) - work with area representative on workforce/business development 17. **City of Eugene** - partner with city Economic Development Officer and staff. 18. **City of Springfield** - partner with city Economic Development Officer and staff. 19. **Lane County** - partner with county Economic Development Officer and staff on regional economic development and grant applications.. 20. **Business Industry Training Services (BITS)** * statewide community college training group - Shirl Meads, immediate President. 21. **SCORE** - work together to sponsor classes and training events, co-advise clients. 22. **eDev** - our non-profit department serving micro-enterprises throughout Lane County, providing outreach to low income, minorities, women, veterans, disabled, artisans, youth and seniors, and those living in rural areas.

4) **PROGRAM/CLASS DEVELOPMENT & INNOVATIONS** 1. **Farm Business Management** redesigned to Agricultural Business Management in partnership with OSU Lane County Extension Agency 2. **Sustainability Management Business Management** Program in partnership with U of O Climate Masters for Business and Good Company 3. **Advanced Leadership and Communications** Program designed around the Toastmasters curriculum for communications, leadership, and mentoring 4. **Innovation Business Management** Program designed to target inventors and other innovators, that have special planning and development needs over more mainstream startups 5. **Springfield Chamber Business Strategies of Success** Program designed around the SBM model and customized to meet the specific area needs of Springfield businesses and their customers. This program is serving as a model for other programs being developed and implemented for the Fern Ridge and Cottage Grove chambers (and soon Florence and Junction City). 6. **Lane Micro Business**, our non-profit program for micro-entrepreneurs changed its name to **eDev** and added more services for rural business owners, disabled entrepreneurs, and minority businesses. They continued and added services to help provide capital for startup micro businesses (microloans and Individual Development Accounts) 7. **Expanded ACLS, PALS, and TNCC** training services for PeaceHealth, McKenzie Willamette Hospital, and other area healthcare providers. 8. Partnered with **EVHPEC** to offer LEAN classes, seminars, and programs for area manufacturers and service organizations throughout Lane County. 9. **Enlisted area content areas professionals** in accounting , business planning, business law, technology, etc. to conduct classes in topics that would supplement our core programs.

5) **FTE ACCOMPLISHMENTS and GROWTH** * Increased FTE over previous year from SBM type programs. * Employee Training and eDev activity reduced due to economic recession and funding restrictions, reducing "seat hours" and FTE generation from these activities. * Developed new SBM model programs to meet business niche needs and better serve community and grow FTE * Developed new training programs and partnerships to meet incumbent employee training needs and grow FTE * Increased emphasis on micro-entrepreneur outreach to low income, minorities, women, disabled, veterans artisans, and those in rural areas for increase FTE generation * Increased retention of SBM students from year to year (3 year program) to increase FTE generation * Increased outreach with Springfield Chamber of Commerce to add additional program to current SBM model offerings * Emphasized pathways of entrepreneurial development within the BDC (Advising to Going Into Business to SBM to Alumni Programs) to keep out clients year after year and grow FTE * Increase outreach to other LCC Department to partner with them on employee training (ESL, electronics, math,

etc) for those in vocational trades to increase enrollment in training classes * Increase appeal of programs with additional partner resources while co-marketing with partners to grow FTE

6) **FACILITY** - Wildish Bldg - 1445 Willamette Street **1. Improved signage** for building with window displays and sandwich display board **2. Work with facilities, security, and grounds** keeping more closely this last year to **maintain the building and grounds** professional and attractive appearance (flower beds, leaves, garbage, graffiti, etc.) **3. Installation of a comprehensive access control system** (alarm system and exterior cameras) to prevent break-ins and thefts **4. Reorganization of interior space** to improve efficiency and effectiveness of operations **5. Better organization of room scheduling system** to better utilize facility and training and instructional rooms **6. Resurfacing and repainting of parking lot**, with addition of concrete of bumpers to avoid damage to Chamber Building next door **7. Interior and exterior painting touch up** **8. Water restrictors** applied to building to reduce waste of water **9. Use of more energy efficient lighting on timer** **10. Use of portable signage** to guide students/client to appropriate classroom/meeting areas **11. Improvements in the computer lab** with regards to software and projection units, expanding it's capacity and capabilities. **12. Wireless capability (WiFi)** added to Wildish. **13. Comcast data circuit added** to give video-conferencing capability. **14. Work on planning and development of design for the new Downtown Campus.**

7) **PUBLIC RELATIONS & MARKETING** - Active membership and/or involvement with state and local organizations such as BITS, CCWD, SBA, OBDD, LWP, LMP, Area Chamber of Commerce, ASBDC, OSBDCN, NACCE, NCCET, ASTD, LERN, PMI, other state SBDC's, LCOG, Lane County and major Lane County Cities, Smart-UPS, Willamette Incubator/Incubator, and OMEN. - Expanded the use of new department logo created by David Funk, and created a more comprehensive marketing strategy, using different media and methods to reach potential client/students. - Increased outreach to inform businesses about our services through presentations/displays at Chamber events, various association meetings, Public Service groups such as Rotary and Lions Club, PSA's, and college functions. - Coordinated and staffed information/vendor table at Business to Business, Work Trends, Business After Hours at the CML, and Career Day at the Expo Center. - Staff appear as business expert resources at a number of meeting and events throughout the area. - More emphasis on promoting all business services departments at the college such as CML, Co-op, Continuing Education, Workforce Development, Advanced Technologies, etc. in our marketing and presentations. - Cross promotion strategy with SCORE to promote advising and program services offered at the SBDC - Added more partners and collaborations to increase depth of products and services, and to cross-promote with partners - staff has been interviewed on radio, television, newspaper, and the internet - as members of the Lane League the BDC/ET ran ads illustrating the success stories of LCC students and the service the college provides for the community - attended Lane Day at the State Capitol and visited Lane County Legislators and set up a booth to educate representatives on the economic development activity provided by LCC's BDC and Employee Training Department - Began work to make the LCC SBDC a "One Stop" business resource for all of Lane County, working with many of our Economic Development partners.

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) Enrollment and FTE

Managed an enrollment increase of 25.1% FTE in Business and 44.9% FTE in CIT. The unduplicated headcount based on registrations increased by 20% (497 students) in Business and 33% (896 students) in CIT from the previous year. The Division offered 117 more class sections than in 2008-2009. Fill rates were near 100%.

2) 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.

3) Expanded Online Course Offerings

- CIS 102 developed for and delivered online multiple times.
- The Business Department continued to expand its hybrid and online offerings:
 - 43% of Business course sections offered in 2007-2008 were online.
 - 51% of Business course sections offered in 2008-2009 were online.
 - 51% of Business course sections offered in 2009-2010 were online.
- To meet demand during the enrollment surge and construction period in 2009-2010, Business increased the number of hybrid and online sections (59% of course sections offered).
- The Business Department has very successfully pursued a strategy of online course/program development in recent years. Beginning winter 2011, when current curriculum development

projects are completed, 100% of the existing Business courses we have determined can be delivered online will be developed. There are two courses for which online delivery is not an option: BT 030 Computer ABCs for Women in Transition - a service course teaching basic computer skills, and BT 271 Administrative Professional Practicum - developed by the state-wide AOP Consortium who determined the outcomes of this new capstone course can't be met effectively with online delivery. Additionally, there are three courses (BT 144 Administrative Procedures, BT 272 Tax Concepts and Preparation, and BT296 Applied Financial Accounting) that have been developed and delivered online. However, based on student feedback and current online technologies, faculty have determined that hybrid delivery optimizes the learning experience and achievement of student outcomes.

- The CIT department continued to expand its hybrid and online offerings. CIT also increased the number of hybrid courses that have video based lectures (using classroom time for hands-on activities).

4) Enhanced Technical Infrastructure in Support of Student Learning

Updated/enhanced student computing learning resources:

- Updated and expanded three CIT instructional computer labs (total of 100 new computers) using Tech Fee funding received for three 2010-2011 Unit Planning initiatives (CIT Update & Expand 19-120, CIT Update & Expand 19-130, and CIT Update & Expand 19-135).
- Secure computing environment implemented, including antivirus, network threat protection, and Intel VPro technology.
- Updated wireless networking equipment used in CS 188 to meet student demand in the Network Security certificate program. Purchased 13 Firewall & VPN appliances and 30 wireless network adapters supporting 802.11n at the end of FY10 using ICP funding, and purchased 10 wireless access points supporting 802.11n Summer 2010 using Tech Fee funding received for a 2010-2011 Unit Planning initiative (CIT Expand Security Certificate Equipment).
- Implementation of virtualization technologies to conserve energy and hardware.
- Equipped 19-126 with new laptops at the end of FY10 using ICP funding.
- Updated the Oracle server to 11g for use in CS 275.

5) Professional Development

Faculty and staff engaged in professional development and sharing their expertise by participating in conferences, sabbaticals, presentations, publications, and participation in regional, national, state activities).

The Business department continued to support the advisor in leading the Phi Theta Kappa student honor society in a wide range of accomplishments including:

- International Distinguished Chapter Member
- Distinguished Chapter President
- Top 100 Chapter

Within the region, the Lane PTK chapter has been the top chapter for the last four consecutive years and received numerous chapter and individual awards. The Business department also supports the coordinator of the Rocky Mountain Cascade region of Phi Theta Kappa. Regional accomplishments include:

- Distinguished Regional Officer for one of Lane's students

- Distinguished Regional Officer Team
- Regional Milestone Award

Faculty participated in T2T program.

Larry Scott worked with a committee of Oregon community colleges to design the statewide AAS degree in Health Information Technology (implemented Fall 2010 at LCC).

Developed a program of studies that articulates with the OIT BS in Health Informatics that also qualifies for an AAOT degree.

Larry Scott elected co-chair of Oregon's Health informatics Community College Consortium (HICCC) which oversees development of Health Informatics programs and curriculum at community colleges in Oregon.

Ron Little, Shelley Williams (Health Professions), and Larry Scott participated in 3 day conference/training that rolled out a national curriculum for Health Information Technology (costs covered through HIT Grant).

Faculty continued education of publishers' software via Web seminars and teleconferences.

Membership in OEA provides training/workshop opportunities, networking, staying abreast of profession with publications and more.

Jim Bailey and Linda Loft participated in the statewide OCCC, an organization of public colleges and universities which sets the state standards & common course numberings for IT education.

Division faculty and staff participated with and served on a wide range of campus committees, professional organizations and community groups. For example:

Campus Committees

- Advisory Committees
- Curriculum Committee
- Technology Council (Kaaren O'Rourke)
- Curriculum Development Fund Committee
- Faculty Council
- Faculty Inquiry Groups (Velda Arnaud)
- LCC Animal Support Committee (Jamie Kelsch & Kirsa Whedon)
- Open Educational Resources (Velda Arnaud)
- Peer-to-Peer (Kirsa Whedon)
- Portal Implementation Team (Kirsa Whedon)
- Scholarship Committees
- Short-Term Professional Leave Committee (Cathy Churchwell)
- Various hiring committees across campus
- Ad hoc campus committee on online learning and research (Gary Bricher)
- Name reader at LCC graduation ceremony (Gary Bricher)

Professional Organizations

- ACM's SIGCSE (Computer Science Education) (Gary Bricher)
- Association of Computing Machinery (Gary Bricher)
- Representation on the Statewide Retail Management (Chris Culver) and AOP (Sharon Kimble) consortiums
- Member of IAAP International Association of Administrative Professionals and attend all local chapter meetings (Sharon Kimble and Eilene LePelley)
- Member of Oregon Business Education Association (OBEA) (Sharon Kimble)
- International Association of Administrative Professionals (Cathy Churchwell)
- Software Association of Oregon (Linda Loft)
- Participated on 3 NSF review panels between Sept 2009 and June 2010 (Jim Bailey)
- Served on advisory committee for NSF Conference on Games in Computer Science and Engineering in June 2010, and Attended ATE PI Conference, Game Development Conference, and ISTE Conference (Jim Bailey)
- Participated in Lane's Aspiring Leaders program (Velda Arnaud)
- Phi Theta Kappa Faculty Scholar for the 2010 International Honors Institute (Velda Arnaud)

Community Activities

- Junior Achievement
- Public service lectures for the OSCPA on Financial Literacy as part of the national financial literacy campaign
- St. Vincent de Paul
- WomenSpace
- Budget Committee for the League of Women Voters Lane County
- College of Commissioner's Science for the Oregon Trail Council of Boy Scouts of America (Velda Arnaud)
- Mt. Pisgah Arboretum
- Oregon Track Club (Gary Bricher)
- Business students provided over 800 hours of administrative/accounting help to area non-profits as part of the BT 195 course.
- Oregon Track Club Masters (Gary Bricher)
- Breast Cancer Awareness Ride (Cathy Churchwell)

6) Provided Student Research Opportunities

- Independent Study, Winter 2010, CS 298 CCNA exam certification preparation – Gary Bricher (student Scott Dumas)
- Independent Study, Winter 2010, CS 298 Interconnecting Cisco network devices – Gary Bricher (student Mi-Cree-Ni Quash-Mah)
- BA 101 Introduction to Business includes a group project that involves a case study analysis of a local business

7) Marketing and Outreach Efforts

- Lane Preview Night for high school students – 2/10/10
- Life Gate school outreach – 3/11/09
- Phi Theta Kappa assisted during the first week of each term with the Lane Cares volunteers

- Business and CIT continued to develop and expand College Now offerings both as a service to area high school students and as a recruitment tool. Faculty liaisons are Judy Boozer in Business, and Jim Bailey in CIT.

8) **Wrote and Received Funding for Grants**

- HITECH grant funding (through the Office of the National Coordinator for Health Information Technology (ONCHIT) within the Department of Health and Human Services) to deliver Health Information Technology Specialist training. Two year grant of \$128,000 (Larry Scott).
- HITECH grant funding (through ONCHIT) in partnership with OHSU to develop national curriculum. Two year grant of \$62,600 (Larry Scott).
- CIT faculty successfully completed the second year of a 3-year NSF grant for teaching programming using the Second Life virtual world online environment. Created a new on-line version of CIS 125G Software Tools 1: Game Development that will be taught Winter 2011. Developed a Lane Island in Second Life (Jim Bailey).

CONTINUING EDUCATION

1) **TARGETED PLANNING**

INCREASE & IMPROVE INTERNAL MARKETING

- Placed an article in *The Weekly* each week to promote Continuing Ed classes and events
- Created distribution plan to get SAI flyers posted on main campus monthly
- Spoke to Lane managers about PCA, Sat Series, & upcoming free employee classes
- Spoke to Counseling staff about SAI/SCP
- Established meetings to create ongoing collaboration with e-Dev for SAI
- Spoke to Human Services Advisory about SAI/SCP
- Spoke to Women's Program about SAI/SCP
- 4 Senior Companions discussed care giving & grief with 25 Lane "Adult Development & Aging" students in Toni Fudge's class
- Continuing Education was asked to participate on the College-wide Marketing Team convened by Tracy Simms.

3) **TARGETED PLANNING**

INCREASE & IMPROVE EXTERNAL MARKETING

- Placed ad in Asian Celebration cook book
- Purchased new CE Banner/sign, marketing materials (pens, bags..), table runner for events
- Attended Springfield Business-After-Hours at Center for Meeting & Learning
- Presented SAI/SCP to Cascade Home Health & Hospice staff
- Presented SAI/SCP to Eugene Airport Rotary Club
- SAI/SCP Monthly e-newsletter sent to 400+
- Radio interview on KNND-Cottage Grove
- Placed an ad in the *Natural Selection Guide*
- Received a 2 Full page ad and story for Spring Aspire
- SAI Advisory Council initiated outreach initiative, by all members
- Presented SAI/SCP to DIRECTION EAP staff

- Radio interviews on KLCC & KUGN about SAI/SCP
- Wrote Torch article about SAI/SCP
- KMTR-TV coverage of Saturday Series free preview at Willamalane
- Participated in Lane Preview Night
- Presented SAI/SCP to Fern Ridge Rotary
- Hosted two marketing interns who helped develop marketing materials for the dept –Terry & Markia
- Hosted luncheon for 25 administrators/marketers of residential communities
- Spoke to 55 Addus HealthCare in-home caregivers about SAI/SCP
- KLCC-FM interview: SAI classes help Boomers "caught in the middle"
- Spoke to Activity Directors group SAI/SCP
- Spoke to 18 Springfield Retired Educators, hosted by Dennis Shine, about SAI/SCP
- Spoke to lead staff of At Ease In-Home Care about SAI/SCP
- Small article about Saturday Series in *NW Senior & Boomer News*
- Spoke to 25 residential community administrators about PCA training & Sat Series
- Spoke to 80 Senior & Disabled Services staff members about SAI/SCP
- Spoke to 40 people at Eugene Airport Rotary Club recruitment meeting about SAI/SCP
- Eugene Abbey volunteered to distribute SAI flyers at High Tea for 50 people
- Networked with community businesses to publicize CE/SAI at Springfield Chamber Breakfast hosted by Lane
- Collaborated with KMTR-TV to create 3 min news story on caregiver resources inc. SAI classes & resources by our community partners - aired May 24, 2010.
- Spoke to Eugene Abbey residents. Secured new office volunteer
- Spoke to 18 Downtown Kiwanis members about SAI/SCP. Will now be included in one member's *Lane Senior News* monthly e-newsletter
- Staffed CE/SAI booth at the SPIN (Senior Professional Information Network) Annual Fair
- Placed ad in the *Eugene Weekly* and the *Register-Guard* each quarter advertising our short term trainings

3) **OTHER (PARTNERSHIPS & COLLABORATION)**

- 18 residential care staff from 7 facilities participated in first SAI class for senior-oriented businesses
- Obtained 100% participation (for the first time) with the Employee Campaign. "I believe this is a first for your group, and it shows a commitment and compassion on the part of the Continuing Ed department, as well as great leadership from you. Big smiles!" -Bonnie Phipps
- Secured free criminal history checks for new Senior Companions by Senior & Disabled Services
- Collaborated w/ESL to hand out bus stickers on Jan 13 so all ESL students could get to class on time
- Replaced the 25 yr old coin-op lobby copier used by students
- 10 staff from 4 residential care communities participated in SAI Leadership class
- 5 SCP volunteers participated in lively panel discussion with 18 students of credit Social Gerontology class Developed agreement with Direction EAP trainings for BDC
- Developed agreement with Direction EAP trainings for BDC
- Hired and supervised five L&E students for the open lab for credit classes
- Initiated collaboration with Workforce Develop to create and promote SAI work-readiness classes for & about older adults

- Coordinated all aspects of 20+ credit classes at the DTC from providing an open lab to supporting credit instructors and students
- Initiated collaboration w/ Human Services: including identifying 9+ internships serving older adults
- Coordinated all aspects of the bookstore at the DTC after the Titan Store pulled their operation out of the building
- Received the TSC (Trucking Solutions Consortium) Award for Education Partner of the Year for support and leadership for the trucking industry in South Valley Region. The educational partnership and state-wide focus and solutions oriented contributions to planning and training delivery. Partnered in the launch of the "Lean Operations" and "Leadership and Coaching High Performance" Classes, as well as the delivery of "Trainer Certification" and the "Professional Truck Driver Certificate" in her region.
- Re-designed trade show display boards and brochures with the help of Media Arts Co-Op students
- Expanded the hours of operation for window hours (open 8:30 - 5:15 instead of 10:00-5:00) & phones (open 9:00-3:30 instead of 10-3)
- Developed the WOW! SEE staff recognition program
- Co-sponsored & co-organized county-wide Older Americans Month event for 120 participants with area senior organizations
- Met with new Aging & Disability Resource Center staff to start ongoing collaboration/cross-referral
- Initiated co-sponsored, co-publicized classes at River Road Park to result in \$ & FTE for SAI this fall
- Partnered with the City of Eugene on "Summer in the City" programming throughout the summer -Wednesdays at 6:00 pm on the Plaza. July 28, Midsummer Night's Dance w/Tango class, Aug 11th "Open Studio on Broadway" with open air painters & Aug 18th "Runway Masquerade" & our Fashion Design and Modeling Program
- Partnered with Betty Snowden's 20 Turkey Leg food drive. 20 local businesses have agreed to collect food stuffs in these barrels to help needy families for the upcoming holiday season in collaboration with St. Vincent De Paul.
- Organized "Every Body Deserves a Massage Week" for the Lane staff and faculty, providing massages to 15 staff and faculty

COOPERATIVE EDUCATION

1) **Co-op Ed -- Lane Student Featured in National Commission for Cooperative Education**

publication: Exceptional Construction Technology Cooperative Education student Sarah Tehan was featured in the publication "Best of Co-op," a yearly magazine produced for national distribution by the National Commission on Cooperative Education. Sarah was nominated by both her Cooperative Education Coordinator Marv Clemons and construction technology instructor Leonard Keen.

2) **Co-op Ed -- Strong Enrollment of Special Populations in Professional Skills Courses:** Through Perkins funding a part-time classified staff (a division initiative for 2009-10) was able to be hired which facilitated robust enrollment of injured works, veterans, Trade Act Clients and clients of State of Oregon Vocational Rehabilitation. **101 FTE** and associated tuition and fees were brought to Lane from

these populations based on **1,435 co-op credits** for which they were enrolled. Many of these special populations require extensive additional reporting and paper processing which would not be possible without the additional clerical support.

3) **Apprenticeship -- Added Two AAS Degrees/Certificates:** Now offer 1) Construction Trades General Apprenticeship and 2) Industrial Mechanics and Maintenance Technology Apprenticeship degrees/certificate which have increased enrollment in general education courses since students need to complete 21 general education credits and electives to obtain one of these degrees.

4) **Apprenticeship – Strengthened Connections with Springfield School District:** Worked closely with Springfield School District labor and education task force. Students at Thurston High School attended Trade Skills Fundamentals class which included hands-on work on a local community project as part of a Youth Conservation Corps grant.

5) **Apprenticeship – State-wide Leadership:** Participated with 17 Oregon community colleges, BOLI, OSATC, OCCWD and the Oregon Community College Apprenticeship Consortium to provide oversight of state-wide certificates and AAS degrees. Presented at the Pacific Northwest Apprenticeship Educators Conference in Tacoma, Washington on the successful implementation of the Oregon statewide degrees and certificates.

6) **RTEC – Expanded Pathways :** Participated in 2nd year of ESD effort to align high school and Lane career technical education classes and programs to improve high school student transitions. Developed pathways for automotive, culinary, manufacturing technology and graphic design.

7) **RTEC – Successful High School Career Day:** 227 students from 17 high schools participated in a career day on Lane's main campus, April 30, 2010. 38 workshops were offered by 38 Lane faculty.

COUNSELING

1) Counseling and Advising: Hynix Academic Advisor/Liaison Position Maintained. Responding to the Hynix shutdown, maintained a part time academic advisor/liaison to respond to the emergency of newly dislocated Hynix workers.

2) Career and Employment Services: Maintained Student Service Associate (SSA) program. With threatening budget constraints, SSA program survived through creative management.

3) Testing Office: Added GED Testing in County Jail. Added GED testing capacity for incarcerated Lane County Department of Corrections students.

DISABILITY RESOURCES

1) Supported further development, revisions, streamlining and updating of DR communication and procedures.

- Explored & began development of interactive online processes for DR Orientation and Accommodation Requests.

- Continued website improvements.
- Concluded research for move to electronic filing, scheduling and reporting systems.
- Utilized PB Works as a web tool for dept communication.

2) Provided ongoing support and accommodations for Lane's students with disabilities.

- Received funds to provide computer and non-computer related support to students throughout the year.
- Received funds for Alternate Format production computer replacements.
- Held Transition Academy and Parents Night activities to welcome new younger students with disabilities to Lane and to DR.

3) Public Education/Campus Presentations:

Public Education Presentations

- Training for National AHEAD Management Institute
- ORAHEAD Fall Conference Social Model Presentation
- Student Success and Retention Conference 2010
- Fall Region 1 Meeting
- Lane ESD Youth Transition Program Meeting
- MISUA (Mobility International USA) visiting professionals and Governmental delegates from the foreign countries of Bahrain and South America

Departmental Presentations

- Women's Center
- Health: Nursing/Dental
- Tutor Central
- SAGA
- C & A
- Math Department

Presentations to Students

- EL 115

ENROLLMENT & STUDENT FINANCIAL SERVICES

1) Financial Aid: Renewed the institutional program participation agreement with the Department of Education which allows the college to participate in the Title IV federal student aid programs through June 30, 2016.

FLORENCE

1) The Florence Center, in collaboration with Family and Health Occupations, is offering the complete certificated Medical Office Assistant Program for the 2010-2011 school year. The Florence Center will be the only certificated program on the Oregon Coast.

2) The Florence Center is successfully starting a Nursing program Fall Term 2010. This project is built on a partnership with PeaceHealth Siuslaw Region, LCC Nursing program and the Florence Center.

3) The final stages of the Siltcoos Station Restoration has been completed. This process began in 2007 and involved a significant amount of community donated hours of sweat equity.

HEALTH PROFESSIONS

1) Updated career pathways and pathways map for use by internal and external sources

2) New Site & Delivery Methods

- Began to offer Medical office assisting and Nursing to our Florence students
- New planning for offering classes at Florence campus
- Used Perkins funding to help with supplies and curriculum development for hybrid education and distance learning

3) Worked with advising and counseling to standardize the admissions cycle and problem solving with advising and HP. Also provided permanent space for Jessica Alvarado in new building to promote consistency

4) Program & Course Approval

- Approval of medical Nutrition therapy course and
- Approval of dietary manager program in conjunction with the Culinary arts program

5) Online Delivery & Enhanced Curriculum

- Transferred all first year courses to hybrid format
- Worked with faculty to have all trained in new delivery
- Added advanced training to curriculum in advanced cardiac life support, pediatric advanced life support and neonatal resuscitation

6) Nursing Curriculum

- Instituted beginnings of hybrid education into Nursing curriculum
- Began to implement LPN program

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

1) 2009-10 Goal- Be the host site for two Continuing Education workshops per year for Fitness Professionals: Hosted one continuing education workshop in the Spring 2010 – “Pilates for the Personal Trainer” (2 day workshop; 16 in attendance).

2) The EMSP improved community outreach and recruitment efforts by distributing program information, application packets, etc to local businesses, high schools, co-op sites, advisory board members and participated in Lane Community College’s Preview Night (local high school juniors and seniors) and Career Exploration Day.

- 3) Finalized articulation agreement with OSU's Exercise Science Program with our EMSP.
- 4) Nine EMSP students and two staff attended the Northwest ACSM conference in Portland, OR; students competed in the annual "Quiz Bowl" competition against other schools from the Northwest.

INFORMATION TECHNOLOGY (IT)

1) Desktop Workstation Replacement

The funding provided for this initiative was used to purchase 278 new Dell 380 desktop computers, 30 netbooks/laptops and 30 new Imacs. The funding was received at the end of the fiscal year, so placement of this equipment is still in progress. As of June 30, 2010, the following placements have been completed (which includes inventorying, image creation and testing, scheduling of replacements, removal of old equipment, installation of new equipment, image installation, file transfers from old to new systems, testing, and cable securing):

107 Dell 960 replacements were completed, of which 20 were document imaging locations and 87 were in staff/faculty offices. These deployments provided upgrades in 12 departments. 30 Dell 380 replacements were completed, affecting 13 departments.

10 NETBOOKS FOR SOAR and ASA Activities

6 LAPTOPS FOR Faculty/Staff CHECKOUT at the IT Service Center desk

60 Enhanced Classroom computers - 30 in new Enhanced Classrooms and 30 to upgrade existing Enhanced Classrooms

2) IT Service Center (helpdesk) Support for 2009-2010

The IT Service Center received, documented, and assigned 6231 service requests during fiscal year 2009-2010, and the IT department's technical staff completed 6139 service requests in the same time period. This count does not include the couple thousand "quick fix" service requests handled by the IT Service Center and Academic Technology Center staff and student workers that were undocumented during the year.

3) IT/BCIT Virtual Desktop Infrastructure (VDI) Project

The technology fee funding provided for this project allowed the IT department to research, develop and purchase 60 thin client units, along with the server and networking requirements to run a virtual desktop infrastructure at Lane.

During this past year, the Network Infrastructure department has researched, developed (and during the summer of 2010) implemented two thin client (VDI) labs currently in use by the Business department. These labs went online officially for fall term 2010 - but the background work during fiscal year 2009-2010 is what was needed to make this project happen.

The infrastructure division of IT worked with outside agencies to work through all the details necessary to setup this new innovation at Lane. Currently (as of fall 2010) there are two labs currently using this technology - LCC02 212 (computer classroom) and LCC19 249 (Business Resource Room).

Although we are still working through all the issues to stabilize these systems, this pilot program is an important first step in expanding this type of computing environment across campus. Some of the benefits of a VDI computing environment are:

- Lowered costs for workstation replacements in labs, classrooms, faculty and staff offices due to the extended life of the thin client units - approximate 7 year life span in comparison to a 3 to 4 year life span for standard desktop computers.
- Decreased on-location support requirements due to the way in which software is "delivered" to the desktop - remote support services will increase with these systems, but on-site support will decrease. The positive aspect of this is nearly immediate response time when support issues arrive, and nearly zero lost time getting to the location and/or working around class schedules. Support can be provided on a nearly immediate basis.
- Extended time between replacement of hardware, allowing technical staff to respond more quickly to other support needs for the college. This means faster service for everyone!

4) LETS Program (Learn and Earn Technology Students) Accomplishments

Early Summer 2009, the Learn and Earn Technology Student Program (known as LETS) was developed, funding was secured, policies and procedures were written and documentation developed to kick off this brand new program at Lane. The program's intent is to pair high-tech students interested in a career in information technology with college departments seeking high-tech assistance or project work. The goal of the program is to provide real world work experience for these students while providing needed support to students, by students.

During this first year, the LETS program initially allocated 10,179 hours of student worker paid support in 27 departments at Lane's campus locations, covering over 42 positions. More was allocated during the year as well.

The feedback from departments, the student workers, and the student population has been very positive and this program seems to be a huge success.

MATHEMATICS

1) CTE/Math Conversations – The CTE/Math Conversations project, a state mandated project presented to all Oregon State Math Chairs, was completed here at Lane and results reported back to the state in spring term 2010. The project had a dual purpose of bringing to light the alignment between AAS degree and certificate programs and their corresponding math requirements across the state, and the alignment (within each school) between the math needed for programs and the content in the math courses required. The project began with a survey of topics filled out by math course leads for content covered in courses under 100-level. Then AAS degree and certificate program representatives in the CTE divisions filled out the survey according to what math is actually needed. Wendy Lightheart assisted Deanna with survey data compilation, and Berri Hsiao assisted her with interpretation and some sharing of data with course leads and CTE deans. Less detailed alignment information was also reported to the state.

SCIENCE

1) **Supported sustainability values** by providing 11 courses for the new Sustainability Coordinator AAS degree; these include Biology, Environmental Science, Geology, Physics, Energy Management, and Sustainability courses. Chemistry faculty continued to implement Green Chemistry Labs in CH 221 and expanded their efforts in CH 222. The Green Chem labs also were shared with College Now faculty. The Chemistry Club's biodiesel plant spent another year without operations while the college struggles to find a permanent home for the facility.

Faculty and staff were active and vocal participants in stewardship of Lane's natural resources. Over the summer, faculty and staff worked collaboratively with staff in Facilities Management to relocate overflow parking to a site that would not disrupt critical forest habitat. During the college's Perimeter Planning process members of the Division provided information about Lane's outdoor ecology learning labs which include the forests, native landscaping and wetlands. The Division strongly promoted the concept of land stewardship as the college moves forward with planning for land use.

Energy Management obtained external funding to expand their programs. The Water Conservation program taught its second year courses. In Energy Management, 25 students completed coursework and 7 students completed the Renewable Energy track; 12 students completed the Water Conservation Technician coursework.

2) **Science achieved its goal to more than double the number of online and hybrid courses** offered in 09-10 compared to the previous year. A total of 24 online or hybrid sections were offered compared to 11 the previous year. Counting all distance learning formats (online, hybrid and telecourses), FTE increased by 59% from 78 to 124. Courses were offered in Astronomy, Anatomy and Physiology, 100-level Biology, Introductory Chemistry and General Science. Faculty in Earth and Environmental Science received Unit Plan curriculum development funding to create a new online course in Natural Hazards. Funding was also awarded to develop an online version of BI 101K, Introduction to Human Genetics, as companion to our other online genetics course, BI 102G, Genetics and Society. The Division's activities in online teaching are supported by a faculty led group, the Online Teaching in Science (OTIS) group.

3) **Managed an enrollment increase** of 9.5% FTE (excluding College Now). The Division added 30 sections in the transfer program (and lost 7 as Engineering moved to the Mathematics Division); and 20 sections in the career technical programs as the Energy Management program continued to grow, and Water Conservation offered its second year classes. This rate of growth in sections is unprecedented and stretched available rooms, staff and resources. Fill rates continued extremely high (95% overall), as the majority of classes were at or over maximum capacity. The Division lost two faculty members through retirements: Biologist Jerry Hall and Chemist Shelley Gaudia. We hired a new faculty for cell biology, Christine Andrews. Energy Management hired two temporary full-time faculty members, Bruce Alford and Suzanne Marinello.

4) **Enhanced technical infrastructure** in support of student learning: maintained, replaced and enhanced instrumentation in the Chemistry labs; installed new computers in classrooms, including laptops for student use in Chemistry; updated software throughout the Division; improved network and workstation security; completed successful data recovery when needed; implemented the Audience

Response System (classroom clickers) in four Biology classrooms; increased server bandwidth by 10x the previous rate; supported printing needs of the Division, including student printing in the SRC; supported Moodle testing in the SRC; implemented new technologies to conserve energy and hardware; and improved communication and interaction between IT staff and Science. The Division's technology staff supports 15 smart classrooms, over 200 student computers and about 16 printers for student use. Technology accomplishments were supported in part with Tech Fee Funds through a Unit Planning Initiative.

5) Marketing and outreach efforts gained visibility for Science: As part of their course work, Lane science students assisted with the Mt Pisgah Fall Mushroom Show and Spring Wildflower Festival. Chemists hosted a week of activities for National Chemistry Week, including visits from our resident "Mole" and "mini-Mole" assistant. Faculty established Facebook sites for Lane O-Chem and Lane Biology. Several faculty and staff participated in Lane Preview Night. Marketing efforts for our summer Field Biology in Costa Rica generated interest in the international science opportunity; however, economic challenges prevented sufficient enrollment in the high-cost class. Building 16 became home to the Terrace Café and the Lane Association of Student Artists (LASA) student art gallery. Both activities created a welcoming environment for students and visitors. Marketing efforts were hampered by lack of staff in the Science office.

6) College Now courses were supported by faculty liaisons in several disciplines: Paul Bunson (Physics), Stacey Kiser (Biology), Gary Mort (Chemistry), Claudia Owen (Environmental Science), and Tammie Stark (Sustainability). Faculty members maintained active relationships with their high school colleagues. Science FTE accounted for 14.6% of the total College Now FTE Lane earned (excluding withdrawals) in 09-10. Many of the high schools decreased the number of offerings. Crow and Harrisburg High Schools ceased their classes in 09-10; and Elmira High School started College Now science courses. Overall, Science College Now classes decreased by six classes, from 61 to 55 classes, and FTE decreased by 7 %.

7) Wrote and received funding for grants: Dennis Gilbert and Paul Bunson are participants in an Oregon State University grant from the National Science Foundation to examine and integrate the introductory physics curricula between community colleges and OSU where most of our engineering majors attend. PH 211 at Lane is one of the courses involved in their initial study.

Energy Management received a number of new and renewing grants, including:

- renewal of its education grant from the Eugene Water and Electric Board (five-year renewal providing over \$700,000);
- SESP grant of \$380,000 as a member of a state workforce development consortium to produce an accelerated "fast-track" version of the two-year Energy Management program; and,
- \$12,000 from the Northwest Energy Efficiency Alliance, Better Bricks Program to develop Resource Conservation Management Option courses. The Resource Conservation Management option is the most recent of the three tracks in Energy Management.

The Energy Management program began offering online courses to its partner colleges in year two of its three-year National Science Foundation (NSF) Leading Alternative in National Energy Solutions (LANES) grant (\$810,000). Among grants submitted, Energy Management submitted a \$4.2 million request to the National Science Foundation to be a national center under the Advanced Technology Center program; the grant is pending. The program director, Roger Ebbage, presented at numerous

national conferences and the program continued to receive national prominence through media reports and accolades.

SOCIAL SCIENCE

1) In response to a unit planning initiative, materials and supplies funding through the Carl Perkins Grant was provided for Human Services to update equipment used for interview skill development in the program.

2) In its first year, the two-year GEOSTAC, NSF grant extended the GIS program into the community through developing GIS skills among high school instructors and infusing GIS into high school curriculum. A number of specialized GIS workshops were also developed and offered to students and the community.

CONFERENCE & CULINARY SERVICES (CCS)

1) CAHM Program, Curriculum, and Faculty/Student Success

7 graduates from the CAHM Program work in various areas of the CCS Division.

2) CAHM Program, Curriculum, and Faculty/Student Success

A curriculum redesign for Culinary Arts allowed the ability to hire an Instructional Support Specialist for the dining room and kitchen labs. This Specialist was a 2009 graduate of the Culinary Arts Program. Two Part-Time Faculty were also hired to support the elective classes in both culinary and hospitality.

3) CAHM Program, Curriculum, and Faculty/Student Success

Lane's Career & Technical Education Coordinating Committee (CTECC) conducted its three-year review for the CAHM Program's Advisory Committee. CTECC awarded the Program with a grade of "Excellent" in all 6 review categories.

4) CAHM Program, Curriculum, and Faculty/Student Success

3 Student Ambassadors representing both culinary arts and hospitality management along with Student Club volunteers participated in at 6 off-campus Career Fairs at surrounding middle and high schools, as well as Lane Preview Night. Students also helped to conduct tours of the facilities and support prospective students from local high schools for their job shadow programs.

5) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program worked with Health Professions Division instructor Beth Naylor to help develop and execute a new Career Pathways Certificate Program in Dietary Management. This Certificate is approved by the Dietary Managers Association, and will offer Culinary Arts students additional opportunities to take advanced Nutrition classes and co-op experiences specifically geared towards executing and managing healthy foods in a health professions foodservice environment.

6) CAHM Program, Curriculum, and Faculty/Student Success

An updated Micros system for the student-run Renaissance Room was implemented to train students in the current systems of Front-of-House operations.

7) CAHM Program Accreditation

Special Projects Coordinator Julie Fether attended the ACF Western Regional Conference, and completed 8 hours of culinary curriculum education workshops. To successfully complete the new accreditation status of the Hospitality Management Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA), a Progress Report was due in December that addressed two concerns the Commission found to be in need of improvement. The Progress Report was accepted, and the 7-year accreditation stands. The ACF Annual Report was accepted in May, 2010. Dean Kelly participated in the National Restaurant Association (NRA) Conference and completed 12 hours of restaurant industry trade and academic workshops.

8) Community and CAHM Program Support

This year's Advisory Committee meetings were extremely well-attended. Committee members actively participated as guest speakers/chefs, career fair employers, and attended various Program events on and off-campus. Committee members also acted as evaluators for the CA 297 Culinary Leadership class final projects, and arranged co-op/internship opportunities for students.

9) Conference and Culinary Services (CCS) Division

The entire Division actively participated in various events throughout the year to support the College such as the Lane Community Cares projects and Governor Kulongoski's Oregon Solution Project.

10) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's funding was approved this year for the purchasing of new stand mixers for the Career Pathways Certificate Program in Baking and Pastry. Due to the filled-to-capacity enrollment for the Program, the need for additional, durable mixers was apparent. The mixers have been purchased and are in current use for the 2010-11 academic year.

11) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's curriculum development funding was approved this year for Dr. Lisa Aherin to develop and execute a new Career Pathways Certificate Program in Meeting, Convention, and Special Events Management. The Certificate will include courses already in the Hospitality Management curriculum, and will include a 200-level advanced course in Meetings and Conventions Management.

12) The Center for Meeting and Learning - Center Financial Stability

The Center for Meeting and Learning, a fully self-funded department, came in just under the 2008-09 revenue of \$897,573 by bringing in a total of \$812,912 YTD in 2009-10 with a 9.4% decrease. This accomplishment secures its General Fund relief of \$76,550 to support the salary (.5 FTE) of a culinary arts faculty in 2010-11. See Foodservices accomplishments for additional General Fund relief. The number of guests served in 2009-10 was 143,313 with external events amassing 67% of the revenue.

13) CAHM Program, Curriculum, and Faculty/Student Success

Due to increased enrollment in both majors of the Culinary Arts and Hospitality Management Program and a curriculum redesign which added an additional 3 credits per Culinary Arts student for their required Co-Op education work, Cooperative Education Coordinator Joe McCully was granted an additional 3 credits per term for the Co-Op student support.

14) Center Financial Stability

The Center for Meeting and Learning, a fully self-funded department, came in just under the 2008-09 revenue of \$897,573 by bringing in a total of \$812,912 YTD in 2009-10 with a 9.4% decrease. This accomplishment secures its General Fund relief of \$76,550 to support the salary (.5 FTE) of a culinary arts faculty in 2010-11. See Foodservices accomplishments for additional General Fund relief. The number of guests served in 2009-10 was 143,313 with external events amassing 67% of the revenue.

15) Marketing the Center

The Center purchased ads in the Eugene Magazine, the Meeting Professionals International (MPI) Directory, and the Natural Choice Directory. Several social media platforms were initiated to include bi-weekly posts on the Center for Meeting and Learning Facebook Fan Page.

16) Center Community Outreach/Partnerships

Much effort went into maintaining partnerships and connecting to the community this fiscal year. While in a continued, challenged and down economy, the Center has made it a priority to continue making connections at events such as Springfield and Eugene Chamber's Business After Hours events, Eugene Chamber of Commerce Connect for Lunch, and Travel Lane County monthly meetings. For continued exposure, the Center exhibited at Eugene Chamber's October, 2009 Business to Business Expo for the third consecutive year and the January, 2010 Home and Garden Show for the second year. In order to strum up new business, the Center hosted Event Planner Reception & Tours in July and November, 2009 bringing new potential meeting planners to the facility.

Other notable community outreach efforts of the Center in 2009-10 include:

- Partnering with Lane's KLCC-NPR radio station to provide off-campus catering for the November, 2009 Fresh Tracks 20th Anniversary Party at their new location downtown Eugene.
- Hosting the Springfield Chamber of Commerce Business After Hours event in December, 2009.
- Hosting Meeting Professionals International (MPI) Eugene Road Show event in May, 2010 to attract new members as well as showcase the Center.
- Further development of partnerships with local hotels for lodging conference attendees.
- Center staff involvement and connection with the local Eugene/Springfield Rotaries. Included this year was the participation through a competitive interview process with the Rotary Foundation's Group Study Exchange (GSE) program. Center Sales Coordinator Shelly Kane traveled to the Eastern Caribbean in March, 2010 to represent the College and the Center.
- Active preliminary planning and partnering with NW Youth Corps for the Eugene Chamber's Business After Hours event September, 2010.
- Participation with the Association of Collegiate Conference and Events Directors-International (ACCEDI).

17) Center Lane Internal Outreach/Partnerships

The Center has increased its exposure on campus to both students and staff. It has integrated the largest number of students to date, not only from Culinary Arts and Hospitality Management Program, but from across a variety of disciplines, maximizing the students' experience on campus as well as gaining viable employment.

18) Center Lane Internal Outreach/Partnerships

The inclusion of Lane as a co-sponsor for various community events has helped the Center increase outside revenue with an educational partnership component with the college. Lane co-sponsored events have strengthened the Center's good will with the college and the community to promote a welcoming, inclusive environment.

19) Center Operations, Efficiencies, and Improvements

A multi-year contract with the Eugene Education Fund (EEF), a local Foundation that provides scholarships and support for the 4J School district. The EEF reported that their review of this year's event with the Center was terrific and they increased money for grants by 50%.

20) Conference and Culinary Services (CCS) Division

The entire Division assisted the Successful Aging Institute (SAI) in creating coursework to train assisted living center cooks. The program focused on scratch cooking and using local and seasonal ingredients.

21) CFS Financial Stability

Campus Food Services, a self-funded department, generated a total of \$2,168,893.00 YTD in revenue during the 2009-10 fiscal year, which includes the food court, Oak Hill Schools, and vending. This secured its General Fund relief of \$47,900 to support the salary (.5 FTE) of a Culinary Arts faculty member in 2010-11.

22) CFS Current Facilities and Construction

Campus Food Services began the preliminary planning on the concept and design of a "convenience store" operation for the proposed new Lane Downtown Center.

23) CFS Sustainability

CFS created a new partnership with the Eugene Local Food Network in order to streamline and create efficient purchasing of local, organic, and seasonal produce.

WORKFORCE DEVELOPMENT

1) Improvement in technology upgrades and innovation: new computers for our computer lab, Resource Room and staff; greatly improved website and online schedule of classes and workshops; innovative development of online resources for Brighter Futures Program; improved tools for tracking completion and assessment of workshop and skills upgrade classes

2) Improvement in grant implementation and program development: received and implemented Walmart Brighter Futures grant, HOPE grant and ARRA funding for development of short-term trainings, skill upgrades, and workforce development; developed orientation, classes and test site for National Career Readiness Certificate; completed vocational Personal Career Assistant Program

3) Improvement in interdepartmental and multi-agency collaboration: collaborated with Lane Workforce Partnership on securing additional grant-funding for short-term trainings and skill-building; increased collaboration with ABSE staff and Career Pathways on workforce development, serving Sherman Center clients, and grant implementation; increased connections with DHS through marketing

short-term trainings and other skill development opportunities; increased collaboration with Continuing Ed. to grow FTE through development of short-term noncredit training opportunities

Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.

ACADEMIC LEARNING SKILLS (ALS)

1) **Academic Learning Skills Department professional development and contributions to community and field** - Lynne Phillips, Susan Reddoor and Maria Kirwin participated in Aspiring Leaders. Cathy Lindsley served on Oregon Learning Standards for Adult Basic Skills steering committee, was chair of employee giving campaign and served as AAUW/campus liaison. Adrienne Mitchell served as NCSPOD (North American Council for Staff, Professional, and Organizational Development) liaison to the state of Oregon. Outside of college time, and of benefit to ALS, students and the college, faculty published books, received book contracts, earned advanced degrees, and served on local non-profit and professional organization boards and advisory committees.

ADULT BASIC & SECONDARY EDUCATION (ABSE)

1) ABSE faculty and staff from Lane County Sheriff's Office developed a successful referral and accountability process to allow offenders served in the county's Sherman Center the opportunity to attend career exploration, job search, resume development, and basic skills classes offered at the LCC WorkSource Oregon site located on main campus as part of their sentence.

BUSINESS DEVELOPMENT CENTER & EMPLOYEE TRAINING (BDC)

1) **CONSORTIUMS & PARTNERSHIPS** The Business Development Center and Employee Training Department is active in the development, collaboration and partnership, and on-going training services to the following consortiums: 1. [Emerald Valley High Performance Enterprise Consortium](#) (EVHPEC) where we have partnered 2 years on a seminars at the CML on Toyota LEAN manufacturing processes and where we are a member of their advisory board and partner on their on-going monthly LEAN training classes. 2. [Healthcare Industry](#) - conduct ongoing ACLS, PALS, and TNCC training for area healthcare workers at Peace Health and McKenzie Willamette Hospitals. We are currently expanding ongoing certificate training for healthcare workers, wherever the need

exists. 3. SCORE - partnering with SCORE on advising and on program marketing. We are also utilizing SCORE advisor industry expertise as resources, and are conducting joint seminars and quarterly all-day workshops. 4. University of Oregon Law School - partnership to provide free legal services to entrepreneurs of the SBDC 5. Palo Alto Software - conducted small business stimulus program/software giveaway and working with them on a entrepreneurial training program for unemployed workers. 6. OSU Lane County Extension Service - partnership with this local agency to provide technical support for clients of our Agriculture Business Management Program and to assist in marketing the ABM program countywide. 7. Working with three Lane County Chamber of Commerce on 9-month business development program for their members and communities. These chambers include Springfield, Fern Ridge, and Cottage Grove with plans to expand to Florence and Junction City for 2010-2011. 8. Lane County and eDev - applied for grants from the USDA, CTAA, and NECDBG to fund our projects with the chambers and the OSU extension service. 9. OSBDCN - to provide videoconferencing capabilities from the Wildish to the LCC Florence Center for advising and classes. Planning to extend this capability to Oakridge in 2010-2011. 10. U of O Climate Institute - the SBDC took over the universities Climate Masters at Work program and is offering the curriculum through our center. 11. U of O Lundquist Center - present to the U of O Entrepreneurs Club and guest presenter as needed.

2) **COLLABORATIONS** The Business Development Center and Employee Training Department partnered with the following organizations and entities to design projects, promote services, and keep in touch with current business and workforce issues throughout Lane County and the State. 1. The Lane Workforce Partnership - participation in the Region 5 Workforce Response Team for training grant allocations to area businesses. 2. The Lane Metro Partnership - proxy for College President on Board, work with LMP staff on business recruitment issues, presented for 2 businesses interested in locating in Lane County. 3. Lane Council of Governments - resource for business development and workforce issues, throughout Lane County. 4. University of Oregon - partner in Climate Masters for Business Program, the LCC SBDC now offers the curriculum developed by the U of O Institute for Climate Change. Also partner with the Law School and the Lundquist Center. 5. Northwest Christian University - business planning presentation for academic innovations and resource for business planning. 6. Oregon State University Lane County Extension Service - partner on the Agriculture Business Management Program where we provide business management services and they provide technical expertise. The LCC SBDC applied and received a USDA grant to support of the continuation of the OSU Horticulture and Master Gardener Programs in Lane County. 7. Eugene Chamber of Commerce - participate in the Economic Development Council and conducted Business Survival Tactics workshops for members. 8. Springfield Chamber of Commerce - participate in their "business outreach" program and conducted Business Strategies of Success Program 9. Fern Ridge Chamber of Commerce - conducted Strategies of Success Program and work with local Economic Development group. 10 Cottage Grove Chamber - conducted Strategies if Success of Success Program. 11. Willamette Inculator/Incubator - partner on program offerings for tenants, at the LCC SBDC - Board Member for this Incubator. 12. Technical Assistance for Community Services (TACS) - partner on Non-Profit Business Management Program 13. Oregon Entrepreneurs Network - founding sponsor and in-kind donor of Smart-UPS 14. Emerald Valley High Performance Enterprise Consortium - founding Board of these LEAN training organization, co-sponsor training classes, annual conference, and videoconferencing. 15. Small Business Administration - provide a Business Capital Resource Center for the SBA, helping businesses find start-up and expansion capital. 16. Oregon Business Development Department (formerly OECDD) - work with area representative on workforce/business development 17. City of Eugene - partner with city Economic Development Officer and staff. 18. City

of Springfield - partner with city Economic Development Officer and staff. 19. Lane County - partner with county Economic Development Officer and staff on regional economic development and grant applications.. 20. Business Industry Training Services (BITS) * statewide community college training group - Shirl Meads, immediate President. 21. SCORE - work together to sponsor classes and training events, co-advise clients. 22. eDev - our non-profit department serving micro-enterprises throughout Lane County, providing outreach to low income, minorities, women, veterans, disabled, artisans, youth and seniors, and those living in rural areas.

3) **PROGRAM/CLASS DEVELOPMENT & INNOVATIONS** 1. **Farm Business Management** redesigned to Agricultural Business Management in partnership with OSU Lane County Extension Agency 2. **Sustainability Management Business Management** Program in partnership with U of O Climate Masters for Business and Good Company 3. **Advanced Leadership and Communications** Program designed around the Toastmasters curriculum for communications, leadership, and mentoring 4. **Innovation Business Management** Program designed to target inventors and other innovators, that have special planning and development needs over more mainstream startups 5. **Springfield Chamber Business Strategies of Success** Program designed around the SBM model and customized to meet the specific area needs of Springfield businesses and their customers. This program is serving as a model for other programs being developed and implemented for the Fern Ridge and Cottage Grove chambers (and soon Florence and Junction City). 6. **Lane Micro Business**, our non-profit program for micro-entrepreneurs changed its name to **eDev** and added more services for rural business owners, disabled entrepreneurs, and minority businesses. They continued and added services to help provide capital for startup micro businesses (microloans and Individual Development Accounts) 7. **Expanded ACLS, PALS, and TNCC** training services for Peace Health, McKenzie Willamette Hospital, and other area healthcare providers. 8. **Partnered with EVHPEC** to offer LEAN classes, seminars, and programs for area manufacturers and service organizations throughout Lane County. 9. **Enlisted area content areas professionals** in accounting , business planning, business law, technology, etc. to conduct classes in topics that would supplement our core programs.

4) **FTE ACCOMPLISHMENTS and GROWTH** * Increased FTE over previous year from SBM type programs. * Employee Training and eDev activity reduced due to economic recession and funding restrictions, reducing "seat hours" and FTE generation from these activities. * Developed new SBM model programs to meet business niche needs and better serve community and grow FTE * Developed new training programs and partnerships to meet incumbent employee training needs and grow FTE * Increased emphasis on micro-entrepreneur outreach to low income, minorities, women, disabled, veterans artisans, and those in rural areas for increase FTE generation * Increased retention of SBM students from year to year (3 year program) to increase FTE generation * Increased outreach with Springfield Chamber of Commerce to add additional program to current SBM model offerings * Emphasized pathways of entrepreneurial development within the BDC (Advising to Going Into Business to SBM to Alumni Programs) to keep out clients year after year and grow FTE * Increase outreach to other LCC Department to partner with them on employee training (ESL, electronics, math, etc) for those in vocational trades to increase enrollment in training classes * Increase appeal of programs with additional partner resources while co-marketing with partners to grow FTE

5) **PUBLIC RELATIONS & MARKETING** - Active membership and/or involvement with state and local organizations such as BITS, CCWD, SBA, OBDD, LWP, LMP, Area Chamber of Commerce, ASBDC, OSBDCN, NACCE, NCCET, ASTD, LERN, PMI, other state SBDC's, LCOG, Lane County and major Lane County Cities, Smart-UPS, Willamette Incubator/Incubator, and OMEN. - Expanded

the use of new department logo created by David Funk, and created a more comprehensive marketing strategy, using different media and methods to reach potential client/students. - Increased outreach to inform businesses about our services through presentations/displays at Chamber events, various association meetings, Public Service groups such as Rotary and Lions Club, PSA's, and college functions. - Coordinated and staffed information/vendor table at Business to Business, Work Trends, 'Business After Hours' at the CML, and Career Day at the Expo Center. - Staff appear as business expert resources at a number of meeting and events throughout the area. - More emphasis on promoting all business services departments at the college such as CML, Co-op, Continuing Education, Workforce Development, Advanced Technologies, etc. in our marketing and presentations. - Cross promotion strategy with SCORE to promote advising and program services offered at the SBDC - Added more partners and collaborations to increase depth of products and services, and to cross-promote with partners - staff has been interviewed on radio, television, newspaper, and the internet - as members of the Lane League the BDC/ET ran ads illustrating the success stories of LCC students and the service the college provides for the community - attended Lane Day at the State Capitol and visited Lane County Legislators and set up a booth to educate representatives on the economic development activity provided by LCC's BDC and Employee Training Department - Began work to make the LCC SBDC a "One Stop" business resource for all of Lane County, working with many of our Economic Development partners.

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) Enrollment and FTE

Managed an enrollment increase of 25.1% FTE in Business and 44.9% FTE in CIT. The unduplicated headcount based on registrations increased by 20% (497 students) in Business and 33% (896 students) in CIT from the previous year. The Division offered 117 more class sections than in 2008-2009. Fill rates were near 100%.

CHILD & FAMILY EDUCATION (CFE)

1) Coordinated planning and financial support with LCC Diversity Programs and community organizations to provide the Latino Family conference at Lane Community College.

CONTINUING EDUCATION

1) TARGETED PLANNING

IMPROVE COMMUNICATION AMONGST DEPARTMENT

- Developed two email groups - CE & CE/SAI/SCP for internal communication
- Developed CE TEAM organizational chart to provide clarification and delineation of individual and team responsibilities and function
- Posted weekly schedules for the department and each team to provide better coverage for student and staff support
- Granted access to CE Calendar to all staff to post time off requests and time away for meetings or appointments
- Developed weekly CE Newsletter to improve communication to dept
- Created a project accomplishment planning tool to track projects and tasks

- Placed Accomplishment & Unit Planning spreadsheets on each desktop so all could participate in the process
- Set up break area in DTC 117 for all staff in the building and work area in old break area for department, installing a dry erase board for ease of communication
- Updated Evaluation form, instructor handbook and student worker handbook to align with LERN standards
- Reorganized office staff to align with LERN standards

2) TARGETED PLANNING

INCREASE & IMPROVE INTERNAL MARKETING

- Placed an article in *The Weekly* each week to promote Continuing Ed classes and events
- Created distribution plan to get SAI flyers posted on main campus monthly
- Spoke to Lane managers about PCA, Sat Series, & upcoming free employee classes
- Spoke to Counseling staff about SAI/SCP
- Established meetings to create ongoing collaboration with e-Dev for SAI
- Spoke to Human Services Advisory about SAI/SCP
- Spoke to Women's Program about SAI/SCP
- 4 Senior Companions discussed care giving & grief with 25 Lane "Adult Development & Aging" students in Toni Fudge's class
- Continuing Education was asked to participate on the College-wide Marketing Team convened by Tracy Simms.

3) PROFESSIONAL DEVELOPMENT

- Conducted Fall Term Professional Development Dept Training – two part (totaling eight hours) of AchieveGlobal's Customer Service Training
- Trained four part time staff in bookstore procedures
- Attended "Communication Skills for Women" all day training
- BANNER training focus, alignment and study with Helen & Darlene
- Attended the 25-Live training conducted by Alen Bahret
- Participated in a team building and skill development with front-line staff utilizing a DiSC assessment specific to the Front Line Team
- Attended LERN's week long class/certification March 2010
- Attended "Improving Your Customer Service" Training Event - Lane's CML
- Tested and received LERN's CPP Certification (Certified Program Planner)
- Attended "Hiring for Cultural Competencies" training with Cris Cullinan
- Lead and participated in Lane's Technology & Civility mgmt study groups
- Participated in a two part team building and skill development with ALL staff DiSC assessment
- Participated in annual Alzheimer's Assoc Conference, along with SCP Volunteer (scholarship).
- Participated in National Conference on Volunteerism & Community Service (NYC)
- Proctored 12 MOS (Microsoft Office Systems) tests
- Conducted a continuation of the AchieveGlobal Customer Service Training at each Dept meeting

COUNSELING

- 1) Career and Employment Services: Maintained Student Service Associate (SSA) program. With threatening budget constraints, SSA program survived through creative management.
- 2) Testing: International Student Testing. Increased testing possibilities and collaboration with the International Student program.
- 3) Testing Office: Added Spanish GED Testing. Added GED testing capacity for Spanish-speaking GED students.
- 4) Testing Office: Added GED Testing in County Jail. Added GED testing capacity for incarcerated Lane County Department of Corrections students.

DISABILITY RESOURCES

- 1) Continued to integrate the Social Model approach of providing resources and services to students with disabilities into DR and Lane's campuses at a more intense level.
 - Began work streamlining DR service delivery process's using Social Model philosophies.
 - Presented Social Model concepts to Lane County ESD Youth Transition Specialists.
 - Began incorporating Social Model components into the Transition Academy.
- 2) Supported further development, revisions, streamlining and updating of DR communication and procedures.
 - Explored & began development of interactive online processes for DR Orientation and Accommodation Requests.
 - Continued website improvements.
 - Concluded research for move to electronic filing, scheduling and reporting systems.
 - Utilized PB Works as a web tool for dept communication.
- 3) Continued to work on open, direct, healthy communication practices within the DR department.
 - Collaborated with the Office of Diversity and hosted a workshop presented by Diversity Trainer, Chicora Martin, for a number of students, staff and faculty members related to healthy communication.
 - Promoted assertive communication within the department.
- 4) Public Education/Campus Presentations:

Public Education Presentations

- Training for National AHEAD Management Institute
- ORAHEAD Fall Conference Social Model Presentation
- Student Success and Retention Conference 2010
- Fall Region 1 Meeting
- Lane ESD Youth Transition Program Meeting
- MISUA (Mobility International USA) visiting professionals and Governmental delegates from the foreign countries of Bahrain and South America

Departmental Presentations

- Women's Center
- Health: Nursing/Dental
- Tutor Central
- SAGA
- C & A
- Math Department

Presentations to Students

- EL 115

ENROLLMENT & STUDENT FINANCIAL SERVICES

- 1) David Van der Haeghen took over leadership for Fall SOAR-June and Fall SOAR-September. Held event in CML in cooperation with Counseling and Advising. Improved offerings for visiting families and invites clubs and other groups to have tables in CML.
- 2) Expanded the Degree and Transcript Evaluator Team from 2 to 3 Degree Evaluators. Laid a strong foundation to support redesign of team for eventual addition of another Degree Evaluator and ability to articulate transcripts for all students.

ENGLISH AS A SECOND LANGUAGE

- 1) **Despite lack of resources, the ESL program provided services, processes** and instruction at four locations (Main campus, Downtown Center, Springfield Middle School, Bohemia Elementary in Cottage Grove), day and evening programs (8:30 a.m. to 9 p.m.) providing complex functions of marketing, recruitment, registration, assessment, grant-required attendance and assessment data collection, grants management, schedule building, advisory committee coordination, human resources coordination, facilities improvement and repair coordination, scholarship fund distribution, computer lab management, bus pass program administration, textbook purchase coordination, and development/expansion of international program. (One administrative coordinator and .5 dean facilitating the work of one student services specialist, 6 part-time classified staff, 5 contract faculty, 15 part-time faculty, 3 international program staff and 6 instructor/tutors.)
- 2) **ESL Department, in collaboration with Counseling & Advising, successfully applied for Perkins funding and hired part-time bilingual Advisor 1** to assist in efforts to recruit and retain diverse populations in Career-Technical programs. Advisor's weekly community forums included tours of CT departments, introductions to community resources and organizations and orientations to college services.

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

- 1) 2009-10 Goal- Complete development of our Holistic Health Course: The Holistic Health class was offered summer 10 as an online offering.

- 2) 2009-10 Goal- Complete development of the First Aid for Health Professionals Course: First Aid: Beyond the Basics was offered for the first time summer 10.
- 3) 2009-10 Goal- Complete development of 3 new courses for the Exercise & Movement Science Program: Two of the three courses were developed in 09/10.
- 4) 2009-10 Goal- Increased Diversity of Health Offerings: Holistic Health and First Aid: Beyond the Basics classes have been added.
- 5) The Employee Wellness Program received another \$25,000 grant for our Undress the Stress with Playfulness program.
- 6) Hired four new part-time faculty instructors in Physical Education in the areas of TERC, Yogilaties, Group Cycling, Walk/Jog and Strength Training.

INFORMATION TECHNOLOGY (IT)

1) Desktop Workstation Replacement

The funding provided for this initiative was used to purchase 278 new Dell 380 desktop computers, 30 netbooks/laptops and 30 new Imacs. The funding was received at the end of the fiscal year, so placement of this equipment is still in progress. As of June 30, 2010, the following placements have been completed (which includes inventorying, image creation and testing, scheduling of replacements, removal of old equipment, installation of new equipment, image installation, file transfers from old to new systems, testing, and cable securing):

107 Dell 960 replacements were completed, of which 20 were document imaging locations and 87 were in staff/faculty offices. These deployments provided upgrades in 12 departments. 30 Dell 380 replacements were completed, affecting 13 departments.

10 NETBOOKS FOR SOAR and ASA Activities

6 LAPTOPS FOR Faculty/Staff CHECKOUT at the IT Service Center desk

60 Enhanced Classroom computers - 30 in new Enhanced Classrooms and 30 to upgrade existing Enhanced Classrooms

2) IT Service Center (helpdesk) Support for 2009-2010

The IT Service Center received, documented, and assigned 6231 service requests during fiscal year 2009-2010, and the IT department's technical staff completed 6139 service requests in the same time period. This count does not include the couple thousand "quick fix" service requests handled by the IT Service Center and Academic Technology Center staff and student workers that were undocumented during the year.

3) Programming Services Accomplishments

Much was accomplished this past year in the Programming division of the IT department. Besides the completion of hundreds of requests for general support and assistance with Banner, ExpressLane, and

the R25 suite of products, the programming department in partnership and collaboration with nearly all departments at Lane, handled the development and implementation of the portal project. myLane has been fully implemented, providing a new, innovative and simplified way for Lane's faculty/staff/students to access the information they need to be successful at Lane. This was a huge undertaking and required work and collaboration (at various levels) with all departments and teams at Lane. IT and Enrollment Services, along with the Title III grant staff played some of the largest roles in this project, working long, hard hours to implement this new service.

Beyond this, several updates/changes were made to the Banner/ExpressLane processes which improved performance and decreased down time due to backup processes from 4 hours to 15 minutes. Even though these processes were scheduled in the wee hours of the morning, it was negatively affecting Lane students who need near 24x7 access due to their work load at school, work and home. Some of these changes included:

- Change the settlement time to 12:05 am
- Change the payment opening time to 12:15 am
- Change the Java Payment Client startup time to 12:15 am
- Change the INB and SSB services startup time to 12:15 am
- Schedule the entire payment processing steps to occur overnight Friday night/Saturday morning, the same as all other nights
- No longer perform any payment processing steps as part of the Friday evening maintenance steps
- Enable automatic ASH processing

LANGUAGE, LITERATURE & COMMUNICATION (LLC)

1) Teaching & Best Practices: The In addition, faculty led a summer workshop for 20+ faculty on integrating “On Course” principles into course syllabi. LLC Faculty worked with colleagues across the college to create a number of Learning Communities, highly integrated course sets that help students integrate skills and information from two or more content areas while attending classes as a cohort. Faculty also taught in First Year Experience and Fast Lane courses.

2) Service to the College: LLC Faculty served in leadership capacity at several levels throughout the college. LLC Faculty in Speech and English led college teams/committees on: Assessment, Learning Communities, Title III Engaging Students Grant, and First Year Experience/Fast Lane. English and Spanish Faculty served on a number of Governance Councils, e.g., Learning and Faculty and on Faculty Professional Development Committees. One Spanish faculty member served on the Bilingual Servicer Provider Committee. Two English faculty co-edited the Community College Moment. A speech faculty member served on the LCCEA as VP for Transfer Faculty.

MATHEMATICS

1) Multicultural Math Courses – Deanna met with Jerry DeLeon, Dean of Counseling and Advising, to determine barriers to advising students into our multicultural math courses (MTH 020, 060, 065 and 095 MC). At Jerry’s recommendation the math division’s Retention Task Force provided multicultural math course fliers for SOAR session packets. Berri Hsiao and Deanna attended two advising meetings to re-introduce these courses and enlist the help of advisors in getting word to students.

MULTICULTURAL CENTER (MCC)

- 1) Developed scheduling framework and guidelines for Longhouse.
- 2) Increased outside funding for Rites of Passage. Program stayed within budget and all 4 programs were successful.

SCIENCE

1) **Provided student research opportunities:** Physics faculty member Dennis Gilbert continued to serve as an advisor and Lane liaison to the National Science Foundation funded UCORE program at UO. The program's goal is to catalyze interest in physical sciences by providing paid summer research opportunities for community college students across the state. This year five Lane students were chosen to participate in the program. A Lane biology student was selected for the Oregon Health Sciences University Equity Summer Research Program. Both full-time and part-time faculty supported and mentored a wide range of independent study projects in all disciplines.

2) **Marketing and outreach efforts gained visibility for Science:** As part of their course work, Lane science students assisted with the Mt Pisgah Fall Mushroom Show and Spring Wildflower Festival. Chemists hosted a week of activities for National Chemistry Week, including visits from our resident "Mole" and "mini-Mole" assistant. Faculty established Facebook sites for Lane O-Chem and Lane Biology. Several faculty and staff participated in Lane Preview Night. Marketing efforts for our summer Field Biology in Costa Rica generated interest in the international science opportunity; however, economic challenges prevented sufficient enrollment in the high-cost class. Building 16 became home to the Terrace Café and the Lane Association of Student Artists (LASA) student art gallery. Both activities created a welcoming environment for students and visitors. Marketing efforts were hampered by lack of staff in the Science office.

3) **Faculty and staff engaged in professional development** and sharing their expertise. On campus, Science faculty and staff are leaders in numerous campus committees, work groups, and councils. Faculty organized, gave presentations and participated in numerous local, regional and national professional conferences and workshops.

Faculty and staff completed professional development activities to stay current and gain skills and knowledge. This past year, the Science Division hosted several Science Teaching Seminars; faculty members completed Moodle training courses and several participated in the T2T program, sharing student success strategies and bringing new ideas back to their classes and colleagues. A number of Faculty Interest Groups (FIGs) were initiated, including a joint physics and calculus discussion group exploring commonalities and differences in language, goals, methods and problem solving; a Physics FIG involving General Physics and areas of mutual interest among physics education researchers at UO and OSU; and, an interdisciplinary science FIG exploring student engagement strategies. These activities involve both part-time faculty and full-time faculty.

Anatomy and Physiology (A&P) faculty member Brian Nichols completed the Nursing program and completed a sabbatical leave. Botanist Gail Baker gave several presentations, both at Lane and in the community, about her sabbatical botany trip to Western Australia. Earth and Environmental Science

faculty member Claudia Owen completed the third edition of her geology lab book, which has been adopted at Lane. Two Science faculty members were awarded sabbatical leaves for Fall 2010: Bert Pooth and John Thompson. Part-time faculty member Melissa Kilgore received a teaching recognition award.

Science faculty members were active in general education assessment. Gen Ed projects were funded for Chemistry (Brooke Taylor), A&P (Joan Young-Cheney), and Biology (Lisa Turnbull and Christine Andrews). Paul, Lisa and Christine participated in developing Lane's General Education Assessment plan, along with Sarah Ulerick, Dean, and long-time assessment leader. SRC Coordinator, Star Glass, participated in the year-long Aspiring Leaders program at Lane.

Beyond the Lane campus, faculty attended a wide range of state and national conferences. Bert Pooth and Star Glass attended the Student Success and Retention Conference in Portland. Two faculty members attended the American Association of Physics Teachers (AAPT) summer meeting. Paul Bunson was awarded a grant to attend. (Sponsored by Oregon Department of Community Colleges and Workforce Development, the Oregon section of AAPT and Vernier Software.) Dennis Gilbert served on the Two Year College committee which meets biannually at the summer and winter meetings. Several faculty members also regularly attend and contribute to the ORAAPT who meet twice a year. Katie Morrison-Graham presented at Northwest Bio and participated in workshops on hybrid instruction. Stacey Kiser participated in BioQUEST C3 (Cyberlearning at Community College NSF grant) and the BSA C3 workshop; she continues her national leadership as a voice for science teaching in two-year colleges. John Thompson continued his national leadership in implementing Green Chemistry. Brooke Taylor worked on a committee to rewrite a national chemistry exam. Carrie Newell conducted an OMSI Science Pub in July featuring her nationally recognized work with Oregon's resident gray whales.

SOCIAL SCIENCE

- 1) In its first year, the two-year GEOSTAC, NSF grant extended the GIS program into the community through developing GIS skills among high school instructors and infusing GIS into high school curriculum. A number of specialized GIS workshops were also developed and offered to students and the community.
- 2) The Peace Conference was maintained for a third year, and produced a campus-wide event. The Peace Studies Program Development Committee has initiated program and curriculum development for Peace Studies. Development of grant and donation funding sources has also been initiated.
- 3) Additional hybrid offerings were developed and offered through History and an additional topical course on the American West was re-offered. Psychology offered a Multicultural Psychology class the first time.

STUDENT LIFE & LEADERSHIP DEVELOPMENT (SLLD)

- 1) Worked with MCC and LH committee to complete final stages of Longhouse construction. Developed process for scheduling of credit classes for Fall Term 2010 and beyond as well as scheduling criteria for events and community programs.

2) Ensured positive ASLCC participation on governance councils, statewide and national boards. Worked with ASLCC leadership to develop plans for:

- Tuition rebate proposal
- Possible relocation of OSPIRG and Clothing Stash
- In addition, ASLCC again received certification from CCSA deans group with several outstanding commendation

INTERNATIONAL

- 1) Executed a national search for a director of International Programs resulting in a successful hire.
- 2) Maintained International Student enrollment numbers of more than 130 students from more than 40 countries and prepared for future growth.

CONFERENCE & CULINARY SERVICES (CCS)

1) CAHM Program, Curriculum, and Faculty/Student Success

In the summer/fall of 2009, 76 new students were admitted into the Culinary Arts Program. Returning Culinary Arts 2nd year students totaled 33 students. 15 new students were admitted to the Hospitality Management Program. As of spring term 2010, 8 students took advantage of the open enrollment admissions to the Hospitality Management program and completed classes. All Program Elective courses were filled to capacity the entire academic year, which includes the curriculum courses for the Career Pathways Certificate Program in Baking and Pastry. 4 students enrolled in the Career Pathways Certificate Program in Restaurant Ownership, and 2 students enrolled in the 1-Year Certificate of Completion in Foodservice Management.

2) CAHM Program, Curriculum, and Faculty/Student Success

For Graduation 2010, 10 students graduated from the Hospitality Management Program from the 2008 cohort. 4 of those students have completed all AAS Degree requirements. Two students completed all degree requirements from a previous cohort.

3) CAHM Program, Curriculum, and Faculty/Student Success

For Graduation 2010, 18 students graduated from the Culinary Arts Program from the 2008 cohort, and were awarded membership to the ACF, the Program accrediting commission. 7 of those students have completed all AAS Degree requirements. 10 Culinary Arts students completed all degree requirements from cohorts from 2005-2008. The Career Pathways Certificate Program in Baking and Pastry graduated 15 students. Of these 15 students, 6 graduated with both the Culinary Arts 2-Year AAS degree as well as this Certificate. One student from the 2007 cohort came back to finish the Certificate, and 2 students that had dropped from the 2-Year AAS Degree program finished the Certificate instead. 14 graduates also completed degree paperwork to achieve their Career Pathways Certificate in Food Prep and Production.

4) CAHM Program, Curriculum, and Faculty/Student Success

Numerous volunteer efforts continue to highlight this year's Program community involvement including: The Whiteaker Thanksgiving Dinner, the Mt. Pisgah Mushroom and Wildflower Festivals, Project Homeless Connect, Chefs' Night Out, and the Native American Pow-Wow. The Oregon Truffle Festival featured Culinary and Hospitality students for their opening night dinner featuring a Guest Chef from France. The Mycological Society collaborated with the CAHM Program to execute their annual Fungal Feast with Guest Chef Jack Czarnecki held this year at the Center for Meeting and Learning (Center). The CAHM Program actively participated in supporting Lane's Sustainability Day and Earth Day celebrations in coordination with the Learning Garden, as well as the Local Food Connection held at the Center. The CAHM Program Open House was well-attended by almost 100 guests, many from the High School Articulation Program. Students showcased their talents with cooking demonstrations, hospitality tours of the facilities, and event décor.

5) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program successfully executed the Welcome Luncheon and Graduation Luncheon annual events to celebrate the Program student body in coordination with the Center.

6) CAHM Program, Curriculum, and Faculty/Student Success

An inaugural CAHM Program Career Fair was held for students in May, 2010 to offer them preparatory experience in the interview process. Over 12 local companies in the restaurant/hotel industry participated including employers from the Valley River Inn, the Eugene Hilton, Innsight Hotel Management Group, King Estate Winery, U of O Catering Services, Marche, Travel Lane County, and Hole in the Wall BBQ/Catering. 77 students had their resumes in hand in brigade or professional dress, and had a one-on-one interview. 5 students were either hired for employment or offered paid internships for their co-op education credits from the Career Fair.

7) CAHM Program, Curriculum, and Faculty/Student Success

Sold out Winter Classical Cuisine Dinner "The Darjeeling Express" with 304 guests; smoothly executed dinner for both front and back-of-house. Spring Regional Cuisine Dinner highlighted the "100-Mile Meal" concept of using local products within a 100-mile radius celebrating farmers, seasonal cooking, and sustainability. Students measured the general radius of local foods used at 30-35 miles, and produce was grown by the Learning Garden specifically for the Dinner.

8) CAHM Program, Curriculum, and Faculty/Student Success

At least 20 guest speakers and lecturers visited Culinary Arts and Hospitality Management classes this year. A Truffle Symposium led by Dr. Charles LeFevre, PhD. was held for the entire CCS Division, and highlighted the student participation for the Oregon Truffle Festival.

9) CAHM Program, Curriculum, and Faculty/Student Success

Scholarships awarded to culinary and hospitality students were abundant this year. One 1st year Culinary Arts student was awarded separate scholarship packages from the Oregon Worksource, the Ford Family Foundation Restart Scholarship Program, and the Peter Connacher Memorial Scholarship Program in addition to his earning of a Lane Foundation Scholarship. CAHM Program Emergency Scholarships supported at least two students each term for their road towards degree completion. \$21,000 was earned for Program scholarships with a successful Lane Foundation Harvest Dinner, which featured the entire CAHM student body for execution of the Dinner with local Guest Chef Stephanie Pearl Kimmel from Marche, an Advisory Committee member.

10) CAHM Program, Curriculum, and Faculty/Student Success

3 Student Ambassadors representing both culinary arts and hospitality management along with Student Club volunteers participated in at 6 off-campus Career Fairs at surrounding middle and high schools, as well as Lane Preview Night. Students also helped to conduct tours of the facilities and support prospective students from local high schools for their job shadow programs.

11) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program forged relations with the Learning Garden and their new Support Specialist to integrate production on both ends and support Sustainability on campus. The Learning Garden specifically grew produce for the entire CCS Division to use in operations, especially the spring “100-Mile Meal.” Co-Op opportunities were established for Culinary Arts students; 3 participated in the summer, each working about 12 hours per week and earning 3 of their required Co-op credits. A Culinary Arts student liaison for the Learning Garden was chosen to encourage and support the student body/Learning Garden relations.

12) CAHM Program, Curriculum, and Faculty/Student Success

Lane’s new Successful Aging Institute (SAI) was supported by the CAHM Program with the offering of three classes per term for fall, winter, and spring. The classes focused on seasonal foods, wine and cheese pairings, and Pacific Northwest Cuisine, and were taught by Program Faculty and Staff. Program tours were conducted for the SAI, and guests dined in the Renaissance Room, the student-run dining room.

13) Community and CAHM Program Support

Chosen host of the annual LESD High School Culinary Competition.

14) Conference and Culinary Services (CCS) Division

The entire Division actively participated in various events throughout the year to support the College such as the Lane Community Cares projects and Governor Kulongoski's Oregon Solution Project.

15) Center Lane Internal Outreach/Partnerships

The Center has added a cooperative education experience for students from other departments, such as Graphic Arts, to work various positions in administration and sales/marketing. This cooperative education experience proved very successful this year as Graphic Arts students gave attention to the Center’s branding for professional consistency. The Center’s branding has now been streamlined on all marketing materials - from hand-drawn Center-imaged gift certificates and seasonal menus to notepads and staff business cards, the Center’s branding now has notable “customer touch” visibility on campus and in the community.

16) Center Lane Internal Outreach/Partnerships

The Center sales and marketing team visited numerous departments on campus including Continuing Education, Child and Family Education, Advanced Technology, Art and Applied Design, Specialized Support Services, and Business to increase Lane awareness of the Center’s campus catering and event/meeting room offerings. The meetings with the Center staff gave the various department members an opportunity to offer ideas and suggestions for collaborative events, projects, or catering services. The success of the KLCC Fresh Tracks 20th Anniversary Party was a direct result of the sales and marketing outreach with another department at Lane.

17) Center Lane Internal Outreach/Partnerships

The inclusion of Lane as a co-sponsor for various community events has helped the Center increase outside revenue with an educational partnership component with the college. Lane co-sponsored events have strengthened the Center's good will with the college and the community to promote a welcoming, inclusive environment.

18) Center Operations, Efficiencies, and Improvements

A multi-year contract with the Eugene Education Fund (EEF), a local Foundation that provides scholarships and support for the 4J School district. The EEF reported that their review of this year's event with the Center was terrific and they increased money for grants by 50%.

19) Marketing the Center

The Center's marketing team had the opportunity to work with students outside the CAHM Program to help complete some marketing projects. Under the direction of the Center marketing team, two Lane Community College Graphic Design Co-Op students completed new designs of the Center's Complete and Seasonal Menus, Center Postcard, Recipe Card and Business cards to create more professional look in alignment with other marketing materials. In addition, as a student project, a Lane Community College Media Art student has started on the production of a promotional video for the Center's unique Culinary "Iron Chef" Teambuilding event.

20) Marketing the Center

Internal campus visits (with treats, of course) (noted previously) were made to other departments to provide educational information about the Center's purpose and service to the College.

21) Marketing the Center

In summer, 2010 the Center began the initial development and planning stages of a Center-supported Summer Career Exploration Camp for young girls called "Fab Foods, Posh Planning." The Camp will be promoted to the local community support systems for young girls such as Ophelia's Place, and provide young girls with esteem and team-building activities in the culinary and hospitality fields. The projected execution of the Camp will be August, 2011.

22) Aesthetic Focus at the Center

The David Joyce Gallery continued to increase its marketing exposure and publicity, both on and off campus, with the offering of three exhibits during the year. The thematic connection between food/hospitality and art has been successful and noted in the artist community. Last year's exhibits featured the works of local artists Dan Welton, John Holdway, and Robin Cushman. The Fall Show entitled, "Harvest Dinner Reflections," celebrated the CAHM Program's student involvement with photographs of "students in action" from the six previous Foundation Harvest Dinners taken by resident photographer and faculty member Dan Welton. The Spring Show entitled "Nature, Nurture – Preserving Our Plenty," featuring photography by Robin Cushman, was documented in the Register-Guard and the U of Oregon Quarterly Journal. Gallery coordinator Julie Fether joined the Lane Art on Campus committee in the spring to collaborate projects and student support with the Art Department.

23) CAHM Program Support

The Center continues to be a vital part of the success of both the Culinary Arts and Hospitality Management Programs. As the student learning/lab conference and banquet facility which also houses

the instructional programs, the Center has integrated more students than ever in both front-of-the-house and kitchen operations. Graduates from the Program continue to be a part of the Center by being employed in both areas of operations. CAHM Program support accomplishments this year include:

- Hosting the CAHM Fall Alumni Connections Mixer, Open House, and two Advisory Committee meetings as well as being facility and staff support for various Program/Center events such as the Classical Cuisine Dinners, Oregon Truffle Festival, Cascade Mycological Society Mushroom Dinner, and Local Food Connection.
- Providing instructional staff support as guest speakers, job shadows, and practical lab supervisors for two Program required courses, culinary catering lab and hospitality management lab. The Center also provides co-op education positions throughout the year.
- Supporting the integration of Sustainability and Green Practices into the curriculum by becoming a model facility and staff for students.

24) Conference and Culinary Services (CCS) Division

The entire Division assisted the Successful Aging Institute (SAI) in creating coursework to train assisted living center cooks. The program focused on scratch cooking and using local and seasonal ingredients.

25) CFS Support for CAHM Instructional Programs and Student Integration Success

The new Food and Beverage Manager, Michael O'Neal, has become an integral part of staff support for the CAHM Program. Mr. O'Neal joined and actively participated in the CAHM Program Advisory Committee. He has participated as a guest speaker in several class in both Culinary Arts and Hospitality Management instructional programs, including restaurant operations, hospitality information systems, and restaurant and menu management. Michael lead a student Co-Op group (5 first-year Culinary Arts students) through a 10-week intensive menu development project. The project focused on the future planning and development of the expanded Food Court and its foodservice options, which will be funded by the Bond Measure. Michael also coordinated with Chef Clive Wanstall, providing CFS support for the Renaissance Room student-run dining room.

TRiO

- 1) Participated in development of two separate TRiO Student Support Services grants (Regular and STEM) and was awarded \$485,000 per year for five years to serve 300 students.
- 2) Provided summer services, keeping the office open and providing tutoring and learning center services.

WOMEN'S PROGRAM

- 1) 31% increase in service levels. 24% increase in computer use in Women's Center

TUTORING

- 1) Eight tutors completed the first College Reading and Learning Association (CRLA) certified master level class and mentored 12 new tutors. The class curriculum includes the third level of cultural

competence, which the mentors exemplify and model for the new tutors, enhancing the sensitivity, skills and competence of all tutors.

Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

ADVANCED TECHNOLOGIES

1) Automotive Accomplishments:

- Began the process of providing advanced technical training center that can compete with public and private schools by providing students with the latest technology and equipment in a hands on environment. Note: this is a continuation from the previous year's unit plan.
- The Automotive program applied for Carl Perkins and Curriculum Development funds to help develop a Hybrid Vehicle curriculum. We were awarded \$15,000 to purchase one or more vehicles. We were also awarded 100 hours of curriculum development funds to create a Hybrid Vehicle course. Funding was granted to purchase two Toyota Prius Hybrids through the Carl Perkins allocation 10-11. Developed a Hybrid vehicle course outline. This included creating a Moodle course, selecting a text book, acquiring and creating power points, developing a syllabus and lab projects. The curriculum will be submitted by the end of fall term 2010 for approval. The curriculum will be integrated into the current program while awaiting approval. Expected start date of new class spring 2011.
- Partnerships were strengthened within community continuing the connection with non-profit community group to increase the amount of hands on experience the students receive while in the automotive program. Worked successfully with St. Vincent De Paul over the last year fixing and repairing some of their vehicles and plan on continuing with this arrangement.
- After several years of work we were able to re-certify the program with NATEF. This allows us to continue to be a ASE certified training center.
- Ability to sustain the increased record enrollment of students to the automotive program. The program has nearly doubled in size over the last 3 years. This was done by restructuring the class hours and by acquiring an aid for the lab.

2) Construction Accomplishments:

- Developed and offered a new class in Sustainable Building Practices.
- Construction students now develop a scale model building.
- Program purchased a new transit, enhancing student's ability to learn surveying and locations.
- Construction students built two storage sheds as a class project.
- Curriculum enhanced by adding a section on exposed aggregate concrete.

3) Fabrication/Welding Technology Accomplishments:

- The Welding program was allocated Carl Perkins funds to replace and upgrade of six welding machines. With purchase of these machines not only will new teaching technology be brought into the program but new levels of teaching efficiencies will be possible.
- The program has been granted additional funding for instructional time that has enabled an additional section and larger classes that more fully utilize the capacity of the facility. Currently the program is serving the largest student population since moving to its new facility approximately 10 years ago.
- The program's sustainability program has been able to recycle scrape and otherwise used materials for monies adequate to purchase a much needed item of replacement equipment that should that should long serve our students.

4) Diesel Accomplishments:

- Program received AED Accreditation.
- Diesel Program entered the Oregon Trucking Association and hosts one meeting per term with attendance of 40 to 60 participants.
- Faculty attended a Bobcat Internship for 2 weeks this summer.
- Program purchased a Bobcat Trainer increasing technology within the program.
- Faculty attended the educational conference for the Vehicle Maintenance Management industry.
- Purchased Cummins ISX Trainer and updated curriculum.
- Purchased and utilizes the Caterpillar side by side Electro-hydraulic Trainer.
- Purchased and utilizes Freight Truck Trainer for Diesel students.
- Forklift Hyster trainer and Forklift Caterpillar trainer have been added to teaching.
- Upgraded Diesel classroom to a "smart classroom".
- Updated textbooks in Chassis and Power trains.
- Recycled 40,000 pounds of iron/steel.

5) Electronic Technology Accomplishments:

- Hired full time contracted faculty in Electronic Technology. This greatly benefits the program by more "ownership" and consistency in the ET program.
- Electronics on-line hybrid classes developed, offered and full ET-1, ET-2, Dig 1.
- New computers were purchased and installed in the main electronics lab.
- Program purchased new "state of the art" PLC's and training program for the students.
- Ethernet access has been installed in the main lab.
- Lab updates with new power supplies, generators and bench meters.

6) Manufacturing Technology Accomplishments:

- Purchased and installed 2 CNC Hass Mills and 2 CNC Haas Lathe.
- Request was approved to install a window and glass door for the Manufacturing lab. This gives the Manufacturing Program a dedicated (non-blocked) classroom that is isolated from the machine shop noise yet sill allows the instructor to visually see the lab students working while simultaneously giving classroom lectures.
- Purchased upgrades to the latest version of Predator manufacturing software.
- Purchased and upgraded to the latest version of MasterCam software.
- Increased the number of computer workstations for students from 14 to 21 (total in two classrooms).

- Started an ongoing process of upgrading cutting tool selection to modern geometries within industry standards.
- Manufacturing held summer classes, first time in years, to help handle the student overload.
- Made new models for the blueprinting reading class. This allows student so see and hold the part they are trying to visualize with just the blueprint.
- Worked with area high schools on program of study to identifying and align Manufacturing program competencies with high school shop classes. Completed a high school articulation agreement for (6) Mfg 197 credits. High schools that are participating in this are Willamette, North Eugene, Springfield, Thurston and Siuslaw.

7) Flight Technology Accomplishments 09-10:

- Online Scheduling: We received Perkins funding which enabled us to purchase equipment and a subscription to an online scheduling system. Online scheduling is the industry standard and is the expectation of aviation students. This allows students to train in the actual work environment they will see as employees of an airline or other related aviation field.
- Full Review of Flight Technology: As director of the aviation academy, Steve Boulton has completed a full review of funding of the Flight Technology Department with the goal of future sustainability. Where possible, such as an increase in aircraft fees, Steve has implemented changes to increase our revenue. Steve has also developed and presented a completely updated budget to administration.
- Installation of Smart Classroom: This is linked to our Unit Plan from the previous year. We were able to secure funding to upgrade our main classroom to include smart classroom technology. This has increased classroom productivity and enhanced our delivery of curriculum, thus adding to improved subject-matter retention for our students.
- Completed Update of Professional Pilot TCO (400 pages): Faculty has completed the update of our FAA approved Training Course Outline for Commercial/Instrument instruction. This update enhances an already outstanding curriculum for aviation students, improves the flow of in-aircraft training and incorporates GPS technology which is current airline industry standard.
- FAA Airman Certification Representative Designation: Working with our Primary Operations Inspector (POI), director, Steve Boulton was able to receive his ACR designation from the Federal Aviation Administration. The designation requires a significant amount of study of FAA rules and regulations as well a comprehensive oral examination with our POI. This designation allows the department to retain our self-examining authority, which enables us to issue Private Pilot & Commercial Pilot licenses as well as Instrument Ratings without further testing through the FAA. Lane Community College, Aviation Academy is the only flight school in Oregon this distinction.

8) Aviation Maintenance Technician Accomplishments 09-10:

- Aviation Maintenance program move from main campus building 10 to the RTS building at the airport is final and is successfully operating.
- The paint booth at RTS is installed and fully operational, this enhancement has been integrated into the curriculum for the AMT students.
- Continued integration of the NIDA system (computer based training system) has been integrated into the AMT curriculum.
- Hired two part-time faculty to teach additional AMT classes due to the influx of students.
- The process has been implemented to internally upgrade precision measuring equipment from analog to digital for more effective student learning.

9) Drafting Accomplishments 09-10:

- Curriculum development for BIM (Building Information Modeling) has been completed and courses will be available to students starting Winter term 2011.
- Faculty attended the educational conference in Solid Modeling for one week. Faculty gained knowledge to teach Solid Works program to the students, the curriculum has been enhanced keeping with current industry standards.
- Upgraded software by purchasing 125 seats to latest versions of AutoDesk software to include AutoCAD and Revit.
- Curriculum development was completed and CAD2 Online became available fall 2010. This allows flexibility to students that could not attend regular classes. This also added FTE to the program.
- Drafting program increased the enrollment levels of several classes to accommodate the increase in student enrollment.

10) Auto Body & Fender Technology Accomplishments 09-10:

- Auto body received a classroom upgrade to a “smart classroom” in Bldg. 12 room 117.
- A new paint booth was purchased and installed for Bldg. 12. For thirty seven years Auto Body advisory committees recommended to the college that the spray booth needed to be replaced. Last year the college decided to take stimulus money and replace the booth, however, only part of the system was replaced and we are still trying to get it to work properly.
- Both faculty attended the annual SEMA (Special Equipment Manufacturing Association) conference in Las Vegas, Nevada. This has been beneficial to the program in teaching the faculty new technologies keeping up with industry standards, networking with other Community Colleges faculty, purchases were made at a discounted show rate for program supplies.
- Program attended the Advisory Committee program review breakfast, started necessary steps to increase Advisory Committee size and involvement.

BUSINESS DEVELOPMENT CENTER & EMPLOYEE TRAINING (BDC)

1) **FACILITY** - Wildish Bldg - 1445 Willamette Street **1. Improved signage** for building with window displays and sandwich display board **2. Work with facilities, security, and grounds** keeping more closely this last year to **maintain the building and grounds** professional and attractive appearance (flower beds, leaves, garbage, graffiti, etc.) **3. Installation of a comprehensive access control system** (alarm system and exterior cameras) to prevent break-ins and thefts **4. Reorganization of interior space** to improve efficiency and effectiveness of operations **5. Better organization of room scheduling system** to better utilize facility and training and instructional rooms **6. Resurfacing and repainting of parking lot**, with addition of concrete of bumpers to avoid damage to Chamber Building next door **7. Interior and exterior painting touch up** **8. Water restrictors** applied to building to reduce waste of water **9. Use of more energy efficient lighting on timer** **10. Use of portable signage** to guide students/client to appropriate classroom/meeting areas **11. Improvements in the computer lab** with regards to software and projection units, expanding it's capacity and capabilities. **12. Wireless capability (WiFi)** added to Wildish. **13. Comcast data circuit added** to give video-

conferencing capability. 14. Work on planning and development of design for the new Downtown Campus.

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) Enhanced Technical Infrastructure in Support of Student Learning

Updated/enhanced student computing learning resources:

- Updated and expanded three CIT instructional computer labs (total of 100 new computers) using Tech Fee funding received for three 2010-2011 Unit Planning initiatives (CIT Update & Expand 19-120, CIT Update & Expand 19-130, and CIT Update & Expand 19-135).
- Secure computing environment implemented, including antivirus, network threat protection, and Intel VPro technology.
- Updated wireless networking equipment used in CS 188 to meet student demand in the Network Security certificate program. Purchased 13 Firewall & VPN appliances and 30 wireless network adapters supporting 802.11n at the end of FY10 using ICP funding, and purchased 10 wireless access points supporting 802.11n Summer 2010 using Tech Fee funding received for a 2010-2011 Unit Planning initiative (CIT Expand Security Certificate Equipment).
- Implementation of virtualization technologies to conserve energy and hardware.
- Equipped 19-126 with new laptops at the end of FY10 using ICP funding.
- Updated the Oracle server to 11g for use in CS 275.

CHILD & FAMILY EDUCATION (CFE)

1) Convened Natural Playscapes committee to develop plans and proposal to redesign playground area. Plans completed and presented to Lane Executive Team in October 2010 for approval.

COTTAGE GROVE

1) TARGETED PLANNING

- Eliminated bookstore on campus and went to an online process
- Replaced all staff computers for improved performance
- Increased bandwidth for increased speed and efficiencies
- Participated in the Brighter Futures grant
- Partnered with the Taubert Foundation to provide programming and classes at no cost to the participants
- Initiated upgrade of two classrooms to Smart Classrooms
- Paved parking lot to provide facilities that are safe, accessible and functional

COUNSELING

1) Counseling and Advising: Lobby Redesign. Redesigned the waiting area in the center's lobby for improved student service.

2) Counseling and Advising: Cram Sessions. In the period between Fall SOAR and the first day of Fall term, offered Cram sessions to students to capture all new Fall students with complete orientation resources.

DISABILITY RESOURCES

1) Continued to integrate the Social Model approach of providing resources and services to students with disabilities into DR and Lane's campuses at a more intense level.

- Began work streamlining DR service delivery process's using Social Model philosophies.
- Presented Social Model concepts to Lane County ESD Youth Transition Specialists.
- Began incorporating Social Model components into the Transition Academy.

2) Provided ongoing support and accommodations for Lane's students with disabilities.

- Received funds to provide computer and non-computer related support to students throughout the year.
- Received funds for Alternate Format production computer replacements.
- Held Transition Academy and Parents Night activities to welcome new younger students with disabilities to Lane and to DR.

ENROLLMENT & STUDENT FINANCIAL SERVICES

1) AskLane, Intelliresponse 24/7 Questions and Answers tool debuted in November of 2009 on Lane's home page. Since implementation until June 30th 2010; 172,122 questions have been answered with an 90% accuracy rate.

2) Expanded the Degree and Transcript Evaluator Team from 2 to 3 Degree Evaluators. Laid a strong foundation to support redesign of team for eventual addition of another Degree Evaluator and ability to articulate transcripts for all students.

3) Discontinued allowing cash to be dropped in drop boxes at Main Campus and Downtown Center and implemented stronger cash management practices.

4) Worked with Carol McKiel and Alen Bahret to create a Student Dates and Deadlines Calendar within R25 Lane Events Calendar.

5) Implementation of Sungard Higher Education's Banner Student Module 8.0 Upgrade.

6) Supported creation and implementation of myLane, Banner's Luminis Student Portal.

FLORENCE

1) The final stages of the Siltcoos Station Restoration has been completed. This process began in 2007 and involved a significant amount of community donated hours of sweat equity.

HEALTH PROFESSIONS

- 1) Finished planning for building 30 and 4 and have begun to move in
- 2) Updated career pathways and pathways map for use by internal and external sources
- 3) Worked with advising and counseling to standardize the admissions cycle and problem solving with advising and HP. Also provided permanent space for Jessica Alvarado in new building to promote consistency

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

- 1) 2009-10 Goal- Continue working with PUG on building 4 and 5 additions and remodel: Great work was done with a completion date of fall term 2011 arriving soon.
- 2) 2009-10 Goal- Update and expand equipment needs for the Exercise & Movement Science Program: These funds were used to Purchase numerous pieces of exercise and laboratory equipment through Carl Perkins Funds.
- 3) The Employee Wellness program and the college implemented the tobacco free policy which went into effect this Fall, 2010.
- 4) Received over \$30,000 in grant funds from the Carl Perkins Grant used for Instructional Assistants for the EMSP to provide tutoring in the program's core courses, supervision during cooperative education work, individualized instruction on equipment and software, and additional learning opportunities for all students.
- 5) Athletics secured a 5 year \$70,000 sponsorship with Bi-Mart for sole sponsorship on all our athletic scoreboards.

INFORMATION TECHNOLOGY (IT)

1) Computer Lab Paper and Toner

With the tech fee funding awarded for paper and toner, we were able to provide for all the paper and toner needs for 59 ICL-supported computer labs and classrooms at Lane's main campus, Downtown Center, Airport and Cottage Grove branches. All labs/classrooms had the paper and toner required to fulfill the needs of Lane's students in all of these educational computing environments.

2) Computer Classroom Hardware Upgrades

The technology fee funding provided for 7 initiatives allowed IT to install 214 new Dell or Macintosh computers in multiple computer labs and classroom located on both main campus and at the Downtown Center. Some labs also received monitor upgrades and/or a printer upgrade. These labs/classrooms provide the necessary hardware and software for students to be successful in their educational goals. The equipment was purchased, inventoried, and software images were developed and tested. Then the old equipment was removed, re-purposed if appropriate, and the new equipment

was installed, the images were uploaded and tested again, and cabling was secured. The equipment installed due to this funding includes:

Main Campus

- Center 431 - Primarily used by LLC - 25 Macintosh computers
- Center 453 - Primarily used by Art/Media Arts - 25 Macintosh computers
- LCC16 222 - Primarily used by Mathematics - 36 Dell computers, monitors and printer
- Center 455 - Primarily used by GIS - 25 Dell computers
- LCC11 255 - Primarily used by ESL and ABSE - 25 Macintosh computers
- Center Library - Laptop lab provided for ALL Lane students - 30 netbooks

Downtown Center

- DTC 016 - Primarily used by ESL - 23 Dell computers and monitors
- DTC 228 - Primarily used by Continuing Education - 25 Dell computers

3) **Library/Open Lab Integration - Learning Commons First Steps**

Due to the remodel of Building 4, the open lab that was in Building 4, room 201 was permanently moved to the Library. This open lab function is provided for all Lane students who need access to computing equipment to successfully complete their course work. The merger of the ICL open lab and the Library represents an important first step toward the Learning Commons.

The Library Computing Resources now include:

- Library Laptop Lab - 30 existing laptops, plus 30 additional netbook/laptop computers were added this year
- Library Classroom/Open Lab - 25 Dell computers
- Mac Nook - 12 new Macintosh computers
- General Access computers throughout the Library - 50+ Dell computers
- 4 new printers to support all the areas listed above
- Expanded wireless access to maximize student access to technology
- IT department staff moved to Library in support of this project - team developed with IT staff and Library staff members
- Tech Tutors - The open lab (library) partnered with the Tutoring Center to establish the first 'Tech Tutors' - designed to provide fellow students with technical support and guidance on navigating Lane's many technical systems.
- Expanded open lab hours - now Monday through Thursday from 7:30am to 7pm and Fridays from 7:30am to 5:30pm
- Student Helpdesk Support Services desk - SHeD - combination of the Library's student helpdesk and the existing SHeD operated by ICL which handles student support for myLane, Moodle, Library services, general technical assistance and wireless access issues (which is supported for walk-ins, by phone and by email)

4) **Network Infrastructure Upgrades and Innovations**

- Upgraded the fiber infrastructure for every building on Main Campus
- Installed fiber to the KLCC Building Downtown
- Installed fiber to the Atrium Building (OSBDCN) Downtown

- Increased wireless coverage from 50 access points to 87, and installed wiring for 25 more.
- Upgraded the core routers and switches to the new Cisco Nexus product line.
- Installed a separate network of switches for the Keyless entry system
- Installed GroupWise reload server and software for mail backups and restore
- Provided network services to all the Bond and environmental staff relocations.
- Installed new anti-virus server and planned the move from the old server to the new
- Installed the infoblox DNS Server
- Pilot program for the Novell Data Synchronizer/mobility server (Bata) for mobile device access
- Negotiated Symantec antivirus licensing renewal of three years for the price of two

5) Software Licensing

The technology fee funding allocated for this initiative allowed Instructional Computing to purchase the necessary software tools to support 59 computer labs/classrooms. The software needed to provide print management and monitoring, desktop maintenance, and other support services was purchased/upgraded, installed and tested, then utilized to ensure smooth operations in all ICL-supported lab/classrooms. The programs helped to ensure student success by providing a way to maintain excellently functioning systems from user to user for all Lane's students.

6) Student Internet Access/Bandwidth Increase

The technology fee funding allocated to this initiative was used to pay a portion of the costs to provide Internet services to the college. Lane purchases its Internet access from Lane ESD, and the allocation of funding provided to this initiative paid the student related portion of that cost.

Internet access for students is vital for their success in any and all programs at Lane. The IT department maintained steady and reliable internet access for Lane's students and employees during this past fiscal year. Due to increase usage of the Student Access Network (SAN) wifi services, the bandwidth was increased by 50% for the 09-10 year.

7) Desktop Workstation Replacement

The funding provided for this initiative was used to purchase 278 new Dell 380 desktop computers, 30 netbooks/laptops and 30 new Imacs. The funding was received at the end of the fiscal year, so placement of this equipment is still in progress. As of June 30, 2010, the following placements have been completed (which includes inventorying, image creation and testing, scheduling of replacements, removal of old equipment, installation of new equipment, image installation, file transfers from old to new systems, testing, and cable securing):

107 Dell 960 replacements were completed, of which 20 were document imaging locations and 87 were in staff/faculty offices. These deployments provided upgrades in 12 departments. 30 Dell 380 replacements were completed, affecting 13 departments.

10 NETBOOKS FOR SOAR and ASA Activities

6 LAPTOPS FOR Faculty/Staff CHECKOUT at the IT Service Center desk

60 Enhanced Classroom computers - 30 in new Enhanced Classrooms and 30 to upgrade existing Enhanced Classrooms

8) IT Service Center (helpdesk) Support for 2009-2010

The IT Service Center received, documented, and assigned 6231 service requests during fiscal year 2009-2010, and the IT department's technical staff completed 6139 service requests in the same time period. This count does not include the couple thousand "quick fix" service requests handled by the IT Service Center and Academic Technology Center staff and student workers that were undocumented during the year.

9) Academic Technology Accomplishments and Innovations

FACULTY SUPPORT:

- Elluminate - Academic Technology joined a cadre of Oregon Community Colleges in a 3 year license for Elluminate software. Elluminate allows faculty and staff to host live remote meetings via the web (webinars) and is ideal for online instruction, virtual office hours, and virtual meetings.
- Produced numerous videos for presentation and instruction.
- ATC offered numerous workshops and assisted faculty with literally hundreds of projects.

MOODLE:

- Moodle Mentors - The Faculty Technology specialists introduced an advanced T2T course for faculty professional development in the online program. This is a mentor course in which faculty are organized into pairs to work collaboratively and exchange ideas related to online teaching and learning.
- Moodle Bootcamp - The Faculty Technology Specialists partnered with High School Connections to provide a week-long Moodle Bootcamp to College Now faculty. The class was designed to be a fast-paced introduction to Moodle and to teaching online, with guidance on how to find more professional development and support.

WEB:

- Web Infrastructure - A new web infrastructure was established providing high levels of redundancy and flexibility for developing database driven web applications and content management systems. This infrastructure is the base for a content management eco-system to extend the primary web site, the LMS (Moodle), - and to add blogging and wiki systems for the college.
- Web Development - Upgraded/reprogrammed components Unit Planning system, put blogging infrastructure into development (WordPress), and put wiki infrastructure into development (MediaWiki).

10) Programming Services Accomplishments

Much was accomplished this past year in the Programming division of the IT department. Besides the completion of hundreds of requests for general support and assistance with Banner, ExpressLane, and the R25 suite of products, the programming department in partnership and collaboration with nearly all departments at Lane, handled the development and implementation of the portal project. myLane has been fully implemented, providing a new, innovative and simplified way for Lane's faculty/staff/students to access the information they need to be successful at Lane. This was a huge undertaking and required work and collaboration (at various levels) with all departments and teams at Lane. IT and Enrollment Services, along with the Title III grant staff played some of the largest roles in this project, working long, hard hours to implement this new service.

Beyond this, several updates/changes were made to the Banner/ExpressLane processes which improved performance and decreased down time due to backup processes from 4 hours to 15 minutes. Even though these processes were scheduled in the wee hours of the morning, it was negatively affecting Lane students who need near 24x7 access due to their work load at school, work and home. Some of these changes included:

- Change the settlement time to 12:05 am
- Change the payment opening time to 12:15 am
- Change the Java Payment Client startup time to 12:15 am
- Change the INB and SSB services startup time to 12:15 am
- Schedule the entire payment processing steps to occur overnight Friday night/Saturday morning, the same as all other nights
- No longer perform any payment processing steps as part of the Friday evening maintenance steps
- Enable automatic ASH processing

11) Network Infrastructure Upgrades for ICL supported Labs

The technology fee funding for this initiative allowed IT staff to upgrade and expand the server cluster systems that support all the software utilized in all 59 of the ICL supported labs and classrooms at all Lane campus locations. This funding provided network server hardware, additional hard drives to expand netstorage, and maintenance service contracts to maintain 24x7 network support services for Lane's students.

12) Pay for Print Research and Development Project

A great deal of work was accomplished in the research and development of a Pay for Print system at Lane this year. Print count analysis was performed, multiple vendors were brought in to evaluate our existing systems and new systems were presented and reviewed. More work must be done before this initiative can be completed.

This is a multi-year project that has far reaching affects. More work will be done in fiscal year 2010-2011 to move forward this important work.

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13) IT/BCIT Virtual Desktop Infrastructure (VDI) Project

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These labs went online officially for fall term 2010 - but the background work during fiscal year 2009-2010 is what was needed to make this project happen.

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Although we are still working through all the issues to stabilize these systems, this pilot program is an important first step in expanding this type of computing environment across campus. Some of the benefits of a VDI computing environment are:

- Lowered costs for workstation replacements in labs, classrooms, faculty and staff offices due to the extended life of the thin client units - approximate 7 year life span in comparison to a 3 to 4 year life span for standard desktop computers.
- Decreased on-location support requirements due to the way in which software is "delivered" to the desktop - remote support services will increase with these systems, but on-site support will decrease. The positive aspect of this is nearly immediate response time when support issues arrive, and nearly zero lost time getting to the location and/or working around class schedules. Support can be provided on a nearly immediate basis.
- Extended time between replacement of hardware, allowing technical staff to respond more quickly to other support needs for the college. This means faster service for everyone!

MULTICULTURAL CENTER (MCC)

1) Developed scheduling framework and guidelines for Longhouse.

SCIENCE

1) **Supported sustainability values** by providing 11 courses for the new Sustainability Coordinator AAS degree; these include Biology, Environmental Science, Geology, Physics, Energy Management, and Sustainability courses. Chemistry faculty continued to implement Green Chemistry Labs in CH 221 and expanded their efforts in CH 222. The Green Chem labs also were shared with College Now faculty. The Chemistry Club's biodiesel plant spent another year without operations while the college struggles to find a permanent home for the facility.

Faculty and staff were active and vocal participants in stewardship of Lane's natural resources. Over the summer, faculty and staff worked collaboratively with staff in Facilities Management to relocate overflow parking to a site that would not disrupt critical forest habitat. During the college's Perimeter Planning process members of the Division provided information about Lane's outdoor ecology learning labs which include the forests, native landscaping and wetlands. The Division strongly promoted the concept of land stewardship as the college moves forward with planning for land use.

Energy Management obtained external funding to expand their programs. The Water Conservation program taught its second year courses. In Energy Management, 25 students completed coursework and 7 students completed the Renewable Energy track; 12 students completed the Water Conservation Technician coursework.

2) **Supported student retention and success:** During the 09-10 year the Science Resource Center (SRC) averaged about 50 people an hour with highs of over 100 people in the facility at a time. SRC staff administered 2452 tests for distance learning classes and course make-up exams. The SRC generated 28.6 FTE for the Tutoring Center with 1233 students signing up for the study hours CRNs. This figure under-reports the hours of tutoring received and use of other SRC services. The SRC provided 85 hours/week of tutors last year, an increase of 10 hours/week over last year.

The SRC was reconfigured to share a quiet study room and a testing room with the Math Resource Center, and to repurpose one of our main study rooms as an Anatomy and Physiology study area for health professions and biology students. The Division purchased new furniture and all the materials were reorganized. In addition, staff reorganized the reserve area behind the front desk and implemented new checkout procedures. The coordinator participated in Aspiring Leaders last year and used her new understanding of how the college works to advocate for a new 04 worker in the SRC to assist with coordinating testing and provide additional student services.

With support from Perkins funding through Unit Planning Initiatives, Anatomy and Physiology purchased additional student learning resources, including 12 skulls and carrying-cases, 12 bone sets and bags, seven DNA kits (for Biobonds) and two new CME Leica microscopes.

Science added classes to help students complete requirements for their programs and majors. We added sections in the standard Fall-Winter-Spring sequence and started a new trailer sequence in Winter term for majors' BI 211-212-213, Principles of Biology; all sections filled quickly and were in high demand. These additions increased majors' biology from 12 sections a year to 16 and increased FTE by 13%. We are continuing the full trailer sequence in FY 10-11. In addition, Physics 100-level classes were scheduled to accommodate students in the Energy Management program. Faculty members wrote many letters of recommendation for program admittance and scholarships, supporting the continued academic careers and success of our students.

3) **Enhanced technical infrastructure** in support of student learning: maintained, replaced and enhanced instrumentation in the Chemistry labs; installed new computers in classrooms, including laptops for student use in Chemistry; updated software throughout the Division; improved network and workstation security; completed successful data recovery when needed; implemented the Audience Response System (classroom clickers) in four Biology classrooms; increased server bandwidth by 10x the previous rate; supported printing needs of the Division, including student printing in the SRC; supported Moodle testing in the SRC; implemented new technologies to conserve energy and hardware; and improved communication and interaction between IT staff and Science. The Division's technology staff supports 15 smart classrooms, over 200 student computers and about 16 printers for student use. Technology accomplishments were supported in part with Tech Fee Funds through a Unit Planning Initiative.

STUDENT LIFE & LEADERSHIP DEVELOPMENT (SLLD)

1) Worked with MCC and LH committee to complete final stages of Longhouse construction. Developed process for scheduling of credit classes for Fall Term 2010 and beyond as well as scheduling criteria for events and community programs.

2) Ensured positive ASLCC participation on governance councils, statewide and national boards. Worked with ASLCC leadership to develop plans for:

- Tuition rebate proposal
- Possible relocation of OSPIRG and Clothing Stash
- In addition, ASLCC again received certification from CCSA deans group with several outstanding commendation

CONFERENCE & CULINARY SERVICES (CCS)

1) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's funding was approved this year for the purchasing of new stand mixers for the Career Pathways Certificate Program in Baking and Pastry. Due to the filled-to-capacity enrollment for the Program, the need for additional, durable mixers was apparent. The mixers have been purchased and are in current use for the 2010-11 academic year.

2) Marketing the Center

In an effort to secure contracts with high profile clients, menu tastings have been hugely successful over the past year. The Catholic Community Services Fundraising Dinner, "Matt's Bar Mitzvah," and the Springfield Chamber of Commerce Annual Dinner were booked with the successful support of menu tastings.

3) Center Lane Internal Outreach/Partnerships

The Center has increased its exposure on campus to both students and staff. It has integrated the largest number of students to date, not only from Culinary Arts and Hospitality Management Program, but from across a variety of disciplines, maximizing the students' experience on campus as well as gaining viable employment.

4) Center Operations, Efficiencies, and Improvements

The Center's main office space in room 202 was re-designed in terms of space mobility and ambiance. The main office is now more open and welcoming to clients and students, and provides front office staff with a larger, organized space with an upgraded materials cabinet.

5) Center Operations, Efficiencies, and Improvements

In order to improve upon Center room efficiencies and pro-actively respond to ever-changing clientele needs, the decision was approved to break down the walls between lesser-booked meeting rooms 214 and "Computer Lab" 216 and create one large meeting space. The new meeting space was changed during the summer and was ready for the first week of classes in September, 2010. The new secondary mid-sized room now provides a more flexible space for any clientele.

6) Center Operations, Efficiencies, and Improvements

All Center microphones, required to align with new FCC coverage frequency upgrades, are currently in compliance with the standards.

7) Aesthetic Focus at the Center

The Center Décor Manual, which was created last year and reported in the 2009-10 Unit Plan, was finalized, and put into effect in order to standardize routine banquet set-ups for the entire Center staff.

8) Aesthetic Focus at the Center

The David Joyce Gallery continued to increase its marketing exposure and publicity, both on and off campus, with the offering of three exhibits during the year. The thematic connection between food/hospitality and art has been successful and noted in the artist community. Last year's exhibits featured the works of local artists Dan Welton, John Holdway, and Robin Cushman. The Fall Show entitled, "Harvest Dinner Reflections," celebrated the CAHM Program's student involvement with photographs of "students in action" from the six previous Foundation Harvest Dinners taken by resident photographer and faculty member Dan Welton. The Spring Show entitled "Nature, Nurture – Preserving Our Plenty," featuring photography by Robin Cushman, was documented in the Register-Guard and the U of Oregon Quarterly Journal. Gallery coordinator Julie Fether joined the Lane Art on Campus committee in the spring to collaborate projects and student support with the Art Department.

9) Center Sustainability

The Center continues to support and incorporate sustainable efforts in every area of the enterprising operation. When marketing materials are necessary, the composition of these materials is closely considered and the most sustainable option is purchased. Center brochures were printed on 100% post-consumer content FSC certified paper. The Center website link called "Green, Naturally," gives clients an opportunity to review the sustainable operations in place: <http://www.lanecc.edu/cml/about/sustainability.htm>. Center pens have a 100% post-consumer content barrel. Other 2009-2010 notable Sustainability accomplishments from the Center include:

- 2009 Recipient of the Lane County Trashbuster Award.
- January, 2010 Local Food Connection host and partners with Cascade Pacific Resource Conservation Development for the 4th straight year.
- Initiated post-consumer food scrap composting for all events.

10) CFS Financial Stability

With overall higher campus enrollment each term, sales continue to increase for both the Food Court and the Blenders Espresso area. Four satellite locations were strategically placed on campus at the beginning of fall term 2009, to support the enrollment surge. In fall term, 151,000 customers were served. This year, CFS posted the highest revenue day in its history of \$20,000.

11) CFS Current Facilities and Construction

Campus Food Services extensively worked with the FMP Department on the planning, design and construction of the CFS Juice Bar in the new Health and Wellness Building #30, which was completed and ready for classes in September, 2010. The Juice Bar Menu focuses on organic, healthy and locally-produced foods to continue supporting Lane's core value of Sustainability.

12) CFS Current Facilities and Construction

Campus Food Services began the preliminary planning on the concept and design of a "convenience store" operation for the proposed new Lane Downtown Center.

TRiO

- 1) Improved and enhanced TRiO Learning Center by:
 - installation of automatic for those in wheel chairs, or with other disabilities
 - increased seating in the TLC
 - increased textbook resources.
 - added a scanner for student use
 - added software to increase accessibility for students (Dragon Speak, National Reader, JAWS)

WORKFORCE DEVELOPMENT

1) **Improvement in interdepartmental and multi-agency collaboration:** collaborated with Lane Workforce Partnership on securing additional grant-funding for short-term trainings and skill-building; increased collaboration with ABSE staff and Career Pathways on workforce development, serving Sherman Center clients, and grant implementation; increased connections with DHS through marketing short-term trainings and other skill development opportunities; increased collaboration with Continuing Ed. to grow FTE through development of short-term noncredit training opportunities

WOMEN'S PROGRAM

- 1) 31% increase in service levels. 24% increase in computer use in Women's Center

TUTORING

1) Tutor Central replaced 35 old chairs with newer ones from excess property, increasing safety for the students. Tutoring Services also changed the daily cleaning practices from disposable wipes to spray bottle and rags, at the request of Facilities.

Achieve and sustain fiscal stability.

ACADEMIC LEARNING SKILLS (ALS)

1) **Academic Learning Skills faculty increased use of technology in instruction for developmental learners** - Efforts included developing hybrid version of Math 10 with innovative video screencasts and interactive online practices for Math 10, using skills from T2T classes and curriculum development funds. In '10-'11 ALS will offer 8 hybrid sections + 2 online sections of Math 10. More faculty are including Moodle and other online resources for their classes.

2) **Academic Learning Skills and English as a Second Language departments worked together to change RD93/WR93 and RD89/WR89 course delivery from non-credit/credit format to "credit only" to increase fiscal sustainability.** Non-credit/credit required too much staff time to manage and process was confusing to students and staff. Unfortunately, some students who need the class cannot afford the credit costs, although a developing ESL scholarship may help. The credit model is meeting the needs of a growing number of international students.

ADVANCED TECHNOLOGIES

1) Flight Technology Accomplishments 09-10:

- **Online Scheduling:** We received Perkins funding which enabled us to purchase equipment and a subscription to an online scheduling system. Online scheduling is the industry standard and is the expectation of aviation students. This allows students to train in the actual work environment they will see as employees of an airline or other related aviation field.
- **Full Review of Flight Technology:** As director of the aviation academy, Steve Boulton has completed a full review of funding of the Flight Technology Department with the goal of future sustainability. Where possible, such as an increase in aircraft fees, Steve has implemented changes to increase our revenue. Steve has also developed and presented a completely updated budget to administration.
- **Installation of Smart Classroom:** This is linked to our Unit Plan from the previous year. We were able to secure funding to upgrade our main classroom to include smart classroom technology. This has increased classroom productivity and enhanced our delivery of curriculum, thus adding to improved subject-matter retention for our students.
- **Completed Update of Professional Pilot TCO (400 pages):** Faculty has completed the update of our FAA approved Training Course Outline for Commercial/Instrument instruction. This update enhances an already outstanding curriculum for aviation students, improves the flow of in-aircraft training and incorporates GPS technology which is current airline industry standard.
- **FAA Airman Certification Representative Designation:** Working with our Primary Operations Inspector (POI), director, Steve Boulton was able to receive his ACR designation from the Federal Aviation Administration. The designation requires a significant amount of study of FAA rules and regulations as well a comprehensive oral examination with our POI. This designation allows the department to retain our self-examining authority, which enables us to issue Private Pilot & Commercial Pilot licenses as well as Instrument Ratings without further testing through the FAA. Lane Community College, Aviation Academy is the only flight school in Oregon this distinction.

ARTS

1) Curriculum Development

Added 20 new sections in MDTA and 25 new sections in AAD.

Began Teaching 15 new courses: Magazine Writing, Pilates, Grammar, Feature Writing, Digital Constructions, Book Binding, Integrative Arts, Intermediate Reporting, Photo Lighting, Field Drawing, Documentary Photo, Architectural Photo, Digital Photo, Silk Screen II, Arts Success for all incoming students Developed 4 new on-line courses in Web Design, Photo History 1, Photo History 2, Gospel Choir.

Proposal developed for additional new courses in Photo History III (on-line), Web Development (on-line), American History (on-line), Elementary Teacher Training in Dance, Balinese Dance, Gyrokenesis, Musical Theater, Hula, Flamenco, Belly Dance, World Dance, Dance for Dummies", Dance Production, Break-Dancing, Contact Improvisation, Authentic Movement, Dance for the Camera.

2) Enrollment Increases

Increased summer classes offered 60%.

Increased regular term enrollment 20% across arts division.

Increased enrollment in College Now 20%

3) Facility and Program Development Completed

Completed Plans and Proposal for Building Redevelopment in 5, 6, 10, 11.

Began construction of new dance studio in building 5 and new Fine Arts studios in building 10.

Completed construction of new elevator, music keyboard lab and offices in building 6.

Building projects in 6 (dance studio) and 17 (Media Arts) delayed to accommodate planning for perimeter project.

Developed and began teaching New Curriculum for New Media Journalism and Web Design Certificate Programs. Listed programs as "Suggested Courses of Study" in catalog.

Receive funding to develop new computer lab for Media Arts.

4) Fundraising

Funding for Lane Art Gallery and Sculpture \$5,000.

Funding for ArtsWork in Education: \$24,000 Public Schools \$10,000 Oregon Cultural Trust, \$11,000 Oregon Arts Commission,

BUSINESS DEVELOPMENT CENTER & EMPLOYEE TRAINING (BDC)

1) **FTE ACCOMPLISHMENTS and GROWTH** * Increased FTE over previous year from SBM type programs. * Employee Training and eDev activity reduced due to economic recession and funding restrictions, reducing "seat hours" and FTE generation from these activities. * Developed new SBM model programs to meet business niche needs and better serve community and grow FTE * Developed new training programs and partnerships to meet incumbent employee training needs and grow FTE * Increased emphasis on micro-entrepreneur outreach to low income, minorities, women, disabled, veterans artisans, and those in rural areas for increase FTE generation * Increased retention of SBM students from year to year (3 year program) to increase FTE generation * Increased outreach with Springfield Chamber of Commerce to add additional program to current SBM model offerings * Emphasized pathways of entrepreneurial development within the BDC (Advising to Going Into

Business to SBM to Alumni Programs) to keep out clients year after year and grow FTE * Increase outreach to other LCC Department to partner with them on employee training (ESL, electronics, math, etc) for those in vocational trades to increase enrollment in training classes * Increase appeal of programs with additional partner resources while co-marketing with partners to grow FTE

2) **REVENUE ENHANCEMENTS** * SBDC Program income \$128K, from programs, classes, and workshops * Employee Training Department revenue \$61K from incumbent employee training * Total department income of \$189K from SBDC and Employee Training * eDev had income of \$263K through grant and some program income * FTE generation at approx. 327 (down from the previous year due to the economic recession) generating GF revenues of approximately \$640K-\$800K from the state to LCC * trained 430 employees at 17 companies in Lane County

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) Enrollment and FTE

Managed an enrollment increase of 25.1% FTE in Business and 44.9% FTE in CIT. The unduplicated headcount based on registrations increased by 20% (497 students) in Business and 33% (896 students) in CIT from the previous year. The Division offered 117 more class sections than in 2008-2009. Fill rates were near 100%.

2) Implemented Sustainability Curricula

- CIT moved toward electronic submittal of assignments through Moodle and away from hardcopy in several classes (i.e. CIS 102, CIS 140U, CS 179, CS 240U, CS 289).
- Business used Moodle for every course, thus dramatically reducing the need for paper.
- Introduced BT 230 Sustainable Paperless Office Practices using Adobe Acrobat.
- In BT 122 MS POWERPOINT for Business, web links are provided for students to explore the various EPA sites with suggestions and tips on how they can contribute to sustainability in their role as a consumer, citizen, and as a steward of the environment. They use this resource to better understand what is meant by sustainability and to research information about it by activating any of the 20 hyperlinks given in the document. Students are to use the information to not only help them determine what area of sustainability they want to focus on for their course project (slide show), but to also conduct their research.

3) Sustaining Human Resources

- Hired Paul Wilkins as contracted CIT faculty (Computer Simulation and Game Development focus).
- Joseph Colton hired as a temporary contracted CIT replacement for a faculty position vacated by a retirement (Networking focus).
- Brian Bird hired for 2009-2010, and extended for 2010-2011, as a Teaching Only CIT faculty (Web Programming focus).
- Judy Boozer hired as contracted Business faculty (Introduction to Accounting and Business Core focus).
- Velda Arnaud hired for 2009-2010, and extended for 2010-2011, as a Teaching Only Business faculty.
- Hired Larry Scott as interim Division Dean for 2010-2011.
- Sixteen new part-time instructors were hired in the Division during 2009-2010.

4) **Physical Infrastructure**

- Moved Division Administrative Coordinator from building 2 to building 19 in summer 2009.
- Moved Business reception/front office functions from building 2 to building 19 in summer 2009, and combined with CIT to create a Division Office.
- Managed move of Business faculty and workroom from building 2 to building 19 in spring 2010.
- Managed move of Business Student Resource Room into a facility providing opportunities to segment different learning environments (one-on-one, group, and testing) in summer 2010.

5) **Wrote and Received Funding for Grants**

- HITECH grant funding (through the Office of the National Coordinator for Health Information Technology (ONCHIT) within the Department of Health and Human Services) to deliver Health Information Technology Specialist training. Two year grant of \$128,000 (Larry Scott).
- HITECH grant funding (through ONCHIT) in partnership with OHSU to develop national curriculum. Two year grant of \$62,600 (Larry Scott).
- CIT faculty successfully completed the second year of a 3-year NSF grant for teaching programming using the Second Life virtual world online environment. Created a new on-line version of CIS 125G Software Tools 1: Game Development that will be taught Winter 2011. Developed a Lane Island in Second Life (Jim Bailey).

CHILD & FAMILY EDUCATION (CFE)

- 1) Increased department budget; Child Care Access Means Parents In School (CCAMPIS) grant - \$106,963 and United Way Community Child Care Network - \$50,004
- 2) Coordinated with the Lane Center for Meeting and Learning to provide child care at two CML events; African American Parenting Conference and the Latino Family Conference.
- 3) Positive year end department budget.

COOPERATIVE EDUCATION

- 1) **Co-op FTE Increase:** Co-op experienced a **12% FTE increase (62 FTE)** from the previous year; 2008-09 was 503 FTE and 2009-10 grew to 565 FTE.
- 2) **Co-op Ed -- Increased FTE, Students and Employers in Florence, Reedsport and Roseburg:** There was a **52% increase in students** (duplicated head count), a **82% increase in employers** participation (duplicated head count) resulting in a **49% increase in FTE** and associated tuition and fees.
- 3) **College Now – Enrollment Remains High:** Maintained College Now student registrations (9,354) and FTE (860) despite fewer teachers being able to be certified due to M.Ed. degrees instead of content area masters.

4) **RTEC – Student Enrollment Increase:** Increased number of students in dual credit college taught classes to 248, up from 186 previous year, a 33% increase.

COTTAGE GROVE

1) ENROLLMENT GROWTH

Increased FTE by 48.28% over last year

08-09 181.8

09-10 269.58

COUSELING

1) Counseling and Advising: Increased Use of Academic Advising Groups. Using the successful Nursing group academic advising model, more students from more programs were advised in groups, addressing the slightly higher dissatisfaction with counseling and advising wait time noted in the 2004 ACT survey.

2) Human Development: “Teach Only” Position. Landed a “Teach Only” faculty position for second year, increasing capacity for “Back on Course” offerings.

DISABILITY RESOURCES

1) Explored additional possibilities for the use of technology for provision of student accommodations.

- Collaborated with IT and submitted UP funding requests for initial installation of Assistive Technology & Alternate Format scanning and conversion equipment & software programs in 10 computer labs.
- Participated in National Beta Test for Alternate Format E-Text provision.

ENROLLMENT & STUDENT FINANCIAL SERVICES

1) Discontinued allowing cash to be dropped in drop boxes at Main Campus and Downtown Center and implemented stronger cash management practices.

2) Implemented Registration Alert to warn students when they click Add/Drop about financial aid deadlines, refund processes and administrative withdrawal procedures. As a result, decreased number of refund requests and improved administrative withdrawals processes.

3) Ended Perkins’ management contract with UNISA and implemented using ECSI. Providing students with far superior tools to manage Perkins’ borrowed funds.

4) Financial Aid: Successfully implemented the effective as of July 1, 2010 new institutional requirements as promulgated via the Higher Education Opportunity Act published in November 2008.

5) Financial Aid: Renewed the institutional program participation agreement with the Department of Education which allows the college to participate in the Title IV federal student aid programs through June 30, 2016.

FLORENCE

1) The Florence Center and Lane's Foundation Office began the "Opening Doors" Campaign with a goal of raising \$300,000. To date we have raised nearly \$200,000.

2) The final stages of the Siltcoos Station Restoration has been completed. This process began in 2007 and involved a significant amount of community donated hours of sweat equity.

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

1) 2009-10 Goal- Place course materials online in Moodle to decrease copying cost: The majority of division faculty are using the Moodle site for their classes.

INFORMATION TECHNOLOGY (IT)

1) Pay for Print Research and Development Project

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- Extended time between replacement of hardware, allowing technical staff to respond more quickly to other support needs for the college. This means faster service for everyone!

LIBRARY

1) Streamlined Workflow

To streamline our acquisitions process and to provide a better technical infrastructure for balancing our collection as part of the Orbis Cascade Alliance, the library adopted the Gobi/YBP module. This product is intended to help select core books, save time, keep our collection current, and track spending in particular subject areas. Though ramping up presented many challenges, this system should result in significant time savings for librarians.

2) Archives

The Archives continued to provide reference services to the college staff as well as researchers from the community. The Archives assisted over 25 researchers and examined over 75 records in response to the requests for records and information. The topics researched included photographs of the Eugene Vocational School/Eugene Technical Vocational School, the early years of LCC in Springfield, photographs of Building 10/Aviation Technology for the Bond project, photographs from 2000 for the 2010 issue of Community College Moment, property records, employee recognition data, and photographs of Ed Ragozzino which were filmed by KMTR-TV for a television news report. In addition, the Archives answered many requests for records by college departments. The Archives presented three workshops on Archives and Records procedures and policies and about archiving digital records.

The Archives began research into archiving college electronic records. Electronic records are created, maintained, and stored by many different college departments in many formats and platforms and in order to properly save these records and provide access to them, the Archives began a project to create a Digital Asset Management system, also called an Institutional Repository. The archivist consulted with an intern at Chemeketa Community College, participated in a webinar on managing and archiving

electronic records, and met with Brad Hinson and Dale DuVal from Information Technology and Marika Pineda from the Library to begin work on this project.

LANGUAGE, LITERATURE & COMMUNICATION (LLC)

1) Enrollment Management: The LLC Division offered 110 additional sections of Writing, Spanish, French, and Speech in response to an FTE growth of 17.6 %. The new sections were taught by the .85 MOU instructors, by new part-time instructors, and by current FT and PT instructors taking on additional classes through the 2-year contractual agreement.

MATHEMATICS

1) Managed Substantial Division Enrollment Growth – The Math Division added 121 sections of math courses fairly evenly split over Fall 2009 and Winter and Spring of 2010 to accommodate increased registrations. The greater number of sections required increased utilization of faculty to teach overload classes. The staffing of these courses was accomplished through the addition of two Teach Only positions, full and part time instructors teaching up to two additional classes over the year and the addition of fourteen part-time instructors – 10 of whom were new to LCC. Each term three of the additional course sections were offered at the Downtown Center campus as part of a Gen Ed college that was scheduled roughly between 8 am and 2 pm. LLC, Social Science, and Health and PE classes were offered as well. Deanna Murphy coordinated the scheduling and orientation of instructors at the Downtown Center in the absence of an on-site manager. These tasks have now shifted to DTC staff for the 2010/11 school year.

The Math Resource Center saw increased utilization and a higher number of timesheet tutors, tutoring small numbers of hours per week. As a result, Deanna worked with Robert Thompson and John Steele to hire three instructional specialists who are able to take on larger tutoring schedules and help with other MRC work.

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Faculty and staff were active and vocal participants in stewardship of Lane's natural resources. Over the summer, faculty and staff worked collaboratively with staff in Facilities Management to relocate overflow parking to a site that would not disrupt critical forest habitat. During the college's Perimeter Planning process members of the Division provided information about Lane's outdoor ecology learning labs which include the forests, native landscaping and wetlands. The Division strongly promoted the concept of land stewardship as the college moves forward with planning for land use.

Energy Management obtained external funding to expand their programs. The Water Conservation program taught its second year courses. In Energy Management, 25 students completed coursework and 7 students completed the Renewable Energy track; 12 students completed the Water Conservation Technician coursework.

2) Science achieved its goal to more than double the number of online and hybrid courses offered in 09-10 compared to the previous year. A total of 24 online or hybrid sections were offered compared to 11 the previous year. Counting all distance learning formats (online, hybrid and telecourses), FTE increased by 59% from 78 to 124. Courses were offered in Astronomy, Anatomy and Physiology, 100-level Biology, Introductory Chemistry and General Science. Faculty in Earth and Environmental Science received Unit Plan curriculum development funding to create a new online course in Natural Hazards. Funding was also awarded to develop an online version of BI 101K, Introduction to Human Genetics, as companion to our other online genetics course, BI 102G, Genetics and Society. The Division's activities in online teaching are supported by a faculty led group, the Online Teaching in Science (OTIS) group.

3) Managed an enrollment increase of 9.5% FTE (excluding College Now). The Division added 30 sections in the transfer program (and lost 7 as Engineering moved to the Mathematics Division); and 20 sections in the career technical programs as the Energy Management program continued to grow, and Water Conservation offered its second year classes. This rate of growth in sections is unprecedented and stretched available rooms, staff and resources. Fill rates continued extremely high (95% overall), as the majority of classes were at or over maximum capacity. The Division lost two faculty members through retirements: Biologist Jerry Hall and Chemist Shelley Gaudia. We hired a new faculty for cell biology, Christine Andrews. Energy Management hired two temporary full-time faculty members, Bruce Alford and Suzanne Marinello.

4) Marketing and outreach efforts gained visibility for Science: As part of their course work, Lane science students assisted with the Mt Pisgah Fall Mushroom Show and Spring Wildflower Festival. Chemists hosted a week of activities for National Chemistry Week, including visits from our resident "Mole" and "mini-Mole" assistant. Faculty established Facebook sites for Lane O-Chem and Lane Biology. Several faculty and staff participated in Lane Preview Night. Marketing efforts for our summer Field Biology in Costa Rica generated interest in the international science opportunity; however, economic challenges prevented sufficient enrollment in the high-cost class. Building 16 became home to the Terrace Café and the Lane Association of Student Artists (LASA) student art gallery. Both activities created a welcoming environment for students and visitors. Marketing efforts were hampered by lack of staff in the Science office.

5) College Now courses were supported by faculty liaisons in several disciplines: Paul Bunson (Physics), Stacey Kiser (Biology), Gary Mort (Chemistry), Claudia Owen (Environmental Science), and Tammie Stark (Sustainability). Faculty members maintained active relationships with their high school colleagues. Science FTE accounted for 14.6% of the total College Now FTE Lane earned (excluding withdrawals) in 09-10. Many of the high schools decreased the number of offerings. Crow and Harrisburg High Schools ceased their classes in 09-10; and Elmira High School started College Now science courses. Overall, Science College Now classes decreased by six classes, from 61 to 55 classes, and FTE decreased by 7 %.

6) **Wrote and received funding for grants:** Dennis Gilbert and Paul Bunson are participants in an Oregon State University grant from the National Science Foundation to examine and integrate the introductory physics curricula between community colleges and OSU where most of our engineering majors attend. PH 211 at Lane is one of the courses involved in their initial study.

Energy Management received a number of new and renewing grants, including:

- renewal of its education grant from the Eugene Water and Electric Board (five-year renewal providing over \$700,000);
- SESP grant of \$380,000 as a member of a state workforce development consortium to produce an accelerated “fast-track” version of the two-year Energy Management program; and,
- \$12,000 from the Northwest Energy Efficiency Alliance, Better Bricks Program to develop Resource Conservation Management Option courses. The Resource Conservation Management option is the most recent of the three tracks in Energy Management.

The Energy Management program began offering online courses to its partner colleges in year two of its three-year National Science Foundation (NSF) Leading Alternative in National Energy Solutions (LANES) grant (\$810,000). Among grants submitted, Energy Management submitted a \$4.2 million request to the National Science Foundation to be a national center under the Advanced Technology Center program; the grant is pending. The program director, Roger Ebbage, presented at numerous national conferences and the program continued to receive national prominence through media reports and accolades.

SOCIAL SCIENCE

1) In its first year, the two-year GEOSTAC, NSF grant extended the GIS program into the community through developing GIS skills among high school instructors and infusing GIS into high school curriculum. A number of specialized GIS workshops were also developed and offered to students and the community.

INTERNATIONAL

1) Executed a national search for a director of International Programs resulting in a successful hire.

2) Maintained International Student enrollment numbers of more than 130 students from more than 40 countries and prepared for future growth.

CONFERENCE & CULINARY SERVICES (CCS)

1) Center Operations, Efficiencies, and Improvements

The Center created ICO consolidated billing for single billing of multiple recurring internal events, providing both the client and the Center with a more sustainable and efficient billing process.

2) The Center for Meeting and Learning - Center Financial Stability

The Center for Meeting and Learning, a fully self-funded department, came in just under the 2008-09 revenue of \$897,573 by bringing in a total of \$812,912 YTD in 2009-10 with a 9.4% decrease. This accomplishment secures its General Fund relief of \$76,550 to support the salary (.5 FTE) of a culinary

arts faculty in 2010-11. See Foodservices accomplishments for additional General Fund relief. The number of guests served in 2009-10 was 143,313 with external events amassing 67% of the revenue.

3) Marketing the Center

In an effort to secure contracts with high profile clients, menu tastings have been hugely successful over the past year. The Catholic Community Services Fundraising Dinner, “Matt's Bar Mitzvah,” and the Springfield Chamber of Commerce Annual Dinner were booked with the successful support of menu tastings.

4) Center Community Outreach/Partnerships

Much effort went into maintaining partnerships and connecting to the community this fiscal year. While in a continued, challenged and down economy, the Center has made it a priority to continue making connections at events such as Springfield and Eugene Chamber's Business After Hours events, Eugene Chamber of Commerce Connect for Lunch, and Travel Lane County monthly meetings. For continued exposure, the Center exhibited at Eugene Chamber's October, 2009 Business to Business Expo for the third consecutive year and the January, 2010 Home and Garden Show for the second year. In order to strum up new business, the Center hosted Event Planner Reception & Tours in July and November, 2009 bringing new potential meeting planners to the facility.

Other notable community outreach efforts of the Center in 2009-10 include:

- Partnering with Lane's KLCC-NPR radio station to provide off-campus catering for the November, 2009 Fresh Tracks 20th Anniversary Party at their new location downtown Eugene.
- Hosting the Springfield Chamber of Commerce Business After Hours event in December, 2009.
- Hosting Meeting Professionals International (MPI) Eugene Road Show event in May, 2010 to attract new members as well as showcase the Center.
- Further development of partnerships with local hotels for lodging conference attendees.
- Center staff involvement and connection with the local Eugene/Springfield Rotaries. Included this year was the participation through a competitive interview process with the Rotary Foundation's Group Study Exchange (GSE) program. Center Sales Coordinator Shelly Kane traveled to the Eastern Caribbean in March, 2010 to represent the College and the Center.
- Active preliminary planning and partnering with NW Youth Corps for the Eugene Chamber's Business After Hours event September, 2010.
- Participation with the Association of Collegiate Conference and Events Directors-International (ACCEDI).

6) Center Lane Internal Outreach/Partnerships

The Center has added a cooperative education experience for students from other departments, such as Graphic Arts, to work various positions in administration and sales/marketing. This cooperative education experience proved very successful this year as Graphic Arts students gave attention to the Center's branding for professional consistency. The Center's branding has now been streamlined on all marketing materials - from hand-drawn Center-imaged gift certificates and seasonal menus to notepads and staff business cards, the Center's branding now has notable “customer touch” visibility on campus and in the community.

7) Center Lane Internal Outreach/Partnerships

The Center sales and marketing team visited numerous departments on campus including Continuing Education, Child and Family Education, Advanced Technology, Art and Applied Design, Specialized Support Services, and Business to increase Lane awareness of the Center's campus catering and event/meeting room offerings. The meetings with the Center staff gave the various department members an opportunity to offer ideas and suggestions for collaborative events, projects, or catering services. The success of the KLCC Fresh Tracks 20th Anniversary Party was a direct result of the sales and marketing outreach with another department at Lane.

8) Center Operations, Efficiencies, and Improvements

A new Administrative Support Specialist was hired in June, 2009. The position had been vacant since February. The position supports 1.0 FTE with .5 responsibility for the Center for Meeting and Learning and .5 responsibility for the Culinary Arts and Hospitality Management Program.

9) Center Operations, Efficiencies, and Improvements

In order to improve upon Center room efficiencies and pro-actively respond to ever-changing clientele needs, the decision was approved to break down the walls between lesser-booked meeting rooms 214 and "Computer Lab" 216 and create one large meeting space. The new meeting space was changed during the summer and was ready for the first week of classes in September, 2010. The new secondary mid-sized room now provides a more flexible space for any clientele.

10) Center Operations, Efficiencies, and Improvements

All Center microphones, required to align with new FCC coverage frequency upgrades, are currently in compliance with the standards.

11) Aesthetic Focus at the Center

The Center Décor Manual, which was created last year and reported in the 2009-10 Unit Plan, was finalized, and put into effect in order to standardize routine banquet set-ups for the entire Center staff.

12) Marketing the Center

The Center's marketing team had the opportunity to work with students outside the CAHM Program to help complete some marketing projects. Under the direction of the Center marketing team, two Lane Community College Graphic Design Co-Op students completed new designs of the Center's Complete and Seasonal Menus, Center Postcard, Recipe Card and Business cards to create more professional look in alignment with other marketing materials. In addition, as a student project, a Lane Community College Media Art student has started on the production of a promotional video for the Center's unique Culinary "Iron Chef" Teambuilding event.

13) Center Sustainability

The Center continues to support and incorporate sustainable efforts in every area of the enterprising operation. When marketing materials are necessary, the composition of these materials is closely considered and the most sustainable option is purchased. Center brochures were printed on 100% post-consumer content FSC certified paper. The Center website link called "Green, Naturally," gives clients an opportunity to review the sustainable operations in place: <http://www.lanecc.edu/cml/about/sustainability.htm>. Center pens have a 100% post-consumer content barrel. Other 2009-2010 notable Sustainability accomplishments from the Center include:

- 2009 Recipient of the Lane County Trashbuster Award.

- January, 2010 Local Food Connection host and partners with Cascade Pacific Resource Conservation Development for the 4th straight year.
- Initiated post-consumer food scrap composting for all events.

14) CFS Financial Stability

Campus Food Services, a self-funded department, generated a total of \$2,168,893.00 YTD in revenue during the 2009-10 fiscal year, which includes the food court, Oak Hill Schools, and vending. This secured its General Fund relief of \$47,900 to support the salary (.5 FTE) of a Culinary Arts faculty member in 2010-11.

15) CFS Financial Stability

With overall higher campus enrollment each term, sales continue to increase for both the Food Court and the Blenders Espresso area. Four satellite locations were strategically placed on campus at the beginning of fall term 2009, to support the enrollment surge. In fall term, 151,000 customers were served. This year, CFS posted the highest revenue day in its history of \$20,000.

16) CFS New Management Hire

A new Food and Beverage Manager, Michael O'Neal, was hired at the beginning of fall term, 2009. With an extensive restaurant management and technology systems-oriented background, Michael was instrumental in immediately facilitating the operations of the satellite locations during the increased enrollment surge.

17) CFS Current Facilities and Construction

Campus Food Services extensively worked with the FMP Department on the planning, design and construction of the CFS Juice Bar in the new Health and Wellness Building #30, which was completed and ready for classes in September, 2010. The Juice Bar Menu focuses on organic, healthy and locally-produced foods to continue supporting Lane's core value of Sustainability.

18) CFS Sustainability

Campus Food Service continues to support sustainable activities. A partnership continues with Specialized Support Services for a full-time dishwashing crew to maintain the highly-successful use of reusable dishware. In addition to re-usable dishware, a relationship with Rexius has been established for the handling of new compostable dishware including paper straws. CFS's effort to communicate the proper disposal of new compostable dishware and products has been successful in the seating area with detailed signage. The new compostable dishware has gained favorable response by staff and students. The total lbs. of compostable materials sent to Rexius this year were: 30.695 tons for the entire CCS Division; 25 tons of compostable materials was strictly from Campus Food Services. We generate \$92.00 per ton, thus saving an average of \$3,000 for the College.

19) CFS Sustainability

Campus Food Service continues its mission to find ways to reduce, reuse and recycle. This year, the push toward 100% sustainable product containers continued by working with Pepsi in switching out current soda cups (which were non-compostable) for compostable wax based cups. CFS has eliminated 90% of portion control packages to bulk and compostable alternatives. This includes packages of ketchup, mayo, mustard, sugar, and honey. There is decreased napkin use with

implementation of new green dispensers which has helped hold down the excessive taking of napkins. CFS saves the bags whole bean coffee comes in and gives them back to the vendor for reuse.

20) CFS Sustainability

The use of local and, many times, organic vendors continues to grow. Charlie's Produce was added this year as a new vendor. Organically Grown Company, Surata Soy Foods, De Casa Soringhart, Bagel Sphere, Childers Meats, Country Donuts, Higher Taste, Holy Cow, Lochmead Dairy, McDonald Wholesale, Monster Cookie, Muffin Mill, and Tsunami Sushi, are vendors, to name a few. Lane continues to use locally-owned and now nationally-recognized Wandering Goat Coffee Roasters, fair trade and organic. All eggs continue to be cage-free.

21) CFS Sustainability

CFS created a new partnership with the Eugene Local Food Network in order to streamline and create efficient purchasing of local, organic, and seasonal produce.

22) CFS Sustainability

The relationship between the Lane Learning Garden and CFS is growing each year. With the support of a new Learning Garden Specialist, CFS is able to successfully coordinate the delivery of product used from the Learning Garden.

23) CFS Support for CAHM Instructional Programs and Student Integration Success

The utilization of product manufactured by Culinary Arts students in the instructional kitchens was extremely successful this academic year; helping to lower costs, control inventory, and maintain fiscal success throughout the entire Conference and Culinary Services Division. CFS continues to support overall student success with the integration of students in the CFS workforce, either for continued employment or Co-Op education practical experience.

24) CFS Efficiencies

The new Food and Beverage Manager, Michael O'Neal, created a Unit Business Plan in October, 2009, which was submitted to CFO Greg Morgan to support his continuous efforts in showcasing entrepreneurial zones (Fund 6).

TRiO

1) Participated in development of two separate TRiO Student Support Services grants (Regular and STEM) and was awarded \$485,000 per year for five years to serve 300 students.

WORKFORCE DEVELOPMENT

1) **Improvement in grant implementation and program development:** received and implemented Walmart Brighter Futures grant, HOPE grant and ARRA funding for development of short-term trainings, skill upgrades, and workforce development; developed orientation, classes and test site for National Career Readiness Certificate; completed vocational Personal Career Assistant Program

2) **Improvement in interdepartmental and multi-agency collaboration:** collaborated with Lane Workforce Partnership on securing additional grant-funding for short-term trainings and skill-building;

increased collaboration with ABSE staff and Career Pathways on workforce development, serving Sherman Center clients, and grant implementation; increased connections with DHS through marketing short-term trainings and other skill development opportunities; increased collaboration with Continuing Ed. to grow FTE through development of short-term noncredit training opportunities

WOMEN'S PROGRAM

1) Updated and refined Women in Transitions learning objectives. Developed a non credit option for WIT. Coordinated WIT orientation with SOAR

Build organizational capacity and systems to support student success and effective operations.

ACADEMIC LEARNING SKILLS (ALS)

1) **Academic Learning Skills faculty increased use of technology in instruction for developmental learners** - Efforts included developing hybrid version of Math 10 with innovative video screencasts and interactive online practices for Math 10, using skills from T2T classes and curriculum development funds. In '10-'11 ALS will offer 8 hybrid sections + 2 online sections of Math 10. More faculty are including Moodle and other online resources for their classes.

2) **Academic Learning Skills Department revised the writing placement grid** that counselors, advisers, and students use to determine students' entry-level writing course at Lane (from Writing 080 to Writing 121).

The revised grid, developed in collaboration with Language, Literature and Communication, helps counselors and advisers because it limits the number of recommendations within each block of the grid—often one, but never more than two. A more focused grid supports student success by helping students find the most appropriate starting point in the writing sequence.

3) **Academic Learning Skills Department served a record number of students** - In response to community need, ALS served 3,093 students* up 34% from 2,309 in 2008-09, the greatest percentage increase for a department in 2009-10. Annual student FTE increased from 246 in 07-08, to 314.7 in 08-09 to 449 in 2009-10, with no increase in full-time employees. With continuing economic downturn, more adult learners returning to school begin at a level that requires placement in developmental classes. In response, ALS Department hired **xx** new part-time faculty, added sections, provided learning opportunities for student workers in the office and, with help from Tutoring Services, stayed within ALS/Tutoring Materials and Services budget of \$13,000.

* an unduplicated headcount

4) Academic Learning Skills Department professional development and contributions to community and field - Lynne Phillips, Susan Reddoor and Maria Kirwin participated in Aspiring Leaders. Cathy Lindsley served on Oregon Learning Standards for Adult Basic Skills steering committee, was chair of employee giving campaign and served as AAUW/campus liaison. Adrienne Mitchell served as NCSPOD (North American Council for Staff, Professional, and Organizational Development) liaison to the state of Oregon. Outside of college time, and of benefit to ALS, students and the college, faculty published books, received book contracts, earned advanced degrees, and served on local non-profit and professional organization boards and advisory committees.

5) Academic Learning Skills and English as a Second Language departments worked together to change RD93/WR93 and RD89/WR89 course delivery from non-credit/credit format to "credit only" to increase fiscal sustainability. Non-credit/credit required too much staff time to manage and process was confusing to students and staff. Unfortunately, some students who need the class cannot afford the credit costs, although a developing ESL scholarship may help. The credit model is meeting the needs of a growing number of international students.

6) ALS faculty developed and offered Pen and Page learning community with RD80 and WR80 linked in a learning community. There's a natural connection between reading and writing skills, and this learning community takes advantage of incorporating the Reading 80 and Writing 80 into a learning community. By taking both classes during the same term, students benefit from a coordinated course of study. The Learning community is offered both Winter and Spring Terms, so motivated students can take advantage of meeting prerequisites (in one term) needed for their major or program of study. The counselors and advisors encouraged ALS to offer the learning community again in winter and spring of 2010-11. A next step includes finding a way to get term-to-term persistence data on participating students.]

ADULT BASIC & SECONDARY EDUCATION (ABSE)

1) ABSE successfully completed a Title II program review from the Department of Community Colleges and Workforce Development to determine its compliance with federal requirements. The program review, completed every 7 years, was comprehensive and evaluated the program in the following components: program administration, recruitment, orientation, assessment and accountability, retention, transition and completion, support services, and instruction. The department, along with ESL received 6 commendations and 3 recommendations. Commendations included commending the college for including basic skills in its mission statement, use of a wiki for the review team, for high quality faculty leadership in statewide initiatives, the department's role in the development of Oregon Pathways to Adult Basic Skills courses (OPABS), the use of incorporating BANNER and TOPS data and its extensive network of external partnerships. Recommendations were to develop a formal plan for faculty and staff pre-service orientation and on-going professional development, to implement the newly developed curriculum plan and to continue to define, clarify, and communication strategies for a systemic curriculum alignment.

2) Career Pathways

The college granted 112 career pathways certificates for 2009-2010. This represents an increase from 2008-09 when the college granted 77 career pathways certificates. The college continues to

develop systems, processes, and strategic plans to continue to increase the number of students who are granted a certificate.

In addition, the career pathways coordinator is working closely with departments and Lane ESD to develop career pathways certificates and high school articulated POST drawings. Four POSTs were completed and connected to high schools in the areas of graphic design, manufacturing technology, auto tech, and culinary arts. Two new road-maps for LCC were created and published. They are Sustainability Coordinator, and Water Conservation Technology.

ADVANCED TECHNOLOGIES

1) Automotive Accomplishments:

- Began the process of providing advanced technical training center that can compete with public and private schools by providing students with the latest technology and equipment in a hands-on environment. Note: this is a continuation from the previous year's unit plan.
- The Automotive program applied for Carl Perkins and Curriculum Development funds to help develop a Hybrid Vehicle curriculum. We were awarded \$15,000 to purchase one or more vehicles. We were also awarded 100 hours of curriculum development funds to create a Hybrid Vehicle course. Funding was granted to purchase two Toyota Prius Hybrids through the Carl Perkins allocation 10-11. Developed a Hybrid vehicle course outline. This included creating a Moodle course, selecting a text book, acquiring and creating power points, developing a syllabus and lab projects. The curriculum will be submitted by the end of fall term 2010 for approval. The curriculum will be integrated into the current program while awaiting approval. Expected start date of new class Spring 2011.
- Partnerships were strengthened within community continuing the connection with non-profit community group to increase the amount of hands on experience the students receive while in the automotive program. Worked successfully with St. Vincent De Paul over the last year fixing and repairing some of their vehicles and plan on continuing with this arrangement.
- After several years of work we were able to re-certify the program with NATEF. This allows us to continue to be a ASE certified training center.
- Ability to sustain the increased record enrollment of students to the automotive program. The program has nearly doubled in size over the last 3 years. This was done by restructuring the class hours and by acquiring an aid for the lab.

2) Fabrication/Welding Technology Accomplishments:

- The Welding program was allocated Carl Perkins funds to replace and upgrade of six welding machines. With purchase of these machines not only will new teaching technology be brought into the program but new levels of teaching efficiencies will be possible.
- The program has been granted additional funding for instructional time that has enabled an additional section and larger classes that more fully utilize the capacity of the facility. Currently the program is serving the largest student population since moving to its new facility approximately 10 years ago.
- The program's sustainability program has been able to recycle scrape and otherwise used materials for monies adequate to purchase a much needed item of replacement equipment that should that should long serve our students.

3) Electronic Technology Accomplishments:

- Hired full time contracted faculty in Electronic Technology. This greatly benefits the program by more “ownership” and consistency in the ET program.
- Electronics on-line hybrid classes developed, offered and full ET-1, ET-2, Dig 1.
- New computers were purchased and installed in the main electronics lab.
- Program purchased new “state of the art” PLC’s and training program for the students.
- Ethernet access has been installed in the main lab.
- Lab updates with new power supplies, generators and bench meters.

4) Aviation Maintenance Technician Accomplishments 09-10:

- Aviation Maintenance program move from main campus building 10 to the RTS building at the airport is final and is successfully operating.
- The paint booth at RTS is installed and fully operational, this enhancement has been integrated into the curriculum for the AMT students.
- Continued integration of the NIDA system (computer based training system) has been integrated into the AMT curriculum.
- Hired two part-time faculty to teach additional AMT classes due to the influx of students.
- The process has been implemented to internally upgrade precision measuring equipment from analog to digital for more effective student learning.

5) Drafting Accomplishments 09-10:

- Curriculum development for BIM (Building Information Modeling) has been completed and courses will be available to students starting Winter term 2011.
- Faculty attended the educational conference in Solid Modeling for one week. Faculty gained knowledge to teach Solid Works program to the students, the curriculum has been enhanced keeping with current industry standards.
- Upgraded software by purchasing 125 seats to latest versions of AutoDesk software to include AutoCAD and Revit.
- Curriculum development was completed and CAD2 Online became available Fall 2010. This allows flexibility to students that could not attend regular classes. This also added FTE to the program.
- Drafting program increased the enrollment levels of several classes to accommodate the increase in student enrollment.

ARTS

1) Enrollment Increases

Increased summer classes offered 60%.

Increased regular term enrollment 20% across arts division.

Increased enrollment in College Now 20%

2) Fundraising

Funding for Lane Art Gallery and Sculpture \$5,000.

Funding for ArtsWork in Education: \$24,000 Public Schools \$10,000 Oregon Cultural Trust, \$11,000 Oregon Arts Commission,

3) **College Representation in the Community**

Dean Represented College and Division of the Arts at Oregon Arts Congress, Salem, Oregon Arts Summit Portland, Oregon Arts Education Association, Portland, International Media Arts Association, Boston, Association of Educators in Journalism and Mass Communication, St. Louis.

Dean represented College and Division on Boards of: Jordan Schnitzer Museum of Art , Mayor's Cultural Policy Review Committee, Arts and business Alliance of Eugene, Eugene Public Arts Committee, ArtsWork in Education, Oregon Alliance for Arts Education.

Dean Partnered with: The Oregon Cultural Trust, The Oregon Arts Commission, The Downtown Initiative for the Visual Arts, The UO Library Special Collections, The UO Schools of Art and of Journalism and Communications, Lane County Public School Districts 4J, South Lane, Springfield and Bethel, The Regional Arts and Culture Council, Portland, The Right Brain Initiative, Portland, The Pacific Northwest College of Art, Portland Community College, Portland State University.

BUSINESS DEVELOPMENT CENTER & EMPLOYEE TRAINING (BDC)

1) **CONSORTIUMS & PARTNERSHIPS** The Business Development Center and Employee Training Department is active in the development, collaboration and partnership, and on-going training services to the following consortiums: 1. [Emerald Valley High Performance Enterprise Consortium](#) (EVHPEC) where we have partnered 2 years on a seminars at the CML on Toyota LEAN manufacturing processes and where we are a member of their advisory board and partner on their on-going monthly LEAN training classes. 2. [Healthcare Industry](#) - conduct ongoing ACLS, PALS, and TNCC training for area healthcare workers at Peace Health and McKenzie Willamette Hospitals. We are currently expanding ongoing certificate training for healthcare workers, wherever the need exists. 3. [SCORE](#) - partnering with SCORE on advising and on program marketing. We are also utilizing SCORE advisor industry expertise as resources, and are conducting joint seminars and quarterly all-day workshops. 4. [University of Oregon Law School](#) - partnership to provide free legal services to entrepreneurs of the SBDC 5. [Palo Alto Software](#) - conducted small business stimulus program/software giveaway and working with them on a entrepreneurial training program for unemployed workers. 6. [OSU Lane County Extension Service](#) - partnership with this local agency to provide technical support for clients of our Agriculture Business Management Program and to assist in marketing the ABM program countywide. 7. Working with three [Lane County Chamber of Commerce](#) on 9-month business development program for their members and communities. These chambers include Springfield, Fern Ridge, and Cottage Grove with plans to expand to Florence and Junction City for 2010-2011. 8. [Lane County and eDev](#) - applied for grants from the USDA, CTAA, and NECDBG to fund our projects with the chambers and the OSU extension service. 9. [OSBDCN](#) - to provide videoconferencing capabilities from the Wildish to the LCC Florence Center for advising and classes. Planning to extend this capability to Oakridge in 2010-2011. 10. [U of O Climate Institute](#) - the SBDC took over the universities Climate Masters at Work program and is offering the curriculum through our center. 11. [U of O Lundquist Center](#) - present to the U of O Entrepreneurs Club and guest presenter as needed.

2) **ACKNOWLEDGEMENTS & AWARDS** 1. Received an award and budget increase from the OSBDCN based on client activity and program performance. 2. Awarded USDA grant for OSU Lane County Extension Service Partnership 3. Awarded CTAA grant and a NECDBG grant for Strategies of Success Program with Lane County Chamber of Commerce 4. Completed and passed accreditation visit from ASBDC, with recommendation to use SBDC (versus BDC) for all marketing and communication, otherwise received high marks for operations and community outreach. 5. Approached by all local economic development agencies regarding outreach and quality of services, and ask to be "One Stop" resource for business development for Lane County. 7. Received videoconferencing award from the OSBDCN allowing connectivity between SBDC and Florence Center. 8. Gary Smith, SBM Faculty presented his teaching methods at the NWASBMI Conference and was voted VP of the organization. 9. SBM Alumni won the Willamette Valley Angel Conference receiving \$35K, and she credited the LCC SBDC for her progress and growth. 10. eDev received the SBA's Home Based Business Champion of the Year at their annual awards presentation in Portland.

3) **COLLABORATIONS** The Business Development Center and Employee Training Department partnered with the following organizations and entities to design projects, promote services, and keep in touch with current business and workforce issues throughout Lane County and the State. 1. The Lane Workforce Partnership - participation in the Region 5 Workforce Response Team for training grant allocations to area businesses. 2. The Lane Metro Partnership - proxy for College President on Board, work with LMP staff on business recruitment issues, presented for 2 businesses interested in locating in Lane County. 3. Lane Council of Governments - resource for business development and workforce issues, throughout Lane County. 4. University of Oregon - partner in Climate Masters for Business Program, the LCC SBDC now offers the curriculum developed by the U of O Institute for Climate Change. Also partner with the Law School and the Lundquist Center. 5. Northwest Christian University - business planning presentation for academic innovations and resource for business planning. 6. Oregon State University Lane County Extension Service - partner on the Agriculture Business Management Program where we provide business management services and they provide technical expertise. The LCC SBDC applied and received a USDA grant to support of the continuation of the OSU Horticulture and Master Gardener Programs in Lane County. 7. Eugene Chamber of Commerce - participate in the Economic Development Council and conducted Business Survival Tactics workshops for members. 8. Springfield Chamber of Commerce - participate in their "business outreach" program and conducted Business Strategies of Success Program 9. Fern Ridge Chamber of Commerce - conducted Strategies of Success Program and work with local Economic Development group. 10. Cottage Grove Chamber - conducted Strategies of Success of Success Program. 11. Willamette Incubator/Incubator - partner on program offerings for tenants, at the LCC SBDC - Board Member for this Incubator. 12. Technical Assistance for Community Services (TACS) - partner on Non-Profit Business Management Program 13. Oregon Entrepreneurs Network - founding sponsor and in-kind donor of Smart-UPS 14. Emerald Valley High Performance Enterprise Consortium - founding Board of these LEAN training organization, co-sponsor training classes, annual conference, and videoconferencing. 15. Small Business Administration - provide a Business Capital Resource Center for the SBA, helping businesses find start-up and expansion capital. 16. Oregon Business Development Department (formerly OECD) - work with area representative on workforce/business development 17. City of Eugene - partner with city Economic Development Officer and staff. 18. City of Springfield - partner with city Economic Development Officer and staff. 19. Lane County - partner with county Economic Development Officer and staff on regional economic development and grant applications.. 20. Business Industry Training Services (BITS) * statewide community college training group - Shirl Meads, immediate President. 21. SCORE - work together to sponsor classes and training

events, co-advise clients. 22. eDev - our non-profit department serving micro-enterprises throughout Lane County, providing outreach to low income, minorities, women, veterans, disabled, artisans, youth and seniors, and those living in rural areas.

4) **PROGRAM/CLASS DEVELOPMENT & INNOVATIONS** 1. **Farm Business Management** redesigned to Agricultural Business Management in partnership with OSU Lane County Extension Agency 2. **Sustainability Management Business Management** Program in partnership with U of O Climate Masters for Business and Good Company 3. **Advanced Leadership and Communications** Program designed around the Toastmasters curriculum for communications, leadership, and mentoring 4. **Innovation Business Management** Program designed to target inventors and other innovators, that have special planning and development needs over more mainstream startups 5. Springfield Chamber Business **Strategies of Success** Program designed around the SBM model and customized to meet the specific area needs of Springfield businesses and their customers. This program is serving as a model for other programs being developed and implemented for the Fern Ridge and Cottage Grove chambers (and soon Florence and Junction City). 6. Lane Micro Business, our non-profit program for micro-entrepreneurs changed it's name to **eDev** and added more services for rural business owners, disabled entrepreneurs, and minority businesses. They continued and added services to help provide capital for startup micro businesses (microloans and Individual Development Accounts) 7. Expanded **ACLS, PALS, and TNCC** training services for PeaceHealth, McKenzie Willamette Hospital, and other area healthcare providers. 8. Partnered with **EVHPEC** to offer LEAN classes, seminars, and programs for area manufacturers and service organizations throughout Lane County. 9. Enlisted area **content areas professionals** in accounting , business planning, business law, technology, etc. to conduct classes in topics that would supplement our core programs.

5) **REVENUE ENHANCEMENTS** * SBDC Program income \$128K, from programs, classes, and workshops * Employee Training Department revenue \$61K from incumbent employee training * Total department income of \$189K from SBDC and Employee Training * eDev had income of \$263K through grant and some program income * FTE generation at approx. 327 (down from the previous year due to the economic recession) generating GF revenues of approximately \$640K-\$800K from the state to LCC * trained 430 employees at 17 companies in Lane County

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) Sustaining Human Resources

- Hired Paul Wilkins as contracted CIT faculty (Computer Simulation and Game Development focus).
- Joseph Colton hired as a temporary contracted CIT replacement for a faculty position vacated by a retirement (Networking focus).
- Brian Bird hired for 2009-2010, and extended for 2010-2011, as a Teaching Only CIT faculty (Web Programming focus).
- Judy Boozer hired as contracted Business faculty (Introduction to Accounting and Business Core focus).
- Velda Arnaud hired for 2009-2010, and extended for 2010-2011, as a Teaching Only Business faculty.
- Hired Larry Scott as interim Division Dean for 2010-2011.
- Sixteen new part-time instructors were hired in the Division during 2009-2010.

2) Enhanced Technical Infrastructure in Support of Student Learning

Updated/enhanced student computing learning resources:

- Updated and expanded three CIT instructional computer labs (total of 100 new computers) using Tech Fee funding received for three 2010-2011 Unit Planning initiatives (CIT Update & Expand 19-120, CIT Update & Expand 19-130, and CIT Update & Expand 19-135).
- Secure computing environment implemented, including antivirus, network threat protection, and Intel VPro technology.
- Updated wireless networking equipment used in CS 188 to meet student demand in the Network Security certificate program. Purchased 13 Firewall & VPN appliances and 30 wireless network adapters supporting 802.11n at the end of FY10 using ICP funding, and purchased 10 wireless access points supporting 802.11n Summer 2010 using Tech Fee funding received for a 2010-2011 Unit Planning initiative (CIT Expand Security Certificate Equipment).
- Implementation of virtualization technologies to conserve energy and hardware.
- Equipped 19-126 with new laptops at the end of FY10 using ICP funding.
- Updated the Oracle server to 11g for use in CS 275.

3) Physical Infrastructure

- Moved Division Administrative Coordinator from building 2 to building 19 in Summer 2009.
- Moved Business reception/front office functions from building 2 to building 19 in Summer 2009, and combined with CIT to create a Division Office.
- Managed move of Business faculty and workroom from building 2 to building 19 in Spring 2010.
- Managed move of Business Student Resource Room into a facility providing opportunities to segment different learning environments (one-on-one, group, and testing) in Summer 2010.

4) Supported Student Retention and Success

- Student retention and success rates in business courses have risen consistently over the past four years (the Business Student Resource Room opened Summer 2007) as found in current IRAP reports. This data, and informal student feedback, indicate that the SRR is contributing to the Department (and Learning Plan) goal of enhancing student success and retention, and is an effective use of resources.
- In 2009-2010, demand for Business SRR services slightly more than doubled in the number of students per term than in the previous year.
- The CIT instructional lab (19-135) experienced at least double the amount of students looking for help. To meet this need, CIT expanded the number of tutors/hours and added additional tutoring capabilities to provide better support for all the classes taught in the CIT programs. The department also continued to update and expand its online documentation available to students.
- The Business Department graduated the first set of students from the Retail Management AAS degree.
- Faculty members wrote many letters of recommendation for program admittance and scholarships, supporting the continued academic careers and success of our students.

CHILD & FAMILY EDUCATION (CFE)

- 1) Increased department budget; Child Care Access Means Parents In School (CCAMPIS) grant - \$106,963 and United Way Community Child Care Network - \$50,004
- 2) Increased CFE Administration staffing by .75 FTE through CCAMPIS grant and program funds.
- 3) Coordinated with Saturday Circus instructors to provided parenting class for CCAMPIS parents on main campus.

CONTINUING EDUCATION

1) TARGETED PLANNING

IMPROVE COMMUNICATION AMONGST DEPARTMENT

- Developed two email groups - CE & CE/SAI/SCP for internal communication
- Developed CE TEAM organizational chart to provide clarification and delineation of individual and team responsibilities and function
- Posted weekly schedules for the department and each team to provide better coverage for student and staff support
- Granted access to CE Calendar to all staff to post time off requests and time away for meetings or appointments
- Developed weekly CE Newsletter to improve communication to dept
- Created a project accomplishment planning tool to track projects and tasks
- Placed Accomplishment & Unit Planning spreadsheets on each desktop so all could participate in the process
- Set up break area in DTC 117 for all staff in the building and work area in old break area for department, installing a dry erase board for ease of communication
- Updated Evaluation form, instructor handbook and student worker handbook to align with LERN standards
- Reorganized office staff to align with LERN standards

2) PROFESSIONAL DEVELOPMENT

- Conducted Fall Term Professional Development Dept Training – two part (totaling eight hours) of AchieveGlobal's Customer Service Training
- Trained four part time staff in bookstore procedures
- Attended "Communication Skills for Women" all day training
- BANNER training focus, alignment and study with Helen & Darlene
- Attended the 25-Live training conducted by Alen Bahret
- Participated in a team building and skill development with front-line staff utilizing a DiSC assessment specific to the Front Line Team
- Attended LERN's week long class/certification March 2010
- Attended "Improving Your Customer Service" Training Event - Lane's CML

- Tested and received LERN's CPP Certification (Certified Program Planner)
- Attended "Hiring for Cultural Competencies" training with Cris Cullinan
- Lead and participated in Lane's Technology & Civility mgmt study groups
- Participated in a two part team building and skill development with ALL staff DiSC assessment
- Participated in annual Alzheimer's Assoc Conference, along with SCP Volunteer (scholarship).
- Participated in National Conference on Volunteerism & Community Service (NYC)
- Proctored 12 MOS (Microsoft Office Systems) tests
- Conducted a continuation of the AchieveGlobal Customer Service Training at each Dept meeting

COOPERATIVE EDUCATION

1) **Co-op Ed -- Improvement to co-op course information in on-line schedule:** Worked with Angela Miller and Ron Rourke in spring of 2010 to significantly change the information provided to students in Co-op Ed course listings. Since moving to Banner, co-op courses had TBA as the default for days and hours of the course which caused students to think they should wait for more information to be sent to them. All TBAs were removed and some were replaced by the word 'internship' and other columns either had 'N/A' or the faculty member's office location. Initial results for summer term 2010 were very positive and will be monitored for the academic year 2010-11.

2) **Co-op Ed -- Three new co-op courses offered at the 180 level:** Youth and low income adults were eligible to enroll in these new courses in the areas of sustainability, industrial and health. **58 students enrolled** at an average of **2 credits of co-op** each for a **total of 6.5 FTE**.

3) **Apprenticeship -- Added Two AAS Degrees/Certificates:** Now offer 1) Construction Trades General Apprenticeship and 2) Industrial Mechanics and Maintenance Technology Apprenticeship degrees/certificate which have increased enrollment in general education courses since students need to complete 21 general education credits and electives to obtain one of these degrees.

4) **Apprenticeship – Electrical Students Earn Degrees:** Seven (7) students graduated with AAS Degrees in Electrician Apprenticeship Technologies in addition to obtaining their journeyman card and passing the National Electrical Code license exam.

5) **Apprenticeship – Transition to On-line Instruction:** Successfully supported new on-line instruction for regional and state-wide students in Apprenticeship courses specifically related to attendance and interactive on-line course participation.

6) **College Now – Strengthened Springfield School District Connections:** Added new College Now articulation in Theatre Arts at Springfield Academy of Arts and Academics as well as three additional courses including music and chemistry.

7) **College Now –State-wide Leadership:** Laurie Swanson Gribkov appointed to the Statewide Dual Credit Oversight Committee.

8) **RTEC – Facilitated Positive Outcomes for Students:** Successfully transferred 156 students from

Marcola All Prep to three (3) other school districts when Marcola All Prep hit financial difficulties and folded.

9) **RTEC – Eugene 4-J Student Enrollment Expanding:** Solidified and refined Eugene 4J contracting processes with LCC resulting in increased funding and numbers of students. Funding grew from \$30,700 last year to \$69,350 this year and will be \$350,000 for the 10-11 school year.

10) **RTEC – Building 10 Redesign and Course Offerings:** Participated in Project User Group (PUG) for Building 10 related to RTEC Center. Conceptualized Career Technology Education introductory course series to roll out with the new facility opening in Fall 2011.

11) **RTEC – Technology Utilization Improvement:** Facilitated Lane's involvement in offering on-line classes to HS students through the ESD's Online Options.org. Provided Moodle training to 20 teachers through a summer intensive Moodle boot camp to encourage high school teachers to use Moodle in their College Now classes.

COUNSELING

1) Counseling and Advising: Retooled the AR Planner. Allows students to be released for registration based on academic principles versus date enrolled.

2) Counseling and Advising: Increased group AR advising sessions. Using Lane's increased availability of Information Technology, advised students more effectively.

3) Counseling and Advising: Guided Studies Orientation (GSO) Growth. Introduced weekly, year-round GSOs, reaching out to the highest risk credit students.

4) Counseling and Advising: Counseling Web page Upgrade. Updated the Counseling Department home page, making it more navigable and accessible.

5) Counseling and Advising: Lobby Redesign. Redesigned the waiting area in the center's lobby for improved student service.

6) Counseling and Advising: New Student Information Sessions (NSIS) Online. Developed online NSIS access, allowing many more new students to receive orientation information and experience a new student orientation in an alternative format.

7) Counseling and Advising: Cram Sessions. In the period between Fall SOAR and the first day of Fall term, offered Cram sessions to students to capture all new Fall students with complete orientation resources.

8) Counseling and Advising: Seasonal Student Orientation, Advising and Orientation (SOAR). Introduced several SOAR sessions each term, expanding complete orientation on a year-round basis to all new students, allowing many more new students to receive orientation information and experience in a timely manner. Orientation appointments were made available online year-round.

- 9) Counseling and Advising: Perkins Funding for Computer Information Technology (CIT) Academic Advising. Landed funding for a part time CIT academic advisor to respond to the growing demand of students choosing CIT careers.
- 10) Counseling and Advising: Perkins Funding for Health Professions Academic Advisor. Landed funding for a part time Health Professions academic advisor to respond to the growing demand of students choosing Health Professions careers.
- 11) Counseling and Advising: Hynix Academic Advisor/Liaison Position Maintained. Responding to the Hynix shutdown, maintained a part time academic advisor/liaison to respond to the emergency of newly dislocated Hynix workers.
- 12) Counseling and Advising: Online Moodle Nursing Academic Advising. Using Lane's increased availability of Information Technology, advised students more effectively.
- 13) Counseling and Advising: Increased Use of Academic Advising Groups. Using the successful Nursing group academic advising model, more students from more programs were advised in groups, addressing the slightly higher dissatisfaction with counseling and advising wait time noted in the 2004 ACT survey.
- 14) Career and Employment Services: Scholarship Web links. Developed web search resource for scholarships by category, college, and major.
- 15) Career and Employment Services: Maintained Student Service Associate (SSA) program. With threatening budget constraints, SSA program survived through creative management.
- 16) Career and Employment Services: Perkins Scholarship funding maintained. Successful attainment of another year of Perkins funding to backfill scholarship services.
- 17) Career and Employment Services: How to Pay for College...In One Day! Collaborated with Financial Aid and College Goal Oregon to host a fully integrated "How to Pay for College...In One Day!" event for high school students, parents, college students and other community members.
- 18) Human Development: "Teach Only" Position. Landed a "Teach Only" faculty position for second year, increasing capacity for "Back on Course" offerings.
- 19) Testing Office: GED Online Testing Appointments. Online GED testing appointments added to other online capabilities.
- 20) Testing: International Student Testing. Increased testing possibilities and collaboration with the International Student program.
- 21) Testing Office: Added Spanish GED Testing. Added GED testing capacity for Spanish-speaking GED students.
- 22) Testing Office: Added GED Testing in County Jail. Added GED testing capacity for incarcerated Lane County Department of Corrections students.

DISABILITY RESOURCES

1) Continued to integrate the Social Model approach of providing resources and services to students with disabilities into DR and Lane's campuses at a more intense level.

- Began work streamlining DR service delivery process's using Social Model philosophies.
- Presented Social Model concepts to Lane County ESD Youth Transition Specialists.
- Began incorporating Social Model components into the Transition Academy.

2) Supported further development, revisions, streamlining and updating of DR communication and procedures.

- Explored & began development of interactive online processes for DR Orientation and Accommodation Requests.
- Continued website improvements.
- Concluded research for move to electronic filing, scheduling and reporting systems.
- Utilized PB Works as a web tool for dept communication.

3) Explored additional possibilities for the use of technology for provision of student accommodations.

- Collaborated with IT and submitted UP funding requests for initial installation of Assistive Technology & Alternate Format scanning and conversion equipment & software programs in 10 computer labs.
- Participated in National Beta Test for Alternate Format E-Text provision.

4) Provided ongoing support and accommodations for Lane's students with disabilities.

- Received funds to provide computer and non-computer related support to students throughout the year.
- Received funds for Alternate Format production computer replacements.
- Held Transition Academy and Parents Night activities to welcome new younger students with disabilities to Lane and to DR.

5) Public Education/Campus Presentations:

Public Education Presentations

- Training for National AHEAD Management Institute
- ORAHEAD Fall Conference Social Model Presentation
- Student Success and Retention Conference 2010
- Fall Region 1 Meeting
- Lane ESD Youth Transition Program Meeting
- MISUA (Mobility International USA) visiting professionals and Governmental delegates from the foreign countries of Bahrain and South America

Departmental Presentations

- Women's Center
- Health: Nursing/Dental

- Tutor Central
- SAGA
- C & A
- Math Department

Presentations to Students

- EL 115

ENROLLMENT & STUDENT FINANCIAL SERVICES

- 1) David Van der Haeghen took over leadership for Fall SOAR-June and Fall SOAR-September. Held event in CML in cooperation with Counseling and Advising. Improved offerings for visiting families and invites clubs and other groups to have tables in CML.
- 2) Expanded the Degree and Transcript Evaluator Team from 2 to 3 Degree Evaluators. Laid a strong foundation to support redesign of team for eventual addition of another Degree Evaluator and ability to articulate transcripts for all students.
- 3) Analyzed Academic Progress Review procedures and realigned it to serve students and committee members more effectively and efficiently.
- 4) Discontinued allowing cash to be dropped in drop boxes at Main Campus and Downtown Center and implemented stronger cash management practices.
- 5) Implemented Registration Alert to warn students when they click Add/Drop about financial aid deadlines, refund processes and administrative withdrawal procedures. As a result, decreased number of refund requests and improved administrative withdrawals processes.
- 6) Ended Perkins' management contract with UNISA and implemented using ECSI. Providing students with far superior tools to manage Perkins' borrowed funds.
- 7) Worked with Carol McKiel and Alen Bahret to create a Student Dates and Deadlines Calendar within R25 Lane Events Calendar.
- 8) Implementation of Sungard Higher Education's Banner Student Module 8.0 Upgrade.
- 9) Supported creation and implementation of myLane, Banner's Luminis Student Portal.
- 10) Successfully transitioned Student/Sponsored Accounts, and Accounts Receivable into a more cohesive unit.
- 11) Financial Aid: Successfully delivered over \$90 million to students.
- 12) Financial Aid: Acquired the necessary temporary resources to enable the delivery of aid to an unprecedented number of students.

- 13) Financial Aid: Successfully implemented the effective as of July 1, 2010 new institutional requirements as promulgated via the Higher Education Opportunity Act published in November 2008.
- 14) Financial Aid: Renewed the institutional program participation agreement with the Department of Education which allows the college to participate in the Title IV federal student aid programs through June 30, 2016.

ENGLISH AS A SECOND LANGUAGE (ESL)

- 1) **ESL - Completed Title II Program Review** - Prepared self-study, gathered evidence for state review of Lane's ESL & ABSE programs, funded through Title II. Documented information on a wiki. CCWD awarded six commendations and provided three recommendations based on peer review. As a result of feedback from the review team, the program daytime schedule was restructured to increase intensity of instruction and new schedule put into effect beginning summer 2010.
- 2) **ESL faculty, with ABSE colleagues, participated in and provided leadership for the statewide Learning Standards project for ABSE and ESL curriculum.** Four ESL faculty and the ESL dean piloted and evaluated proposed Oregon Learning Standards for Adult Basic Skills. Team focused on Listening/Speaking and Reading standards. Participation will continue in 2010-11.
- 3) **ESL faculty made progress in integrating technology in support of student learning.** ESL instructional software installed and operational in the ESL lab. Teachers were trained in the use of Flip cameras for instructional purposes. Faculty use of the wiki increased and the program received a Great Ideas Innovation of the Year Award.
- 4) **ESL faculty contributed to the profession and the community through participation at the local, state and international levels.** Faculty and dean provided leadership at the state level in the Learning Standards development and implementation. Faculty provided leadership in the statewide English Language Civics grant trainings and implementation. Dean served as co-secretary for Study Oregon (promoting international education). Faculty attended the state ORTESOL and the international TESOL* conferences. (*Teachers of English to Speakers of Other Languages)
- 5) **Despite lack of resources, the ESL program provided services, processes** and instruction at four locations (Main campus, Downtown Center, Springfield Middle School, Bohemia Elementary in Cottage Grove), day and evening programs (8:30 a.m. to 9 p.m.) providing complex functions of marketing, recruitment, registration, assessment, grant-required attendance and assessment data collection, grants management, schedule building, advisory committee coordination, human resources coordination, facilities improvement and repair coordination, scholarship fund distribution, computer lab management, bus pass program administration, textbook purchase coordination, and development/expansion of international program. (One administrative coordinator and .5 dean facilitating the work of one student services specialist, 6 part-time classified staff, 5 contract faculty, 15 part-time faculty, 3 international program staff and 6 instructor/tutors.)
- 6) **ESL Department, in collaboration with Counseling & Advising, successfully applied for Perkins funding and hired part-time bilingual Advisor 1** to assist in efforts to recruit and retain diverse populations in Career-Technical programs. Advisor's weekly community forums included tours

of CT departments, introductions to community resources and organizations and orientations to college services.

7) ESL - Participated in Title II Adult Basic Skills Program Review - Prepared self-study, gathered evidence. Documented information on a wiki. Community Colleges and Workforce Development awarded six commendations and provided three recommendations based on peer review. As a result of feedback from the review team, the program daytime schedule was restructured to increase intensity of instruction and new schedule put into effect beginning summer 2010.

HEALTH PROFESSIONS

- 1) Finished planning for building 30 and 4 and have begun to move in
- 2) Updated career pathways and pathways map for use by internal and external sources
- 3) New Site & Delivery Methods
 - Began to offer Medical office assisting and Nursing to our Florence students
 - New planning for offering classes at Florence campus
 - Used Perkins funding to help with supplies and curriculum development for hybrid education and distance learning
- 4) Worked with advising and counseling to standardize the admissions cycle and problem solving with advising and HP. Also provided permanent space for Jessica Alvarado in new building to promote consistency
- 5) Program & Course Approval
 - Approval of medical Nutrition therapy course and
 - Approval of dietary manager program in conjunction with the Culinary arts program
- 6) Program Development
 - First year completed in PTA program
 - 7 new online lecture and 7 new hybrid laboratories
 - Secured 55 of 57 clinical placement assignments
 - Developed online soft chalk model for clinical instruction professional development and presented to PTA educators (national interest group)
- 7) Online Delivery & Enhanced Curriculum
 - Transferred all first year courses to hybrid format
 - Worked with faculty to have all trained in new delivery
 - Added advanced training to curriculum in advanced cardiac life support, pediatric advanced life support and neonatal resuscitation

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

- 1) 2009-10 Goal- Increase signage and donations to Athletics for Scholarships: Added three new signs to gymnasium worth \$2000 dollars for the scholarship fund.

- 2) Finalized articulation agreement with OSU's Exercise Science Program with our EMSP.
- 3) Continued to complete the electronic survey on EMSP graduates that includes the past 5 years.
- 4) Hired four new part-time faculty instructors in Physical Education in the areas of TERC, Yogilaties, Group Cycling, Walk/Jog and Strength Training.
- 5) Coordinated Ball Stability, Fitness Circuits class, TERC, and other PE classes to meet the AAOT criteria. Also reviewed course descriptions and outcomes and synchronized all related classes in the above listed areas.

INFORMATION TECHNOLOGY (IT)

1) Computer Lab Paper and Toner

With the tech fee funding awarded for paper and toner, we were able to provide for all the paper and toner needs for 59 ICL-supported computer labs and classrooms at Lane's main campus, Downtown Center, Airport and Cottage Grove branches. All labs/classrooms had the paper and toner required to fulfill the needs of Lane's students in all of these educational computing environments.

2) Computer Classroom Hardware Upgrades

The technology fee funding provided for 7 initiatives allowed IT to install 214 new Dell or Macintosh computers in multiple computer labs and classroom located on both main campus and at the Downtown Center. Some labs also received monitor upgrades and/or a printer upgrade. These labs/classrooms provide the necessary hardware and software for students to be successful in their educational goals. The equipment was purchased, inventoried, and software images were developed and tested. Then the old equipment was removed, re-purposed if appropriate, and the new equipment was installed, the images were uploaded and tested again, and cabling was secured. The equipment installed due to this funding includes:

Main Campus

- Center 431 - Primarily used by LLC - 25 Macintosh computers
- Center 453 - Primarily used by Art/Media Arts - 25 Macintosh computers
- LCC16 222 - Primarily used by Mathematics - 36 Dell computers, monitors and printer
- Center 455 - Primarily used by GIS - 25 Dell computers
- LCC11 255 - Primarily used by ESL and ABSE - 25 Macintosh computers
- Center Library - Laptop lab provided for ALL Lane students - 30 netbooks

Downtown Center

- DTC 016 - Primarily used by ESL - 23 Dell computers and monitors
- DTC 228 - Primarily used by Continuing Education - 25 Dell computers

3) Library/Open Lab Integration - Learning Commons First Steps

Due to the remodel of Building 4, the open lab that was in Building 4, room 201 was permanently moved to the Library. This open lab function is provided for all Lane students who need access to

computing equipment to successfully complete their course work. The merger of the ICL open lab and the Library represents an important first step toward the Learning Commons.

The Library Computing Resources now include:

- Library Laptop Lab - 30 existing laptops, plus 30 additional netbook/laptop computers were added this year
- Library Classroom/Open Lab - 25 Dell computers
- Mac Nook - 12 new Macintosh computers
- General Access computers throughout the Library - 50+ Dell computers
- 4 new printers to support all the areas listed above
- Expanded wireless access to maximize student access to technology
- IT department staff moved to Library in support of this project - team developed with IT staff and Library staff members
- Tech Tutors - The open lab (library) partnered with the Tutoring Center to establish the first 'Tech Tutors' - designed to provide fellow students with technical support and guidance on navigating Lane's many technical systems.
- Expanded open lab hours - now Monday through Thursday from 7:30am to 7pm and Fridays from 7:30am to 5:30pm
- Student Helpdesk Support Services desk - SHeD - combination of the Library's student helpdesk and the existing SHeD operated by ICL which handles student support for myLane, Moodle, Library services, general technical assistance and wireless access issues (which is supported for walk-ins, by phone and by email)

4) Network Infrastructure Upgrades and Innovations

- Upgraded the fiber infrastructure for every building on Main Campus
- Installed fiber to the KLCC Building Downtown
- Installed fiber to the Atrium Building (OSBDCN) Downtown
- Increased wireless coverage from 50 access points to 87, and installed wiring for 25 more.
- Upgraded the core routers and switches to the new Cisco Nexus product line.
- Installed a separate network of switches for the Keyless entry system
- Installed GroupWise reload server and software for mail backups and restore
- Provided network services to all the Bond and environmental staff relocations.
- Installed new anti-virus server and planned the move from the old server to the new
- Installed the infoblox DNS Server
- Pilot program for the Novell Data Synchronizer/mobility server (Bata) for mobile device access
- Negotiated Symantec antivirus licensing renewal of three years for the price of two

5) Software Licensing

The technology fee funding allocated for this initiative allowed Instructional Computing to purchase the necessary software tools to support 59 computer labs/classrooms. The software needed to provide print management and monitoring, desktop maintenance, and other support services was purchased/upgraded, installed and tested, then utilized to ensure smooth operations in all ICL-supported lab/classrooms. The programs helped to ensure student success by providing a way to maintain excellently functioning systems from user to user for all Lane's students.

6) Student Internet Access/Bandwidth Increase

The technology fee funding allocated to this initiative was used to pay a portion of the costs to provide Internet services to the college. Lane purchases its Internet access from Lane ESD, and the allocation of funding provided to this initiative paid the student related portion of that cost.

Internet access for students is vital for their success in any and all programs at Lane. The IT department maintained steady and reliable internet access for Lane's students and employees during this past fiscal year. Due to increase usage of the Student Access Network (SAN) wifi services, the bandwidth was increased by 50% for the 09-10 year.

7) Desktop Workstation Replacement

The funding provided for this initiative was used to purchase 278 new Dell 380 desktop computers, 30 netbooks/laptops and 30 new Imacs. The funding was received at the end of the fiscal year, so placement of this equipment is still in progress. As of June 30, 2010, the following placements have been completed (which includes inventorying, image creation and testing, scheduling of replacements, removal of old equipment, installation of new equipment, image installation, file transfers from old to new systems, testing, and cable securing):

107 Dell 960 replacements were completed, of which 20 were document imaging locations and 87 were in staff/faculty offices. These deployments provided upgrades in 12 departments. 30 Dell 380 replacements were completed, affecting 13 departments.

10 NETBOOKS FOR SOAR and ASA Activities

6 LAPTOPS FOR Faculty/Staff CHECKOUT at the IT Service Center desk

60 Enhanced Classroom computers - 30 in new Enhanced Classrooms and 30 to upgrade existing Enhanced Classrooms

8) IT Service Center (helpdesk) Support for 2009-2010

The IT Service Center received, documented, and assigned 6231 service requests during fiscal year 2009-2010, and the IT department's technical staff completed 6139 service requests in the same time period. This count does not include the couple thousand "quick fix" service requests handled by the IT Service Center and Academic Technology Center staff and student workers that were undocumented during the year.

9) Academic Technology Accomplishments and Innovations

FACULTY SUPPORT:

- Elluminate - Academic Technology joined a cadre of Oregon Community Colleges in a 3 year license for Elluminate software. Elluminate allows faculty and staff to host live remote meetings via the web (webinars) and is ideal for online instruction, virtual office hours, and virtual meetings.
- Produced numerous videos for presentation and instruction.
- ATC offered numerous workshops and assisted faculty with literally hundreds of projects.

MOODLE:

- Moodle Mentors - The Faculty Technology specialists introduced an advanced T2T course for faculty professional development in the online program. This is a mentor course in which faculty are organized into pairs to work collaboratively and exchange ideas related to online teaching and learning.
- Moodle Bootcamp - The Faculty Technology Specialists partnered with High School Connections to provide a week-long Moodle Bootcamp to College Now faculty. The class was designed to be a fast-paced introduction to Moodle and to teaching online, with guidance on how to find more professional development and support.

WEB:

- Web Infrastructure - A new web infrastructure was established providing high levels of redundancy and flexibility for developing database driven web applications and content management systems. This infrastructure is the base for a content management eco-system to extend the primary web site, the LMS (Moodle), - and to add blogging and wiki systems for the college.
- Web Development - Upgraded/reprogrammed components Unit Planning system, put blogging infrastructure into development (WordPress), and put wiki infrastructure into development (MediaWiki).

10) Programming Services Accomplishments

Much was accomplished this past year in the Programming division of the IT department. Besides the completion of hundreds of requests for general support and assistance with Banner, ExpressLane, and the R25 suite of products, the programming department in partnership and collaboration with nearly all departments at Lane, handled the development and implementation of the portal project. myLane has been fully implemented, providing a new, innovative and simplified way for Lane's faculty/staff/students to access the information they need to be successful at Lane. This was a huge undertaking and required work and collaboration (at various levels) with all departments and teams at Lane. IT and Enrollment Services, along with the Title III grant staff played some of the largest roles in this project, working long, hard hours to implement this new service.

Beyond this, several updates/changes were made to the Banner/ExpressLane processes which improved performance and decreased down time due to backup processes from 4 hours to 15 minutes. Even though these processes were scheduled in the wee hours of the morning, it was negatively affecting Lane students who need near 24x7 access due to their work load at school, work and home. Some of these changes included:

- Change the settlement time to 12:05 am
- Change the payment opening time to 12:15 am
- Change the Java Payment Client startup time to 12:15 am
- Change the INB and SSB services startup time to 12:15 am
- Schedule the entire payment processing steps to occur overnight Friday night/Saturday morning, the same as all other nights
- No longer perform any payment processing steps as part of the Friday evening maintenance steps
- Enable automatic ASH processing

11) Network Infrastructure Upgrades for ICL supported Labs

The technology fee funding for this initiative allowed IT staff to upgrade and expand the server cluster systems that support all the software utilized in all 59 of the ICL supported labs and classrooms at all Lane campus locations. This funding provided network server hardware, additional hard drives to expand netstorage, and maintenance service contracts to maintain 24x7 network support services for Lane's students.

12) Pay for Print Research and Development Project

A great deal of work was accomplished in the research and development of a Pay for Print system at Lane this year. Print count analysis was performed, multiple vendors were brought in to evaluate our existing systems and new systems were presented and reviewed. More work must be done before this initiative can be completed.

This is a multi-year project that has far reaching affects. More work will be done in fiscal year 2010-2011 to move forward this important work.

The general plan at this time provides an undetermined number of free prints per student (with the intention of providing enough free printing to accommodate the needs of the average student to complete their coursework each term), while providing a way for students to print whatever they need/desire in a sustainable way. Any prints over and above the allocated amount per term would be paid for by students and this funding would be used to purchase paper, toner, and provide maintenance and replacement of printers. This plan would not be an income source for the college, but rather a sustainability plan to ensure that students continue to have access to printing services at Lane without the need to utilize additional technology fee funding.

13) IT/BCIT Virtual Desktop Infrastructure (VDI) Project

The technology fee funding provided for this project allowed the IT department to research, develop and purchase 60 thin client units, along with the server and networking requirements to run a virtual desktop infrastructure at Lane.

During this past year, the Network Infrastructure department has researched, developed (and during the summer of 2010) implemented two thin client (VDI) labs currently in use by the Business department. These labs went online officially for fall term 2010 - but the background work during fiscal year 2009-2010 is what was needed to make this project happen.

The infrastructure division of IT worked with outside agencies to work through all the details necessary to setup this new innovation at Lane. Currently (as of fall 2010) there are two labs currently using this technology - LCC02 212 (computer classroom) and LCC19 249 (Business Resource Room).

Although we are still working through all the issues to stabilize these systems, this pilot program is an important first step in expanding this type of computing environment across campus. Some of the benefits of a VDI computing environment are:

- Lowered costs for workstation replacements in labs, classrooms, faculty and staff offices due to the extended life of the thin client units - approximate 7 year life span in comparison to a 3 to 4 year life span for standard desktop computers.
- Decreased on-location support requirements due to the way in which software is "delivered" to the desktop - remote support services will increase with these systems, but on-site support will decrease. The positive aspect of this is nearly immediate response time when support issues arrive, and nearly zero lost time getting to the location and/or working around class schedules. Support can be provided on a nearly immediate basis.
- Extended time between replacement of hardware, allowing technical staff to respond more quickly to other support needs for the college. This means faster service for everyone!

14) LETS Program (Learn and Earn Technology Students) Accomplishments

Early summer 2009, the Learn and Earn Technology Student Program (known as LETS) was developed, funding was secured, policies and procedures were written and documentation developed to kick off this brand new program at Lane. The program's intent is to pair high-tech students interested in a career in information technology with college departments seeking high-tech assistance or project work. The goal of the program is to provide real world work experience for these students while providing needed support to students, by students.

During this first year, the LETS program initially allocated 10,179 hours of student worker paid support in 27 departments at Lane's campus locations, covering over 42 positions. More was allocated during the year as well.

The feedback from departments, the student workers, and the student population has been very positive and this program seems to be a huge success.

LIBRARY

1) Maintain currency of and expand information resources for students

Each year the library requests funding for research databases, and to measure success we aim for a 5% increase in database use over the previous year. We far surpassed that goal this year. Students opened full-text articles from databases 1,219,041 times, a whopping 224% increase over last year's total of 375,282.

The library also expanded its collection of online reference works, adding Credo Reference, a collection of more than 440 online dictionaries and encyclopedias; and the Oxford English Dictionary.

We took advantage of subsidies from the Oregon State Library and added a wide selection of Gale databases free of charge, including Culinary and Hospitality, Business & Company Resource Center, Computer Database, Gardening Landscape & Horticulture, Hospitality Tourism & Leisure, InfoTrac Newsstand, and Small Business Resource Center. As a result of state subsidy changes we received a credit of \$3500, which we will use to purchase online reference books to own. To ensure the quality of our collection, we canceled databases that received little usage. Through our online database subscriptions, the library now provides access to more than 30,000 journals.

To increase database use, librarians created more online research guides to provide information on specific resources for a course or program of study, or to guide students through the research process. Many of these guides contain widgets that allow immediate access to the library catalog or databases. New subject guides include art and art history, Spanish language resources, vocal music, graphic design, human sexuality, political science, and finding statistical information. Students viewed library research guides 15,701 times.

To measure our success with our overall collection, we seek to meet a 5% increase in library material checkouts. In 2009-10 our circulation increased by 13% for books, 34% for periodicals, and 16% for VHS/DVD.

We have set up an access point to offer streaming video to faculty who want to use it in their courses. In addition, we augmented our holdings of 4,000 video recordings in DVD and VHS format with a selection of free web resources.

2) More fully integrate computer support into library services

Our technical activities in the library included configuring Adobe to scan documents, setting up electronic reserves, investigating new software and procedures for library services, investigating new applications that would be of use to the library (such as widgets), maintaining links, and coordinating a new tech support desk.

Due to the loss of space for the open computer lab, the library accommodated an influx of computers and IT resources. The library now serves as a de facto learning commons that combines information resources and reference help with computers and computing assistance. At the end of FY10 the library had 40 laptops and 66 public access computers. Laptop checkouts jumped to 24,436, up 106% from 11,847 the previous year.

3) Streamlined Workflow

To streamline our acquisitions process and to provide a better technical infrastructure for balancing our collection as part of the Orbis Cascade Alliance, the library adopted the Gobi/YBP module. This product is intended to help select core books, save time, keep our collection current, and track spending in particular subject areas. Though ramping up presented many challenges, this system should result in significant time savings for librarians.

4) Archives

The Archives continued to provide reference services to the college staff as well as researchers from the community. The Archives assisted over 25 researchers and examined over 75 records in response to the requests for records and information. The topics researched included photographs of the Eugene Vocational School/Eugene Technical Vocational School, the early years of LCC in Springfield, photographs of Building 10/Aviation Technology for the Bond project, photographs from 2000 for the 2010 issue of Community College Moment, property records, employee recognition data, and photographs of Ed Ragozzino which were filmed by KMTR-TV for a television news report. In addition, the Archives answered many requests for records by college departments. The Archives presented three workshops on Archives and Records procedures and policies and about archiving digital records.

The Archives began research into archiving college electronic records. Electronic records are created, maintained, and stored by many different college departments in many formats and platforms and in order to properly save these records and provide access to them, the Archives began a project to create a Digital Asset Management system, also called an Institutional Repository. The archivist consulted with an intern at Chemeketa Community College, participated in a webinar on managing and archiving electronic records, and met with Brad Hinson and Dale DuVal from Information Technology and Marika Pineda from the Library to begin work on this project.

LANGUAGE, LITERATURE & COMMUNICATION (LLC)

1) Enrollment Management: The LLC Division offered 110 additional sections of Writing, Spanish, French, and Speech in response to an FTE growth of 17.6 %. The new sections were taught by the .85 MOU instructors, by new part-time instructors, and by current FT and PT instructors taking on additional classes through the 2-year contractual agreement.

2) Assessment: The French and Spanish Departments worked with Avant Assessment, administering the online STAMP Test to first and second year language students. This data was compared to national norms (highly favorable) and will be used to benchmark progress for students in the language program. Both programs will administer the test annually as an additional measure of exiting students' competence. The Speech program completed its third year of a 3-part investigation of Speech 100 and will use the data on student achievement, satisfaction, and performance to modify and validate the curriculum.

3) Professional Engagement and Development: Faculty attended local, regional and national conferences to keep current in their fields, presenting papers and networking with other professionals. Two English instructors attended the national College Composition and Communication Conference in Louisville, where one was an invited panelist; two French instructors attended the American Council of Teachers of Foreign Languages national Conference in Anaheim. One faculty member spent time in Spain and Morocco with a program sponsored by the Council for the International Exchange of Scholars in support of her professional interest and teaching of intercultural communication. Another appeared in a movie filmed in Oregon.

MATHEMATICS

1) Hybrid Course Pilots approved and set for 2010/11 – Berri Hsiao and Ben Hill acquired division approval to pilot sections of MTH 095 and MTH 111 in 2010/11. Discussion of contact hours, methods of delivering content (including MathXL), and the logistics of testing took place as part of the planning. Many division instructors also took part in a discussion of the division vision for alternative delivery of developmental math courses. Ben provided history and context for this Spring Term 2010 in-service discussion.

2) TRIO/STEM Grant Application Funded – Mary Parthemer, the TRIO Grant Coordinator, lead an effort to apply for a TRIO/STEM grant that would provide enhanced support services to a sample of TRIO eligible students interested in the STEM disciplines. The grant writing was shared between Mary, Sarah Ulerick of Science, Deanna Murphy, Paul Croker of Advanced Tech., and Mara Fields one of the college's grant writers to create a grant that reflected integrated support for these targeting

STEM disciplines. One of the strongest features of the grant is the math tutoring that will be provided to TRIO/STEM students for Math, Science, and Advanced Technology classes. After hours tutoring through the use of computer technology (e.g. Elluminate and the Bamboo Pen) will be a focus. The exploration of computerized tutoring may be of interest to our MRC.

3) Cottage Grove Assistance – Deanna has worked with Beth Simeone to make sure that Cottage Grove classes are staffed. She also worked with Eric Olsen and the Disability Resources office to secure Braille materials for an individual taking an MRC class at CG.

4) Filled Administrative Coordinator Position – In spring term 2010, with the departure of Tracy Rea, our former Administrative Coordinator, the division search committee pursued filling the Administrative Coordinator vacancy. Through an external process, we welcomed Lesley Stine to the position and to our campus in early July 2010. The internal committee consisted of Darcy Spencer, Robin Geyer, Amy Bennett (of Advanced Technology), Ben Hill, Dale Green, and Deanna Murphy. The external committee included Darcy, Ben, Dale, Deanna and Sharon Daniel (of HR).

MULTICULTURAL CENTER (MCC)

1) Developed scheduling framework and guidelines for Longhouse.

SCIENCE

1) **Science achieved its goal to more than double the number of online and hybrid courses** offered in 09-10 compared to the previous year. A total of 24 online or hybrid sections were offered compared to 11 the previous year. Counting all distance learning formats (online, hybrid and telecourses), FTE increased by 59% from 78 to 124. Courses were offered in Astronomy, Anatomy and Physiology, 100-level Biology, Introductory Chemistry and General Science. Faculty in Earth and Environmental Science received Unit Plan curriculum development funding to create a new online course in Natural Hazards. Funding was also awarded to develop an online version of BI 101K, Introduction to Human Genetics, as companion to our other online genetics course, BI 102G, Genetics and Society. The Division's activities in online teaching are supported by a faculty led group, the Online Teaching in Science (OTIS) group.

2) **Supported student retention and success:** During the 09-10 year the Science Resource Center (SRC) averaged about 50 people an hour with highs of over 100 people in the facility at a time. SRC staff administered 2452 tests for distance learning classes and course make-up exams. The SRC generated 28.6 FTE for the Tutoring Center with 1233 students signing up for the study hours CRNs. This figure under reports the hours of tutoring received and use of other SRC services. The SRC provided 85 hours/week of tutors last year, an increase of 10 hours/week over last year.

The SRC was reconfigured to share a quiet study room and a testing room with the Math Resource Center, and to repurpose one of our main study rooms as an Anatomy and Physiology study area for health professions and biology students. The Division purchased new furniture and all the materials were reorganized. In addition, staff reorganized the reserve area behind the front desk and implemented new checkout procedures. The coordinator participated in Aspiring Leaders last year and

used her new understanding of how the college works to advocate for a new 04 worker in the SRC to assist with coordinating testing and provide additional student services.

With support from Perkins funding through Unit Planning Initiatives, Anatomy and Physiology purchased additional student learning resources, including 12 skulls and carrying-cases, 12 bone sets and bags, seven DNA kits (for Biobonds) and two new CME Leica microscopes.

Science added classes to help students complete requirements for their programs and majors. We added sections in the standard Fall-Winter-Spring sequence and started a new trailer sequence in Winter term for majors' BI 211-212-213, Principles of Biology; all sections filled quickly and were in high demand. These additions increased majors' biology from 12 sections a year to 16 and increased FTE by 13%. We are continuing the full trailer sequence in FY 10-11. In addition, Physics 100-level classes were scheduled to accommodate students in the Energy Management program. Faculty members wrote many letters of recommendation for program admittance and scholarships, supporting the continued academic careers and success of our students.

3) Provided student research opportunities: Physics faculty member Dennis Gilbert continued to serve as an advisor and Lane liaison to the National Science Foundation funded UCORE program at UO. The program's goal is to catalyze interest in physical sciences by providing paid summer research opportunities for community college students across the state. This year five Lane students were chosen to participate in the program. A Lane biology student was selected for the Oregon Health Sciences University Equity Summer Research Program. Both full-time and part-time faculty supported and mentored a wide range of independent study projects in all disciplines.

4) Enhanced technical infrastructure in support of student learning: maintained, replaced and enhanced instrumentation in the Chemistry labs; installed new computers in classrooms, including laptops for student use in Chemistry; updated software throughout the Division; improved network and workstation security; completed successful data recovery when needed; implemented the Audience Response System (classroom clickers) in four Biology classrooms; increased server bandwidth by 10x the previous rate; supported printing needs of the Division, including student printing in the SRC; supported Moodle testing in the SRC; implemented new technologies to conserve energy and hardware; and improved communication and interaction between IT staff and Science. The Division's technology staff supports 15 smart classrooms, over 200 student computers and about 16 printers for student use. Technology accomplishments were supported in part with Tech Fee Funds through a Unit Planning Initiative.

5) College Now courses were supported by faculty liaisons in several disciplines: Paul Bunson (Physics), Stacey Kiser (Biology), Gary Mort (Chemistry), Claudia Owen (Environmental Science), and Tammie Stark (Sustainability). Faculty members maintained active relationships with their high school colleagues. Science FTE accounted for 14.6% of the total College Now FTE Lane earned (excluding withdrawals) in 09-10. Many of the high schools decreased the number of offerings. Crow and Harrisburg High Schools ceased their classes in 09-10; and Elmira High School started College Now science courses. Overall, Science College Now classes decreased by six classes, from 61 to 55 classes, and FTE decreased by 7 %.

6) Faculty and staff engaged in professional development and sharing their expertise. On campus, Science faculty and staff are leaders in numerous campus committees, work groups, and councils.

Faculty organized, gave presentations and participated in numerous local, regional and national professional conferences and workshops.

Faculty and staff completed professional development activities to stay current and gain skills and knowledge. This past year, the Science Division hosted several Science Teaching Seminars; faculty members completed Moodle training courses and several participated in the T2T program, sharing student success strategies and bringing new ideas back to their classes and colleagues. A number of Faculty Interest Groups (FIGs) were initiated, including a joint physics and calculus discussion group exploring commonalities and differences in language, goals, methods and problem solving; a Physics FIG involving General Physics and areas of mutual interest among physics education researchers at UO and OSU; and, an interdisciplinary science FIG exploring student engagement strategies. These activities involve both part-time faculty and full-time faculty.

Anatomy and Physiology (A&P) faculty member Brian Nichols completed the Nursing program and completed a sabbatical leave. Botanist Gail Baker gave several presentations, both at Lane and in the community, about her sabbatical botany trip to Western Australia. Earth and Environmental Science faculty member Claudia Owen completed the third edition of her geology lab book, which has been adopted at Lane. Two Science faculty members were awarded sabbatical leaves for Fall 2010: Bert Pooth and John Thompson. Part-time faculty member Melissa Kilgore received a teaching recognition award.

Science faculty members were active in general education assessment. Gen Ed projects were funded for Chemistry (Brooke Taylor), A&P (Joan Young-Cheney), and Biology (Lisa Turnbull and Christine Andrews). Paul, Lisa and Christine participated in developing Lane's General Education Assessment plan, along with Sarah Ulerick, Dean, and long-time assessment leader. SRC Coordinator, Star Glass, participated in the year-long Aspiring Leaders program at Lane.

Beyond the Lane campus, faculty attended a wide range of state and national conferences. Bert Pooth and Star Glass attended the Student Success and Retention Conference in Portland. Two faculty members attended the American Association of Physics Teachers (AAPT) summer meeting. Paul Bunson was awarded a grant to attend. (Sponsored by Oregon Department of Community Colleges and Workforce Development, the Oregon section of AAPT and Vernier Software.) Dennis Gilbert served on the Two Year College committee which meets biannually at the summer and winter meetings. Several faculty members also regularly attend and contribute to the ORAAPT who meet twice a year. Katie Morrison-Graham presented at Northwest Bio and participated in workshops on hybrid instruction. Stacey Kiser participated in BioQUEST C3 (Cyberlearning at Community College NSF grant) and the BSA C3 workshop; she continues her national leadership as a voice for science teaching in two-year colleges. John Thompson continued his national leadership in implementing Green Chemistry. Brooke Taylor worked on a committee to rewrite a national chemistry exam. Carrie Newell conducted an OMSI Science Pub in July featuring her nationally recognized work with Oregon's resident gray whales.

7) **Continuous process improvement** focused on creating more efficient work processes, developing training and transition support, and maintaining essential functions, as the Science Division administrative team was severely challenged by changes in administrative staff throughout the year. Due to job changes and health-related issues, for much of the year, the office was down to only one support staff or one plus a newly hired time sheet assistant.

8) **Wrote and received funding for grants:** Dennis Gilbert and Paul Bunson are participants in an Oregon State University grant from the National Science Foundation to examine and integrate the introductory physics curricula between community colleges and OSU where most of our engineering majors attend. PH 211 at Lane is one of the courses involved in their initial study.

Energy Management received a number of new and renewing grants, including:

- renewal of its education grant from the Eugene Water and Electric Board (five-year renewal providing over \$700,000);
- SESP grant of \$380,000 as a member of a state workforce development consortium to produce an accelerated “fast-track” version of the two-year Energy Management program; and,
- \$12,000 from the Northwest Energy Efficiency Alliance, Better Bricks Program to develop Resource Conservation Management Option courses. The Resource Conservation Management option is the most recent of the three tracks in Energy Management.

The Energy Management program began offering online courses to its partner colleges in year two of its three-year National Science Foundation (NSF) Leading Alternative in National Energy Solutions (LANES) grant (\$810,000). Among grants submitted, Energy Management submitted a \$4.2 million request to the National Science Foundation to be a national center under the Advanced Technology Center program; the grant is pending. The program director, Roger Ebbage, presented at numerous national conferences and the program continued to receive national prominence through media reports and accolades.

SOCIAL SCIENCE

1) In response to a unit planning initiative, materials and supplies funding through the Carl Perkins Grant was provided for Human Services to update equipment used for interview skill development in the program.

2) An initiative request for funding of a part-time position in the Social Science Testing Lab resulted in a re-allocation of time sheet funds for additional help in the lab. The funding will help to serve students, providing them an opportunity to take tests when they are fully prepared and at an optimal time for them. The lab serves the entire campus, with the bulk of the testing being for distance learning and courses outside of Social Science. Both Career Technical and Transfer Programs make use of the Testing Lab.

3) In its first year, the two-year GEOSTAC, NSF grant extended the GIS program into the community through developing GIS skills among high school instructors and infusing GIS into high school curriculum. A number of specialized GIS workshops were also developed and offered to students and the community.

4) The Social Science Assessment Team successfully participated for a third year in the college-wide General Education Assessment Project. Their participation included facilitating and reviewing a variety of college-wide division projects, supporting and mentoring the principles for those projects, and producing the final synthesis of those projects.

INTERNATIONAL

1) Executed a national search for a director of International Programs resulting in a successful hire.

2) Adviser Jane Marshall successfully completed the NAFSA Academy for International Education Professionals, which includes national training in best practices in international education.

CONFERENCE & CULINARY SERVICES (CCS)

1) Center Operations, Efficiencies, and Improvements

The Center created ICO consolidated billing for single billing of multiple recurring internal events, providing both the client and the Center with a more sustainable and efficient billing process.

2) CAHM Program, Curriculum, and Faculty/Student Success

In the summer/fall of 2009, 76 new students were admitted into the Culinary Arts Program. Returning Culinary Arts 2nd year students totaled 33 students. 15 new students were admitted to the Hospitality Management Program. As of spring term 2010, 8 students took advantage of the open enrollment admissions to the Hospitality Management program and completed classes. All Program Elective courses were filled to capacity the entire academic year, which includes the curriculum courses for the Career Pathways Certificate Program in Baking and Pastry. 4 students enrolled in the Career Pathways Certificate Program in Restaurant Ownership, and 2 students enrolled in the 1-Year Certificate of Completion in Foodservice Management.

3) CAHM Program, Curriculum, and Faculty/Student Success

For Graduation 2010, 10 students graduated from the Hospitality Management Program from the 2008 cohort. 4 of those students have completed all AAS Degree requirements. Two students completed all degree requirements from a previous cohort.

4) CAHM Program, Curriculum, and Faculty/Student Success

For Graduation 2010, 18 students graduated from the Culinary Arts Program from the 2008 cohort, and were awarded membership to the ACF, the Program accrediting commission. 7 of those students have completed all AAS Degree requirements. 10 Culinary Arts students completed all degree requirements from cohorts from 2005-2008. The Career Pathways Certificate Program in Baking and Pastry graduated 15 students. Of these 15 students, 6 graduated with both the Culinary Arts 2-Year AAS degree as well as this Certificate. One student from the 2007 cohort came back to finish the Certificate, and 2 students that had dropped from the 2-Year AAS Degree program finished the Certificate instead. 14 graduates also completed degree paperwork to achieve their Career Pathways Certificate in Food Prep and Production.

5) CAHM Program, Curriculum, and Faculty/Student Success

7 graduates from the CAHM Program work in various areas of the CCS Division.

6) CAHM Program, Curriculum, and Faculty/Student Success

Numerous volunteer efforts continue to highlight this year's Program community involvement including: The Whiteaker Thanksgiving Dinner, the Mt. Pisgah Mushroom and Wildflower Festivals, Project Homeless Connect, Chefs' Night Out, and the Native American Pow-Wow. The Oregon

Truffle Festival featured Culinary and Hospitality students for their opening night dinner featuring a Guest Chef from France. The Mycological Society collaborated with the CAHM Program to execute their annual Fungal Feast with Guest Chef Jack Czarnecki held this year at the Center for Meeting and Learning (Center). The CAHM Program actively participated in supporting Lane's Sustainability Day and Earth Day celebrations in coordination with the Learning Garden, as well as the Local Food Connection held at the Center. The CAHM Program Open House was well-attended by almost 100 guests, many from the High School Articulation Program. Students showcased their talents with cooking demonstrations, hospitality tours of the facilities, and event décor.

7) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program successfully executed the Welcome Luncheon and Graduation Luncheon annual events to celebrate the Program student body in coordination with the Center.

8) CAHM Program, Curriculum, and Faculty/Student Success

A curriculum redesign for Culinary Arts allowed the ability to hire an Instructional Support Specialist for the dining room and kitchen labs. This Specialist was a 2009 graduate of the Culinary Arts Program. Two Part-Time Faculty were also hired to support the elective classes in both culinary and hospitality.

9) CAHM Program, Curriculum, and Faculty/Student Success

Lane's Career & Technical Education Coordinating Committee (CTECC) conducted its three-year review for the CAHM Program's Advisory Committee. CTECC awarded the Program with a grade of "Excellent" in all 6 review categories.

10) CAHM Program, Curriculum, and Faculty/Student Success

CAHM Program Alumni Connections continues its success. The annual Fall Mixer held in the Renaissance Room was successful with over 25 alumni in attendance, and the Student Club provided the refreshments. 2 alumni participated in teaching classes every term for the Guest Chef Series, which features local chefs from the industry. A CAHM Program Facebook page was created to keep current students, staff, and alumni connected. Over 115 members have joined. The Page lists job opportunities, announces Program events, and allows participants to submit postings for culinary and hospitality industry information, news, and outreach. Employer surveys, which were distributed to local industry professionals, generally stated that our student graduates are "well-trained, have lots of initiative, and are willing and able to learn and grow in their positions."

11) CAHM Program, Curriculum, and Faculty/Student Success

An inaugural CAHM Program Career Fair was held for students in May, 2010 to offer them preparatory experience in the interview process. Over 12 local companies in the restaurant/hotel industry participated including employers from the Valley River Inn, the Eugene Hilton, Innsight Hotel Management Group, King Estate Winery, U of O Catering Services, Marche, Travel Lane County, and Hole in the Wall BBQ/Catering. 77 students had their resumes in hand in brigade or professional dress, and had a one-on-one interview. 5 students were either hired for employment or offered paid internships for their co-op education credits from the Career Fair.

12) CAHM Program, Curriculum, and Faculty/Student Success

Sold out Winter Classical Cuisine Dinner "The Darjeeling Express" with 304 guests; smoothly executed dinner for both front and back-of-house. Spring Regional Cuisine Dinner highlighted the

“100-Mile Meal” concept of using local products within a 100-mile radius celebrating farmers, seasonal cooking, and sustainability. Students measured the general radius of local foods used at 30-35 miles, and produce was grown by the Learning Garden specifically for the Dinner.

13) CAHM Program, Curriculum, and Faculty/Student Success

At least 20 guest speakers and lecturers visited Culinary Arts and Hospitality Management classes this year. A Truffle Symposium led by Dr. Charles LeFevre, PhD. was held for the entire CCS Division, and highlighted the student participation for the Oregon Truffle Festival.

14) CAHM Program, Curriculum, and Faculty/Student Success

Scholarships awarded to culinary and hospitality students were abundant this year. One 1st year Culinary Arts student was awarded separate scholarship packages from the Oregon Worksource, the Ford Family Foundation Restart Scholarship Program, and the Peter Connacher Memorial Scholarship Program in addition to his earning of a Lane Foundation Scholarship. CAHM Program Emergency Scholarships supported at least two students each term for their road towards degree completion. \$21,000 was earned for Program scholarships with a successful Lane Foundation Harvest Dinner, which featured the entire CAHM student body for execution of the Dinner with local Guest Chef Stephanie Pearl Kimmel from Marche, an Advisory Committee member.

15) CAHM Program, Curriculum, and Faculty/Student Success

Student Club activity this year was high and most successful. Student Club Officers and participants supported the Program 100% for the variety of events including the Mt. Pisgah Mushroom Festival and the Program Open House. The Student Club earned \$1500 at the Mt. Pisgah Mushroom Festival, the most moneys for a single event, and ended the year with a balance of over \$8900. The Student Club provided additional support funding for the purchasing of cookbooks by guest chefs for students as well as ACF membership for student graduates, Women Chefs and Restaurateurs (WCR) membership for 2 female 1st-year Culinary Arts students, and held monthly meetings which generated more student involvement and activity.

16) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program forged relations with the Learning Garden and their new Support Specialist to integrate production on both ends and support Sustainability on campus. The Learning Garden specifically grew produce for the entire CCS Division to use in operations, especially the spring “100-Mile Meal.” Co-Op opportunities were established for Culinary Arts students; 3 participated in the summer, each working about 12 hours per week and earning 3 of their required Co-op credits. A Culinary Arts student liaison for the Learning Garden was chosen to encourage and support the student body/Learning Garden relations.

17) CAHM Program, Curriculum, and Faculty/Student Success

Lane’s new Successful Aging Institute (SAI) was supported by the CAHM Program with the offering of three classes per term for fall, winter, and spring. The classes focused on seasonal foods, wine and cheese pairings, and Pacific Northwest Cuisine, and were taught by Program Faculty and Staff. Program tours were conducted for the SAI, and guests dined in the Renaissance Room, the student-run dining room.

18) CAHM Program, Curriculum, and Faculty/Student Success

The CAHM Program worked with Health Professions Division instructor Beth Naylor to help develop and execute a new Career Pathways Certificate Program in Dietary Management. This Certificate is approved by the Dietary Managers Association, and will offer Culinary Arts students additional opportunities to take advanced Nutrition classes and co-op experiences specifically geared towards executing and managing healthy foods in a health professions foodservice environment.

19) CAHM Program, Curriculum, and Faculty/Student Success

An updated Micros system for the student-run Renaissance Room was implemented to train students in the current systems of Front-of-House operations.

20) Community and CAHM Program Support

Chosen host of the annual LESD High School Culinary Competition.

21) Community and CAHM Program Support

The LESD High School Articulation group updated their career-technical curriculum and assessment standards for the culinary/hospitality subject courses. CAHM Program faculty and staff assisted with course competency alignment to ensure preparatory skills for a career in the culinary or hospitality arts are met.

22) Community and CAHM Program Support

This year's Advisory Committee meetings were extremely well-attended. Committee members actively participated as guest speakers/chefs, career fair employers, and attended various Program events on and off-campus. Committee members also acted as evaluators for the CA 297 Culinary Leadership class final projects, and arranged co-op/internship opportunities for students.

23) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's curriculum development funding, which was approved in 2009-2010 for Chef Clive Wanstall and the creation of an online course modality for CA 175 Sanitation and Safety, has been completed. As enrollment increased for both programs in Culinary Arts and Hospitality Management and the Career Pathways Certificate Programs, the need for an online course that could be offered consecutive terms throughout the year was apparent. The completed course work will be "tested" sometime during the 2010-11 academic year for readiness to execute in 2011-12.

24) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's funding was approved this year for the purchasing of new stand mixers for the Career Pathways Certificate Program in Baking and Pastry. Due to the filled-to-capacity enrollment for the Program, the need for additional, durable mixers was apparent. The mixers have been purchased and are in current use for the 2010-11 academic year.

25) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's curriculum development funding was approved this year for Dr. Lisa Aherin to develop and execute a new Career Pathways Certificate Program in Meeting, Convention, and Special Events Management. The Certificate will include courses already in the Hospitality Management curriculum, and will include a 200-level advanced course in Meetings and Conventions Management.

26) CAHM Program, Curriculum, and Faculty/Student Success

Due to increased enrollment in both majors of the Culinary Arts and Hospitality Management Program and a curriculum redesign which added an additional 3 credits per Culinary Arts student for their required Co-Op education work, Cooperative Education Coordinator Joe McCully was granted an additional 3 credits per term for the Co-Op student support.

27) Marketing the Center

The Center purchased ads in the Eugene Magazine, the Meeting Professionals International (MPI) Directory, and the Natural Choice Directory. Several social media platforms were initiated to include bi-weekly posts on the Center for Meeting and Learning Facebook Fan Page.

28) Center Community Outreach/Partnerships

Much effort went into maintaining partnerships and connecting to the community this fiscal year. While in a continued, challenged and down economy, the Center has made it a priority to continue making connections at events such as Springfield and Eugene Chamber's Business After Hours events, Eugene Chamber of Commerce Connect for Lunch, and Travel Lane County monthly meetings. For continued exposure, the Center exhibited at Eugene Chamber's October, 2009 Business to Business Expo for the third consecutive year and the January, 2010 Home and Garden Show for the second year. In order to drum up new business, the Center hosted Event Planner Reception & Tours in July and November, 2009 bringing new potential meeting planners to the facility.

- Other notable community outreach efforts of the Center in 2009-10 include:
- Partnering with Lane's KLCC-NPR radio station to provide off-campus catering for the November, 2009 Fresh Tracks 20th Anniversary Party at their new location downtown Eugene.
- Hosting the Springfield Chamber of Commerce 'Business After Hours' event in December, 2009.
- Hosting Meeting Professionals International (MPI) Eugene Road Show event in May, 2010 to attract new members as well as showcase the Center.
- Further development of partnerships with local hotels for lodging conference attendees.
- Center staff involvement and connection with the local Eugene/Springfield Rotaries. Included this year was the participation through a competitive interview process with the Rotary Foundation's Group Study Exchange (GSE) program. Center Sales Coordinator Shelly Kane traveled to the Eastern Caribbean in March, 2010 to represent the College and the Center.
- Active preliminary planning and partnering with NW Youth Corps for the Eugene Chamber's Business After Hours event September, 2010.
- Participation with the Association of Collegiate Conference and Events Directors-International (ACCEDI).

29) Center Lane Internal Outreach/Partnerships

The Center has increased its exposure on campus to both students and staff. It has integrated the largest number of students to date, not only from Culinary Arts and Hospitality Management Program, but from across a variety of disciplines, maximizing the students' experience on campus as well as gaining viable employment.

30) Center Lane Internal Outreach/Partnerships

The Center has added a cooperative education experience for students from other departments, such as Graphic Arts, to work various positions in administration and sales/marketing. This cooperative

education experience proved very successful this year as Graphic Arts students gave attention to the Center's branding for professional consistency. The Center's branding has now been streamlined on all marketing materials - from hand-drawn Center-imaged gift certificates and seasonal menus to notepads and staff business cards, the Center's branding now has notable "customer touch" visibility on campus and in the community.

31) Center Operations, Efficiencies, and Improvements

A new Administrative Support Specialist was hired in June, 2009. The position had been vacant since February. The position supports 1.0 FTE with .5 responsibility for the Center for Meeting and Learning and .5 responsibility for the Culinary Arts and Hospitality Management Program.

32) Center Operations, Efficiencies, and Improvements

The Center's main office space in room 202 was re-designed in terms of space mobility and ambiance. The main office is now more open and welcoming to clients and students, and provides front office staff with a larger, organized space with an upgraded materials cabinet.

33) Marketing the Center

The Center's marketing team had the opportunity to work with students outside the CAHM Program to help complete some marketing projects. Under the direction of the Center marketing team, two Lane Community College Graphic Design Co-Op students completed new designs of the Center's Complete and Seasonal Menus, Center Postcard, Recipe Card and Business cards to create more professional look in alignment with other marketing materials. In addition, as a student project, a Lane Community College Media Art student has started on the production of a promotional video for the Center's unique Culinary "Iron Chef" Teambuilding event.

34) Marketing the Center

Internal campus visits (with treats, of course) (noted previously) were made to other departments to provide educational information about the Center's purpose and service to the College.

35) Marketing the Center

In summer, 2010 the Center began the initial development and planning stages of a Center-supported Summer Career Exploration Camp for young girls called "Fab Foods, Posh Planning." The Camp will be promoted to the local community support systems for young girls such as Ophelia's Place, and provide young girls with esteem and team-building activities in the culinary and hospitality fields. The projected execution of the Camp will be August, 2011.

36) CAHM Program Support

The Center continues to be a vital part of the success of both the Culinary Arts and Hospitality Management Programs. As the student learning/lab conference and banquet facility which also houses the instructional programs, the Center has integrated more students than ever in both front-of-the-house and kitchen operations. Graduates from the Program continue to be a part of the Center by being employed in both areas of operations. CAHM Program support accomplishments this year include:

- Hosting the CAHM Fall Alumni Connections Mixer, Open House, and two Advisory Committee meetings as well as being facility and staff support for various Program/Center events such as the Classical Cuisine Dinners, Oregon Truffle Festival, Cascade Mycological Society Mushroom Dinner, and Local Food Connection.

- Providing instructional staff support as guest speakers, job shadows, and practical lab supervisors for two Program required courses, culinary catering lab and hospitality management lab. The Center also provides co-op education positions throughout the year.
- Supporting the integration of Sustainability and Green Practices into the curriculum by becoming a model facility and staff for students.

37) Center Operations, Efficiencies, and Improvements

The Center Coordinator Amanda Eriksen created a Unit Business Plan in October, 2009, which was submitted to CFO Greg Morgan to support his continuous efforts in showcasing entrepreneurial zones (Fund 6).

38) CFS Financial Stability

Campus Food Services, a self-funded department, generated a total of \$2,168,893.00 YTD in revenue during the 2009-10 fiscal year, which includes the food court, Oak Hill Schools, and vending. This secured its General Fund relief of \$47,900 to support the salary (.5 FTE) of a Culinary Arts faculty member in 2010-11.

39) CFS Financial Stability

With overall higher campus enrollment each term, sales continue to increase for both the Food Court and the Blenders Espresso area. Four satellite locations were strategically placed on campus at the beginning of fall term 2009, to support the enrollment surge. In fall term, 151,000 customers were served. This year, CFS posted the highest revenue day in its history of \$20,000.

40) CFS New Management Hire

A new Food and Beverage Manager, Michael O'Neal, was hired at the beginning of fall term, 2009. With an extensive restaurant management and technology systems-oriented background, Michael was instrumental in immediately facilitating the operations of the satellite locations during the increased enrollment surge.

41) CFS Current Facilities and Construction

Campus Food Services extensively worked with the FMP Department on the planning, design and construction of the CFS Juice Bar in the new Health and Wellness Building #30, which was completed and ready for classes in September, 2010. The Juice Bar Menu focuses on organic, healthy and locally-produced foods to continue supporting Lane's core value of Sustainability.

42) CFS Current Facilities and Construction

Campus Food Services began the preliminary planning on the concept and design of a "convenience store" operation for the proposed new Lane Downtown Center.

43) CFS Sustainability

Campus Food Service continues to support sustainable activities. A partnership continues with Specialized Support Services for a full-time dishwashing crew to maintain the highly-successful use of reusable dishware. In addition to re-usable dishware, a relationship with Rexius has been established for the handling of new compostable dishware including paper straws. CFS's effort to communicate the proper disposal of new compostable dishware and products has been successful in the seating area with detailed signage. The new compostable dishware has gained favorable response by staff and

students. The total lbs. of compostable materials sent to Rexius this year were: 30.695 tons for the entire CCS Division; 25 tons of compostable materials was strictly from Campus Food Services. We generate \$92.00 per ton, thus saving an average of \$3,000 for the College.

44) CFS Sustainability

Campus Food Service continues its mission to find ways to reduce, reuse and recycle. This year, the push toward 100% sustainable product containers continued by working with Pepsi in switching out current soda cups (which were non-compostable) for compostable wax based cups. CFS has eliminated 90% of portion control packages to bulk and compostable alternatives. This includes packages of ketchup, mayo, mustard, sugar, and honey. There is decreased napkin use with implementation of new green dispensers which has helped hold down the excessive taking of napkins. CFS saves the bags whole bean coffee comes in and gives them back to the vendor for reuse.

45) CFS Sustainability

The use of local and, many times, organic vendors continues to grow. Charlie's Produce was added this year as a new vendor. Organically Grown Company, Surata Soy Foods, De Casa Soringhart, Bagel Sphere, Childers Meats, Country Donuts, Higher Taste, Holy Cow, Lochmead Dairy, McDonald Wholesale, Monster Cookie, Muffin Mill, and Tsunami Sushi, are vendors, to name a few. Lane continues to use locally-owned and now nationally-recognized Wandering Goat Coffee Roasters, fair trade and organic. All eggs continue to be cage-free.

46) CFS Sustainability

CFS created a new partnership with the Eugene Local Food Network in order to streamline and create efficient purchasing of local, organic, and seasonal produce.

47) CFS Sustainability

The relationship between the Lane Learning Garden and CFS is growing each year. With the support of a new Learning Garden Specialist, CFS is able to successfully coordinate the delivery of product used from the Learning Garden.

48) CFS Support for CAHM Instructional Programs and Student Integration Success

The utilization of product manufactured by Culinary Arts students in the instructional kitchens was extremely successful this academic year; helping to lower costs, control inventory, and maintain fiscal success throughout the entire Conference and Culinary Services Division. CFS continues to support overall student success with the integration of students in the CFS workforce, either for continued employment or Co-Op education practical experience.

49) CFS Support for CAHM Instructional Programs and Student Integration Success

The new Food and Beverage Manager, Michael O'Neal, has become an integral part of staff support for the CAHM Program. Mr. O'Neal joined and actively participated in the CAHM Program Advisory Committee. He has participated as a guest speaker in several class in both Culinary Arts and Hospitality Management instructional programs, including restaurant operations, hospitality information systems, and restaurant and menu management. Michael lead a student Co-Op group (5 first-year Culinary Arts students) through a 10-week intensive menu development project. The project focused on the future planning and development of the expanded Food Court and its foodservice options, which will be funded by the Bond Measure. Michael also coordinated with Chef Clive Wanstall, providing CFS support for the Renaissance Room student-run dining room.

50) CFS Efficiencies

The new Food and Beverage Manager, Michael O'Neal, created a Unit Business Plan in October, 2009, which was submitted to CFO Greg Morgan to support his continuous efforts in showcasing entrepreneurial zones (Fund 6).

TRiO

- 1) Created TRiO myLane group to post announcements and E-news.
- 2) Participated in development of two separate TRiO Student Support Services grants (Regular and STEM) and was awarded \$485,000 per year for five years to serve 300 students.
- 3) Revised the Recruitment and Application process for 2009-10 with effective outcomes such as:
 - increased number of students followed through with utilizing a broad range of services
 - increased hours in TLC and using tutors
 - increased number of students appropriate for services

WORKFORCE DEVELOPMENT

- 1) **Improvement in grant implementation and program development:** received and implemented Walmart Brighter Futures grant, HOPE grant and ARRA funding for development of short-term trainings, skill upgrades, and workforce development; developed orientation, classes and test site for National Career Readiness Certificate; completed vocational Personal Career Assistant Program
- 2) **Improvement in interdepartmental and multi-agency collaboration:** collaborated with Lane Workforce Partnership on securing additional grant-funding for short-term trainings and skill-building; increased collaboration with ABSE staff and Career Pathways on workforce development, serving Sherman Center clients, and grant implementation; increased connections with DHS through marketing short-term trainings and other skill development opportunities; increased collaboration with Continuing Ed. to grow FTE through development of short-term noncredit training opportunities

WOMEN'S PROGRAM

- 1) Redesigned Transiciones curriculum to move toward a 3 class, cohort model for FY10-11.
- 2) Increased PT Faculty pool to replace retired faculty and to meet increased demand for sections. Offered 14 sections total for FY09-10 (60% increase in # of sections offered). New PT faculty participated in designated training opportunities led by lead faculty.
- 3) Began review and revision of CTE curriculum. Purchased PICO cricket systems to do engineering workshops for women. Purchased 10 net book computers for classroom, workshop, and career pathways search uses.
- 4) Updated and refined Women in Transitions learning objectives. Developed a non credit option for WIT. Coordinated WIT orientation with SOAR

TUTORING

1) Tutoring Services expanded service to students by 64%, providing assistance to 7,520 students for 68,453 hours. This generated 134.22 FTE for the Continuing Ed. Department of the college. \$19,000 additional dollars were provided to the budget to allow Tutoring Services to meet this need. Student workers filled 42% of tutor positions.

2) Tutoring Services expanded service to students by "hiring" and training 6 community volunteers who provided 33 hours per week, for a total of 990 hours, of tutoring to students in 5 different subject areas with no additional cost to the college.

3) Tutoring Services website was updated with current pictures and information. Links to free on-line tutoring were added, hoping to serve students who cannot attend in person. Appropriate software was purchased for regular updating. The Science Resource Room Coordinator created a wiki with updated schedules, and links to practice sites.

TITLE III

1) Increased the number of **first-year learning communities** outside of Women in Transition from six to thirteen and increased the number of students served in these LCs from 66 to almost 300.

2) **Faculty Development:** With more than 40 faculty attending the On Course workshop and more than 20 faculty developing integrated assignments, this has been a highly active year for faculty development (workshop was paid for by Title III grants; infusions paid for by LC). A major goal of the Faculty Development component of this year's Title III work had to do with engaging more faculty in the conversation, and we have achieved that. There are dozens more faculty involved at various levels in the success and retention conversation than were a year ago. We still need more, but this was a successful first year of investment. The 117 faculty now on the Moodle site have all participated in at least one faculty development activity related to learning communities and first year experience.

For Fall 2010, 35 faculty across disciplines are signed up for the Fall 2010 Faculty Development workshop. <http://lanecc.edu/lc/fresources/SeptemberWorkshop.htm> This follows the 22 faculty from Fall 2009.

Tea and Topics proved to be useful forum for gathering faculty together and developing the conversation about student success and retention. At least one learning community is coming out of a session and one faculty member was recruited to the Studio and Beyond.

3) **FYE Moodle Site:** The First Year Experience Learning Communities curriculum development Moodle site continues to grow. We currently have 117 faculty members signed up to participate in it (all faculty who request membership are signed up). This site is the repository for the Curricular Infusion Project. <http://lanecc.edu/lc/fresources/CurricularInfusionProject.htm>

4) **Student Portal:** Developed and implemented the student portal system, myLane, to provide customized and timely information to students. This endeavor required work from many staff and

faculty across departments and divisions to create an effective portal. Training materials and sessions were provided to numerous groups of students, staff and faculty. The "soft-roll-out occurred in Spring.

5) **Redesign of New Student Orientation and Advising (SOAR):** Markedly increased new student orientation by implementing Student Orientation, Advising and Registration (SOAR) sessions before every term. (will have date about increased number in mid-November)

All new students had access to **New Student Information Session** either in-person or on-line.

All students attending SOAR sessions had access to **Money Matters**, a financial literacy workshop.

6) Began Phase I of implementing an improved **Advising Model** that provides comprehensive advising services including group on on-line services.

7) Developed **aligned Academic Progress Standards system** with a plan for graduated intervention system for students who are struggling academically. The system will be ready for full implementation in 2012-13.

8) Developed **on-line and face-to-face learning modules** for student persistence and success:

- New Student Information Session
- Money Matters
- Keys to Success
- Making Wise Choices

9) Increased awareness of **Engagement, Persistence and Success** across campus. Infused student success principles into curricular and co-curricular activities. More staff and faculty are using language that reflects student engagement and success as a focus for planning and implementing courses and services.

Promote professional growth and provide increased development opportunities for staff both within and outside the College.

ACADEMIC LEARNING SKILLS (ALS)

1) **Academic Learning Skills Department professional development and contributions to community and field** - Lynne Phillips, Susan Reddoor and Maria Kirwin participated in Aspiring Leaders. Cathy Lindsley served on Oregon Learning Standards for Adult Basic Skills steering committee, was chair of employee giving campaign and served as AAUW/campus liaison. Adrienne Mitchell served as NCSPOD (North American Council for Staff, Professional, and Organizational Development) liaison to the state of Oregon. Outside of college time, and of benefit to ALS,

students and the college, faculty published books, received book contracts, earned advanced degrees, and served on local non-profit and professional organization boards and advisory committees.

ARTS

1) College Representation in the Community

Dean Represented College and Division of the Arts at Oregon Arts Congress, Salem, Oregon Arts Summit Portland, Oregon Arts Education Association, Portland, International Media Arts Association, Boston, Association of Educators in Journalism and Mass Communication, St. Louis.

Dean represented College and Division on Boards of: Jordan Schnitzer Museum of Art , Mayor's Cultural Policy Review Committee, Arts and business Alliance of Eugene, Eugene Public Arts Committee, ArtsWork in Education, Oregon Alliance for Arts Education.

Dean Partnered with: The Oregon Cultural Trust, The Oregon Arts Commission, The Downtown Initiative for the Visual Arts, The UO Library Special Collections, The UO Schools of Art and of Journalism and Communications, Lane County Public School Districts 4J, South Lane, Springfield and Bethel, The Regional Arts and Culture Council, Portland, The Right Brain Initiative, Portland, The Pacific Northwest College of Art, Portland Community College, Portland State University.

BUSINESS DEVELOPMENT CENTER (BDC)

1) **CONSORTIUMS & PARTNERSHIPS** The Business Development Center and Employee Training Department is active in the development, collaboration and partnership, and on-going training services to the following consortiums: 1. [Emerald Valley High Performance Enterprise Consortium](#) (EVHPEC) where we have partnered 2 years on a seminars at the CML on Toyota LEAN manufacturing processes and where we are a member of their advisory board and partner on their on-going monthly LEAN training classes. 2. [Healthcare Industry](#) - conduct ongoing ACLS, PALS, and TNCC training for area healthcare workers at Peace Health and McKenzie Willamette Hospitals. We are currently expanding ongoing certificate training for healthcare workers, wherever the need exists. 3. [SCORE](#) - partnering with SCORE on advising and on program marketing. We are also utilizing SCORE advisor industry expertise as resources, and are conducting joint seminars and quarterly all-day workshops. 4. [University of Oregon Law School](#) - partnership to provide free legal services to entrepreneurs of the SBDC 5. [Palo Alto Software](#) - conducted small business stimulus program/software giveaway and working with them on a entrepreneurial training program for unemployed workers. 6. [OSU Lane County Extension Service](#) - partnership with this local agency to provide technical support for clients of our Agriculture Business Management Program and to assist in marketing the ABM program countywide. 7. Working with three [Lane County Chamber of Commerce](#) on 9-month business development program for their members and communities. These chambers include Springfield, Fern Ridge, and Cottage Grove with plans to expand to Florence and Junction City for 2010-2011. 8. [Lane County and eDev](#) - applied for grants from the USDA, CTAA, and NECDBG to fund our projects with the chambers and the OSU extension service. 9. [OSBDCN](#) - to provide videoconferencing capabilities from the Wildish to the LCC Florence Center for advising and classes. Planning to extend this capability to Oakridge in 2010-2011. 10. [U of O Climate Institute](#) - the SBDC took over the universities Climate Masters at Work program and is offering the curriculum through our

center. 11. U of O Lundquist Center - present to the U of O Entrepreneurs Club and guest presenter as needed.

BUSINESS/COMPUTER INFORMATION TECHNOLOGY (Bus/CIT)

1) Professional Development

Faculty and staff engaged in professional development and sharing their expertise by participating in conferences, sabbaticals, presentations, publications, and participation in regional, national, state activities).

The Business department continued to support the advisor in leading the Phi Theta Kappa student honor society in a wide range of accomplishments including:

- International Distinguished Chapter Member
- Distinguished Chapter President
- Top 100 Chapter

Within the region, the Lane PTK chapter has been the top chapter for the last four consecutive years and received numerous chapter and individual awards. The Business department also supports the coordinator of the Rocky Mountain Cascade region of Phi Theta Kappa. Regional accomplishments include:

- Distinguished Regional Officer for one of Lane's students
- Distinguished Regional Officer Team
- Regional Milestone Award

Faculty participated in T2T program.

Larry Scott worked with a committee of Oregon community colleges to design the statewide AAS degree in Health Information Technology (implemented Fall 2010 at LCC).

Developed a program of studies that articulates with the OIT BS in Health Informatics that also qualifies for an AAOT degree.

Larry Scott elected co-chair of Oregon's Health informatics Community College Consortium (HICCC) which oversees development of Health Informatics programs and curriculum at community colleges in Oregon.

Ron Little, Shelley Williams (Health Professions), and Larry Scott participated in 3 day conference/training that rolled out a national curriculum for Health Information Technology (costs covered through HIT Grant).

Faculty continued education of publishers' software via Web seminars and teleconferences.

Membership in OEA provides training/workshop opportunities, networking, staying abreast of profession with publications and more.

Jim Bailey and Linda Loft participated in the statewide OCCC, an organization of public colleges and universities which sets the state standards & common course numberings for IT education.

Division faculty and staff participated with and served on a wide range of campus committees, professional organizations and community groups. For example:

Campus Committees

- Advisory Committees
- Curriculum Committee
- Technology Council (Kaaren O'Rourke)
- Curriculum Development Fund Committee
- Faculty Council
- Faculty Inquiry Groups (Velda Arnaud)
- LCC Animal Support Committee (Jamie Kelsch & Kirsa Whedon)
- Open Educational Resources (Velda Arnaud)
- Peer-to-Peer (Kirsa Whedon)
- Portal Implementation Team (Kirsa Whedon)
- Scholarship Committees
- Short-Term Professional Leave Committee (Cathy Churchwell)
- Various hiring committees across campus
- Ad hoc campus committee on online learning and research (Gary Bricher)
- Name reader at LCC graduation ceremony (Gary Bricher)

Professional Organizations

- ACM's SIGCSE (Computer Science Education) (Gary Bricher)
- Association of Computing Machinery (Gary Bricher)
- Representation on the Statewide Retail Management (Chris Culver) and AOP (Sharon Kimble) consortiums
- Member of IAAP International Association of Administrative Professionals and attend all local chapter meetings (Sharon Kimble and Eilene LePelley)
- Member of Oregon Business Education Association (OBEA) (Sharon Kimble)
- International Association of Administrative Professionals (Cathy Churchwell)
- Software Association of Oregon (Linda Loft)
- Participated on 3 NSF review panels between Sept 2009 and June 2010 (Jim Bailey)
- Served on advisory committee for NSF Conference on Games in Computer Science and Engineering in June 2010, and Attended ATE PI Conference, Game Development Conference, and ISTE Conference (Jim Bailey)
- Participated in Lane's Aspiring Leaders program (Velda Arnaud)
- Phi Theta Kappa Faculty Scholar for the 2010 International Honors Institute (Velda Arnaud)

Community Activities

- Junior Achievement
- Public service lectures for the OSCP on Financial Literacy as part of the national financial literacy campaign
- St. Vincent de Paul
- WomenSpace
- Budget Committee for the League of Women Voters Lane County

- College of Commissioner's Science for the Oregon Trail Council of Boy Scouts of America (Velda Arnaud)
- Mt. Pisgah Arboretum
- Oregon Track Club (Gary Bricher)
- Business students provided over 800 hours of administrative/accounting help to area non-profits as part of the BT 195 course.
- Oregon Track Club Masters (Gary Bricher)
- Breast Cancer Awareness Ride (Cathy Churchwell)

CONTINUING EDUCATION

1) PROFESSIONAL DEVELOPMENT

- Conducted Fall Term Professional Development Dept Training – two part (totaling eight hours) of AchieveGlobal's Customer Service Training
- Trained four part time staff in bookstore procedures
- Attended "Communication Skills for Women" all day training
- BANNER training focus, alignment and study with Helen & Darlene
- Attended the 25-Live training conducted by Alen Bahret
- Participated in a team building and skill development with front-line staff utilizing a DiSC assessment specific to the Front Line Team
- Attended LERN's week long class/certification March 2010
- Attended "Improving Your Customer Service" Training Event - Lane's CML
- Tested and received LERN's CPP Certification (Certified Program Planner)
- Attended "Hiring for Cultural Competencies" training with Cris Cullinan
- Lead and participated in Lane's Technology & Civility mgmt study groups
- Participated in a two part team building and skill development with ALL staff DiSC assessment
- Participated in annual Alzheimer's Assoc Conference, along with SCP Volunteer (scholarship).
- Participated in National Conference on Volunteerism & Community Service (NYC)
- Proctored 12 MOS (Microsoft Office Systems) tests
- Conducted a continuation of the AchieveGlobal Customer Service Training at each Dept meeting

2) MEMBERSHIPS

- Age Has No Limits (formerly Lane Coalition of Senior Programs)
- Senior Professional Information Network
- Administrators Meeting (administrators of senior communities)
- SAI Advisory Council
- DEI (Downtown Eugene, Inc) Board of Directors
- KMTR-TV Community Advisory Group – sub
- CCWS (Community College Workforce Solutions)
- NCCET (National Council for Continuing Education & Training)
- Senior & Disabled Services Advisory Council
- Oregon Trucking Solutions Consortium
- LERN (Learning Resources Network)
- Oregon Community Education Association (OCEA)
- EMT Advisory Committee

- Governors Committee on Effectiveness & Efficiency of State Boards
- State Board of Massage - Board Chair
- South Valley Trucking Solutions Consortium – Regional Coordinator

DISABILITY RESOURCES

- 1) Continued to work on open, direct, healthy communication practices within the DR department.
 - Collaborated with the Office of Diversity and hosted a workshop presented by Diversity Trainer, Chicora Martin, for a number of students, staff and faculty members related to healthy communication.
 - Promoted assertive communication within the department.

2) Public Education/Campus Presentations:

Public Education Presentations

- Training for National AHEAD Management Institute
- ORAHEAD Fall Conference Social Model Presentation
- Student Success and Retention Conference 2010
- Fall Region 1 Meeting
- Lane ESD Youth Transition Program Meeting
- MISUA (Mobility International USA)visiting professionals and Governmental delegates from the foreign countries of Bahrain and South America

Departmental Presentations

- Women's Center
- Health: Nursing/Dental
- Tutor Central
- SAGA
- C & A
- Math Department

Presentations to Students

- EL 115

ENROLLMENT &STUDENT FINANCIAL SERVICES

1) Financial Aid: Successfully implemented the effective as of July 1, 2010 new institutional requirements as promulgated via the Higher Education Opportunity Act published in November 2008.

ENGLISH AS A SECOND LANGUAGE (ESL)

1) **ESL - Completed Title II Program Review** - Prepared self-study, gathered evidence for state review of Lane's ESL & ABSE programs, funded through Title II. Documented information on a wiki. CCWD awarded six commendations and provided three recommendations based on peer review. As a result of feedback from the review team, the program daytime schedule was restructured to increase intensity of instruction and new schedule put into effect beginning Summer 2010.

- 2) **ESL faculty, with ABSE colleagues, participated in and provided leadership for the statewide Learning Standards project for ABSE and ESL curriculum.** Four ESL faculty and the ESL dean piloted and evaluated proposed Oregon Learning Standards for Adult Basic Skills. Team focused on Listening/Speaking and Reading standards. Participation will continue in 2010-11.
- 3) **ESL faculty made progress in integrating technology in support of student learning.** ESL instructional software installed and operational in the ESL lab. Teachers were trained in the use of Flip cameras for instructional purposes. Faculty use of the wiki increased and the program received a Great Ideas Innovation of the Year Award.
- 4) **ESL faculty contributed to the profession and the community through participation at the local, state and international levels.** Faculty and dean provided leadership at the state level in the Learning Standards development and implementation. Faculty provided leadership in the statewide English Language Civics grant trainings and implementation. Dean served as co-secretary for Study Oregon (promoting international education). Faculty attended the state ORTESOL and the international TESOL* conferences. (*Teachers of English to Speakers of Other Languages)
- 5) **ESL - Participated in Title II Adult Basic Skills Program Review** - Prepared self-study, gathered evidence. Documented information on a wiki. Community Colleges and Workforce Development awarded six commendations and provided three recommendations based on peer review. As a result of feedback from the review team, the program daytime schedule was restructured to increase intensity of instruction and new schedule put into effect beginning summer 2010.

HEALTH, PHYSICAL EDUCATION & ATHLETICS (HPEA)

- 1) 2009-10 Goal- For the “Undress the Stress Program”, get 200 participants: We had 245 people participate in our Undress the Stress program. We also had another 25 people, although not officially signed up, attend seminars.
- 2) 2009-10 Goal- Increase participation in wellness activities: We were able to increase participation in the Employee Wellness Program by offering more seminars/trainings and classes.
- 3) 2009-10 Goal- Continue to offer new Wellness classes and at new times: We offered these new Wellness classes and programs: "Healthy You, Healthy Community" community weight loss program; "Activize and Nutritionize Your Summer"; "Better Bones and Balance for Osteoporosis Risk Reduction"; and "Weights Wake-up Call."
- 4) 2009-10 Goal- Increase ergonomic awareness: We offered more trainings for all employees and for specific departments on ergonomics, stretching and improving posture.
- 5) 2009-10 Goal- Be the host site for two Continuing Education workshops per year for Fitness Professionals: Hosted one continuing education workshop in the Spring 2010 – “Pilates for the Personal Trainer” (2 day workshop; 16 in attendance).

6) The Employee Wellness Program received another \$25,000 grant for our Undress the Stress with Playfulness program.

7) Nine EMSP students and two staff attended the Northwest ACSM conference in Portland, OR; students competed in the annual “Quiz Bowl” competition against other schools from the Northwest.

INFORMATION TECHNOLOGY (IT)

1) Academic Technology Accomplishments and Innovations

FACULTY SUPPORT:

- Elluminate - Academic Technology joined a cadre of Oregon Community Colleges in a 3 year license for Elluminate software. Elluminate allows faculty and staff to host live remote meetings via the web (webinars) and is ideal for online instruction, virtual office hours, and virtual meetings.
- Produced numerous videos for presentation and instruction.
- ATC offered numerous workshops and assisted faculty with literally hundreds of projects.

MOODLE:

- Moodle Mentors - The Faculty Technology specialists introduced an advanced T2T course for faculty professional development in the online program. This is a mentor course in which faculty are organized into pairs to work collaboratively and exchange ideas related to online teaching and learning.
- Moodle Bootcamp - The Faculty Technology Specialists partnered with High School Connections to provide a week-long Moodle Bootcamp to College Now faculty. The class was designed to be a fast-paced introduction to Moodle and to teaching online, with guidance on how to find more professional development and support.

WEB:

- Web Infrastructure - A new web infrastructure was established providing high levels of redundancy and flexibility for developing database driven web applications and content management systems. This infrastructure is the base for a content management eco-system to extend the primary web site, the LMS (Moodle), - and to add blogging and wiki systems for the college.
- Web Development - Upgraded/reprogrammed components Unit Planning system, put blogging infrastructure into development (WordPress), and put wiki infrastructure into development (MediaWiki).

LIBRARY

1) Maintain currency of and expand information resources for students

Each year the library requests funding for research databases, and to measure success we aim for a 5% increase in database use over the previous year. We far surpassed that goal this year. Students opened full-text articles from databases 1,219,041 times, a whopping 224% increase over last year's total of 375,282.

The library also expanded its collection of online reference works, adding Credo Reference, a collection of more than 440 online dictionaries and encyclopedias; and the Oxford English Dictionary.

We took advantage of subsidies from the Oregon State Library and added a wide selection of Gale databases free of charge, including Culinary and Hospitality, Business & Company Resource Center, Computer Database, Gardening Landscape & Horticulture, Hospitality Tourism & Leisure, InfoTrac Newsstand, and Small Business Resource Center. As a result of state subsidy changes we received a credit of \$3500, which we will use to purchase online reference books to own. To ensure the quality of our collection, we canceled databases that received little usage. Through our online database subscriptions, the library now provides access to more than 30,000 journals.

To increase database use, librarians created more online research guides to provide information on specific resources for a course or program of study, or to guide students through the research process. Many of these guides contain widgets that allow immediate access to the library catalog or databases. New subject guides include art and art history, Spanish language resources, vocal music, graphic design, human sexuality, political science, and finding statistical information. Students viewed library research guides 15,701 times.

To measure our success with our overall collection, we seek to meet a 5% increase in library material checkouts. In 2009-10 our circulation increased by 13% for books, 34% for periodicals, and 16% for VHS/DVD.

We have set up an access point to offer streaming video to faculty who want to use it in their courses. In addition, we augmented our holdings of 4,000 video recordings in DVD and VHS format with a selection of free web resources.

2) Outreach

The library offered an Open House to students and faculty in January. These sessions provided library orientation, research tips, and updates on new library offerings. Each open house was tailored to its specific audience.

The library's spring in-service breakout session, "Beyond Google: Getting Better Assignments from Students," was standing-room-only, with more than 70 attendees. We created an online handout that attendees could refer to later.

The library brochure was updated and provided to the SOAR program, Women in Transition program, Lane Preview Night, and students visiting the classroom and reference desk.

Library displays are intended to market library resources on selected topics. These displays also create a dynamic educational environment. In 2009-2010 our displays included 2010 Science/Fiction (contemporary science and old science fiction), Haiti Earthquake, 2010 Peace Symposium: Confronting Militarism: Democracy vs. Empire, Women's History Month, National Poetry Month (to coincide with the poet laureate's "Focus on Community Colleges" initiative), Latino books month (highlighting the library's Spanish language and ESL collections), and National Information Literacy Month. In recognition of National Poetry Month the library solicited and posted poems for its "Poetry Potpie" event.

LANGUAGE, LITERATURE & COMMUNICATION (LLC)

1) Assessment: The French and Spanish Departments worked with Avant Assessment, administering the online STAMP Test to first and second year language students. This data was compared to national norms (highly favorable) and will be used to benchmark progress for students in the language program. Both programs will administer the test annually as an additional measure of exiting students' competence. The Speech program completed its third year of a 3-part investigation of Speech 100 and will use the data on student achievement, satisfaction, and performance to modify and validate the curriculum.

2) Teaching & Best Practices: The In addition, faculty led a summer workshop for 20+ faculty on integrating "On Course" principles into course syllabi. LLC Faculty worked with colleagues across the college to create a number of Learning Communities, highly integrated course sets that help students integrate skills and information from two or more content areas while attending classes as a cohort. Faculty also taught in First Year Experience and Fast Lane courses.

3) Service to the College: LLC Faculty served in leadership capacity at several levels throughout the college. LLC Faculty in Speech and English led college teams/committees on: Assessment, Learning Communities, Title III Engaging Students Grant, and First Year Experience/Fast Lane. English and Spanish Faculty served on a number of Governance Councils, e.g., Learning and Faculty and on Faculty Professional Development Committees. One Spanish faculty member served on the Bilingual Servicer Provider Committee. Two English faculty co-edited the Community College Moment. A speech faculty member served on the LCCEA as VP for Transfer Faculty.

4) Professional Engagement and Development: Faculty attended local, regional and national conferences to keep current in their fields, presenting papers and networking with other professionals. Two English instructors attended the national College Composition and Communication Conference in Louisville, where one was an invited panelist; two French instructors attended the American Council of Teachers of Foreign Languages national Conference in Anaheim. One faculty member spent time in Spain and Morocco with a program sponsored by the Council for the International Exchange of Scholars in support of her professional interest and teaching of intercultural communication. Another appeared in a movie filmed in Oregon.

MATHEMATICS

1) Technology Connection – Vicky Kirkpatrick served again this year, under Vice President Sonya Christian, as a faculty technology specialist. She worked with others to present a variety of technology to faculty, including Google docs (for collaboration with others), Softchalk (for writing professional online content), and Elluminate 9for holding virtual meetings). Vicky also taught a beginning class (in the Teacher2Teacher course series) for instructors at the college planning to teach online or hybrid courses. The course is aimed at these instructors, though all instructors are welcome. Universal ideas for presenting content and using Moodle were also presented. Intermediate and advanced courses were also available in the series.

2) College Now – The division offered 36 sections (for 126.8 FTE) of College Now course last year. This is up three sections from the previous year. Articulation meetings in fall 2009 and Spring 2010

were well attended. The State Dual Credit Standards, Placement Testing, and Course Prerequisites were major topics of conversation at both meetings.

SCIENCE

1) **Faculty and staff engaged in professional development** and sharing their expertise. On campus, Science faculty and staff are leaders in numerous campus committees, work groups, and councils. Faculty organized, gave presentations and participated in numerous local, regional and national professional conferences and workshops.

Faculty and staff completed professional development activities to stay current and gain skills and knowledge. This past year, the Science Division hosted several Science Teaching Seminars; faculty members completed Moodle training courses and several participated in the T2T program, sharing student success strategies and bringing new ideas back to their classes and colleagues. A number of Faculty Interest Groups (FIGs) were initiated, including a joint physics and calculus discussion group exploring commonalities and differences in language, goals, methods and problem solving; a Physics FIG involving General Physics and areas of mutual interest among physics education researchers at UO and OSU; and, an interdisciplinary science FIG exploring student engagement strategies. These activities involve both part-time faculty and full-time faculty.

Anatomy and Physiology (A&P) faculty member Brian Nichols completed the Nursing program and completed a sabbatical leave. Botanist Gail Baker gave several presentations, both at Lane and in the community, about her sabbatical botany trip to Western Australia. Earth and Environmental Science faculty member Claudia Owen completed the third edition of her geology lab book, which has been adopted at Lane. Two Science faculty members were awarded sabbatical leaves for Fall 2010: Bert Pooth and John Thompson. Part-time faculty member Melissa Kilgore received a teaching recognition award.

Science faculty members were active in general education assessment. Gen Ed projects were funded for Chemistry (Brooke Taylor), A&P (Joan Young-Cheney), and Biology (Lisa Turnbull and Christine Andrews). Paul, Lisa and Christine participated in developing Lane's General Education Assessment plan, along with Sarah Ulerick, Dean, and long-time assessment leader. SRC Coordinator, Star Glass, participated in the year-long Aspiring Leaders program at Lane.

Beyond the Lane campus, faculty attended a wide range of state and national conferences. Bert Pooth and Star Glass attended the Student Success and Retention Conference in Portland. Two faculty members attended the American Association of Physics Teachers (AAPT) summer meeting. Paul Bunson was awarded a grant to attend. (Sponsored by Oregon Department of Community Colleges and Workforce Development, the Oregon section of AAPT and Vernier Software.) Dennis Gilbert served on the Two Year College committee which meets biannually at the summer and winter meetings. Several faculty members also regularly attend and contribute to the ORAAPT who meet twice a year. Katie Morrison-Graham presented at Northwest Bio and participated in workshops on hybrid instruction. Stacey Kiser participated in BioQUEST C3 (Cyberlearning at Community College NSF grant) and the BSA C3 workshop; she continues her national leadership as a voice for science teaching in two-year colleges. John Thompson continued his national leadership in implementing Green Chemistry. Brooke Taylor worked on a committee to rewrite a national chemistry exam. Carrie Newell

conducted an OMSI Science Pub in July featuring her nationally recognized work with Oregon's resident gray whales.

2) **Continuous process improvement** focused on creating more efficient work processes, developing training and transition support, and maintaining essential functions, as the Science Division administrative team was severely challenged by changes in administrative staff throughout the year. Due to job changes and health-related issues, for much of the year, the office was down to only one support staff or one plus a newly hired time sheet assistant.

3) **Wrote and received funding for grants:** Dennis Gilbert and Paul Bunson are participants in an Oregon State University grant from the National Science Foundation to examine and integrate the introductory physics curricula between community colleges and OSU where most of our engineering majors attend. PH 211 at Lane is one of the courses involved in their initial study.

Energy Management received a number of new and renewing grants, including:

- renewal of its education grant from the Eugene Water and Electric Board (five-year renewal providing over \$700,000);
- SESP grant of \$380,000 as a member of a state workforce development consortium to produce an accelerated "fast-track" version of the two-year Energy Management program; and,
- \$12,000 from the Northwest Energy Efficiency Alliance, Better Bricks Program to develop Resource Conservation Management Option courses. The Resource Conservation Management option is the most recent of the three tracks in Energy Management.

The Energy Management program began offering online courses to its partner colleges in year two of its three-year National Science Foundation (NSF) Leading Alternative in National Energy Solutions (LANES) grant (\$810,000). Among grants submitted, Energy Management submitted a \$4.2 million request to the National Science Foundation to be a national center under the Advanced Technology Center program; the grant is pending. The program director, Roger Ebbage, presented at numerous national conferences and the program continued to receive national prominence through media reports and accolades.

SOCIAL SCIENCE

1) In its first year, the two-year GEOSTAC, NSF grant extended the GIS program into the community through developing GIS skills among high school instructors and infusing GIS into high school curriculum. A number of specialized GIS workshops were also developed and offered to students and the community.

2) The Peace Conference was maintained for a third year, and produced a campus-wide event. The Peace Studies Program Development Committee has initiated program and curriculum development for Peace Studies. Development of grant and donation funding sources has also been initiated.

3) The Social Science Assessment Team successfully participated for a third year in the college-wide General Education Assessment Project. Their participation included facilitating and reviewing a variety of college-wide division projects, supporting and mentoring the principles for those projects, and producing the final synthesis of those projects.

INTERNATIONAL

- 1) Adviser Jane Marshall successfully completed the NAFSA Academy for International Education Professionals, which includes national training in best practices in international education.
- 2) Cathy Lindsley supported Study Oregon and Lane's website presence growth through I-Advisor and other sites.

CONFERENCE & CULINARY SERVICES (CCS)

1) CAHM Program, Curriculum, and Faculty/Student Success

7 graduates from the CAHM Program work in various areas of the CCS Division.

2) CAHM Program, Curriculum, and Faculty/Student Success

Both Hospitality Management instructors achieved success and recognition this year. Joe McCully completed a three-month sabbatical during the winter term in China where he taught hotel operations at Tianjin University. Dr. Lisa Aherin was contracted to write a textbook focusing on sustainable Front-of-House Operations in the hospitality industry. Joe also participated in a summer faculty internship with Travel Lane County. Chef Chris Crosthwaite completed a summer faculty internship with King Estate Winery. Dean Brian Kelly actively participated in a national focus group with the ACF (American Culinary Federation) in support of new educational initiatives on Sustainability.

3) CAHM Program Accreditation

Special Projects Coordinator Julie Fether attended the ACF Western Regional Conference, and completed 8 hours of culinary curriculum education workshops. To successfully complete the new accreditation status of the Hospitality Management Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA), a Progress Report was due in December that addressed two concerns the Commission found to be in need of improvement. The Progress Report was accepted, and the 7-year accreditation stands. The ACF Annual Report was accepted in May, 2010. Dean Kelly participated in the National Restaurant Association (NRA) Conference and completed 12 hours of restaurant industry trade and academic workshops.

4) Community and CAHM Program Support

Chosen host of the annual LESD High School Culinary Competition.

5) Conference and Culinary Services (CCS) Division

The entire Division actively participated in various events throughout the year to support the College such as the Lane Community Cares projects and Governor Kulongoski's Oregon Solution Project.

6) CAHM Program, Curriculum, and Faculty/Student Success

Carl Perkin's curriculum development funding, which was approved in 2009-2010 for Chef Clive Wanstall and the creation of an online course modality for CA 175 Sanitation and Safety, has been completed. As enrollment increased for both programs in Culinary Arts and Hospitality Management and the Career Pathways Certificate Programs, the need for an online course that could be offered consecutive terms throughout the year was apparent. The completed course work will be "tested" sometime during the 2010-11 academic year for readiness to execute in 2011-12.

7) CAHM Program, Curriculum, and Faculty/Student Success

Due to increased enrollment in both majors of the Culinary Arts and Hospitality Management Program and a curriculum redesign which added an additional 3 credits per Culinary Arts student for their required Co-Op education work, Cooperative Education Coordinator Joe McCully was granted an additional 3 credits per term for the Co-Op student support.

8) Center Lane Internal Outreach/Partnerships

The Center sales and marketing team visited numerous departments on campus including Continuing Education, Child and Family Education, Advanced Technology, Art and Applied Design, Specialized Support Services, and Business to increase Lane awareness of the Center's campus catering and event/meeting room offerings. The meetings with the Center staff gave the various department members an opportunity to offer ideas and suggestions for collaborative events, projects, or catering services. The success of the KLCC Fresh Tracks 20th Anniversary Party was a direct result of the sales and marketing outreach with another department at Lane.

9) Center Lane Internal Outreach/Partnerships

The inclusion of Lane as a co-sponsor for various community events has helped the Center increase outside revenue with an educational partnership component with the college. Lane co-sponsored events have strengthened the Center's good will with the college and the community to promote a welcoming, inclusive environment.

10) Center Operations, Efficiencies, and Improvements

A new Administrative Support Specialist was hired in June, 2009. The position had been vacant since February. The position supports 1.0 FTE with .5 responsibility for the Center for Meeting and Learning and .5 responsibility for the Culinary Arts and Hospitality Management Program.

11) Center Operations, Efficiencies, and Improvements

The Center Coordinator Amanda Eriksen created a Unit Business Plan in October, 2009, which was submitted to CFO Greg Morgan to support his continuous efforts in showcasing entrepreneurial zones (Fund 6).

12) CFS New Management Hire

A new Food and Beverage Manager, Michael O'Neal, was hired at the beginning of fall term, 2009. With an extensive restaurant management and technology systems-oriented background, Michael was instrumental in immediately facilitating the operations of the satellite locations during the increased enrollment surge.

13) CFS Support for CAHM Instructional Programs and Student Integration Success

The new Food and Beverage Manager, Michael O'Neal, has become an integral part of staff support for the CAHM Program. Mr. O'Neal joined and actively participated in the CAHM Program Advisory Committee. He has participated as a guest speaker in several class in both Culinary Arts and Hospitality Management instructional programs, including restaurant operations, hospitality information systems, and restaurant and menu management. Michael lead a student Co-Op group (5 first-year Culinary Arts students) through a 10-week intensive menu development project. The project focused on the future planning and development of the expanded Food Court and its foodservice

options, which will be funded by the Bond Measure. Michael also coordinated with Chef Clive Wanstall, providing CFS support for the Renaissance Room student-run dining room.

WOMEN'S PROGRAM

1) Increased PT Faculty pool to replace retired faculty and to meet increased demand for sections. Offered 14 sections total for FY09-10 (60% increase in # of sections offered). New PT faculty participated in designated training opportunities led by lead faculty.