

**Counseling Department:**  
**Human Development Unit**

## Part I. Alignment with College

### Chapter 0: Unit Alignment

#### 1. Core Values

- **Learning**

Human Development (HD) courses are based on a psycho educational, goal-directed model of instruction, in which students define goals and learn skills to make progress toward them. Course content is drawn from current theory and practice. Course descriptions define learning objectives and experiences through which students can test their progress as learners.

The opportunity to develop individual goals within the course structure enables each student to address individual needs. HD courses are taught by counseling faculty who work toward inclusion of all students in the course process and the creation of a respectful learning environment. All course descriptions include information about Lane's Disability Services and instructors work closely with that office. HD instruction includes a one-credit Career and Life Planning course that provides tailored guidance for students.

Since they focus on life-skills, HD courses support retention and the development of a caring community. Students have an opportunity in class to share life issues, feel connected with others, and deal with barriers to success and retention. HD courses are used as support courses for other programs and meet elective AAOT and human service AAS requirements. Many programs require HD courses for program completion (e.g. Human Relations at Work).

- **Diversity**

Courses have learning objectives related to diversity. Instructors work to create a learning environment and a process in which all students are respected. Course descriptions delineate expectations for being inclusive and respectful. HD courses cover self-management, assertiveness, limit setting, goal development, self-discipline, ways to respect self and others, motivation, skills to enhance personal power and effectiveness, and strategies for withdrawing from dysfunctional relationships and for developing equalitarian ones. Instructors model the skills that they teach.

Appreciation of diversity is a specific course objective in Human Relations at Work. "Understand the issues involved in working with people from different cultural backgrounds and how to work effectively in a diverse workplace" is one of the 8 learning objectives listed in the syllabus for this course.

The Counseling Department requires that HD instructors have a Master's degree in Counseling or a related field. Instructors bring skills from training programs that required training in values clarification, legal and ethical issues, and group process. HD instructors are trained in diversity and have extensive backgrounds in working in various cultural contexts. They seek continuous improvement in cultural competence. The Counseling Department provides training for continuous improvement and instructors have regularly scheduled discussions about instruction.

Instructors maximize opportunities to highlight different cultural contexts (e.g. multicultural emphasis in substance abuse prevention course, inclusion of a diverse population in the development of a parent education telecourse, tailored workshops for TRiO populations, and class exercises where different perspectives and experiences are shared).

- **Innovation**

HD instructors continuously discuss and revise curriculum and educational practices. HD instructors continue to teach live studio courses. HD courses include telecourses and on-line courses. Instructors extensively use multimedia tools (e.g., PowerPoint, web sites, video and DVD segments, live studio format, Test Pilot) and strategies attuned to environmental changes (e.g. expert groups, real life observation assignments, resource exploration, web-based projects). Some HD courses are linked as Learning Communities in collaborations with other departments (e.g. College Success and Effective Learning, Writing 05 and HD's scholarship course, Career and Life Planning and Reading 080).

New courses are developed to meet student needs (recent examples: Puertas Abiertas [part of Rites of Passage program], and Assertiveness Training II). TRiO and Guided Studies provide instruction and support for academically under-prepared students. By virtue of their training and degrees, all HD instructors have backgrounds in change processes. The development of specific courses and the expansion of instruction have been systematic. In the last three years, HD worked with the Curriculum Office to secure permanent state-approved, collect transfer numbers for recently developed courses.

HD instruction is closely tied to the advising process and in tune with student needs. HD instructors participate in annual planning process for course scheduling and development. HD instruction makes use of Lane's self-support model and other funding opportunities (e.g. Perkins and Office of Instruction curriculum development funds) for developing new courses and offering additional course sections.

- **Collaboration and Partnership**

HD instructors are extensively involved in college committees and processes. HD instructors work as a team and integrate part-time faculty into their family of instructors and provide support services for them. An *Instructor's Handbook* is provided for new instructors. Many HD courses use Career and Employment Services (CES) and the Writing Center as a resource for students. HD courses involve extensive collaboration with Academic Learning Services, the English, Math, and Athletic Departments. HD instructors collaborate regularly with Disability Services, TRiO, the Multicultural Center and the Women's Program.

- **Integrity**

HD Counseling faculty instructors have training in ethics, communication, group process, and problem solving (both as a degree requirements and continuing education). Instructors clarify expectations for behavior and performance in course syllabi and at first class sessions. Experienced instructors recommend, screen, train, and mentor new instructors. HD has a consistent hiring process and a standing pool of qualified instructors to meet emergent instructional needs.

Instructors behave with integrity in the conduct of their classes, assessment, grading, and use of classroom resources. They keep office hours, focus on retention, problem solve with students, and discuss problematic situations as a group of instructors, and when applicable, with the Counseling Department of Instruction, Coordinator of Instruction, Director of Counseling or the Associate Director. Instructors invite students to participate in formal evaluations every term, although the College only requires that courses be evaluated annually. Instructors also conduct mid-term evaluations. Instructors keep office hours to maximize student contact. HD instructors spend more than the required number of hours on campus and are highly accessible to students.

- **Accessibility**

HD instructors participate in an annual planning process for instruction. A sequential process is used to develop new courses. In addition to providing an academic experience, HD courses are geared to student success and retention and the removal of cultural barriers to learning. Examples: Puertas Abiertas (part of Rites of Passage program), College Success and Life Transitions courses. Courses are offered in outreach areas within budgetary restrictions. Courses are also offered via Distance Learning (online, telecourse, teach live studio courses).

## **2. Strategic Directions (3)**

- **Transforming Students' Lives**

- *Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.*
- Coping Skills for Stress and Depression, Eliminating Self Defeating Behaviors courses, recovery/addiction studies, and parenting courses are proactive ways of improving personal growth and providing support. They also address issues and provide skills to avert need for crisis-type interventions. The use of learning communities such as “Fast Lane to Success” and “Show Me the Money”, deepen learning. The On-Course curriculum used with the “Fast Lane to Success” learning community is learning-centered and it empowers the students to be self-responsible learners. It includes very active strategies using teachers as facilitators. HD Curriculum and learning communities, by definition, are designed to “transform students lives”. This curriculum is only being offered at Lane – not at any other 2-year or 4-year college/university in the state. In addition, through the use of career assessment inventories, students are able to gain a better sense of self. HD courses provide students with human interaction skills applicable to work, social, and real-life situations.
- *Commit to a culture of assessment of programs, services and learning.*
- Most HD instructors conduct midterm evaluations and all instructors conduct a formal end of term evaluation even though only one per year are required. The “Plan, Do, Check, Act” process is followed during such evaluations. Instructors stay up to date on assessment tools and receive training on new tools. There are course offerings designed to meet curriculum and student drive demands. I.e., Assertiveness II, a new course funded by 2003-04 Unit Planning curriculum development funds

will be offered Spring 2005. There are specific plans for assessing the outcomes (GPA, persistence, credit completed) for “Fast Lane to Success” students for one year and comparing them to two different groups of new students. “Show Me the Money” students will be tracked to see whether they receive scholarships. Both courses utilize Pre/Post tests and gather qualitative data.

- *Position Lane as a vital community partner by empowering a learning workforce in a changing economy.*
  - HD instructors keep abreast of current trends in employment, corporate and work cultures. This is translated into the classroom environment. Students develop technological, writing and communication skills needed for the modern, dynamic workplace. Students learn effective strategies and approaches needed in order to communicate their skills to employers. They develop an effective job search campaign by completing the “Complete Job Finder” course. The “Human Relations at Work” (HRW) course assists people with the development and practice of interpersonal skills needed in workforce setting. The “Career and Life Planning” (CLP) course helps students identify careers that match their values and interests. It helps students position themselves for high demand occupations.

- **Transforming the Learning Environment**

- *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.*
  - Human Development courses address and incorporate the college mission and core values throughout the curriculum. Issues of diversity are discussed in depth to help students understand the importance of becoming culturally competent as a means of being successful in life. HD courses challenge people to incorporate other worldviews and increase appreciation of differences.
- *Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.*
  - In the classrooms where HD courses are held, portable tables are arranged to maximize learning. Artwork, chosen by HD instructors and other users of the classrooms (Women’s Center instructors) makes the rooms more aesthetically appealing. Accommodating chairs, supplied by Disability Services are available in each room. Modifications are made as needed for students with a variety of disabilities, i.e., placement of audio/video devices, such as the projector screen has been adjusted to make the screen easier to see. Two new computers were made available in each of the classrooms. These are presently being utilized for multimedia presentations and Internet access as allocated from the 2003-04 Unit Plan.

- **Transforming the College Organization**

- *Achieve and sustain fiscal stability.*

- The Counseling Department takes full advantage of funding sources (Perkins grant, curriculum development funds, self-support model) to provide additional sections and new courses. Fiscal stability is sustained.
- *Build organizational capacity and systems to support student success and effective operations.*
  - HD instructors participated in the self-study for accreditation and participate in all unit planning processes. They submit an annual work schedule in the spring for the next year; participate in long-range planning and an annual process for planning instruction. Instructors have a peer consultation model and are informed about student processes resolving concerns and complaints. HD instruction supports college transfer and technical programs. All instructors participate in college-wide committees.
- *Promote professional growth and provide increased development opportunities for staff both within and outside the College.*
  - HD faculty utilizes college wide Faculty Development opportunities with support from department managers. For example, release time and faculty development funds are available to attend professional growth opportunities such as technology training for instruction, the annual Oregon Diversity Institute, and Health and wellness activities within and outside the College. Faculty who serve as department counselors are in touch with community needs through professional/technical advisory committees.

### 3. Learning Centered Principles

- **Lane provides opportunities for transformation through learning.**  
Participation in psycho educational courses enables students to earn academic credit and complete program or elective requirements while improving skills.
- **Lane engages learners as active partners in the learning process.**  
Although each course has a defined curriculum and objectives, students define their own goals in many courses. Exercises and discussion enable students to apply principles and skills to their own lives. I.e., Career and College Success courses help students establish a personal sense of direction. In Human Relations at Work, students are encouraged to incorporate skills into their daily lives.
- **Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.**  
Course expectations and learning objectives are clearly described and explained in course syllabi, allowing students to assume responsibility for their learning outcomes.
- **Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.**  
Courses provide options for content mastery (discussion, individual and group exercises, written assignments, tests). Human Development courses also offer options for improving personal and professional skills.
- **Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.**  
Each HD course is formally evaluated at the end of each term. In addition, most instructors conduct an anonymous mid-term evaluation. Individual instructors, while

responsible for covering course objectives, have freedom to be creative in how these objectives are accomplished.

- **Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.**

Courses have learning objectives related to diversity. Instructors work to create a learning environment and a process in which all students are respected. Course descriptions delineate expectations for being inclusive and respectful.

Appreciation of diversity is a specific course objective in Human Relations at Work. "One of the eight learning objectives listed in the syllabus for this course reads, "Understand the issues involved in working with people from different cultural backgrounds and how to work effectively in a diverse workplace."

- **Lane is committed to both individual and organizational learning.**  
The instructor has an instructional responsibility to the course (prepares, course description, delineates learning objectives, provides lecture/discussion opportunities, group and individual exercises, written assignments, tests, evaluation procedures). However, as guided by instructional experiences, they apply principles and skills to their own situations and refine course expectations and goals.
- **Lane students and staff are a community of learners, all of whom contribute to learning.**  
Due to the nature of Human Development courses, instructors and students have exchanges about the learning process. Students and instructors collaborate in defining goals and mapping progress. Many human development courses provide opportunities for students to work collaboratively with each other. For example, some courses use "expert groups". In a Human Relations course this might involve a group choosing a characteristic of emotional intelligence ("Self awareness" for example). Students then proceed to generate characteristics and behaviors of a "self-aware" person.
- **Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.**  
HD distance learning courses include telecourses and on-line Career and life Planning, College Success, and Introduction to Addiction courses. The HD department cooperates and communicates with the Women's Center. For example, Transitions to Success courses and Women's Studies courses are offered in classrooms that are shared with the HD department. Instructors from those areas provided feedback when artwork was being selected for the shared classrooms.

## Part II. Unit Description

### Chapter 1 – Unit Description

#### 1. Unit Mission/Vision

**The following mission statement was last updated during the writing of the unit plan in November 2004, and is updated annually by our team of instructors.**

The instructional component of the Counseling Department is referred to as Human Development.

Course offerings assist Lane students with transition into college, career and life planning, decision making skills, developing and maintaining productive personal and work relationships, understanding families and children, effective parenting skills, obtaining college scholarships, and coping with a variety of personal issues potentially effecting academic progress. Personal awareness, growth and development in applied life skills are particularly emphasized.

#### 2. Catalog Description

**The catalog copy is reviewed each year by the HD instruction coordinator and administrative assistant with input from instructors. The following describes our unit instructional offerings in the 04-05 college catalog:**

The instructional component of the Counseling Department is called Human Development. The Human Development offers courses helping students with college transition, career and life planning, decision-making skills, maintaining productive personal and work relationships, understanding families and children, parenting skills, and coping with stress and depression. Personal awareness, growth and development in applied life skills are particularly emphasized.

Courses with CG and HS prefixes (numbered 100 and above) fulfill the social science/human resources group requirement for the associate of applied science, associate of science, and associate of general studies degrees; and also count as electives for the Associate of Arts Oregon Transfer Degree.

The department offers both credit and noncredit courses. Methods of delivery include classroom, independent study, telecourse, and online. Also, see Community Center for Family Counseling in the community Services section.

#### 3. History/Significant Program Events

The HD department evolved in response to a need for a psycho educational approach to delivering “life skills” to students. In some cases, a student can attend a class and gain information similar to that gained in a personal counseling session. An archival history is maintained through the collection of all course syllabi.

Significant Historical HD Events:

- 1970's, HD courses include Human Relations and “Career Analysis”.
- 1980's, additional courses added, including Assertive Behavior, Coping Skills for Stress and Depression, and Dreikursian Principles of Child Guidance.
- Spring 1993, first Human Relations at Work course offered by Tim Blood and Ann Clark.
- Presently, over 20 sections of Human Relations at Work course fill each year and several Professional Technical programs require the course.



#### **4. Degrees and Certificates**

HD does not provide degrees or certificates. Most HD courses count as electives for the AAOT, AS, AGS, or AAS degrees. Human Relations at Work (CG 203) is a required course in several Professional Technical programs. The following courses satisfy the "Human Relations" AAS requirement:

- CG 100 College Success
- CG 191 Issues in Cultural Diversity
- CG 202 Life Transitions
- CG 203 Human Relations at Work
- CG 204 Eliminating Self-Defeating Behaviors
- CG 205 Introduction to Assertive Behavior
- CG 206 Coping with Stress and Depression
- CG 208 Career and Life Planning
- CG 211 Dreikursian Principles of Child Guidance I
- CG 212 Dreikursian Principles of Child Guidance 2

#### **5. Organizational Structure**

The Counseling Department is under the umbrella of Instruction and Student Services. The instructional component of the Counseling Department is called Human Development. A coordinator of Instruction and an Administrative Assistant oversee Human Development instruction under the supervision of the Director of Counseling. Faculty counselors generally teach at least one course per term. Part-time staff that have been screened, interviewed, and hired for the Counseling Department instructional pool, teach overload courses.

#### **6. Staff/Faculty**

<b>Classified Staff</b>	<b>FTE in HD</b>	<b>Primary Job Responsibility</b>
Brown, Rodney	.300	Administrative Specialist

<b>Faculty</b>	<b>FTE in HD</b>	<b>Primary Job Responsibility</b>	<b>Educational Credentials</b>
Alvarado, Jessica	.200	Counselor/Health Careers/Instructor Career & Human Dev. courses	M.S. Univ. of Oregon; B.S. Univ. of Oregon; A.A.S. Lane Comm. Col.; A.A.S. Portland Comm. Col.
Blood, Tim	.300	Counselor/Arts Division/Instructor Career & Human Dev. courses	M.S. Univ. of Oregon; B.S. Albion Col.; National Cert. Counselor; Oregon Lic. Prof. Counselor
Ganser, Debby	.200	Center Counselor/Crisis/Instructor Career & Human Dev. courses	M.S. Univ. of Oregon; B.S. Univ. of Oregon; National Cert. Counselor
Hampton, Anthony	.200	Center Counselor//Instructor Career & Human Dev. courses	M.S. Univ. of Texas Pan American; B.A. Pan American University; A. A. Chabot College

Harris, Mark	.130	Coordinator/Substance Abuse/Instructor Career & Human Dev. courses	M.A. Sonoma State Univ.; B.A. Sonoma State Univ.
Landy, Beth.	.200	Center Counselor/Careers/Instructor Career & Human Dev. courses	M.S. Univ. of Oregon; B.S. Cal Poly San Luis Obispo; National Cert. Counselor; National Cert. Career Development Facilitator Instructor, National Career Development Assoc.
Litty, Carolyn	.300	Counselor/Advance Tech./Flight Tech./Instructor Career & Human Dev. courses	Ph.D. Univ. of Oregon; M.S. Univ. of Oregon; M.S.N. Univ. of California, San Francisco; B.S. Univ. of California; Natl. Cert. Counselor; Lic. Prof. Counselor, Marr. & Family Therapist, Psych./Mental Health Nurse Practitioner
Salter, Christina	.200	Counselor/Elem. Ed./Social Science/Instructor Career & Human Dev. courses	M.S. Univ. of Oregon; B.A. New Col.; National Cert. Counselor; Oregon Lic. Prof. Counselor
Smyth, Doug	.200	Center Counselor/Mental Health/Instructor Career & Human Dev. courses	Ph.D. Univ. of Oregon; M. Div. McCormick Theological Seminary; B.A. DePaul Univ.; Oregon Lic. Psychologist
Solomon, Marva	.200	Center Counselor/Retention Specialist/Instructor Career & Human Dev. courses	M.S.W. Hunter Col.; B.A. Queens Col., N.Y.

## **7. Student Profile**

Student demographics represented in HD courses mirror the existing LCC population. See <http://www.lanecc.edu/research/students.htm>.

## **8. Facilities and Equipment**

Most HD courses are taught in Building #1, rooms 222 and 224. HD has many strengths, which include the availability of Counseling and HD audio-visual materials in each classroom. The materials are locked in a cabinet. Chairs and trapezoidal tables allow room to be set up to maximize student learning. Our space is close to instructor offices and counseling/career development support services. HD has no fixed assets over \$5000.

## **9. Budget Profile**

Refer to general Counseling Department budget.

## Part III. Performance 2003-2004

### Chapter 2: Program Outcomes Data, 2003-2004

#### 1. Enrollment Data for 2003-2004:

Course Level: Student FTE 129.84

#### 2. Student Success Data

N/A. HD is not a Professional Technical Program.

#### 3. Budget

Refer to general Counseling Department budget.

### Program Outcomes Data, 2003-2004

	<i>Expected Outcomes for 2003-04</i>	<i>Actual Outcomes For 2003-04</i>	<i>Analysis of Comparison (Link to 2005-2006 Goals)</i>
<b><u>Enrollment Data</u></b>			
Unit Level: Student FTE	192.9 (2002-03 actual FTE)	190.8 (2003-04 actual FTE)	1.1% decrease
Course Level: Student FTE*	N/A		
<b><u>Student Success Data (PT Programs Only)</u></b>			
Degrees/Certificates Awarded	N/A		
<b><u>General Fund Budget</u></b>			
General Fund Allocation	N/A		
Costs of Unit Operation	N/A		
Revenues Generated by Your Unit	N/A		
Cost per Student FTE	N/A		

## **Chapter 3: Program Outcomes Analysis, 2003-2004**

### **1. How effectively did you fulfill your unit's mission?**

Overall, the HD department fulfilled its stated mission. Students achieved their educational goals. Evidence of performance was gathered through: course tests and quizzes (including pre-tests/post-tests); academic papers; team projects and team project reports; Collaborative Group exercises; Portfolios; Research projects; and textbook assignments. Students are also asked to reflect on their clearest and muddiest learning experiences on index cards or in journals. The resulting student academic success proves strength in fulfilling the 2003-2004 HD mission. Instructional methods could be improved with adequate technology. This needed technological improvement will be addressed as a program initiative in chapter 4.

### **2. How well did students meet your learning outcomes at both the Program Level and Course Level?**

HD instructors assess learning outcomes by instructor evaluations. Modifications are implemented based on feedback received. Learning outcomes are current and relevant as textbooks used are also current and relevant. Course outcomes are tailored to specific courses and described in course syllabi, which are provided for students on the first day of class. Instructors provide opportunities for self and course assessment. Course outcomes are stated in terms of measurable behavioral and academic outcomes. Human Development instructors generally conduct informal midterm evaluations and uses exercises and discussion that provide continuous feedback. Students formally evaluate courses at the end of each term.

### **3. How well did students meet Core Ability outcomes?**

Overall, students met Core Ability outcomes. Students achieved their educational goals. Evidence of performance was gathered through: course tests and quizzes (including pre-tests/post-tests); academic papers; team projects and team project reports; Collaborative Group exercises; Portfolios; Research projects; and textbook assignments. Students are also asked to reflect on their clearest and muddiest learning experiences on index cards or in journals. The resulting student academic success proves strength in fulfilling the 2003-2004 HD mission. Instructional methods could be improved with adequate technology. This needed technological improvement will be addressed as a program initiative in chapter 4.

### **4. How efficiently did you use the resources you were given?**

Resources provided allowed the HD department to accomplish the following: Two computers were purchased and are being effectively utilized but would be more frequently and effectively utilized if the classrooms had a permanently mounted projector. Assertiveness Training II was developed with curriculum development funds and will be offered spring 2005.

### **5. How well are you utilizing current technology?**

Numerous instructors incorporate PowerPoint presentations, DVD's and Internet resources to communicate effectively and increase student learning. Efficient use of technology allows material to be presented in a way that appeals to multiple learning styles (visual as well as auditory).

In addition, students use PowerPoint, DVD's and other computer technology when presenting their team projects in Human Relations at Work and other classes.

Improvements in utilization can be made. Currently, the computer and projector are on a cart that must be set up and taken down and secured before and after class. This activity takes time that could be spent answering individual students questions during this busy time. It also

infringes upon the time available to the next instructor to get ready to teach (10 minutes between classes).

**6. If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?**

N/A.

**7. How well did you meet faculty and staff goals?**

Faculty members establish individual goals in consultation with the Director of Counseling as part of the evaluation process. Goals related to professional development were met. Some goals related to improved student services technology were only partially met due to limited technological equipment.

**8. Review your initiatives from 2003-2004.**

Resources provided allowed the HD department to accomplish the following: Two computers were purchased and are being effectively utilized but would be more frequently and effectively utilized if the classrooms had a permanently mounted projector. Assertiveness Training II was developed with curriculum development funds and will be offered spring 2005.

**9. Overall, what strengths do you believe your unit demonstrated in 2003-2004?**

**Demonstrated Strengths:**

- Human development instructors are professional with extensive expertise in their content areas. They are highly committed to providing quality instruction to meet the varied needs of students.
- Over the last several years Human Development has expanded its selection of courses and FTE.
- The Human Development Department maintains a pool of qualified instructors to ensure course coverage and quality instruction.
- The Human Development Department has an instructional procedures manual and a mentoring system for prospective and new instructors.
- Instructors meet regularly to discuss instructional issues, content, methods, and technologies.
- Students complete a formal instructor evaluation in every course each term. Results are consistently positive.
- Human Development instruction enlists multiple modalities: on-line, telecourse, live studio course, and real-time live interactive courses.
- By virtue of the training and perspective of Human Development instructors, aspects of cultural differences and diversity are infused in instruction.
- Instructors use Internet resources and multimedia tools (PowerPoint, spreadsheets for computing points for classroom activities, VCR-TV).
- Several departments require Human Relations at Work CG203 for their Professional Technical programs and report satisfaction with student learning that occurs in this course.
- Classrooms and resources are used efficiently. Classrooms (Building 1, Rooms 222 and 224) are scheduled 8:30 a.m. until 8:50 p.m. on most days.
- Desired enrollment is generally exceeded for most courses.

**10. Overall, what challenges do you believe your unit faced in 2003-2004?**

Efficient classroom time and quality student contact time could have been improved if technology upgrades were made.

**11. What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005? \***

Improved technological resources would increase student/faculty interactions; would model proper and efficient use of technology for students; and would provide more opportunities for students to engage in meaningful conversations with each other and with faculty.

## Part IV. Projected Performance 2004-2005

### Chapter 4: Program Initiatives, 2005-2006

#### 1. Initiative 1/222:

**Division Priority: 7**

Improve multimedia/audio-visual support for instructors in Building 1, Room 222.

#### 2. **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

The initiative responds to the technology challenges stated in Chapter 3, #5 and #11.

#### 3. **Describe the initiative**

- **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

The HD department is proposing that a new computer projector be installed permanently to the ceiling in Building 1, classroom 222. This action will improve multimedia/audio-visual support for instructors. The proposed initiative will increase instructor availability with students before and after class. (With less time spent on setting up and storing computer projector, more time will be available for student contact.)

- **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

The need we are intending to meet is increased instructor availability to students before and after class. Evidence of need is lack of instructor availability after class because the instructor is busy putting away portable multimedia equipment so the next instructor can use the classroom.

- **Given college resources, is it feasible? Is it an efficient use of college resources?**

We have consulted with IT to insure implementation and maintenance of the proposed system is feasible and saves money in the long run.

- **What would be the campus location of this request/project?**

The location of this project would be at the main campus, building 1, classroom 222 .

#### **How many students (per year) will benefit?**

Approximately 1,000 students will benefit from this project each year.

- **How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?**

This project would allow more quality time for student/faulty interaction at the crucial times before and after class. Students (for Team Projects in Human Relations at Work and other classes) and guest speakers will be able to use technology more spontaneously versus dependence on a portable unit that has to be pre-planned for use. The following core abilities will be addressed:

- ✓ Communicate more effectively
- ✓ Improve effective and respectful listening
- ✓ Improve interpersonal, small group, and collaborative skills
- ✓ Expand understanding of educational, employment, and career opportunities
- ✓ Communicate more effectively among diverse populations
- ✓ Develop new ways of seeing and understanding the world; points of view, and multiple perspectives

- ✓ Increase understanding of the relationship between self and community, including self-awareness and personal responsibility
- ✓ Plan, implement, and evaluate lifestyle change strategies, which contribute to optimal physical and mental health
- ✓ Describe core aspects of today's integrated global society, including cross-cultural variation, and gender issues, as well as group function, interaction and change
- ✓ Be able to read more critically for information

#### **4. Describe the resources needed**

Purchase and install multimedia projector in Bldg. 1 room 222, includes wiring to cabinet, speakers and amplifier.

Estimated cost: \$7,900 (\$6,000 projector, \$1,500 for wiring, amp and speakers, \$200 DVD/VCR, \$200 wireless keyboard and mouse.

#### **5. List the possible funding sources**

##### **▪ Can this project be partially funded?**

This project can only be partially funded if the existing portable multimedia cart is disassembled. If the initiative were fully funded, the cart would be available for portable use in other classrooms.

##### **▪ If so, what portion could be funded at what minimum cost?**

If partially funded, the estimated cost would be \$7,700 (\$6,000 projector, \$1,500 for wiring, amp and speakers, \$200 wireless keyboard and mouse).

#### **6. Provide ORG & PROG codes:**

The HR department ORG code is 515100 and the PROG code is 310000.

#### **7. How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Innovation is one of Lane's core values. HD Instructors extensively use multimedia tools (e.g., PowerPoint, internet, video and DVD segments, live studio format, Test Pilot) and strategies attuned to environmental changes (e.g. expert groups, real life observation assignments, resource exploration, web-based projects). By suggesting this initiative we are supporting creativity, experimentation and institutional transformation. We are responding to environmental and technological changes. The HD department anticipates and responds to internal challenges in a timely manner. Accessibility is another of Lane's core values. With the use of this technology we would be strategically maximizing learning opportunities. We will minimize financial, environmental, social and linguistic barriers to learning.



**1. Initiative 1/224:**

**Division Priority: 11**

Improve multimedia/audio-visual support for instructors in Building 1, Room 224.

**2. How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

The initiative responds to the technology challenges stated in Chapter 3, #5 and #11.

**3. Describe the initiative**

- **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**

The HD department is proposing that a new computer projector be installed permanently to the ceiling in Building 1, classroom 224. This action will improve multimedia/audio-visual support for instructors. The proposed initiative will increase instructor availability with students before and after class. (With less time spent on setting up and storing computer projector, more time will be available for student contact.)

- **What is the need or intended use? How was that need assessed? What is your evidence of the need?**

The need we are intending to meet is increased instructor availability to students before and after class. Evidence of need is lack of instructor availability after class because the instructor is busy putting away portable multimedia equipment so the next instructor can use the classroom.

- **Given college resources, is it feasible? Is it an efficient use of college resources?**

We have consulted with IT to insure implementation and maintenance of the proposed system is feasible and saves money in the long run.

- **What would be the campus location of this request/project?**

The location of this project would be at the main campus, building 1, classroom 224.

- **How many students (per year) will benefit?**

Approximately 1,000 students will benefit from this project each year.

- **How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?**

This project would allow more quality time for student/faculty interaction at the crucial times before and after class. Students (for Team Projects in Human Relations at Work and other classes) and guest speakers will be able to use technology more spontaneously versus dependence on a portable unit that has to be pre-planned for use. The following core abilities will be addressed:

- ✓ Communicate more effectively
- ✓ Improve effective and respectful listening
- ✓ Improve interpersonal, small group, and collaborative skills
- ✓ Expand understanding of educational, employment, and career opportunities
- ✓ Communicate more effectively among diverse populations
- ✓ Develop new ways of seeing and understanding the world; points of view, and multiple perspectives
- ✓ Increase understanding of the relationship between self and community, including self-awareness and personal responsibility

- ✓ Plan, implement, and evaluate lifestyle change strategies, which contribute to optimal physical and mental health
- ✓ Describe core aspects of today's integrated global society, including cross-cultural variation, and gender issues, as well as group function, interaction and change
- ✓ Be able to read more critically for information

#### **4. Describe the resources needed**

Purchase and install multimedia projector in Bldg. 1 room 224, includes wiring to cabinet, speakers and amplifier.

Estimated cost: \$7,900 (\$6,000 projector, \$1,500 for wiring, amp and speakers, \$200 DVD/VCR, \$200 wireless keyboard and mouse).

#### **5. List the possible funding sources**

##### **▪ Can this project be partially funded?**

This project can only be partially funded if the existing portable multimedia cart is disassembled. If the initiative were fully funded, the cart would be available for portable use in other classrooms.

##### **▪ If so, what portion could be funded at what minimum cost?**

If partially funded, the estimated cost would be \$7,700 (\$6,000 projector, \$1,500 for wiring, amp and speakers, \$200 wireless keyboard and mouse).

#### **6. Provide ORG & PROG codes:**

The HR department ORG code is 515100 and the PROG code is 310000.

#### **7. How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Innovation is one of Lane's core values. HD Instructors extensively use multimedia tools (e.g., PowerPoint, internet, video and DVD segments, live studio format, Test Pilot) and strategies attuned to environmental changes (e.g. expert groups, real life observation assignments, resource exploration, web-based projects). By suggesting this initiative we are supporting creativity, experimentation and institutional transformation. We are responding to environmental and technological changes. The HD department anticipates and responds to internal challenges in a timely manner. Accessibility is another of Lane's core values. With the use of this technology we would be strategically maximizing learning opportunities. We will minimize financial, environmental, social and linguistic barriers to learning.

## Chapter 5: Expected Unit/Program Outcomes for 2005-2006

### 1. What program level outcomes do you expect to achieve?

- What goals do you wish to set for 2005-2006? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?

N/A. Human Development does not offer a certificate or degree program.

### 2. How will your program enhance your students' abilities to meet Core Abilities outcomes?

- What changes, if any, do you expect to implement in 2005-2006?

N/A. Human Development does not offer a certificate or degree program.

### 3. What course level outcomes do you expect to achieve?

- What goals do you wish to set for 2005-2006?

Our goal is to increase effective use of technology (See initiatives).

- How will your courses grow, change or adapt?

We plan to offer a course called "Assertiveness II" during the 2005 term.

- How will your instructional methods change or adapt?

Student/faculty communication will improve due to the use of technology attained through Unit Plan initiatives.

- What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

HD goals are stated in initiatives.

### 4. What plans do you have for enhancing your use of current technologies?

HD multimedia/audio-visual support for instructors will improve through proposed initiatives.

### 5. What plans do you have for working more effectively with your Advisory Committee?

N/A.

### 6. How will you set faculty and staff goals?

- How will you ensure the participation of faculty and staff in all phases of Unit Planning?

Faculty and staff goals are set with the Director of Counseling. Monthly instructor meetings and on-going email communication exists and will continue throughout the year. Scheduled meetings increase during unit planning. Faculty review and provide direct input into the Unit Plan. This type of participation has proven effective and will continue to be used.

### 7. Enrollment Data

HD plans to maintain or slightly improve current level of FTE

### 8. Student Success Data

N/A.

### 9. Facilities and Equipment

- What facilities or equipment goals do you wish to set for 2005-2006?

For 2005-2006, HD plans to improve multimedia/audio-visual support for instructors resulting in increased technological use by students for classroom presentations, and increased student/faculty communication.

**10. Budget**

Please provide projected goals for 2005-2006:

Refer to general Counseling Department projected budget for 2005-2006.

## **TACT Funding Requested for 2004-2005 Academic Year**

Project Title - Initiative 1/222: Improve multimedia support in room 222.

Priority Number - 1

Category of request - Increase access

Location of project - Bldg. 1, room 222

Department/Division(s) - Human Development / Counseling

Manager - Dan Timberlake

Manager email address - [timberlaked@lanecc.edu](mailto:timberlaked@lanecc.edu)

ORGN code - 515100

PROG code - 310000

Informational Contact Person - Tim Blood

Email - [bloodt@lanecc.edu](mailto:bloodt@lanecc.edu)

Phone - 5243

Submitted in collaboration with - Counseling dept.

Are there recurring costs? - No

Carl Perkins Funds eligible? - No

applied? - No

rejected? - No

Can the request be partially approved? - Yes

Minimum Cost - \$7,700

TOTAL AMOUNT OF REQUEST - \$7,900

Description of the need or intended use

1. Initiative 1/222: Improve multimedia/audio-visual support for instructors in Building 1, Room 222.

The HD department is proposing that a new computer projector be installed permanently to the ceiling in Building 1, classroom 222. This action will improve multimedia/audio-visual support for instructors.

The proposed initiative will increase instructor availability with students before and after class. (With less time spent on setting up and storing computer projector, more time will be available for student contact.)

Purchase and install multimedia projector in Bldg. 1 room 222, includes wiring to cabinet, speakers and amplifier.

Estimated cost: \$7,900 (\$6,000 projector, \$1,500 for wiring, amp and speakers, \$200 DVD/VCR, \$200 wireless keyboard and mouse.

Number of students who will benefit - 1000

Counsel-HD.doc

#### Description of the benefit to students

HD Instructors extensively use multimedia tools (e.g., PowerPoint, internet, video and DVD segments, live studio format, Test Pilot) to appeal to multiple learning styles of students.

This project would allow more quality time for student/faculty interaction at the crucial times before and after class. Also, Students (for Team Projects in Human Relations at Work and other classes) and guest speakers will be able to use technology more spontaneously versus dependence on a portable unit that has to be pre-planned for use.

#### Description of how this use fits in with other unit or college technology plans

Unit Plan for Human Development dept (Instructional unit of Counseling Dept.)

#### Part IV. Projected Performance 2004-2005

##### Chapter 4: Program Initiatives, 2005-2006

##### 1. Initiative 1/222

Cost breakdown, including any unit resources being applied to the project

Hardware Software Wiring Installation Costs

Timesheet Staffing Licensing Other (Specify)

Estimated cost: \$7,900 (\$6,000 projector, \$1,500 for wiring, amp and speakers, \$200 DVD/VCR, \$200 wireless keyboard and mouse.

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