

Part I. Alignment with College

Chapter 0: Unit Alignment

Key Question: During the 2004-05 annual LCC at Florence In-service on September 22, staff and adjunct faculty met to review the Unit Plan and provide input on HOW the Florence Center aligns with the college with specific focus on Core Values. Chapter 0 represents feedback from that meeting.

Learning

We believe that due to smaller classroom size the Florence Center has a more defined “Learning-centered environment” with a greater emphasis on student and instructor interaction.

Diversity

We believe we “promote diversity” in our learning environment by offering a significant amount of evening classes to meet the unique needs of our coastal population. During the 2003-04 school year the staff endorsed monthly staff meetings that focused on readings from the text, “Privilege, Power, and Difference” by Allan Johnson. Time was set aside to discuss various staff selected portions of the book to discuss.

We believe that by offering ESL courses and providing free child services we can “understand issues of differences.”

Innovation

We believe that with an older community we are more respectful of the need for life-long learning opportunities that reflect our “demographic” area that has the highest ratio of adults to youth (5 to 1) in Oregon.

By pioneering a partnership with SOCC, PeaceHealth/Siuslaw Region, Northwest Health Foundation, and Siuslaw School District, we’ve created a “Career Pathway” for nursing students. The Florence Center has “responded to internal and external challenges in a timely fashion” and “acted courageously” by shifting curriculum focus from business to health occupations.

By creating diverse distance learning options for students we have responded to “external challenges” and “technology” opportunities by adding IP Video connections to the main campus. Additionally, we’ve laid fiber to our neighboring high school to utilize their T1. Planning in 2003-04 created a certification program for Health Records Technology headed by Carrie Fairchild in the Family and Health Occupations Department. As a result of Carrie’s planning we reached 90% capacity at the beginning of the school year.

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Collaboration and Partnership

LCC at Florence has acquired numerous “partnerships” to enhance learning opportunities for students. For example, PeaceHealth annually provides \$10,000 for Summer Term nursing pre-requisite courses that were eliminated due to budget cuts.

The Siuslaw School District includes LCC representation on their high school Site Council; City of Florence has LCC representation on their Economic Development Committee and the Telecommunications Committee. Additionally we have LCC representation in an ex-officio capacity on the Chamber Board of Directors. Various organizations and businesses annually provide close to \$7,000 in scholarship assistance to students.

Integrity and Accessibility

We believe we have “minimized geographical barriers” in the last four years by promoting LCC versus LCC at Florence. By having representation, with Florence residents, on the College Board and the College Budget Committee we feel the Eugene and western Lane County bridge will be stronger. This “fosters an environment of respect” for the entire college district. It is hoped that this bond will “strategically grow learning opportunities” for students.

2) Strategic Directions

The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.

Strategic Directions (3)

- Transforming Students' Lives
 - * Increased access to main campus instruction via IP-Video.
 - * Use of retired educators to serve as student tutors.
 - * Consistent use of student evaluation form to gain increased awareness of students' perception of instruction.
 - * Use of student survey to assess financial needs, preferred time for class instruction, and gaining better understanding of workload.
 - * Health Career Pathway partnership with a mission: “To Grow Our Own”.
 - * Collaboration w/City of Florence for Telecommunications.
- Transforming the Learning Environment
 - * Staff project that involved monthly discussion on diversity.
 - * Safety Committee membership that resulted in building inspection.
 - * State Fire Marshall Inspection that resulted in new building construction
 - * Audit from SAIF at the Florence Center.
- Transforming the College Organization
 - *The Florence Center stayed within its budgeted allotment.
 - *Increased Foundation account that supports student participation/success.
 - *Each staff member is encouraged to identify a skill-building goal either within LCC

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training opportunities or externally. This has been an on-going process.

*Excel training opportunity was provided for all office staff.

3) Learning Centered Principles

The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.

Learning Centered Principles

- LCC at Florence had 18 GED students graduate.
- We have student representation on LCC at Florence Advisory Bd.
- Students enroll in numerous distance-learning settings such as telecourse and IP-Video whereby they are required to interact with students and staff in Eugene.
- LCC at Florence offers multiple options for learning such as: telecourses, on-line, IP-Video, math clustering, independent study, co-op and TTF business courses.
- LCC at Florence actively utilizes student feedback forms, student representation on the advisory bd., supervisory observations during class sessions, monthly academic curriculum program review, and invitations for feedback advertised in local paper and mailers.
- LCC at Florence staff was actively engaged in monthly discussion and review on diversity issues using selected readings from "Privilege, Power and Difference".
- Each staff member develops annual goals with focus on skill-building as well a knowledge development.
- LCC at Florence has an active advisory bd. with representation from business, city government, k-12 education, student, public agencies, retirement community and the health industry. Additionally, Florence has an active senior citizen advisory bd. that represents the largest population group in our area. Monthly staff meetings are held along with weekly office communication meetings. Our academic team is composed of a student advisory, counselor, educational coordinator from PeaceHealth, admin. assistant, and campus director.

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Part II. Unit Description

Chapter 1: Unit Description

Key Question: Who are you? Answer this question by providing the following information about your unit.

➤ #1 **Unit Mission/Vision**

The Florence Center's mission is to provide residents of western Lane County with affordable, quality, lifelong educational opportunities. The vision and mission statement is consistent with main campus. However, every five-years (1999-2004) the Florence Center creates five-year goals in collaboration with advisory bd., academic team, and staff.

➤ #2 **Catalog Description**

The Florence Center offers a balance of credit and non-credit courses that reflect the needs of western Lane County. A stated goal of the Florence staff and advisory board is to provide students with the opportunity to complete their AAOT in Florence. Currently we offer all necessary requirements for students to achieve this goal. Non-credit courses offer a combination of skill building, health and safety, as well as personal enrichment. Due to our large senior population we offer a significant amount of classes targeting that population. The Florence Center creates its own quarterly schedule which is distributed to the residents of western Lane County.

➤ #3 **History/Significant Program Events**

On October 17, 1966 the Siuslaw School District and the City of Florence agreed that upon the passage of a bond issue for a new high school, each agency would donate 10 acres of land for a new building for use by Lane Community College. The donated property is the current site of LCC at Florence. As indicated in the agreement the property is to be used solely for use as a college. On September 15, 1999 a new addition to the Florence Center was dedicated as a result of the successful passage of a Bond Measure in 1995. Beginning in the Fall Term of 2000 the Florence Center formed a partnership with Siuslaw School District and PeaceHealth/Siuslaw Region for a Health Career Pathways project that created a significant shift in curriculum from business courses to health occupations. The advisory bd. is involved in helping to assess student needs. We have quarterly review of the goals and build new goals every five-years.

➤ #4 **Degrees and Certificates**

- Associate of Science, Associate of Applied Science, and your Associate of Arts Oregon Transfer can be received at the Florence Center.
- One-year Health Records Technology Certificate program. (*new*)
- All pre-requisites for the Nursing program can be received at the Florence Center.
- Cooperative Education courses are offered at the Florence Center

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➤ #5 **Organizational Structure**

The Florence Center is in the Continuing Education and Workforce Development Division (CEWD) under the leadership of Tim Craig.

#6 **Staff/Faculty**

The Florence Center is closed for six weeks starting July 1 through mid-August due to budget cuts. The center does not offer a Summer Term due to budget cuts. A manager, three office support staff, computer network specialist, senior program coordinator, advisor, counselor, and custodian operate the center. All employees have been reduced to part-time status due to budget cuts.

#7 **Student/Profile**

Unavailable.

#8 **Facilities and Equipment**

The Florence Center has 11 classrooms, which includes two computer labs, clay lab, a state approved testing lab for C.N.A., and a dance room. Additionally we have one room dedicated to IP-Video instruction. Facility and equipment-wise we are in good shape. The computer lab is up-to-date and well managed. We have a need for more flexibility for our science labs. We currently offer microbiology, but have limitations for the use of lab science. The greatest challenge is the fact that we have a .5 custodian, which has created issues with proper care of the facility. We are in good shape with respect to equipment needs. We have only minor needs for equipment.

#9 **Budget Profile**

Florence Center's GFB is \$693,948 for 2004-05. This includes 4.11 fte. Beyond staffing costs the bulk of the expenditures are dedicated to credit and non-credit adjunct faculty. We have no tuition-based instruction due to the fact that we average 15 students per credit class. In the ICP account we offer summer term classes funded by PeaceHealth Siuslaw/Region in the amount of \$10,000 annually. We also receive Carl Perkins funds to help provide math-tutoring assistance.

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Part III. Performance 2003-2004

Chapter 2: Program Outcomes Data, 2003-2004

*Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? **Using the provided spreadsheet**, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.*

1) Enrollment Data

Please provide the following enrollment data for 2003-2004:

- Unit Level: Student FTE 100.5
- Course Level: Student N/A
- Student FTE/22.30 (est)

2) Student Success Data

For Professional Technical programs only, please provide the following student success data for 2003-2004:

- Degrees/Certificates Awarded N/A

3) Budget

Please provide the following budget information:

- General Fund: ³
 - General Fund Allocation \$563,985
 - Actual Costs of Unit Operation \$465,424
 - Revenues (Course Fees, etc.) \$52,020
 - Cost per Student FTE \$4,600
- Other Community Support (in-kind, donations, cooperative worksites, etc.)

¹Enrollment Report provided by IRAP.

²Student/Faculty Ratios should be constructed from Enrollment Report and FT:PT Faculty Ratio Report.

³Budget information provided by Budget Office.

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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 2004-2005 Goals)</i>
<u>Enrollment Data</u>			
Unit Level: Student FTE	106	100.5	We anticipated a significant loss of non-credit fte, but were pleasantly surprised to see credit enrollment increase, slightly in 03-04. This is due to Family & Health courses.
Course Level: Student FTE*	n/a	n/a	n/a
Unit Faculty/Student FTE ratio	22.34	22.34	
<u>Student Success Data (PT Programs Only)</u>	n/a	n/a	n/a
Degrees/Certificates Awarded	n/a	n/a	n/a
<u>General Fund Budget</u>			
General Fund Allocation	\$563,985	\$465,424	
Costs of Unit Operation	\$500,000	\$465,424	
Revenues Generated by Your Unit	\$52,200	\$52,020	
Cost per Student FTE	\$4,600	\$4,600	

** Please attach a Course Enrollment report for summer 2003 through Spring 2004. In this table, you only need to address any anomalies in course enrollment that may have occurred in 2003-2004. If you need additional rows, just add them to the template.*

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Chapter 3: Program Outcomes Analysis, 2003-2004

Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

Approaches you might take include:

1. *Needs Assessment*
2. *Satisfaction Assessment*
3. *Assessing Learning Outcomes*
4. *Environmental Assessment*
5. *Assessing Cost Effectiveness*
6. *Dropouts Assessment (program or college)*
7. *Post-Completion Follow-up Assessment*

Methods of assessment you might use

1. *Qualitative Assessment*
2. *Quantitative Assessment*
3. *Pre tests/post tests*
4. *Portfolio assessment*

1) How effectively did you fulfill your unit's mission?

Our mission: "To provide residents of western Lane County with affordable, quality, lifelong educational opportunities".

The Florence Center has increased its scholarship goal for the 2004-05 school year by nearly 150% with a target date of June 30, 2005. An ambitious effort has been put together by the advisory committee to increase funding. We have met with Janet Anderson from the Foundation office and will start the campaign in January of 2005. The affordability of classes is and will always remain a challenge due to tuition costs. To measure affordability we conducted a student survey in October of 2004 that indicated that at least 42% of our students require some form of financial assistance. Additionally the survey indicated that most (65%) of our students work. The survey was distributed via adjunct credit faculty to all lecture students. What the academic team determined was the need to offer more financial assistance to our students.

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

Outcomes remain current and relevant at the Florence Center due to the fact that we want our students to have the same opportunities both academically and as conveniently as students in Eugene within our fiscal capabilities. This is partially realized by the use of IP-Video. We have been able to receive extra section funding for science courses that are required for entry into the nursing program. Additionally we now offer Health Records Technology certification program in Florence using distance learning.

At our staff in-service we dedicated time to get direct feedback from my part-time credit faculty regarding program and course outcomes for students. Instructors indicated that strengths at the Florence center were the availability of a math tutor, distance learning opportunities and the immediate assistance students receive from our office staff.

There was a strong feeling among staff that we need to provide more training w/ staff for the use of distance learning of the IP-Video. A need also exists for more tutors especially in the science and writing disciplines.

3) How well did students meet Core Ability outcomes?

One measure of outcomes at the Florence Center is the amount of students being accepted into the school of nursing at both Lane and SWOCC. We currently have five students enrolled in the nursing program and two of the five are in the top five in their class at Lane. Enrollment in the pre-requisite courses last year was at an all time high for the Florence Center. This is good validation since our curriculum focus is Family and Health Occupations. Additionally six students graduated from the Florence Center last year with their AAOT or

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AGS. As stated in our 2003-2004 Unit Plan the Fall In-Service was used to gain feedback on our initiatives and to review the college's mission, core values, and strategic plan.

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

- The "given" resources, funds for a math tutor, were used efficiently based on feedback from math instructor, tutor, and students. Last year we served nearly 85 individual students and based on feedback provided by math instructor, Wes Wilcox, the results in the tutoring improved overall grade performance. I believe the strengths of the program are the quality of employee that serves as our tutor.
- Debbie Hietalla is both knowledgeable and personable w/students. I have both observed her and have
- been provided with student feedback. The weakness is the limited amount of hours that the tutor is available. We continue to get more and more students and are having challenges meeting students' availability.

5) **How well are you utilizing current technology?**

One of our initiatives involves the use of technology and for that reason we have made this a high priority. This current school year we are offering a Health Records Technology certification program using IP-Video as a primary teaching tool. Additionally, we transmit IP-Video courses, Medical Terminology and English Lit., to main campus and Elmira to help fill classes at the Florence Center. Terminology and English 253. I have personally spoken with every student and instructor in the program at the Florence Center and the feedback is very positive for its effectiveness. The evidence tells me that we need to offer more opportunities for our students and to do a better job in convincing instructors in Eugene that this is an appropriate form of communication – not ideal, but appropriate. Additionally, more training needs to take place with staff at the Florence Center that serves as a support. This is being accomplished by encouraging staff to make site visits to other colleges that have successful programs.

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

One of our program/advisory committee goals is to increase scholarship funding from \$6,000 to \$20,000 by June 15, 2005. The advisory committee has made this a high priority and as a result remains actively engaged in the process. We have set timelines for committee work and are currently on pace. As of this writing we have increased funding to nearly \$10,000.

- Date of meetings and number of attendees.
September 18, 2003 10
February 4, 2004 14
June 2, 2004 9
October 6, 2004 16
Advisory Committee Members
- Ron Latham, Chairman – PeaceHealth Siuslaw/Region
Tom Kartrude, Vice-Chairman – Port of Siuslaw
Tom Grove, CEO, Oregon Pacific Banking Company
Rodger Bennett, City Manager, City of Florence
John Griffiths, MD. , Retired
Rosalie Johnson, Retired
Dave Capen, Florence Area Chamber of Commerce
Jeff Farm, Oregon State Parks
Paul Holman, Realtor/City Council/LCC Board of Directors
Jacqui Betz, Student/Police Department

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Rennie Kirk, Municipal Airport

Larry Martindale, Principal, Siuslaw High School

Anna Morrisson, County Commissioner

Bob Purscelley, staff/ex-officio

Terry Hartzell, staff

**Important to note that we have a seven member Senior Citizen Advisory Board*

- The advisory committee stays connected on a regular basis through monthly reports on enrollment and academic progress, especially as it relates to our five-year goals. I rely on the committee to provide valuable input in our progress. The senior advisory committee is actively engaged in assisting with the direction of the non-credit program, which is evident in our Outward Ventures activities.

7) How well did you meet faculty and staff goals ?

Each staff member meets with me in September to identify goals related to their job duties. Each staff member is asked to have at least one goal that addresses mutually agreed skill-building as well as other goals that can be measured. I meet with each staff member mid-year for a progress report and then we review goal attainment during the evaluation. I also asked each staff member to provide a self-assessment as a part of their annual evaluation.

The weakness of this process is directly related to the workload and the distance challenges the Florence Center staff deal with. It is very challenging to provide off-campus training when opportunities are presented. For instance, President Spilde hosted a meeting on campus for classified staff during the day and it was impossible for Florence staff to attend. I believe more recognition needs to exist that addresses our concerns. Why not use IP-Video to assist?

8) Review your initiatives from 2003-2004.

- 1. Career Pathways Health Care Initiative

* The planning goal of having six students enrolled in the nursing program this year fell short ending up at five. However, we have nearly 35 students identified that are on track to enter the health occupations field.

* The goal of having a web-based nursing program in cooperation with SOCC, PeaceHealth/Siuslaw Region, Northwest Health Foundation, and LCC at Florence is on schedule. We have received funding for the planning grant with an extension for the 2004-05 school year. We continue to meet as a committee and will be planning a community-wide awareness event on February 9 in Coos Bay. This is a multi-year project with specific milestone accomplishments for the 2003-04 year. The greatest challenge and potential obstacle is the changing of pre-requisite requirements at Lane for students wishing to enter the SOCC program. For example, in 2006 additional math courses will be added that are not currently required. The value of having a math tutor (funded by Carl Perkins) will become even more important due to the increased level of courses needed.

It should be noted that our project, "Career Pathways Health Care", was one of three recognized for excellence by the Lane Workforce Partnership in August of 2004.

- 2. Distance Learning Initiative

We've started quarterly use of the IP-Video service both sending and receiving instruction to main campus and Elmira Community Learning Center. Through the efforts of the late Carrie Fairchild we started a one-year certification program, Health Records Technology that uses live interactive courses from Eugene to Florence. The courses reached 90% capacity at the Florence Center. The greatest challenge is the need to become more efficient in cross-communication between instructors,

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students, and staff. The need to send and receive classroom assignments and tests is challenging. We've had numerous situations when either the teacher or student indicates that they did not receive a fax. We plan on meeting w/main campus staff in December to evaluate and improve our distance learning challenge.

- **Family and Health Occupation Pre-requisite Initiative**

This is an on-going Initiative due to the various pre-requisite needs for each area of training. For example, in the Health Records Technology certification we need to provide courses such as Human Body Systems and Human Relations at Work. Currently we offer all necessary courses for the nursing program, but there will be changes in the future. The more certification programs we add, the greater the challenge not only for funding, but for finding qualified instructors. This year our greatest challenge is finding an instructor to teach Human Relations at Work. We have qualified instructors in Eugene, but its cost prohibitive. Unfortunately we are not permitted to use IP-Video due to the need to have group projects.

*The funded Initiative/s relate to both the "Career Pathways" and "Family and Health Occupation Pre-requisite" in the form of a math tutor.

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

- Expanding the use of Distance Learning opportunities for students.
- Staying within fiscal boundaries by becoming more fiscally responsible.
- Increasing staff awareness of the importance of diversity.
- Building community partnerships built on trust and better serving students.
- Increasing enrollment and fte for credit courses.

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

- Not able to participate with several important events on main campus due to distance.
- With staff turnover we were faced with numerous student service challenges.
- Workload continues to be a challenge, like other departments.
- With rising tuition many credit and non-credit students are unable to take classes.
- A significant decrease in non-credit enrollment.
- The continuing need for tutor assistance in math and science courses.
- The need for training with new technologies.

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

- The need for continued funding for a math tutor is evident by the addition of math courses meeting pre-requisite needs in the nursing program.
- We continue to see a steady flow of new students entering the Family and Health Occupation track and as a result, need exists for a science tutor.
- Continuation of Distance Learning technology needs to be made available for Florence students and staff. With workload issues and the need for training more opportunities to streamline travel should be in place.
- We will continue to struggle with students' ability to cover the costs of tuition and books unless we can meet our advisory committee goal to increase funding..
- As we move forward with our Career Pathways Initiative, in order to better serve students, we need to offer clinicals, locally.

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** Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.*

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Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. When proposing an initiative(s), use the following structure for each initiative proposed:

Initiative Title:
Family and Health Occupation Pre-requisites

Division Priority: 1

Why Do it?

In an effort to better meet the needs of students and community we provide all necessary courses for entry into the School of Nursing at Lane Community College. In addition to nursing we offer course work that leads to the successful completion of certification programs for HRT (Health Records Technology) and MOA (Medical Office Assistant). We are also offering course work that supplements requirements for Dental Hygiene, Radiology, and Emergency Medical Training. Florence area has the highest level of adults to youth in Oregon (5 to 1) and was recently named the number one retirement community in America. The older population places a high demand on medical service thus creating a need for more trained workers.

A tremendous need exists for family-wage earning jobs in Florence to keep our economic development efforts strong. An outstanding partnership has been developed with PeaceHealth/Siuslaw Region to better train current and potential employees. Lane Community College at Florence is viewed as the primary agency to make this possible. The greater success LCC has in developing training for students the greater the chance of providing a trained workforce for our medical community. It should be noted that jobs are not just limited to PeaceHealth/Siuslaw Region. Florence has numerous assisted living centers as well as retirement homes that have significant needs for trained workforce.

Initiative Links To Program Outcome Analysis

The challenge we are trying to address is how to better meet student needs by offering as much course work as possible in Florence and **to provide tutor assistance for math and science courses** that are critical requirements of the pre-requisites. If approved, this initiative will provide greater assistance for students needing help in math courses and science courses such as Anatomy and Physiology, Chemistry, Biology, and Microbiology.

The Initiative

We are seeking funding for tutors in math and science. The product of this initiative will be an increase in student success in the classroom plus our students will have similar services being provided on main campus through the tutoring program.

The need is significant due to the amount of math and science courses required for Family and Health pre-requisites. The evidence of the need has been communicated directly to office staff by both students and instructors. Currently the math instructor has 45 students enrolled in the Fall term classes and we anticipate similar numbers for the remaining terms. We have an average of 23 students enrolled in the four science courses offered at the Florence Center this school year.

We believe this is a reasonable request due to the challenges that we have in Florence and the need to better serve our community addressing the demographics previously outlined. Student success and equal access for students living in western Lane County is an intended Core Ability and Learning Outcome from the Florence staff. By offering equal access, eliminating the distance barrier, and helping students better afford education

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we believe we can be successful.

Resources Needed

I am requesting funding for two tutors in math and science. The math tutor request is for \$9,000 and science tutor at \$4,500.

Funding Resources

Funding will come from Carl Perkins.

Student Skills Goal: A tutor is essential for student success due to the fact that all instructors are part-time and the availability for assistance is limited to the classroom. Most students are employed and work on extremely tight schedules, according to math instructor Wes Wilcox. With a steady growth of math and science students pursuing both medical and business related courses the need continues to grow.

Professional Development Goal: A trained tutor will provide improved development for our students in the pursuit of their vocation. This **WILL** benefit all students.

Most students enrolled in math and science courses are pursuing work in the Family and Health Occupations area. As an example, Peace Harbor Hospital has a critical need for better trained Medical Office Assistants and view LCC at Florence as their prime training area. This activity supports Lane's Professional Technical students.

The Florence Center has a consistent history of using Carl Perkins funds to help support our efforts. In the past we have received critical funding to purchase learning equipment such as microscopes and teaching tools. We've also relied on funds to help support math and writing instructors. This has been a huge benefit for our center.

No TACT Funds Requested

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Initiative Title
Distance Learning/Clinical

Division Priority: 2

Why Do It?

Following a successful year of offering course work for Health Records Technology and Medical Office Assistant we now need to offer clinical instruction for our students in Florence. Distance Learning allows us to offer the course work in Florence, but the clinical needs on-site instruction.

Initiative Links To Program Outcome Analysis

As previously stated it is the intent of our faculty and staff to offer students equal access to services afforded main campus students. Travel time is three hours round trip and with gas prices rising the 140 miles becomes a serious hardship for our students.

The Initiative

The purpose of the initiative is to provide local clinical opportunities for MOA and HRT programs. Funding will make this possible for our students.

Resources Needed

I am requesting clinical funding for four classes in Florence for a total of \$5,606 that will be matched by the Florence Center.

Funding Resources

Carl Perkins

Student Skills Goal: Clinical courses are required for completion of the MOA and HRT programs.

TACT FUNDS

No TACT funds requested

Provide ORG & PROG codes

ORG: 440500 Program: 150000

This project contributes to Lane's vision, mission & goals and contributes towards meeting the President's and Board's approved goals.

These projects/initiatives are consistent with the college's vision of "Transforming lives through learning" by giving students an opportunity to complete their necessary academic requirements to enter the job market with family wage-earning jobs.

The stated mission includes opportunities in the "professional technical and lower division transfer programs" that is reflected in our focus on Family and Health Occupation training. Additionally, due to our efforts with Distance Learning, we will be achieving "affordable" courses that do not require travel to Eugene or Coos Bay.

These projects also show a significant amount of "Collaboration and Partnership" that results in the "promotion of shared governance" and "Innovation"

Finally, it's important to realize the uniqueness of a rural coastal community that has significant geographical and economical challenges for our students that I believe are more acute than you'll find in the larger communities. The Florence Center, for many students, is the only viable option to gain training for "employee skill upgrading" and "life skills development". By offering clinical courses in Florence we can meet our mission statement by making classes more "affordable".

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Chapter 5: Expected Unit/Program Outcomes for 2004-2005

1) **Program level outcomes we expect to achieve**

- We expect our math students will show improvement with test scores due partly with the assistance of a math tutor. This will be measured by the math instructor.
- We expect that staff and students will successfully complete the first year of our HRT program. Staff will coordinate improvement by communicating with Distance Learning staff to eliminate communication issues that were raised during Fall Term 2004.
- We will continue to work with our partners, SOCC, PeaceHealth/Siuslaw Region, and the Northwest Health Foundation for the development of a web-based nursing program to being in 2006.
- We will improve our part-time adjunct credit faculty evaluation process beginning immediately. This will include consistent and regular classroom visitation.

2) **Students' abilities to meet Core Abilities outcomes**

The most significant change for our students in 2005-06 will be the offering of labs (clinical) in Florence. This change will benefit both students and our largest employer in Florence, PeaceHealth/Siuslaw Region.

3) **Expected course level outcomes**

We expect that our students will successfully complete Medical Formatting, Human Body Systems, Medical Filing & Records, and Intro to Health Records using interactive life instruction from Eugene to Florence

4) **Planned enhancements for current technologies**

- To allow staff more training to improve our support for students.
- To purchase IP-Video equipment using web cam for our desk tops. This will allow better use of our computer lab as well as work station communication. It will also free classroom space currently being used for IP classes.

5) **Effective work with Advisory Committees**

- We will continue to pursue, as an advisory committee goal, the increase of student scholarship funds.

6) **Staff Goals**

Staff and part-time faculty have met, reviewed, and discussed Unit Planning. As a staff we meet monthly to discuss various topics including Unit Plan and goal setting.

7) **Enrollment Data**

Please provide your projected goals for 2004-2005:

- Program Level: Student FTE: 100 fte
- Course Level: Student FTE n/a
- Student FTE/Faculty FTE 22.3s
- Capacity Analysis n/a

8) **Student Success Data**

Please provide your projected goals for 2004-2005:

- Student Completion ratios n/a
- Degrees, Certificates Awarded n/a

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9) **Facilities and Equipment**

The main equipment goal for the Florence Center is the need to upgrade our van and bus that is essential for our senior programs. We have a pressing need to replace a 1990 15-passenger van and to replace a 16 passenger bus.

10) **Budget**

Please provide projected goals for 2004-2005:

- General Fund:
 - General Fund Allocation \$693,948
 - Actual Costs of Unit Operation \$693,948
 - Revenues (Course Fees, etc.) GF/ \$50,000
 - Cost per Student FTE \$4,600

Advisory Committee Chair

Date

Division Chair

Date