

Chapter 0: Alignment with College

Core Values

(Full text for core values appears in Appendix A)

Core Value 1: Learning

- FHC supports the value of learning through:
 - A variety of instructional techniques
 - Collaboration
 - Focus on outcomes
 - Ongoing evaluation

Core Value 2: Diversity

- FHC supports the value of diversity in the following ways:
 - Support students
 - Anti-bias curriculum
 - Staff is Culturally Competent
 - Provide multicultural experiences

Core Value 3: Innovation

- FHC supports the value of innovation in the following ways:
 - Technology
 - Teaching Methods
 - Maintaining a Positive Attitude
 - Gathering and Using Input for Innovative Ideas

Core Value 4: Collaboration and Partnership

- FHC supports the value of collaboration and partnership in the following ways:
 - Working in internal teams
 - Working with larger college
 - Working with community
 - Working with students

Value 5: Integrity

- FHC supports the value of integrity in the following ways:
 - Clear expectations and consistency
 - Open communication
 - Accountability
 - Responsible spending

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Core Value 6: Accessibility

- FHC supports the value of accessibility in the following ways:
 - Open admissions policy
 - Accommodate special needs
 - Financial support
 - Distance learning

Strategic Directions

(Full text for strategic directions is in Appendix A)

Strategic Direction 1: Achieve Financial Stability

- FHC programs are known for their quality and that translates to:
 - demand for classes and high FTE
 - support from community volunteers to work in our program
 - able to obtain funds from the community
 - able to generate revenue through differential pricing, lab fees, and increased dental clinic fees
- Staff of FHC programs are diligent in observing cost-saving measures:
 - reuse/recycle supplies
 - conserve supplies
 - make do with less (NOTE: NOT HAPPY THAT THESE MEASURES ARE NECESSARY)
 - increased use of part time instructors (NOTE: NOT HAPPY THAT THIS MEASURE IS NECESSARY)

Strategic Direction 2: Enhance College Climate

- FHC staff work closely with students to create a focused and enriched learning environment.
 - facilitate a positive classroom environment
 - cooperate among programs
 - work with students outside of classroom
 - provide feedback opportunities
 - address special needs
- FHC staff work with each other in the department to create a caring and supportive environment.
 - communicate effectively
 - treat each other with respect
 - provide support for each other
- FHC staff support the rest of the college in its work and initiatives.
 - identify and participate opportunities for staff
 - support college wide work and initiatives
- FHC supports the broader community.
 - Dental Clinic
 - Early Childhood Education Center

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Strategic Direction 3: Build Organizational Structure

- FHC schedules regular staff meetings.
- FHC ensures staff participation in decision making.
- FHC ensures continuity and standards in program content.
- FHC ensures communication through methods other than meetings.
- FHC feels the need for improvement in some areas.

Strategic Direction 4: Implement BWEL

- FHC could make greater use of the Center for Meeting and Learning.
- FHC and Continuing Education should work together to strengthen offerings.
- FHC should maintain/strengthen connections to community.

Learning Centered Principles

- The Learning College creates substantive change in individual learners.
- The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.
- The Learning College creates and offers as many options for learning as possible.
- The Learning College Assists learners to form and participate in collaborative learning activities.
- The Learning College defines the roles of learning facilitators in response to the needs of the learners.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

Family and Health Careers Division incorporates the learning centered principles in all aspects of their instructional programs. The programs have stated outcomes to help insure that students are successful on board exams as well as on the job. The program graduates are very successful in both areas. The faculty work with the students in facilitating their learning and supporting their success.

Chapter 1: Unit Description

Mission/Vision

Currently, the Family and Health Care division does not have a separate mission/vision from the college. The issue of developing one will be revisited during the 04-05 academic year.

Catalog Description

The Family and Health Careers Department offers a variety of programs to assist individuals wishing to enter health care and family-oriented careers. The excellence of each program is evidenced by graduates' high scores on licensing board exams, rapid placement of graduates in local and regional employment, and program accreditation from governing boards.

History/Significant Program Events

Dental Assisting

Dental Hygiene

Early Childhood Education

The Early Childhood Education program at LCC began in 1966. It was originally a component of the Home Economics department and offered students a preschool lab experience in an older basement room in the Health Building. An infant/toddler component was added to the center in 1985. In 2001 a new lab school/ child care center was completed. The current ECE program serves 1,300 enrollment slots annually. Students who leave the program with an Associate of Applied Science in ECE enter a growth market. Most of the students find jobs immediately. This is due to an ever increasing number of working families needing childcare and a lack of qualified early childhood teachers to meet this need.

Emergency Medical Technology-Paramedic

Health Records Technology/Medical Office Assisting

The MOA program is 34 years old. They originally became accredited by the American Association of Medical Assistants via the Commission on Accreditation of Allied Health Education Programs in 1997. Graduates from our MOA Program are eligible to sit for a national credential (Certified Medical Assistant®). In fall 2002, the MOA Program along with its Advisory Board raised a little over \$47,000 within a span of five months to support the financially troubled program. This has allowed the program to be offered for another two years while more stable funding is arranged within the college.

Nursing

Respiratory Care

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Unit Planning Template: Instruction

Degrees and Certificates

Two-Year Associate of Applied Science Degree

- Dental Hygiene
- Early Childhood Education
- Emergency Medical Technology-Paramedic
- Associate Degree Nursing
- Respiratory Care

One-Year Certificate of Completion

- Dental Assisting
- Early Childhood Education
- Emergency Medical Technology
- Health Records Technology
- Medical Office Assistant
- Practical Nursing

Cooperative Education

- Associate Degree Nursing
- Dental Assisting
- Early Childhood Education
- Emergency Medical Technology
- Emergency Medical Technology-Paramedic
- Health Records Technology
- Medical Office Assistant
- Practical Nursing
- Respiratory Care

Organizational Structure

- Board of Education
- President
- Vice President of Instruction and Student Services
- Associate Vice President for Instruction
- Division Chair Health and Family Careers
- Program Coordinator and Faculty Associates Degree Nursing and Practical Nursing Programs
- Program Coordinator and Faculty Dental Assisting Program
- Program Coordinator and Faculty Dental Hygiene Program
- Program Coordinator and Faculty Early Childhood Education Program
- Program Coordinator and Faculty Emergency Medical Technology and Emergency Medical Technology-Paramedic Programs
- Program Coordinator and Faculty Health Records and Medical Office Assisting Programs
- Program Coordinator and Faculty Nutrition Program
- Program Coordinator and Faculty Respiratory Care Program
- Administrative Coordinator and Administrative Assistants
- Child Development Center and Infant and Toddler Center Director and Staff

Lane Community College
Unit Planning Template: Instruction

Instructors/Staff

Adler, Jerri; Instructor, Medical Office Assistant/Health Records Technician Programs

Alvarado, Jessica; Department Counselor

Baker, Crystal; Early Childhood Teacher, Child Development Center

Balz, Jeanine; Instructor, Nursing Program

Barden, Dr. Fred; Dentist, Instructor Dental Assisting Program

Bates, Clarice; Instructor, Nursing Program

Batterson, Jane; Instructor, Dental Programs

Bishop, Jean; Coordinator and Instructor, Early Childhood Education Program

Blickle, Tom; Instructor, Nursing Program

Brokaw, Tom, Coordinator and Instructor, Emergency Medical Technician Program

Canale, Suzanne; Instructor, Nursing Program

Cassidy, Suzanne; Instructor, Medical Office Assistant/Health Records Technician Programs

Clemens, Glenna; Instructor, Nursing Program; Cooperative Education Nursing

Collins, Kelly; Instructor, Medical Office Assistant Program

Cummings, Hilary; Early Childhood Teacher, Child Development Center

Cummins, Michelle; Instructor, Dental Programs

Dietz, Cynthia; Information Technology Technician

Driscoll, Norma; Instructor, Respiratory Care Program

Fairchild, Carrie; Coordinator and Instructor, Medical Office Assistant/Health Records Technician Programs

Feldman, Diana; Department Secretary

Grafton, Derek; Instructor, Emergency Medical Technician Program

Hagan, Sharon Savage; Coordinator and Instructor, Dental Hygiene Program

Lane Community College
Unit Planning Template: Instruction

Hamilton, Gail; Department Secretary

Haines, Judy; Early Childhood Teacher, Child Development Center

Hecht, Roger; Coordinator and Instructor, Respiratory Care Program

Hickey, Beverly; Instructor, Early Childhood Education Program

Hopkinson, Kit; Instructor, Dental Hygiene Program

Hosking, Lena; Instructor, Medical Office Program

Kavanaugh, Rita; Instructor, Dental Programs

King, Kay; Department Secretary

Knight, Steve; Instructor, Medical Office Assistant/Health Records Technician

Lynch, Mary Lou; Instructor, Nursing Program

Maahs, Tammi; Instructor, Dental Programs

Meashintubby, Deleesa; Instructor, Medical Office Assistant/Health Records Technician Programs

Metzler, Don; Instructional Specialist, Early Childhood Education Program

Munkvold, Julia; Instructor, Nursing Program

Naylor, Beth; Instructor, Foods and Nutrition

O'Brien, Anne; Coordinator and Instructor, Nursing Program

Owens, April; Instructor, Respiratory Care Program

Pittman, Marty; Instructor, Medical Office Assistant Program

Plaa, Loretta; Instructor, Foods & Nutrition

Ranney, Claire; Secretary for Emergency Medical Technician Program and Nursing Lab

Robertson, Dianne; Instructor, Nursing Program

Roders, Sue; Instructor, Nursing Program

Ronning, Michel; Director, Child Development Centers

Lane Community College
Unit Planning Template: Instruction

Rowley, Lisa; Instructor, Dental Hygiene Program

Russell, Jane; Administrative Coordinator, ECE Co-op Instructor

Schreiber, Patrick; Instructor Emergency Medical Technician Program

Seaver, Pam; Instructor, Respiratory Program

Shanks, Piper; Instructor, Medical Office Assistant/Health Records Technician Programs

Snyder, Janet; Instructor, Medical Office Assistant/Health Records Technician Programs

Stalder, Heidi; Early Childhood Teacher, Child Development Center

Stermer, Julianne; Instructor, Early Childhood Education Program

Stice, Sandra; Coordinator and Instructor, Dental Assisting Program

Stone, Jeanne; Food Service Coordinator, Child Development Center

Swett, Katie; Instructor, Nursing Program

Tackman, Theresa; Early Childhood Teacher, Child Development Center

Terry, Cindy; Early Childhood Teacher, Child Development Center

Thornton, Susan; Early Childhood Teacher, Child Development Center

Tiel, Bren; Instructor, Nursing Program

Tucker, Dr. Todd; Dentist,

Tupper, Kris; Instructor, Dental Assisting Program

Ulrich, Sue; Instructor, Nursing Program

Voege, Jean; Instructor, Nursing Program

Webb, Beth; Instructor Dental Assisting Program

Welch, Jan; Instructor, Nursing Program

Wygle, Karen; Secretary for Early Childhood Education Program

Young, Joyce; Instructor, Nursing Program

Chapter 2: Program Outcomes (Curriculum)

Curriculum and/or Services

Programs Level

Program Outcomes

Dental Assisting

- Demonstrate knowledge and skills required to collect diagnostic data systematically.
- Demonstrate knowledge and skills required to perform a variety of clinical supportive treatments.
- Demonstrate knowledge and skills required for business office procedures.

Dental Hygiene

- Discern and manage ethical issues of dental hygiene practice.
- Provide planned educational and clinical services using appropriate interpersonal communication, clinical oral instrumentation skills, and educational strategies.
- Initiate and assume responsibility for health promotion and disease prevention activities.
- Use assessment, planning, implementation and evaluation in the provision of the process of dental hygiene care for the general dental patient and special needs populations.

Early Childhood Education

- Plan and carry out developmentally appropriate curriculum activities for children, from infants through kindergarten.
- Choose age appropriate guidance methods to enhance the child's development of self-worth, self-esteem, problem-solving skills and abilities for day-to-day life.
- Design and effectively use environments that maximize children's abilities to make choices, explore personal power. Develop empathy and caring behaviors, learn responsible roles for the classroom and appropriate relationships with others.
- Assist parents with skill-building in the areas of guidance, nutrition, and appropriate activity choices, and work effectively in a variety of roles with children and families.
- Understand the operation of programs ranging from working with children and families to administration and managements.

Emergency Medical Technology

- Administer first aid treatments.
- Transport sick or injured persons to medical facility.
- Work as a member of an emergency medical team.

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Unit Planning Template: Instruction

Health Records Technology

- Process, analyze, and distribute healthcare information.
- Organize, analyze, and technically evaluate health record content for completeness and accuracy.
- Prepare health data input for computer processing of reports.
- Abstract health records and assign code numbers to diagnoses for indexing health data, and process claims for insurance reimbursement.
- Answer legal, governmental, and insurance company inquiries and compile statistical data.
- Consult with medical and administrative staffs to ensure the data is accurate, up-to-date, and secure.
- Be involved in administration, reimbursement, quality assurance, utilization review, and risk management.
- Assist patients/clients with a variety of issues ranging from medical insurance to scheduling appointments for care.

Medical Office Assistant

- Prepare patients for examination, procedures, and treatment; obtain patient history and vital signs and accurately record information in the patient chart.
- Maintain medication and immunization records.
- Recognize and respond to emergencies.
- Coordinate patient care information with other healthcare providers.
- Sterilize instruments and stand by to assist as the physician examines or treats patients, or performs in-office surgeries.
- Give medical care to patients, under the physician's supervision, such as giving injections and drawing blood.
- Perform certain diagnostic testing in the laboratory.
- Perform administrative duties, which include managing an appointment schedule, organizing patients' medical records, performing medical transcription, bookkeeping procedures, and processing insurance claims.

Nursing

Practical Nurse – One Year Certificate

- Utilizes the nursing process to plan and implement safe and effective health care.
- Provides established health teaching as part of routine patient care.
- Utilizes effective verbal and written communication.
- Coordinates care for a group of patients.
- Recognizes and assumes responsibility for functioning within the professional, ethical, and legal frame work of practical nursing.

Lane Community College
Unit Planning Template: Instruction

Associate Degree Nurse – Two Year Associate of Applied Science

- Utilizes the nursing process to plan and implement safe and effective nursing care.
- Participates in health teaching and discharge planning.
- Initiates and maintains effective verbal and written communication.
- Coordinates care for a group of patients.
- Recognizes and assumes responsibility for functioning within the professional, ethical and legal framework of nursing.

Respiratory Care

- Provide treatment, management, control, and care of patients with deficiencies and abnormalities associated with respiration.
- Provide patients with therapeutic use of medical gases, air and oxygen administering apparatus.
- Appropriately use environmental control systems, humidification and aerosols, medications, ventilatory control.
- Supervise postural drainage, chest physiotherapy and breathing exercises.
- Perform cardiopulmonary resuscitation, and measures and maintenance of natural, artificial, and mechanical airways.

Program Accreditations/National Standards

- Associate Degree Nursing--Oregon State Board of Nursing
- Dental Assisting--American Dental Association's Commission on Dental Accreditation Commission Certificate of Radiology Proficiency
- Dental Hygiene-- American Dental Association's Commission on Dental Accreditation Commission
- Medical Office Assistant—Commission on Accreditation of Allied Health Education Programs
- Certified Medical Assistant
- Paramedic--Oregon State Department of Education Professional Technical Division and Oregon State Department of Human Resources EMS Unit
- Practical Nurse--Oregon State Board of Nursing
- Respiratory Care--Committee on Accreditation for Respiratory Care

Core Ability Outcomes

- communicate effectively
- think critically and solve problems effectively
- increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence
- explore academic disciplines

Course Level

- **Course Outcomes**

Dental Assisting

Lane Community College
Unit Planning Template: Instruction

Dental Hygiene

Early Childhood Education

In the Early Childhood Education classroom course outcome and critical thinking skills are assessed through in-class exercises, quizzes, tests, and assignments, as well as skills practiced and assessed in the ECE lab school on campus. Class and lab school seminar discussions are facilitated to engage students' critical thinking skills: students are asked to critique and discuss how they will apply what is learned in class to the day- to- day classroom environment. Course outcome is also measured by anecdotal evidence in class as students critically assess early childhood learning and family environments: the ones they grew up in and those in the culture at large. These discussions often touch on the themes of self and community, cultural competence and personal responsibility; since we are all affected by the way children are nurtured, socialized and taught. The ECE program helps position Lane as a vital community partner by producing quality teachers for an economy that currently shows 65% of parents needing out-of home care for their children while they are at work.

Emergency Medical Technology-Paramedic

Health Records Technology/Medical Office Assisting

Nursing

Respiratory Care

- **Instructional Methods**

Dental Assisting

Dental Hygiene

Early Childhood Education

ECE uses a variety of teaching methods in order to meet a variety of learning styles. Information is given through lecture, classroom discussion, small group exercises in and out of the classroom, in class presentations by students, video's and overhead. We have also delivered classes on-line and by telecourse. Our on campus lab school provides an environment where students are able to deliver a hands-on, immediate application of classroom material. In the classroom, faculty engages the students in small group learning, in class exercises and presentations along with lectures and audio-visual learning tools.

Emergency Medical Technology-Paramedic

Health Records Technology/Medical Office Assisting

Nursing

Respiratory Care

Lane Community College
Unit Planning Template: Instruction

- **Instructional Environment (classroom type/technologies)**

Dental Assisting

Dental Hygiene

Early Childhood Education

“Overall, my lab experience was fantastic and I can’t wait to do it again”; “I know the ECE experience at LCC will teach me to be the very best teacher I can be”; “I know the (ECE) program is designed to create a top notch ECE worker”; These are just a few comments from some students after completing a first term in the lab school. These comments reflect a positive outcome from the early childhood courses we offer. Not all students enroll in the lab course, but the experience of those who do offer the faculty an opportunity to hear direct feedback from students’ practicum experiences regarding behavioral theories, curriculum, and guidance techniques. Ongoing student evaluation and feedback come from the classroom teachers, ECE staff and the children enrolled in the Child Care Center as they react to various curriculum ideas and guidance techniques practiced by the students. In the classroom the faculty strives to create a vital and engaging classroom, one that appeals to many different learning styles and lets all adult learners feel they are equal partners in their learning process.

Emergency Medical Technology-Paramedic

Health Records Technology/Medical Office Assisting

Nursing

Respiratory Care

Staff Contributions

The faculty and staff serve on departmental, college, and community committees. They contribute a great deal to the educational experience of the FHC students. The FHC graduates score exceptionally well on certification exams and are sought after by employers. The faculty and staff are also involved in the accreditation process for their individual programs.

Advisory Committees

All of the programs have advisory committees, which are identified below.

- Dental Assisting
- Dental Hygiene
- Early Childhood Education
- Emergency Medical Technology
- Health Records Technology
- Medical Office Assisting

Lane Community College
Unit Planning Template: Instruction

- Nursing
- Respiratory Care

Program Review Status

A program review will be scheduled for an academic year when the faculty are not involved in preparing for an outside accrediting site visit.

Chapter 3: Program Outcomes Data (Student, Fiscal,.....)

Operating Information – Trends
(02-03 data)

Enrollment Data

| | |
|---|-------------|
| ▪ Program Level: Student FTE | 785.2 |
| ▪ Course Level: Student FTE | |
| ○ Dental Assisting | 43.1 |
| ○ Dental Hygiene | 52.5 |
| ○ Early Childhood Education | 195.8 |
| ○ Emergency Medical Technology/Paramedic | 56.6 |
| ○ Medical Office Records/Medical Office Assistant | 173.3 |
| ○ Nursing | 216.4 |
| ○ Respiratory Care | 47.5 |
| ▪ Student FTE/Faculty FTE ratios | 785.2/37.09 |
| ▪ Capacity Analysis | |
| ▪ | |

Student Success Data

- Student Retention ratios
- Student Completion ratios

Demographic profile of students

- 83% female
- 10% minority
- 1% disabled
- 29% academically disadvantaged
- 42% economically disadvantaged
- 96% 2.0 + GPA or higher

Budget

| | |
|---|-------------|
| ▪ General Fund: | |
| - Actual Costs | \$3,311,507 |
| - Revenues (ICP, ECE fees, Hospital support for salaries) | \$557,832 |
| - Cost/Student FTE | |
| ▪ Restricted Fund: Fund 8 (Grants) | N/A |
| - Costs | |
| - Revenues | |

Lane Community College
Unit Planning Template: Instruction

- Restricted Budget: Fund 9 (Tuition-based sections,.....)
 - Costs
 - Revenues

Facilities/Equipment

Two additional classrooms to accommodate 50-60 students are needed. These should be “smart” classrooms with a computer projector (that will also project video, CD, DVD, etc.), ELMO, and overhead projector. A VTEL set up would facilitate distance learning to other communities that are underserved by Lane. Classrooms should be equipped with blackboard/whiteboards and movie screens, trapezoid tables and chairs, computer stations with internet access throughout the room for classroom activities.

An additional computer lab for up to 35 students is requested with above “smart” classroom features. This lab would include appropriate software (virtual office, healthcare tutorials, as well as MS Office products, etc.), computer projectors and computers in each classroom to facilitate instructional methods. Classrooms also need to have computers (laptops) with internet access for classroom activities.

An acute care laboratory suite would better address current and future needs of the students’ especially nursing, respiratory care and emergency medical services. This lab would more closely mirror the working environment in which the students will be working. “Sim-man”, a simulation device, would be included in the lab. This would afford the students with more opportunities to build skills in a realistic but safe environment.

An Anatomy and Physiology classroom and lab to be utilized by all F&HC courses that require A&P.

Resource rooms.

Accessible tutors/subject matter experts.

Additional restroom facilities to accommodate the number of students in the division.

Storage room/closets in or near the classrooms that lock.

Add a phone/intercom set up in the MOA lab.

Anatomical models (skeletons, organ systems, and manikins for injection practice)

- Space Description
- Utilization Ratios (actual/available)
- Equipment Inventory
- Replacement Cycles

Chapter 4: Analysis of Expected Performance versus Actual Performance

Resource management

We would like to see more faculty training on being a more effective instructor. We would also like to see more support for Faculty Connections and the mentoring of instructors.

Perhaps find a more user-friendly way to secure professional development funds.

The instructional methods are limited by the staffing, facilities, and equipment available.

Technologies

Strengths

- Responsive to the labor market and advisory committees.
- High pass rates and high test scores on national/state boards/exams.
- High levels of job placement.
- Highly qualified and capable staff

Challenges

- External factors such as \$1.00 per hour pay differential between the ADN and BSN prepared nurses.
- Cuts in the support staff services.
- Lack of funding to adequately support programs.
- Older and less than adequate facilities for EMT/Paramedic, Nursing, and Respiratory Care
- Difficulties is finding qualified faculty in the health careers areas.
- Lack of “smart” classrooms with access to internet, VTEL to support distance learning, access to virtual software, maybe a few laptops sprinkled throughout the classroom so in class activities can be designed to include higher technology skills.
- There are limitations on program offerings and enrollment due to budget constraints and faculty to student ratios mandated by the accrediting agencies.
- Rapidly changing technology in the field requiring constant updating of expensive equipment.
- Increased number of support staff to provide adequate support for instructional and administrative needs.
- Additional funding to provide adequate salaries for necessary substitute instructors to be competitive with outside professional/technical salaries.
- Additional funding to expand programming via ITV.
- Additional finding to provide necessary support services for minority student

Opportunities

- Share state-wide courses over internet and ITV.
- Form partnerships with the local hospitals in offering a LPN readiness course

Lane Community College
Unit Planning Template: Instruction

- Offer RN review course
- Offer EMT review course
- Offer continuing professional development courses for health care professionals

Conclusions/Recommendations

- Increase the number of support staff.
- Upgrade the remainder of Building 4.
- Reinstate the position of continuing education coordinator for the medical professions.
- Develop a mechanism for flexibility in expanding/contracting programs based on the job market.
- Dental Assisting
 - Offer the clinical portion of the program to Umpqua Community College students at Lane and their cooperative education experience in their local communities.
 - Implement the Dental Administration/ Management program for credit. (Program meets identified community need with the addition of only five new classes). And all the necessary internal support structure to support such additions – classrooms, instructors, support staff, funding, etc.
- Dental Hygiene
 - Linn-Benton Community College and Chemeketa Community college students take didactic courses via distance education and clinical education at sites in their communities.
- Early Childhood Education
 - Provide additional FTE to current Child Development Center Director, current Support Staff for the CDC and for the Instructional Specialist as their work is needed additional to just the academic year calendar.
 - Redistribute ASLCC funds so that the Child Care Center receives a subsidy once again.
 - Use general funds to pay for more classified positions at the Child Care center and so bring down Child Care Center fees which will benefit LCC students with children in the Center.
 - Appreciative of the recently built childcare and lab school facility.
- Emergency Medical Technology-Paramedic
 - Offer all EMT Basic courses for college credit. (Transferring all of EMT from Continuing Education to FHC for credit would increase enrollment by 50% and eliminate the problem of students having to petition for college credit and address a reoccurring issue at Emergency Medical Technology-Paramedic advisory council meetings.)
- Health Records Technology/Medical Office Assisting
 - Remove the Health Information Technology from the list of suspended programs.
 - Provide stable funding for Health Information Technology Program
 - Increase amount of FTE of support staff for HRT/MOA
 - Secure stable funding for MOA
 - Increase amount of FTE of support staff for HRT/MOA
 - Complete construction of MOA Lab
- Nursing

Lane Community College
Unit Planning Template: Instruction

- Expand faculty and clinical sites to increase the number of students that can be accepted into the program
 - Provide additional support staff and infrastructure for those additions
 - Update the nursing labs and classrooms
 - Update the nursing offices to comply with OSBN regulations
 - Update main F&HC office area to provide for additional storage of student and staff files materials, supplies, noisy office equipment and additional staff office space
- Respiratory Care
 - Expand faculty and clinical sites to increase the number of students that can be accepted into the program
 - Update the respiratory care labs and classrooms
 - Secure stable funding for RC

Chapter 5: Program Initiatives to Improve Performance

Initiative Title

1. Instructional Space Unitization and Expansion
 - a. New instructional space
 - b. Upgrade instructional and office space
 - c. Improve utilization of existing space

Why do it?

The current space in Building # 4 is less than ideal. The Family and Health Careers curriculum is laboratory and equipment intensive. Not enough of the correct size classrooms are available at the times needed. Nursing classes need a varying number and size of classrooms at different points in time throughout the term. The EMT, nursing, and respiratory care laboratories need to be brought into the 21st century. The computer lab can no longer keep up with the curricular demands. This initiative would address the space crunch problem for staff and instructional needs, match the learning environment to the learning outcomes, provide better access to the needed equipment for class, and afford the students instructional opportunities better aligned with real world settings.

What is the need or intended use?

Student labs, classrooms, and offices.

What will the product of this initiative be?

A new acute care laboratory suite, additional classrooms of the appropriate sizes, an additional computer lab, upgraded offices in the main office and old health clinic area, and appropriate utilization of space, including storage areas. Upgrade of instructional lab areas.

Is it feasible?

This initiative has three components.

A. New instructional space would be the most expensive and problematic given the current economic conditions of the college. This initiative would require funding outside of the FHC budget such as a bond fund, a capital fundraising project, or college rotating upgrade funds. The division feels that it is important that our long term needs be addressed in this plan. We are proposing an acute care laboratory, two classrooms that accommodate 50 students, and an additional computer laboratory for 35 students.

B. Upgrade instructional and office space will necessitate additional resources. Parts of building # 4 have never been upgraded. To address health and safety issues, the classroom carpets need to be replaced in rooms as well as the counter tops and come cupboard areas in the labs which need to be upgraded. The improvements provided by the project would be completed with the remodeling of the instructional offices. The nursing offices offer no privacy and were cited as out of compliance with Oregon State Board of Nursing (OSBN) standards during the last accreditation visit. This space has not been upgraded since the building was originally built.

Lane Community College
Unit Planning Template: Instruction

C. Improved utilization of space can be addressed with the conversion of our standard classrooms to “smart” classrooms with appropriate video and computer technology installed in several of these classrooms.

What would the campus location of this request/project?

Building # 4 and additional space close by.

How many students (per year) will benefit?

2,385

How will students benefit?

- Lab situations that simulate real work stations facilitate student success on board exams and in the job market.
- Increased access to computers and specialized programs.
- Privacy when meeting with faculty.
- Equipment in the classrooms as needed for instruction.
- Classroom sizes appropriate to ensure meeting student demand for the classes and to promote a proper learning environment.

Describe the resources needed

- Money for the building, remodeling, furnishing the labs; specifically the respiratory care lab, the nursing lab, the EMT simulation lab and a new computer lab.
- Expertise from campus personnel in classroom and lab design, cost estimations.
- Faculty/staff committees to develop specific plans and ensure appropriate equipment and estimated costs for the projects.

List the possible funding sources

- Can this project be partially funded?
The division will be asking for funds for equipment that can be used now and would be an integral part of a new lab.
- If so, what minimum cost?
The costs requests for this year are included in request fro funding grid.

ORG and PROG codes

- ORG codes would include each of our professional technical programs: 661100, 661200, 661300, 661410, 661500, 661600, 661700, 661800
- PROG codes are for professional/technical programs: 112000

How does this project articulate with the college’s vision, mission & goals and contribute toward meeting the President’s/Board’s approved goals?

Directly supports the mission of professional technical education; core values of learning, innovation, and accessibility; strategic direction of college climate.

Carl Perkins Funds

The programs in FHC are open to all students and include special populations. This request would support Carl Perkins goals I through V.

Initiative Title

2. Additional Classified Support Staff

Why do it?

During the recent budget cuts, Family and Health Careers lost general fund support of the equivalent of 2.75 FTE in classified support staff. Given the nurture of the programs, the division has specific support staff needs that are in addition to the normal clerical needs of faculty. These activities are clerical support intensive. The division has nine programs with all of them having a separate application process. The ECE provides a child development center as a learning component for the early childhood education program. The center provides care for 80 families and about a hundred different children each year. The students in the dental clinic see an estimated 4,500 potential patients a year. The nursing, respiratory care and emergency technician programs run skills labs. These labs require classified personnel to provide equipment, equipment maintenance, scheduling and extensive purchasing. The strain on the remaining classified personnel to provide these services is extreme. They are required to do extensive and creative scheduling to meet the requirements of the classified contract and this does result in reduced services to students, staff and the public. Fewer support services are being offered directly to the faculty. The faculty is expected to pick up more and more clerical duties on top of their teaching responsibilities. While this might be a short term solution, more support should be made available to the faculty can devote their energies to teaching. FHC has excellent programs, with students having high pass rates on national tests as well as being sought after by employers. More support staff would allow the faculty to do what they do best and maintain the integrity of the programs. 2.75 additional FTE would allow the necessary services to be provided at an estimated cost of \$96,500.

What will the product of this initiative be?

Additional 2 contracted classified and .75 part-time FTE for additional support staff.

What is the need or intended use?

Provide the appropriate level of classified support service needed by students, faculty and the public in addition to meeting the needs of the college.

Is it feasible?

Yes, qualified personnel are available.

What would the campus location of this request/project?

Building # 4.

How many students (per year) will benefit?

2,385

How will students benefit?

Faculty will have more time to devote to instruction. Dental assisting and hygiene students would devote all of their lab time to instruction rather than having to take on some dental clinic clerical duties. Students will be assured of having equipment ready and available as needed. Application processes will be completed in a more timely manner for notification to students. Laboratory experiences will be more positive and less 'harried' for student learning.

Lane Community College
Unit Planning Template: Instruction

List the possible funding sources.

General fund or increase and diversion of student lab fees to pay for clerical help.

Can this project be partially funded?

Yes, addition of 1.0 FTE for classified staff would greatly take the pressure off the support staff and provide a more acceptable level of service. This increase would provide for the addition of one contracted position for continuity, training and scheduling needs/purposes.

If so, what minimum cost?

1.0 FTE is an estimated \$39,780.

ORG and PROG codes

ORG 661001 & PROG 112000

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

Directly supports the mission of professional technical education; indirectly supports core values; directly supports the strategic direction of college climate.

Initiative Title

3. Instructional Equipment Upgrade

Why do it?

As instruction methods utilize more and more technology, the classrooms need to be updated to facilitate the use of necessary and industry compliant equipment. The Family and Health Careers courses are skill intensive which requires extensive use of audio-visual and technical materials and supplies in a variety of forms. The programs and equipment are very expensive. A method of cutting costs is to work in a consortium and offer/receive instruction via distance learning, internet access, and interactive instruction. The following equipment is needed to upgrade classrooms: adult size tables and chairs, TV/VCR/DVD, Power Point projector/computer, V-Tel, ELMO projectors, wireless internet, and white boards. Having access to needed electronics in the classroom would allow the student experience with a variety of technologies that would be encountered in the work place, expand the instructional methods options available to the faculty, and ensure that all classes have equal access to necessary equipment as needed.

What will the product of this initiative be?

Rooms in building # 4 would be upgraded with adult size tables and chairs, mounted TV/VCR/DVD, Power Point projector/computer, ELMO projectors, wireless internet, and white boards in those classrooms as needed. In addition, there would be V-Tel capabilities in rooms where needed.

What is the need or intended use?

Facilitate instruction, student learning, and student outcomes.

Is it feasible?

Yes, the technology is available.

Lane Community College
Unit Planning Template: Instruction

What would the campus location of this request/project?

Building # 4.

How many students (per year) will benefit?

2,385

List the possible funding sources

TACT and Carl Perkins funds and increase in general fund monies as available.

Can this project be partially funded?

Yes, starting with an upgrade for one room at a time would be of benefit for student learning.

If so, what minimum cost?

Costs are identified on the funding source grid.

ORG and PROG codes

ORG 661001 & PROG 112000

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

Directly supports the mission of professional technical education; core values of learning, innovation, and accessibility.

TACT Funds

The equipment requested would maintain existing technology and increase student access. The medical field is rapidly changing and the division would have the cutting edge technology necessary for instruction. The requests relate to initiative 3 and the costs appear on the funding source grid.

Carl Perkins Funds

The programs in FHC are open to all students and include special populations. This request would support Carl Perkins goals I through V.

Initiative Title

4. Distance Education

Why do it?

There is a need to provide more convenient access to students as well as better serve students not attaining classes on the main campus. Utilizing distance education via internet and V-Tel would allow FHC to expand student enrollment in didactic course offerings. The groundwork has been laid to start distance education for the Medical Office and Clinical Assistant (MOCA) program at the Florence campus. Later this mode of instructional delivery would be expanded to the other FHC program areas and other campuses. To facilitate offering this program to the Florence Campus, the courses would be taught in the distance education classroom, laboratory instructors would be at the Florence Campus, curriculum development funds would be used to develop the distance education curriculum, additional clerical support would be needed, the additional Florence

Lane Community College
Unit Planning Template: Instruction

Campus site fee for the American Health Information Management Association accreditation would be necessary.

What will the product of this initiative be?

Initially, the MOCA program would be packaged for delivery via distance education to the Florence Campus. This would serve as a model for the development of other programs.

What is the need or intended use?

Facilitate instruction, increase student enrollment, and provide better access for students at other Lane campuses.

Is it feasible?

Yes, the technology is available.

What would the campus location of this request/project?

The main campus and the Florence Campus.

How many students (per year) will benefit?

100 per academic year

List the possible funding sources

Carl Perkins, Curriculum Development, and increase in general fund monies as available.

Can this project be partially funded?

Yes, starting with the MOCA program first

If so, what minimum cost?

Costs are identified on the funding source grid.

ORG and PROG codes

ORG 661001 & PROG 112000

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

Directly supports the mission of professional technical education; core values of learning, innovation, and accessibility.

TACT Funds

No funds requested.

Carl Perkins Funds

The programs in FHC are open to all students and include special populations. This request would support Carl Perkins goals I through V.

Initiative Summary

Lane Community College
Unit Planning Template: Instruction

| Initiative | 1-2 years | 3-4 years | 5-6 years |
|------------------------------------|--|---|---|
| 1. Instructional Space | | | |
| | <p>a. Committee for Acute Care Lab. Develop plan for lab with estimated costs for building and equipment; identify sources of funding.</p> <p>b. Committee for Computer Lab/Classrooms Develop plan for computer lab and two 100 person classrooms with estimated costs for building, equipment, computer programs; identify sources of funding.</p> | <p>a. Plans developed, funding sources identified, acute care lab is part of over all college plan to be built.</p> <p>b. Plans developed, funding sources identified, computer lab/classrooms are part of over all college plan to be built.</p> | <p>a. Acute care lab completed.</p> <p>b. Computer lab and two 100 person classrooms completed.</p> |
| b. Upgrade | Program Coordinators work with their staff in identifying needed upgrades for their areas estimating costs and funding sources. | Upgrades completed. | |
| c. Improve space utilization | Program coordinators continue working together to best utilize the classrooms that FHC can control and work with those in scheduling to get as good a fit as possible for classroom needs. | Project completed. | |
| 2. Additional classified staff | Committee to review classified staff needs—current support staff levels, modest staffing increase (1 FTE), actual needs, and identify possible sources of funding | Classified staffing issues readdressed, mitigated or resolved. | |
| 3. Instructional equipment upgrade | Program coordinators identify instructional equipment needs, costs, and sources of funding, develop a priority list and information needed to submit to TACT and Carl Perkins for funding. | Submissions of prioritized list for funding in final phase. | |

Lane Community College
Unit Planning Template: Instruction

| | | | |
|-----------------------|---|---|---|
| 4. Distance Education | MOCA faculty develop Health Information Technology (HIT) program for delivery via distance education. | Offer the HIT program via distance education to the Florence Campus. Develop other programs for distance delivery. | Offer several programs in FHC via distance education. |
|-----------------------|---|---|---|

Chapter 6: Evaluation of Initiative Process

Was your initiative(s) successful? How do you know?

**This chapter is not relevant until next year when we have completed the first iteration of the planning cycle and can evaluate how it worked.*

➤ Overall Effectiveness of the Program Plan

Significant Change # 1

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions

Significant Change # 2

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions

Appendix A

Full Text of Chapter 0 Strategic Direction Core Values

Strategic Direction 1: Achieve Financial Stability

- FHC programs are known for their quality and that translates to:
 - demand for classes and high FTE
 - positive word of mouth about our program brings more students to the college
 - continued stability in terms of new student populations
 - stability of student base all year permits us to budget appropriately
 - work toward maximum FTE in ECE lab school on campus
 - willingness of community volunteers to work in our program
 - use of preceptor instructors in clinical education
 - volunteer people/organizations visit and teach students in assisting, planning and carrying out child's teaching themes
 - seek partnerships with outside colleges to assist in supporting dental hygiene program
 - willingness of community to contribute funding
 - educate community of value of program and therefore get community support \$
 - seek and obtain community buy-in and support \$
 - outside funding from health care facilities in community
 - ability to generate revenue through differential pricing and increased lab fees
 - differential tuition
 - nursing students pay increased tuition
 - graduated tuition
 - income generating
 - implementation of student differential tuition to offset high cost programs
 - offering classes that pay for themselves due to full enrollment
 - provide a needed service which generates funds
 - differential tuition
 - graduates support increased tax base
 - raised lab fees
 - charge \$ fees for families to care for children in lab school to teach students in ECE
 - charge lab fees
 - fiscally responsible tuition (from parents) based lab
 -
- Staff of FHC programs are diligent in observing cost-saving measures:
 - reuse/recycle supplies
 - reuse supplies

Lane Community College
Unit Planning Template: Instruction

- recycling
 - reuse and recycle materials
 - avoid waste by reusing lab materials
 - recycle lab stuff
 - reuse lab materials (dental mounts)
- conserve supplies
 - limiting copying and printing
 - try to limit handouts to only those necessary
 - conserve materials
 - be conscious of spending
 - wise use of supplies
 - cost effective use of supplies
 - often buying simple office supplies for own use
 - having more learning resources online rather than hard copy
 - data systems organized without paper (i.e. Banner)
- making do with less (NOTE: NOT HAPPY THAT THESE MEASURES ARE NECESSARY)
 - use really old, little, slow computer
 - extra hours put in by staff to make up for shortages
 - do own typing of modules
 - staff continue to do all of own typing since classified cut
 - faculty does own typing
 - do own supply ordering
 - maintain and repair equipment
- continue greater use of part time instructors (NOTE: NOT HAPPY THAT THIS MEASURE IS NECESSARY)

Strategic Direction 2: Enhance College Climate

- FHC faculty and staff work closely with students to create a focused and enriched learning environment.
 - in the classroom
 - provide an anti-bias curriculum
 - facilitate student-to-student learning groups in nursing
 - provide positive feedback and open communication with students in labs
 - one-to-one contact with students in lab
 - bringing enthusiasm to classroom
 - between programs
 - encourage camaraderie between DH1 and DH2 and DA programs
 - create connections of socialization between dental program students to create a team work environment
 - programs require pre-requisites from a variety of college programs
 - outside of classroom
 - do own advising in ECE program

Lane Community College
Unit Planning Template: Instruction

- work one-on-one with students to develop professional relationships with caring touch
 - extended office hours to provide greater accessibility for students
 - go beyond the basics to help students succeed
 - put in lots of extra hours with students
 - our student retention relies on an emphasis on accommodating individual needs
 - believe all are unique, embrace their individual needs and gifts
 - welcoming to all who come to our program
 - encouraging students to utilize instructor office hours to discuss any difficulties they are having with content
 - many additional faculty hours spend with struggling students
 - close daily contact with individual students
- feedback opportunities
 - listening to individual student concerns
 - give students opportunities to give us feedback
 - weekly student seminars to give and hear feedback
 - get together with students and faculty (i.e. brown bag lunch)
- addressing special needs
 - encouraging students to utilize available resources (e.g. study skills, ADA, etc.)
 - provide a specific counselor for health occupation students
 - providing a sense of inclusiveness among all students
 - individual plans for students with disabilities
 - try to help students with different learning needs seek special help
- FHC staff work with each other in the department to create a caring and supportive environment.
 - communicating
 - open communication with students and staff
 - weekly staff meetings to discuss issues
 - treating each other with respect
 - developing a new initiative for respect
 - we treat each other and our students with respect
 - interpersonal relationships
 - social events for staff
 - help each other out in difficult personal situations
 - lend a hand beyond what is required
- FHC staff support the rest of the college in its work and initiatives.
 - learning and recognition opportunities for staff
 - Faculty Connections Program
 - participation in mentor program at Faculty Connections
 - support continuing education for staff
 - peer projects which develop support systems and relationships
 - Classified Employee of Month Award
 - Innovation awards

Lane Community College
Unit Planning Template: Instruction

- support college wide work and initiatives
 - participation on college wide committees
 - implementing Banner
- FHC supports the broader community.
 - Dental Clinic
 - provide a low cost, easy access dental hygiene clinic offering dental care to the community
 - the dental clinic creates a sense of open door for diverse patient populations from the community
 - the LCC child care center provides affordable, high-quality child care to the community in a state of the art childcare center located on campus. Particularly valuable to the community is are eight full time infant slots in the Center, since infant care is especially scarce in Lane County.
 - The Child Care Center provides a model for accessible, high-quality care for children and families from diverse populations within the community.

Strategic Direction 3: Build Organizational Structure

- FHC schedules regular staff meetings.
 - weekly team meetings, monthly meetings for fulltime faculty, regular division meetings...all with printed agenda
 - program coordinators meet 2x a month with advising staff
 - regularly scheduled team and faculty meetings with leader, agenda and recorded minutes
 - program coordinator meetings
 - weekly meeting with coordinator, faculty, and staff representatives
 - weekly team meetings, monthly department meetings, quarterly division meetings
 - meetings regularly as a division, program and program teaching team
 - staff rotate responsibility of recording minutes at meetings
 - small committees report to full faculty at monthly meetings
 - nursing fulltime faculty meetings have someone act as timekeeper
 - all meetings have printed agenda and recorded minutes
 - faculty designs and participates in program committees regularly
 - program coordinator team meetings
- FHC ensures staff participation in decision making.
 - do not take a vote on any measure until the second time it appears on the agenda
 - agenda has “accountability” item for previous decisions
 - all full and parttime faculty have opportunity for input and decision making
 - shared governance
 - strong union presence on campus ensuring an activist voice
 - clear “chain of command”
 - hierarchy of coordinator – faculty – lab director – lab staff

Lane Community College
Unit Planning Template: Instruction

- director makes all staff aware of decisions at the same time
- FHC ensures continuity and standards in program content.
 - alignment of class lessons with lab experiences
 - central collation of teaching materials each term
 - mentoring new employees
 - use of advisory committees
 - use of program coordinators
 - team leader for each term
 - team teaching responsibilities are written out – who does what
 - alternating team leaders
 - use rotation of team leader role
 - develop long term goals/vision with web posting
 - programs provide annual reports to accrediting bodies
 - self study for accreditation done by faculty
- FHC ensures communication through methods other than meetings.
 - information is provided to staff in writing
 - email is used to provide current information to all staff
 - email supports open discussion in division
 - memos and emails provide an informal way to communicate
 - online policies and procedures are available
- FHC feels the need for improvement in these areas:
 - no clear procedure for ordering new videos/learning aids which can result in duplication and added expense
 - team meetings provides lots of discussion about agenda items but we often “move on” without a decision being made
 - relying solely on email to contact individuals regarding meetings can be a problem, particularly in summer
 - not enough communication between teams regarding decisions made
 - give Sonya Christian more power to make and implement decisions

Strategic Direction 4: Implement BWEL

- FHC could make greater use of the Center for Meeting and Learning.
 - use center for ECE conference in spring
 - could give credit for conferences
 - use center for professional conferences
 - increase awareness in health industries and professional organizations of the availability of conference center
 - encourage professional community to hold conferences and/or annual meetings in new building
 - encourage our business/community contacts to use the conference center

Lane Community College
Unit Planning Template: Instruction

- informing public of existence of conference center
 - use conference center for state conferences, i.e. OAEYC
 - consider use of CML for distance learning opportunities
 - offer conference center for outreach BSN and Masters programs in nursing
- FHC should strengthen Continuing Education courses.
 - offer more CE courses, offer them for credit
 - partner with CE to offer new Dental Hygiene offerings
 - start offering more CE courses again
 - continuing ed offerings are severely limited by low faculty pay
 - need more proactive needs assessment regarding extended learning offerings for community nurses
 - staff teaches professional workshops
 - potential for faculty to prepare workshops or teach them for professional CE requirements/needs
 - align ECE courses with Professional Development Registry
 - stepped programs (NA-LPN-RN)
 - teach medical terminology classes to insurance companies
 - teach latest technology classes in outside organizations (study clubs) that are currently taught at LCC
 - offer courses to community nurses
 - work with extended learning to coordinate health occupations offerings (just starting)
- Maintain/strengthen connections to community.
 - nursing curriculum attempts to integrate criteria with hospital employee training
 - preceptorships (student and RN partnerships)
 - consulting with other facilities
 - Lane Family Connections relationship
 - relationship with community trainings (Head Start)
 - provide childcare to people who work
 - day care for Selco
 - director stays connected/aware of local centers (i.e. issues, costs, etc.)
 - attend Salem meetings to find ways to get workforce governor funds
 - co-op education excellent in nursing
 - active co-op ed program
 - co-op experiences

Core Value 1: Learning

- FHC supports the value of learning through:
 - A variety of instructional techniques
 - individual instruction via small clinical groups
 - promoting student mentors
 - requiring students to plan and carry out themes and activities for children
 - competency/objective based learning

Lane Community College
Unit Planning Template: Instruction

- valuing every question and classroom comment
- teachers are available and non-judgmental
- skill building toward professionalism
- chance for evening clinicals
- incorporate visual, kinesthetic, auditory and mental reflection for learning
- vary lab levels to foster success
- study groups
- technical support provided for all programs
- “hands on experience”
- cooperative education
- frequent one-on-one contact with all students
- maintain a good student/faculty ratio (8/1)
- direct work with actual patients
- use “mutual goal setting” to structure learning
- build learning partnerships between students and faculty

•Collaboration

- share ideas and materials
- ongoing communication with student teachers about child center specifics
- communicate frequently with other departments, i.e. science, math, testing
- team meetings to coordinate activities
- coordinate lab and class instruction
- team curriculum planning
- cross program cooperation and sharing
- make students aware of other services on campus (counseling, health center, testing, disability services, etc.)

•Focus on outcomes

- excellent scores on state boards
- curriculum based on desired outcomes of certification and/or licensure
- students prepare to pass national/state standard certification tests

•Ongoing evaluation

- meet quarterly to analyze successes and failures to improve courses
- open communication between staff so lab aligns with class curriculum
- incorporate student feedback from evaluations
- content of each class builds and continues learning process
- seminars to discuss issues every week
- seek input from students and make changes they suggest to improve dental hygiene program
- identify weaknesses and strengths
- weekly evaluation to give students feedback of achievement
- have students come to planning and evaluation meetings
- developing learning plans for students who have special needs

Lane Community College
Unit Planning Template: Instruction

- continually look at, revise curriculum
- use the student self-assessment form to plan clinical experience

Core Value 2: Diversity

- FHC supports the value of diversity in the following ways:
 - Support students
 - labs are ADA accessible
 - equal opportunity for admission to programs
 - no cap on enrollment, few entry requirements
 - encourage enrollment of nontraditional students
 - counselor counsels ESL students and others with special needs
 - greater than national average of male nursing students and staff
 - outreach is strong to groups previously overlooked
 - collaborate with disability services
 - accommodate special needs
 - offer additional time for exams, etc.
 - provide counseling for students with special learning or testing needs
 - accommodate student physical or emotional needs
 - more time allowed for ESL testing
 - Anti-bias curriculum
 - introduce sign language to student and community
 - promote diversity through curriculum with children
 - diversity topics incorporated into program curriculum
 - students trained for interaction with those from diverse backgrounds
 - program offers opportunity for students to deliver care to diverse populations
 - work with Spanish speaking communities and provide written materials in Spanish
 - focus on nonjudgmental attitude in theory and practice
 - diversity modeled to students through teaching it to children
 - Staff is Culturally Competent
 - ongoing planning to include all
 - incorporate cultural and developmental aspects of patient needs in clinical care
 - staff values each student individually
 - encourage varied backgrounds in curricular planning
 - accommodate a variety of learning styles
 - use of minority publications to recruit faculty
 - office support staff go extra mile to seek good working environment for physically challenged students
 - model respectful and inclusive behaviors for all
 - attend conferences on diversity
 - Provide multicultural experiences
 - have different cultures contribute to class discussion
 - keep on top of current teaching theories

Lane Community College
Unit Planning Template: Instruction

- students work with patient of different cultural backgrounds and ages
- students work with diverse patient populations
- ask students to reflect on their personal beliefs regarding accessible health care
- respectful environment, all questions are equal in value
- ask students of diverse cultures to share experiences
- students go into the community to provide health care to diverse groups
- participate in campus-wide “book club”

Core Value 3: Innovation

- FHC supports the value of innovation in the following ways:
 - Technology
 - implemented digital radiography, digital photography into Dental program facility
 - Dental program developed web-based courses
 - incorporating Web CT into classes
 - more development of Distance Learning
 - division computer lab
 - putting more classes and testing online
 - online class offerings in Nursing
 - skill standard modules available online
 - one of the first divisions to have numerous online courses available
 - multimedia computer and projector used in classrooms
 - have created web page for Nursing and much of student information is now online
 - provide web-based orientation materials for McKenzie Willamette Hospital clinical experience
 - Nursing web page
 - computer upgrades
 - Teaching Methods
 - flexible scheduling of labs and seminars
 - use of preceptor instructors in clinical education
 - instructors maintain autonomy in classroom teaching strategies
 - program information constantly updated
 - provide opportunities to observe, practice and do self-evaluation
 - model variety of teaching approaches
 - foster choice
 - lab students plan their own week of curriculum for children
 - use of preceptors
 - offer lots of opportunities for students to apply what they have learned
 - Nursing curriculum changes in response to the changing health care industry
 - Nursing curriculum changes in response to changing student needs
 - rotate staff to keep “fresh” input and ideas
 - model different creative activities for students, encourage new activities
 - student seminars weekly to discuss and elaborate what they are learning in their lab experiences
 - teach critical thinking to integrate classroom and real life

Lane Community College
Unit Planning Template: Instruction

- faculty are encouraged and supported to try innovative teaching methods
- maintain close association with clinical students to promote experiences for entry into profession where integrity in behaviors is paramount
- training kept current
- utilizing non-traditional clinical learning sites
- demonstrate teaching to ECE students, effective ways to foster children's development
- Nursing curriculum is changing constantly to reflect needs of industry
- Infrastructure of campus has opportunities to be innovative built in (i.e. Reading Project)
- Limited lab and clinic for Dental Assisting
-
- Maintaining a Positive Attitude
 - Norma Stevens award recognizes innovation
 - accept and support change
 - willing to try new things
 - support change and creativity
 - model a positive response to change
 - stay positive about changes
 - view change as positive
 - our "sick building" situation shows that we are responsive to solving problems
 - "flying bird" art project next to bus terminal is great
- Gathering and Using Input for Innovative Ideas
 - open communication between centers to share what works/doesn't work
 - team teaching gets input
 - strategy committee
 - continual re-evaluation of how/what/why based on numbers of students
 - faculty committees meet regularly and respond to internal and external challenges on an ongoing basis
 - faculty meetings every month allows for regular communication to make decisions and to develop strategies to implement
 - all participate in planning
 - Dental Hygiene program working with LBCC and Chemeketa to partner for clinical sites and accessible Dental Hygiene education to Linn Benton and Salem areas
 - include hospital in funding needed for staff and student positions
 - Advisory Committee input re: needs in the community to upgrade technology appropriately
 - Advisory Committee input
 - weigh student input in term wrap up
 - take ideas from students and incorporate
 - team meetings to discuss (using our own observations and student feedback) what is working and what is not, then making changes as appropriate

Lane Community College
Unit Planning Template: Instruction

- work together to have “whole picture” of program be congruent not just isolated components
- feedback from students how we can improve
- including student ideas and input

Core Value 4: Collaboration and Partnership

- FHC supports the value of collaboration and partnership in the following ways:
 - Working in internal teams
 - team teaching in nursing
 - faculty share responsibility
 - promote team work
 - environment requires group interaction for system to work
 - Working with larger college
 - childcare lab school and co-op resource/referral work together
 - co-op experiences
 - excellent co-op program
 - Working with community
 - work with state-wide nursing council to increase student enrollment
 - nursing and dental hygiene practicums held at local facilities
 - clinical instruction provided by hospital preceptors
 - student placements in variety of sites
 - work with Head Start and other community groups to provide free dental care
 - preceptors at a variety of agencies
 - work with 4J school district on grant to provide dental care to children
 - using nontraditional clinical sites
 - classes offered for students to observe childhood centers locally
 - community field trips
 - community guest speaks
 - advisory committees
 - funding of nursing instructor positions by local hospitals
 - work with Sacred Heart to provide for additional sections
 - partnership with LBCC/Chemeketa Dental Hygiene program expansion
 - working with WIC nutritionist to teach section of Family Food and Nutrition
 - make students aware of professional organizations related to ECE
 - participate in OAEYC and lead in Stand for Children group
 - Oregon Lung Association programs
 - monitoring workforce needs
 - nursing department keeps close contact with hospitals and other health care providers in community
 - share new information with health care facilities in area
 - faculty involvement in community projects
 - many staff still work in community health care programs

Lane Community College
Unit Planning Template: Instruction

- Working with students
 - lab school seminars for student feedback and communication
 - ask students “what is working?”
 - encourage student input
 - exploring needs of students on coast (Florence) for clinical time
 - evaluation of activities and feedback circles

Value 5: Integrity

- FHC supports the value of integrity in the following ways:
 - Clear expectations and consistency
 - model appropriate re-direction in teaching ECE students to work with children
 - classroom standards of respectful behavior
 - model integrity to students in how we treat children
 - model professionalism by working out problems respectfully
 - classroom and program rules clear in syllabus, provided 1st day of class
 - model professional value of absolute integrity
 - sensitive to student’s needs and feelings
 - orientation manuals for students and employees
 - Open communication
 - listen carefully to what students are saying and feeling
 - share ideas and be willing to implement
 - allow students to appeal exam questions
 - build sense of classroom “community”
 - respect each student’s dignity and privacy by using code number instead of name for public postings
 - personnel differences kept outside the classroom
 - stay focused on students
 - get to know parents when appropriate and build relationships
 - faculty help each other in times of need
 - promote and maintain positive relations with students
 - use “non-violent” communication techniques to keep open dialogue
 - Accountability
 - rotate staff to enhance “team” work and togetherness
 - self-monitoring and tracking of assigned tasks
 - provide instruction in professional behaviors and ethics
 - peer evaluation available for instructors
 - students held accountable for clinical decisions and behaviors
 - nursing department holds student to standard of public safety
 - we hold people accountable when we team teach
 - Responsible spending
 - be aware of needs vs. desires for purchases

Lane Community College
Unit Planning Template: Instruction

- be budget conscious
- use advisory committee input for how funds should be spent
- share materials with other classes
- participate in recycling programs on campus
- don't duplicate materials available from other sources on campus
- order materials that are appropriate
- moving content to web-based technology to reduce use of paper and printing

Core Value 6: Accessibility

- FHC supports the value of accessibility in the following ways:
 - Open admissions policy
 - no set time limit for completion of programs
 - open entry and exit, student can attend, quit to work and then come back
 - fair and varied admission policies
 - open entry and exit
 - Students First!
 - Accommodate special needs
 - provide tutoring and testing help to ESL students
 - provide dental information written in Spanish
 - accommodate ESL students
 - work with disabilities service to provide teaching in manner suitable to student
 - wheelchair ramps in building
 - install Braille information
 - learn and use sign language
 - modify what we do based on needs of incoming students
 - study skill offerings for remedial preparation
 - Financial support
 - scholarships and grants within the program
 - financial aid resources made available to students
 - no lab fee
 - costs kept as affordable as possible
 - faculty write recommendations for financial aid and scholarships
 - internet access
 - bus passes reduced
 - car pooling to clinicals to reduce parking costs
 - Distance Learning
 - willingness to offer clinical in Florence for 2 out of 6 terms
 - night and Distance Learning course offerings
 - Distance Learning reduces travel to campus
 - Computer programs allow students to study at their own pace
 - Online courses
 - Utilize Web CT
 - Willingness to provide clinical opportunities in outlying areas

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Vision

Transforming lives through learning

Mission

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

- Professional technical and lower division college transfer programs
- Employee skill upgrading, business development and career enhancement
- Foundational academic, language and life skills development
- Lifelong personal development and enrichment, and
- Cultural and community services

Lane's Core Values

Learning

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

Diversity

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

Innovation

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

Collaboration and Partnership

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- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

Integrity

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

Accessibility

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

Strategic Directions

Continuing on the journey to become a learning college requires: Placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work. Therefore, to focus the college during the next 18 months, we need to implement the following four goals:

- Financial stability
- Building organizational infrastructure
 - Self-study
 - LASR
 - Mainstream innovation
- College climate
 - Human Resource Systems
 - Student Retention
 - Relationships
- Implementation of BWEL reorganization
 - Bring the conference center to profitability
 - Reinvigorate contract training and linking with Continuing Ed and linking Continuing Ed with credit units

Learning-Centered College Principles

1. Creates substantive change in the learners.
2. Engages the learner as a full partner.

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3. Creates many options for learning.
4. Assists learners to participate in learning activities.
5. Defines the role of the learning facilitator.
6. Success occurs when improved and expanded learning can be documented for the learner.

Asks the questions:

How does this action/decision improve & expand learning? How do we know?

General Education and Core Abilities

General education helps students develop knowledge and abilities useful to all programs of study. The purpose of general education at Lane Community College is to foster wisdom through educational depth and breadth. General education at Lane has the following goals:

- To encourage exploration of the academic disciplines: liberal arts, sciences, mathematics, information sciences, and social sciences.
- To promote understandings of self, society, and the environment crucial to citizens of a diverse global community and
- To cultivate habits of mind and heart essential to lifelong learners.

Core Abilities Outcomes Statements

Students completing general education will:

- Communicate effectively.
- Think critically and solve problems effectively.
- Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence.
- Explore academic disciplines.