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## **Chapter 0: Alignment with College**

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During the annual LCC at Florence In-service, 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.

### **Core Values**

#### **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 that we **"promote diversity"** in our learning environment by offering a significant amount of evening classes to meet the unique needs of our coastal population.

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.

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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 \$5,000 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 on the College Board and the College Budget Committee with Florence residents we feel the Eugene and western Lane County bridge will be stronger. This also “fosters an environment of respect” for the entire college district. It is hoped that this bond will “strategically grow learning opportunities” for students.

## **Chapter 1: Unit Description**

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### *Florence Center*

- The Florence Center's mission is to provide residents of western Lane County with affordable, quality, lifelong educational opportunities.
- 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.
- 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.
- Degrees and Certificates
  - Associate of Science, Associate of Applied Science, and your Associate of Arts Oregon Transfer can be received at the Florence Center.
  - All pre-requisites for the Nursing program can be received at the Florence Center.
  - Cooperative Education courses are offered at the Florence Center
- The Florence Center is in the Business Workforce Development and Extended Learning Division (BWEL) under the leadership of Tim Craig.
- 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.

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## **Chapter 2: Program Outcomes (Curriculum)**

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- Program Level: The Florence Center offers a combination of both credit and non-credit classes. It is important to realize that both Cottage Grove and Florence offer similar services as compared to main campus, but on a much smaller scope, and as a result curriculum/course outcomes are more challenging to manage.
  - It is the intent of management and faculty that students receive the same level of quality instruction and services as students at the Goshen campus.
  - All credit instructors meet accreditation requirements that exist on the Goshen campus.
  - Core Ability Outcomes – It is the intent of management that all students communicate effectively, think critically, and explore academic disciplines. All of the instructors at the Florence Center are part-time and as a result are challenged to stay in focus with trends and training opportunities afforded locations closer to Eugene. In order to stay in-tune we use our Fall In-service as a time to review the college's mission, core values, and strategic plan.
- Course Level:
  - Course Outcomes: It is the intent of our credit and non-credit faculty that our students gain a level of competency and knowledge that would lead to student success.
  - Instructional Methods: The Florence Center offers a combination of lecture, distance learning, independent study, cooperative education, and self-paced instruction
  - Instructional Environment: The majority of classroom instruction is conducted in a lecture setting. When using the computer lab most instructors use the projector as a teaching tool. Additionally, we use IP-Video to broadcast instruction from Eugene to Florence using the Distance Learning room on main campus. The use of video telecourses is also a common method of instruction.
- Faculty and staff participate at various levels with program development and curriculum review. For example; staff meetings, staff in-service training, staff development, student evaluations, and community assessment surveys.
- The Florence Center Advisory Committee is strong representation of western Lane County by including educators, businessmen, retired seniors, agency rep., private citizens, students, and hospital administrators.

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

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*What were the results of providing your program as it relates to student enrollment, student success, and cost efficiencies? Program self study will also include assessment of program outcomes as defined in chapter 2.*

*\*Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)*

➤ Enrollment data

- Program Level: Student FTE:
- Course Level: Student FTE N/A
- Student FTE/Faculty FTE 22.34
- Capacity Analysis N/A

➤ Student Success Data N/A

- Student Retention ratios N/A
- Student Completion ratios N/A

➤ Demographic profile of students

➤ Budget

- General Fund:
  - Actual Costs: \$\$466,052
  - Revenues \$4,866
  - Cost/Student:\$3,188 FTE
- Restricted Fund: Fund 8 (Grants,.....)
  - Costs: \$67,197 Carl Perkins
  -
- Restricted Budget: Fund 9
  - Costs: \$9,511
  - Revenues: \$15,664

➤ Facilities/Equipment

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- Space Description: The Florence Center has approximately 15,000 square feet on 10-acres of land. We have two computer labs and 10 classrooms of varying size. Additionally we have, math lab, dance room, music room, student lounge, workroom, and a student service area
- Utilization Ratios (actual/available) Daytime use of the facility is underutilized and daytime use is near capacity.
- Equipment Inventory: The computer lab operates with 30 individual learning stations and two In-focus projectors. There are six workstations for employees and a four-computer mini-lab. Additionally, we have a science lab to accommodate our microbiology and C.N.A. courses.
- Replacement Cycles: We have a three to five year replacement cycle for computers.

➤ Other basic approaches you might take \*:

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

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## Chapter 4: Analysis of Expected Performance versus Actual Performance

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*Did you meet your expectations?*

*\*Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals? Was your performance what you thought it would be? What can be done to improve?*

*You also might find it effective to provide a summary analysis of the program using:*

- Strengths
  - ❑ Health Care Partnership with School District and PeaceHealth Siuslaw Region
  - ❑ Community Awareness of LCC at Florence.
  - ❑ Support from agencies and community.
  - ❑ Staff
  - ❑ Advisory Board
  - ❑ Equipment and technology.
  - ❑ IP Video
  - ❑ Credit program that provides courses that allow students to obtain their AAOT, pre-requisites for nursing, and Associate of Science.
  - ❑ Senior Programs.
- Weaknesses/Opportunities
  - ❑ Potential to offer services on weekends.
  - ❑ Potential to bridge the distance gap by offering more interactive learning courses.
  - ❑ Potential to generate more funds to meet the rising tuition costs.
- Conclusions
  - ❑ Despite two-years of budget cutting at the Florence Center there remains a great deal of interest in the role that we serve to meet student needs by the community. There exist great partnerships that are intended to meet economic development challenges. The advisory bd. is steadfast in their commitment to support the Florence Center as we attempt to meet the needs of a diverse community

*Possible perspectives to take when conducting analysis:*

1. How effectively you fulfilled you mission?
2. How efficiently you used the resources you were given?
3. How well did the students meet the program outcomes?
4. How well are you utilizing current technology?

## **Chapter 5: Program Initiatives to Improve Performance**

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### Career Pathways Health Care Initiative

➤ Summary

- PeaceHealth Siuslaw Region is the number one employer in the Florence area and due to the need to create family wage earning jobs a partnership has been developed between LCC, SOCC, Siuslaw School District, and Northwest Health Foundation. The mission: "To enhance the pool of qualified applicants necessary to meet our health care staffing needs in the years to come."
- The partnership-planning goal for 2003-2004 is to develop an articulated nursing program with SOCC and Lane that will use web-based learning to eliminate that need for students to constantly travel to Coos Bay or Eugene. A similar program already exists between Tillamook Community College and Clatsop Community College.
- Our planning goal is to have annually six students enrolled in the nursing program from the Florence Center. Currently we have between 35- 40 students taking pre-requisite courses at the Florence Center.
- Funding source will be a grant submitted by PeaceHealth/Siuslaw Region to the Northwest Health Foundation.

### Distance Learning Initiative

➤ Summary

- Due to the amount of travel time to attend classes being offered at the Eugene main campus the Florence Advisory Board along with staff is further developing the distance learning options for students.
  - When completed, the project will be offering courses that include telecourses, on-line, web-based and interactive instruction using IP-Video. The need is to meet demands for expanded learning options for students regardless of their geographical location.
  - The IP Video partnership will include SOCC, Umpqua Community College, and main campus in Eugene. In our first year we hope to attract 200 students using one of the mediums described.
- Most of the resources are in place and hopefully PeaceHealth/Siuslaw Region will be successful in obtaining a grant to fund a web-based training program.



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Family and Health Occupation Pre-requisite Initiative

➤ Summary

- We've experienced steady enrollment growth in our credit offerings for Family and Health Occupation pre-requisite courses due to the unemployment issues facing our rural coastal community and the need for family-wage earning jobs. With PeaceHealth/Siuslaw Region our largest employer, students are highly motivated to move toward that job market.
- Along with the growth, a need exists for a part-time math tutor to assist students as they enroll in math and science pre-requisite courses. The current success of our math tutor for students is significant. Since most of our students work and have families to support the challenge is more significant. **According to our math instructor Wes Wilcox ..."**  
**between the start of Winter Term 2003 and the end of Spring Term 2003 our**  
**tutor made 203 student contacts. I cannot say enough about the help to the**  
**students and the program that this position has offered. This position has not**  
**only increased the completion rate in the program but has given more time to**  
**work with specific students."**
- **Carl Perkins** funds are needed to keep this position at the Florence Center. Due to significant budget reductions in our time sheet account we have virtually no alternative means to fund a part-time position.

I'm requesting \$9,421 in funding (this includes OPE) to cover three terms for a part-time math tutor.

Org: 440500

Program: 150000

**Conclusion**

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"

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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, its 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"

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Carl Perkins Funding Request

**IF FUNDING SOURCE COULD BE CARL PERKINS FUNDS, COMPLETE THE FOLLOWING:**

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs? **The Florence Center currently provides ESL and GED prep classes, services for adults with special needs, and ABSE development. Classes are open and available to all western Lane County residents.**

- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?  
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 students pursuing both medical and business related courses the need continues to increase.**

Professional Development Goal

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

- Describe how this project might show collaboration with Lane County high schools.

**The Siuslaw School District Board of Directors gave unanimous approval to engage in a partnership program with PeaceHealth/Siuslaw Region and Lane Community College at Florence that focused on the “Health Career Pathways Project”. Their approval is a result of an articulated program in Florence that is intended to support our effort to offer courses in Family and Health Occupations with a primary focus on nursing.**

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## **Chapter 6: Evaluation of Initiative Process**

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*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

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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

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***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**

- 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**

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

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***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



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***Learning-Centered College Principles***

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

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**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.