

Science 2010-11

HEAD IN A CARTON, Helping Enlightened Anatomy Directed Individuals Navigate Anatomical Concepts And Rigorous Terrain On the Noggin

Summary:

This initiative requests funds to purchase 30 protective skull carriers for student check out. Protective carriers would enhance instruction of future and current Health Professions students by allowing the checkout of skulls from the Science Resource Center. These carriers would also safeguard our initial investment.

Description

This initiative requests funds to purchase protective carriers to replace the worn out cardboard boxes in which 30 of our skulls are currently stored. With the addition of A&P courses, in response to the continued growth within the area of health care, the demand for check out has increased. Skulls are currently being transported in worn out cardboard boxes. We will not be able to continue to check out models if they cannot be transported safely. The purchase of these carriers will provide greater student access outside of the classroom. This will maintain hands-on learning and promote student success. The ability to check materials out from the Science Resource Room for study outside of normal school hours greatly enhances student success and retention. This is important to the community as well as to students. The Oregon Employment Department predicts three of the top ten areas of employment growth in the next eight years will be in health related occupations (Employment Predictions by Industry and Occupation, 2006-2016).

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

This initiative supports both themes found within the FY11 Science division Unit Plan. These themes are:

1. Meeting students' needs for access and options for learning
2. Optimizing the curricula and resources we already have

The initiative specifically supports goal #5, Enhance curricula to support Health Professions, including online options. Students in online, hybrid and seat-classes all make use of the skull models.

This initiative also is linked to the specific college goals highlighted in the 2008-2009 Anatomy and Physiology discipline Perkin request. These goals were:

1. Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
2. Create, enhance and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing and environmentally sound.

Increasing numbers of students seek careers in the health professions. Last year, in order to maintain an accessible, functional and well-equipped Science Resource Room we requested and were awarded money to purchase skull and bone sets. The skull boxes we are now requesting will allow for the check out and safe transport of all of our skulls. Acquisition of the carriers will support student success since accurate identification of anatomical structures, and relationship of parts, is a foundational career skill of CTE students entering the Health Professions programs.

This is a continuation of last year's request in that we are seeking to optimize student access to, and check out of, anatomical materials. This is even more important with the addition of the hybrid A&P courses.

The Division themes and goals have remained consistent from FY09 to FY10.

Describe the resources needed:

30 Locking Skull Cases @ \$82.00/each (\$2,460.00)

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The equipment requested by this proposal will help maintain a quality learning environment for the ~ 400 students that the Anatomy and Physiology discipline serves. The majority of our students are applying to, entering or enrolled in the Health Professions Programs.

Outcomes:

1. Increased use of skull models (check out data from SRC)
2. Safe return of all skull models (check out data from SRC)

Department Priority:

3

Unit Resources:

Priority ranking for this initiative was determined by SAC members drawing numbers randomly. All the initiatives are valuable to the proposing disciplines and all have the support of the Division.

SRC staff is involved in the check out/return procedure for the models. Existing models will be placed in the new boxes.

Funding Request: Carl Perkins

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

Yes

Do you have an advisory committee that meets 2-3 times per year?

No

If request is for personnel, will funds be used to replace an existing position?

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

Students will benefit from the laboratory equipment and support materials in the following ways: CTE students will have greater access to anatomical models which will increase the opportunity for academic achievement. The ability to accurately identify structures is a foundational career skill for CTE students entering or enrolled in the health Professions Programs. By acquiring 30 locking skull cases we can ensure the continued checkout of skulls to our students for learning outside of class time. Access to checkout materials in the SRC allows for many of the special population students, for example single parents or displaced workers, to access the models at unconventional times, such as evenings and weekends.

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

The number of CTE students that apply to and graduate from Health Professions Programs is limited by the number of slots available for the particular program. These programs are highly competitive and Perkins funding is essential in allowing each and every student the opportunity to gain a strong foundational understanding of human anatomy and physiology. The graduation rates from Health Professions Programs are extremely high. Job opportunities abound for these graduates and employment is high. The enrichment of our learning environment will positively impact our community as Lane Community College continues to provide competent, highly trained health care professionals.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

2460

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

TRAVEL \$

Can this initiative be partially funded?

No

EQUIPMENT \$

(E) Explanation of effect of partial funding:

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

MATERIALS & SUPPLIES \$

(MS) Explanation of effect of partial funding:

CURRICULUM DEVELOPMENT (HOURS)

(CD) Explanation of effect of partial funding:

PART-TIME FACULTY \$

(PF) Explanation of effect of partial funding:

TIMESHEET STAFF \$

(TS) Explanation of effect of partial funding:

TRAVEL \$

(T) Explanation of effect of partial funding:

Funding Request: Curriculum Development

Funding Request: Technology Fee