

Student Services Data Elements									
	Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
	Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
Student Financial Services	x	x		x	x		x		x
Counseling	x	x			x	x	x	x	
Library	x	x			x	x	x	x	x
SLLD (ADM)	x				x		x	x	x
SLLD (MCC)	x				x		x		
SLLD (ROP)	x						x	x	
Women's Program	x	x	x			x	x	x	
Disability Services	x	x	x	x	x		x	x	
Enrollment Services									

Student Services Data Elements--Counseling							
	Services is essential to enrollment, retention or success			Services directly supports student learning	Cost of Services		Service is cost effective
Dept	Utilization data	Student satisfaction data	Student persistence data	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
CES	<p>* Total CES student contacts for 2004-05: 12,764</p> <p>* Students participating in orientation to CES 2004-05: 1147 annually to become familiar with the career resources available in CES.</p> <p>* Off-campus job referrals in 2004-2005: 4888</p> <p>* On-campus job referrals in 2004-05: 2945</p> <p>Virtually all campus departments use Federal Work Study and Learn &amp; Earn positions to help them get their work done.</p> <p>* Contacts provided by Student Services Associates: 7500</p>	<p>Students reporting that they either agreed or strongly agreed with the following statements in our Spring 2005 survey:</p> <p>“As a result of meeting with a CES advisor/peer assistant, I... ...would recommend career &amp; employment services to other Lane students.”</p> <p>90.0%, n = 90</p> <p>...overall, am satisfied with the career &amp; employment help I received.” 93.3%, n = 89</p>	<p><b>Scholarship Development</b></p> <ul style="list-style-type: none"> <li>o Scholarships earned by Lane students</li> <li>o 2004-05: \$1,000,000</li> <li>o 2003-04: \$922,196</li> </ul> <p><b>Students helped with scholarships by CES</b></p> <ul style="list-style-type: none"> <li>o 2004-05: 1148</li> <li>o 2003-04: 764</li> </ul> <p><b>Learn &amp; Earn</b></p> <p>233 students earned \$132,459 in the Learn and Earn Program.</p> <p><b>Job Location Development</b></p> <p>222 students earned \$563,314 in the JLD program</p> <p><b>Federal Work Study</b></p> <p>744 students earned \$793,167 in FWS</p>				
			<p>Students reporting that they either agreed or strongly agreed with the following statements in our Spring 2005 survey: “As a result of meeting with a CES advisor/peer assistant, I... ...found career/employment/scholarship information relevant to my needs.”</p> <p>85.7%, n = 77</p> <p>...have a better plan for how I will reach my career/employment goals.”</p> <p>65.8%, n = 76</p>				

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Counseling & Advising	<b>Headcount:</b> 2004-05: approximately 84.5% of LCC credit students 2005-06 (thru 1/23/06): 9,365 Unique headcount students <b>Student Contacts in the Counseling Advising Center:</b> 2004-05: 73,840 student contacts 2005-06 (thru 1/23/06): 50,291 contacts <b>EOAR participants:</b> 2001: 399 students 2002: 1200 students 2003: 997 students 2004: 1618 students 2005: 1653 students	Students reporting that they either agreed or strongly agreed with the following statements in our Spring 2005 survey: "As a result of meeting with my counselor advisor I... ...overall, am satisfied with the counseling/advising help I received." 91.3%, n = 96 ...would recommend counseling/advising to other Lane students." 97.9%, n = 96	In 2005, EOAR resulted in a 19% increase in students registering early when compared with last year's early registration figures. Of those students who participate in advance registration in Spring term, 92% persist to Fall Of those students who participate in advance registration in Spring term, 88% persist to the next Spring <b>According to the National Community College Benchmarking Project:</b> * Lane ranks above the 90th percentile for retention rate & success rate in college-level courses.				Best practices models (Carnegie Report) cite the recommended counselor/advvisor to student ratio as 1:300-500. Our ratio is 1:1200.
	Annually, the Counseling and Advising center reception desk fields 23,166 calls. Annually, about 7,155 students participate in advanced registration advising.		* Lane ranks above the 90th percentile for students transferring within 3 years - the highest in the state * Lane ranks between the 75-90 percentiles for students employed in a field related to their course of study. * These are the results indicate very effective counseling, advising, and provision of quality career information.They speak to both overall excellence of the College but also to the assistance with career planning students receive from the Counseling Department.				

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			<p>So, how much do you want to tinker with excellence? You can go look at the other CC's in Oregon and compare models, but where are they on the National Benchmarks, and percentage of students seen?</p> <p>Students reporting that they either agreed or strongly agreed with the following statements in our Spring 2005 survey:            "As a result of meeting with my counselor advisor I...            ...have a better plan for how I will reach my academic goals." 95.8%, n = 72</p>				
			<p>...am less likely to take a class that I don't actually need or want." 98.9%, n = 97</p> <p>...am more likely to reach my academic goals." 83.7%, n = 98</p> <p>"As a result of meeting with my counselor advisor I...</p>				

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Testing	<p>HS Pilot</p> <p>In 2004-05, 649 high school students in seven area high schools were administered the Lane Community College placement tests in reading, writing, and math. Advisors accompanied Testing Office staff to some of the area high schools to provide advising on how to apply to Lane, choosing a major, and choosing first term courses.</p>	<p>Students reporting that they either agreed or strongly agreed with the following statements in our Spring 2005 survey:</p> <p>“As a result of meeting with the Testing Office I...</p> <p>...would recommend the Testing Office to other Lane students.” 92.2%, n = 90</p>	<p>Students reporting that they either agreed or strongly agreed with the following statements in our Spring 2005 survey:</p> <p>“As a result of meeting with the Testing Office I...</p> <p>...have a better idea of my academic strengths and deficiencies.” 84.0%, n = 98</p> <p>...am more likely to take classes that are appropriate for my skill level.” 93.3%, n = 89</p> <p>...am more likely to reach my academic goals.” 85.1%, n = 87</p>	<p>Placement testing enhances the potential for student learning by ensuring that students are placed at a course level where they have appropriate likelihood of success. Placement testing saves the student money by reducing the chances of having to repeat classes that were too difficult and also avoiding taking classes that were unneeded.</p>			
	<p>In 2005-06, the demand for placement testing in Lane County high schools so far is best described as “overwhelming.” Schools are clamoring work with the Testing Office arrange for their students to take the Lane Community College placement tests. We anticipate testing 750 – 1000 Lane County high school students this year.</p>			<p>It also helps support a positive learning environment for all students by avoiding a scenario where instructors must spend time in the first several sessions of a course sorting out who is not appropriate for the class and facilitating their removal or transfer to another class.</p>			

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	Total number of service contacts in 2004-05 by exam type: ACCUPLACER READING..5028 ACCUPLACER WRITING..4542 ACCUPLACER ATB..187 DTLS READING..1187 DTLS SENTENCE SKILLS..744 DTLS Reading (DH)..110 MAT8 (DH)..110 ARITHMETIC & ALGEBRA Paper & pencil..1030 Computer..7046 COLLEGE LEVEL MATH..274 FAA..177 GED, 380 individuals took 1308 tests 1308 PROCTORED..240 BT180..77 STRONG INTEREST INVENTORY..649 CAI..3						

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	MYERS BRIGGS TYPE INDICATOR 360 CAMPBELL INTEREST INVENTORY 3 MPRE (national test) 35 DANB (national test) 27 OR TAX BOARD (state test) 8 Miscellaneous testing programs 23  Phone calls 4996 Visits without testing 4245  Total placement tests 20,335 Total contacts 32,444						
Substance Abuse Prevention	Number of service contacts Drop In=300 Phone=900 Clubs/activities=1700						

Student Services Data Elements--Enrollment Services								
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Utilization data	Student satisfaction data	Student persistence data	Meet legal requirements	Best practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
<p>As an example of our impact on the utilization of Enrollment Services by both students and the institution, just for fall term 2005, we:</p> <ul style="list-style-type: none"> <li>• Admitted and facilitated enrollment for 3375 new credit students.</li> <li>• We potentially responded to questions on registration for 9,500 credit students who had 27,299 registrations.</li> </ul>	<p>The tools that we have at our disposal to assess student satisfaction are an ExpressLane Survey tool, which we have not updated, and therefore run, for two years. We receive feedback from the surveys generated by Craig Taylor's area and carefully analyze feedback from OISS's spring focus groups each year, as well.</p>		<ul style="list-style-type: none"> <li>• Responsible for campus wide adherence to FERPA (Family Educational Rights and Privacy Act of 1974), which includes responding to subpoenas and working with legal counsel on compliance.</li> <li>• Management of approximately 250 students receiving federal veteran's benefits, which requires adherence to federal and legally binding standards</li> </ul>			\$1,531,028	<ul style="list-style-type: none"> <li>• Transcript fees, \$5.00, \$10.00 rush</li> <li>• Non-Sufficient Funds charges, \$25.00</li> <li>• Credit by Exam, Credit by Assessment, 66% of tuition</li> <li>• International Student Fee, \$90 of \$150 assessed</li> </ul>	
<ul style="list-style-type: none"> <li>• We billed, responded to billing questions, received and transacted payments, refunds and credits, and referred a certain percentage to collections in the amount of \$6,171,568.45</li> <li>• We managed \$11,465,605.79 in institutional deposits and financial transactions</li> </ul>			<ul style="list-style-type: none"> <li>• International student recruitment, admissions and continuing registration and adherence to federal reporting standards associated with the SEVIS reporting process through the Homeland Security Office</li> </ul>				<ul style="list-style-type: none"> <li>• Photo ID, \$10.00</li> <li>• International Student Insurance, \$ 179.50 and \$13.58 a term, but this is charged to students completely paid out to our insurance agent</li> </ul>	



<b>Student Services Data Elements--Disability Services</b>								
Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices.
11,087 in 2005-06 = calls/walk-ins (# decreased somewhat over last few years, but rising again this fall)	Assistive Technology Survey in 2003 of students and staff: results very positive, most agreed that DS staff worked effectively to solve unusual problems, were flexible, creative, responsive, knowledgeable, etc.	22 grads in 02-03, 15 in 03-04, 38 in 04-05	Does have legal requirements	There are no national standards but there needs to be more personnel in department to work with students according to the nationally recommended best practices.	Students having "access" to the learning environment is fundamental to their learning.	\$13,000 non-personnel Hourly Staff: \$253,000 Administration: \$150,000; Services staff \$201,000 Grand Total GF budget: \$618,000		
Unduplicated students served: about 500-700 per year	Anecdotal survey of problems related to Alternate Format services indicate that students are satisfied with staff's quick response to problems that arise and have no additional suggestions	Returning students each term is fairly consistent over the past 3 years: 02-03: F: 133 W: 137 Sp:141; 03-04: F: 154 W: 183 Sp: 200; 04-05: F: 134 W: 195 Sp: 196	Supports college in meeting legal requirements in Section 504--Rehabilitation Act (program access) and the ADA (facility and other access issues).					
F: 198 W: 248 Sp: 238 in 04-05 = new and returning students activated (#s increased over last few years)	ACT survey results for 2002: 46.3% of responses indicated "very satisfied" and 29.3% somewhat satisfied with the services received from DS							

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Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices.
193 in 04-05 = indepth intake appts and follow up but not activated/still pending by end of year (decreased compared with 2 previous years)								
Transition Academy served 240 last year but there was a cap so they turned people away								
See Data Review document for discussion of accommodation data comparison								

Student Services Data Elements-- Women's Program								
Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
Overall Count of Users of Women's Center (contacts): 01/02 19,156, 02/03 25,025, 03/-4 24,840, 04/05 19,895 Front desk Women's Center Phone calls: 01/02 6,990 02/03 5860, 03/04 6663, 04/05 4702	Women's Center Student Visitor Survey: 2003 93% good/excellent, 2004 98% good/excellent 2005 not analyzed 03/04 6, 04/05 zero, 05/06 zero so far	Women's Center aids retention ( see best practices)	No legal requirements for having Women's Program: see word document for consequences of elimination. Director's role in harassment compliance, ADA compliance, Title IX, meets legal requirements. Role in coordinating student code/student complaints required for accreditation.	Women's Center is homebase for students (retention) , Women's Program received national model program award from AAWCC in 2001.	Center directly supports learning through entry & retention services, workshops, events; faculty refer students for services.	Total cost of services (administrative costs, operational costs, salary & OPE) \$48,3227. Faculty costs (salary & OPE) \$128,008(used for cost /FTE in instruction data elements)Total Women's Program budget \$611,235	Have Perkins\$ & student fee \$ that support additional programs	Women's Progarm meets CAS standards for programs & services for women
Women Starting College workshops:(students) 02/03 209, 03/04 72, 04/05 84, 05/06 (S,F) 248	96% workshop as very good/excellent 250% to 350% value added on content knowledge improvement							
Computer use (student log ins) : 02/03 4320, 03/04 7146, 04/05 6718, 05/06 (S.F.) 3170								
TTS orientations:students 04/05 496, 05/06 ( S,F) 461; TTS workshops 05/06 05/06 (S,F) students: 152	Student Evaluation of Courses: Sample from W2005 & Fall 2005: 100% reported that they achieved/made progress on career/ personal goals.	Transitions students persist over time (spring to spring) at a higher rate than regular first term/first time students: for completion & success data		TTS is first year experience for women	TTS is instructional program, classes form core of learning community			

<b>Student Services Data Elements--Women's Program</b>								
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Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
Brown Bags and Friday Video Series: varies from 5 students to 40 people attending per session								

Student Services Data Elements--Library								
Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
Door count @200,000/year,	94% of graduating students found library "useful"	Adequate library is best practice for student persistence	Required for accreditation	Use best practices for information literacy programs	Faculty have library liason to support their teaching	about \$1,000,000 annually		per fte cost \$112 at lane compared IPEDS schools which is \$176/fte
Login from home or other non-networked computers has gone from 10% of total usage to 50%.	2004 ACT survey - 85.1% satisfied or very satisfied; 1.7% dissatisfied	EOAR students have toured library last 3 years	Information literacy is core ability	Provide access to information necessary to research	75% of students upon exiting say their teacher required them to use the library			\$10/Lane student versus \$13/student at comparison schools
In 04/05 students retrieved 56,449 full-text articles from library online magazine databases	In-house surveys indicate high satisfaction with everything but age of collection	Satellites now have access to library resources	Lane PT programs all have library use as a learning outcome	Library liaison program matches librarian with each member of teaching faculty				
Items checked out: 45,718 in 04-05.				75% of faculty require use of library of their students	130 presentations in classes in a year to over 3,500 students	\$1,004,711 in fy 04/05	\$30K/year reimbursement for lost materials	College spends \$97/student on library. Peer group is \$176
Interlibrary loans: 600/year -								College has .34 FTE librarians per 1,000FTE students; peer group has 4.27FTE librarians/1,000FTE students
Web hits - library second only to Lane home page								
Computer Work stations - 25 in 02-03; 50 now, at >80% capacity during library hours								

Student Services Data Elements--Library								
Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
Students printed 15,000 pages in 04/05								

Student Services Data Elements--Student Financial Services									
	Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
	Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
<b>Financial Aid--</b>	Approximately 12,000 students list LCC annually in application for student aid.	ACT Student Opinion Survey: 62% indicate satisfied to very satisfied.	Plus or minus 2% per term. Stays fairly constant.	Over 7000 regulations via the Higher Education Act for compliance and Institutional Eligibility. Annual Institutional IPEDS, crime, and athletic program statistical reporting. FTC requirements as a college financial institution for the Perkins Loan Program.	Dictated via Part 668, Subpart B, section 668.16 of the HEA: Designation of a capable individual (Director) and employing adequate staff to deliver services and required electronic processes.	Measured toward students completing their degree within 150% of published credit requirements and terminal 2.0 GPA.	Combined with Sponsored Accounts: \$856,786	Prohibited by law.	Of the 17 Oregon CC's, Lane is 2nd only to PCC in volume of financial aid applications. In the State Public College arena, Lane is 5th overall in volume, in the following order: 1) PSU, 2) UO, 3) PCC, 4) OSU, 5) Lane CC.
	Financial Aid & Sponsored Accts delivers approx. \$35 million annually to students			Financial Aid is subject to an annual A133 audit, fiscal operation report, and Pell Grant/Direct Loan reconciliations.					
				Accreditation standards and Program Participation Agreement with the Department of Education.					
<b>Sponsored Accounts</b>	Billing and Collecting: \$1,189,486			Varies with sponsor/donor. Collaborates with Lane Workforce Partnership and Workforce Investment Programs.		Determined by donor/sponsor.	Included in Financial Aid budget.	Approximately \$12,000 annually in processing fee.	
	Sponsors: 88 Students served: 1578 Annual calls: 1600								

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<b>Student Accounts</b>	Collections: # of borrowers assigned annually: Accts Receivables: 3,499. Perkins Loans: 882	# of collection accts paid in full annually: 700-900.	Number who re-enrolled after they paid: 300-500.	Fair Credit Reporting Act. Gramm Leach Bliley Act. Department of Education regulations for Perkins Loans.		Recover approx. \$1.4 million annually. Reduction of bad debt: \$341,000 annually.			National Standards of bad debt is 1%. We are at 10%. Compared to other community colleges we send the highest number to collections.
	Contacts: 57daily Perkins loan: 28 daily								



Student Services Data Elements--Student Life and Leadership Development									
	Services is essential to enrollment, retention or success				Services directly supports student learning		Cost of Services		Service is cost effective
	Utilization Data	Student Satisfaction Data	Student Persistence Data	Meet legal requirements	Best Practices	Qualitatively assess the support of student learning	Total general fund support	Services charges and other revenue	Comparison to national best practices
ADM	Drop in student contacts in SLLD ave. 50-100 students per day, events, meetings and special events 20-50	Analysis of program evaluations & participation indicates that more students are using the Center and that those students who participate in programs and events are very satisfied with their experiences in the Center	Retention research indicated that those students who can make a connection and identify a "home base" are more likely to persist and succeed -- the SLLD area and related programs provide that home base	Meets accreditation standards 3.D.15, 3.D.16	Meets CAS standards (SLLDCAS .doc) & best practices.	SLLD directly supports learning through entry and retention programs, leadership trainings and special events.	Director 74,284, .75 FTE admn. 28,273, ope 56,693, M&S 11,327 total=170,572	ICP - 2004=8,007, 2005=3,528	According to the 2004 National Community College Benchmark Project, SLLD has a student/staff ratio of 10,424 which is above the 90th percentile figure (7,972) nationally
MCC	Drop in student contacts in MCC ave.100 students per day, events, meetings and special events 40-60	Participants attending each special program, event or speaker are asked to complete short evaluation forms and provide comments, summaries of these comments can be provided as appendices	Retention research indicated that those students who can make a connection & identify a "home base" are more likely to persist and succeed -- the MCC area and related programs provide that home base	Meets accreditation standards 3.D.15, 3.D.16	Meets CAS standards (SLLDCAS .doc) & best practices.	MCC directly supports learning through entry and retention programs, leadership trainings and special events.	3 faculty - 153,697, 1 student adv1 - 35,405, OPE 101,738, M&S 7,852 total = 287,692 NASP M&S = 4,000; Special Proj. M&S = 6,000		
ROP	91 students served from Linn and Lane county		ROP participant data is being cross referenced against enrollment data on BANNER			ROP directly supports Lane's strategic directions and diversity efforts by providing a primary entry and retention point for students of color.	GF allocations: 2003 - 37,484; 2004 - 25,978; 2005 - 29,178; 2006 - 35,175	Support from local schools and county 6000-8000. GEARUP grant, 18K	

College Council Data Elements	
Student Services	
CRITERIA	DATA ELEMENT
Service is essential to the enrollment, retention or success of students	Utilization data
	Student Satisfaction data
	Student Persistence data
	Meet legal requirements
Service directly supports student learning	Best practices from national research on student success
	Qualitatively assess the support to student learning
Cost of service	Total General Fund support for service
	Service charges and other revenue that offset GF support
Service is cost effective	Comparison to national best practices
Note: Because Student Services are so diverse, it is difficult or impossible to use a standard set of data elements for every service. The data elements above work for one or more departments.	