

**Part I: Alignment with College**

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**Chapter 0: Unit Alignment with College Goals**

*Key Question: "How is your unit aligned with the college's goals\*?"*

\*All of the "college's goals" are reviewed in more detail in the appendices at the end of this template.

**Six Core Values**

Review the work your unit did explaining how it is aligned with the core values last year. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's unit plan.

**Learning**

Counselors and academic advisors are integrally involved with access, retention and transition of all credit students. They engage prospective and current students to facilitate the development of their holistic aspirations via education. They collaborate with students in the realization of their educational/career ambitions. Counselors and advisors are integrated into the discipline and site learning structures by assignment and fully participate in the discipline and unit governance activities.

**Diversity**

Counselors and advisors utilize special assignments to support and facilitate diversity efforts and to provide access for underserved student populations. They determine needs of diverse populations, create supportive programs and systems, and select staff to meet those needs. They engage in ongoing staff training to foster understanding and positively affect behaviors and beliefs. Selected positions as counselors and advisors are identified as retention positions and assigned to ethnically diverse student populations and as front line staff.

**Innovation**

Counselors and advisors make ongoing adaptations of technology to efficiently and effectively deliver services. They regularly review and evaluate service delivery methods and create new technology enhanced systems to improve services. They monitor and analyze data to improve service responses.

**Collaboration and partnership**

Counselors and advisors are assigned to majors, divisions, and sometimes to geographical locations (main campus and outreach). They demonstrate total commitment to involvement in College-wide service responsibilities. The Counseling and Advising unit maintains ongoing, active articulation negotiation with state higher education institutions to maximize seamless transfer for students. The unit engages in partnerships with other college service units to extend outreach services to high schools and businesses and provides community member ready access to unit services. Counselors and advisors have extensive involvement with campus, state, and national professional and governance organizations. They hold positions in the College shared governance structure and are actively involved.

### **Integrity**

Counselors and advisors responsibly assume roles of student advocacy in light of student learning efforts. They have a deliberative role in matching college resources and implicit contracts with student involvement in programs.

### **Accessibility**

Counselor and advisors adapt service hours to maximize availability. Strategic geographic site locations on main campus and additional campuses enable them to maximize their availability. They further enhance access by delivering academic advising services via technology. They are committed to purposeful upgrades of personnel to provide a multilingual environment.

### **Three Strategic Directions**

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

#### **1. Transforming Students' Lives**

- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

Counseling and Advising collaborates with students in the exploration, pursuit and realization of their academic and personal potential through identifying significant college resources and programs to further student goals; and through meaningful interactions to identify and fully develop desired pursuits.

- Commit to a culture of assessment of programs, services and learning.  
Counseling and Advising are annually engaged in a review and analysis of program and service delivery.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.  
Counselors and advisors are assigned to diverse and special populations to facilitate transition to the college learning environment. They regularly participate, both individually and collectively, in community service projects and the delivery of continuing education.

#### **2. Transforming the Learning Environment**

- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.  
See statement under Core Values (Diversity)
- Create, enhance, and maintain inviting and welcoming facilities that are safe, accessible, functional, well-equipped, aesthetically appealing, and environmentally sound.

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The Drop-in Center and staff offices reflect the values of respectful environments through judicious selection of art objects and the inclusion of safe toys to create a welcoming environment to families.

3. Transforming the College Organization

- o Achieve and sustain fiscal stability.

Counseling and Advising have carefully developed and utilized part-time pools to stretch services to an increasing diverse student population and through flexible work shifts to maximize staff availability during times of peak student demand.

- o Build organizational capacity and systems to support student success and effective operations.

Counseling and Advising regularly review assignments and shifting areas of programmatic and college-wide need to adapt services for the most effective and efficient interfaces.

- o Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Counseling and Advising make maximum use of professional development funding and limited department resources to provide ongoing opportunities for both counselors and advisors. Internal seminars and trainings are regularly scheduled during department meeting times to maintain a current and competent workforce of both contracted and part-time employees.

**Nine Learning Centered Principles**

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

1. Lane provides opportunities for transformation through learning.  
Interventions and interactions with academic, personal, and career-focused counseling and advising services substantively transform the lives of learners.
2. Lane engages learners as active partners in the learning process.  
Counselors and advisors collaborate with and support students in the development and maintenance of an educational program individually tailored to their own lives.
3. Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.  
Counselors and advisors recognize their responsibility in facilitating the learning process and encouraging the desire to learn with each student. Toward that end, counselors and advisors provide guidance and direction, but refrain from leading students through the process of program plan development. Rather,

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counselors and advisors inform students of their responsibility in the learning process and assist students as they develop their own program plans.

4. Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.  
Counselors and advisors assist students in developing program plan options informed by and designed in response to individual interests.
5. Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.  
Documentation and assessment of service to learners is integrated into the counseling and academic advising services via intake technology.  
Documentation of outcomes requires addressing facets of student engagement and success in their educational programs, which include multivariate factors.
6. Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.  
Counselors and advisors are strategically involved with diversity activities and programs on campus. Intention assignments to special populations promote and serve to further the values of diversity. The Department has developed and adopted its own Diversity Statement.
7. Lane is committed to both individual and organizational learning.  
Counselors serve individuals and teach psycho-social classes to address multiple student needs. Advisors work with individuals and hold structured group sessions to orient students to program requirements and demands.
8. Lane students and staff are a community of learners, all of whom contribute to learning.  
As learning facilitators, counselors and advisors engage students in the developmental process of assuming personal responsibility for their educational goals and learning by gradually presenting information, choices, and decision-making stages at suitable levels of comprehension and incorporation.
9. Lane promotes open communication among staff, students, and the community within and across organizational and physical boundaries.  
Counselors and advisors provide advising information to staff across campus on a weekly basis upon request. Staff are actively involved at the division and program level; and serve on all significant academic and student service committees. The liaison staff member for the statewide Articulation Conference is a Lane academic advisor.

## Part II: Unit Description

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### Chapter 1: Unit Description

*Key Question: Who are you?*

Answer the key question by providing the following information about your unit:

1. Unit Mission/Vision

Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?

**MISSION:** The mission of the Counseling Department is to assist students and potential students to develop and achieve their educational, career, and life goals.

**PHILOSOPHY:** The staff of the Counseling Department believes that every individual should be encouraged and supported in defining and reaching his/her maximum potential, through counseling and advising assistance and being provided with accurate information in a caring environment.

This Mission and Philosophy statement was written by the staff of the Counseling Department in 1996. It is current to the present (10/04). It is regularly reviewed.

2. Catalog Description

How do you describe your unit and service offerings in the college catalog? How does your unit manage the review of catalog copy each year?

The Counseling Department assists students in planning and meeting their educational goals. The center provides academic advising, and career and retention counseling.

### Academic Advising

Building 1, Room 103, (541) 463-3200

Lane Community College's advising model is replicated in many two- and four-year institutions, and meets the standards of the National Academic Advising Association. The model addresses the student's development from enrollment through graduation. Services encompass student retention, advising (student advocacy, course selection, scheduling and program development, decision-making, and referrals) as well as career and retention counseling (career and life planning, counseling and dealing with obstacles including personal issues that impede success).

Lane uses a comprehensive centralized professional advising unit, with advisors, counselors, faculty, and other key staff. Advising teams have members with defined roles and shared responsibilities to provide a managed advising system for students. The advising teams are clusters or "neighborhoods" identified with: instructional programs, geographical areas and diversity services areas. An administrator oversees all advising functions.

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The Counseling Department offers students several academic advising services. They help students:

- learn about Lane services and programs,
- understand college procedures,
- obtain up-to-date written information about requirements for Lane programs and degrees,
- plan course schedules to meet personal needs and program requirements,
- select from Lane courses that meet degree requirements at Lane and at four-year schools throughout the state,
- and develop ways to do well in classes and feel satisfied about school.

A counselor and advisor are assigned to each academic division and to students who are undecided about a major. A list of transfer programs, counselors and advisors appears on pages 51-52. A list of professional technical programs, counselors and advisors appears on page 53. A list of counselors and advisors for students who are undecided is located in Counseling.

Students can make an appointment with a counselor or advisor at the reception desk in Counseling or by calling (541) 463-3200. Also, students may come in without an appointment during scheduled drop-in hours. Schedules for the term are posted on each office door.

Counselors and advisors have in-depth knowledge of academic departments' procedures and resources. New students meet with a department counselor or advisor during the program orientation/advisory session. These sessions orient students to their academic programs and provide help with course planning. Students are encouraged to meet with a counselor or advisor on a regular basis throughout their stay at Lane.

Representatives from four-year schools in the state make regular visits to Lane Community College. Students considering transfer should meet with these representatives. Schedules of these visits are available in Counseling.

**Advance Registration** Students who attended any credit class during the prior academic year may participate in Advance Registration. The student attends an Advance Registration Advising Session with his or her assigned counselor or academic advisor for assistance in selecting courses and planning a schedule. Advising sessions are offered each fall, winter and spring terms.

## **Counseling**

Building 1, Room 103, (541) 463-3200

Counseling provides retention and support services to help students make substantive changes during their learning experiences at Lane.

The counselors, advisors and support staff work together to present a variety of services to a diverse student population.

Counselors offer assistance with:

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- returning to school and adjusting to changes.
- making career and educational decisions.
- developing academic programs.
- improving interpersonal communication skills.
- coping with stress and depression.
- resolving personal and family problems.
- strengthening student success.

During open hours, there is a counselor available to help students with crises or emergencies.

Lane counselors are highly trained professionals with a variety of credentials. All counselors engage in continuing education to maintain excellence and currency in services. All counselors subscribe to the Ethical Standards of the American Counseling Association, and Licensed Professional Counselors are bound by the Oregon Code of Ethics. These standards and laws protect student confidentiality and other rights. Personal information discussed with a counselor is private and confidential, unless the student gives written permission to share it with others; it involves potential danger to self or others; it involves child, elder or vulnerable adult abuse; a court orders the release of information; or other exceptions in accordance with Oregon statutes.

Students and prospective students may contact counselors or advisors directly during their posted office hours or through Counseling. The center is available to prospective students and new students for orientation and information on a drop-in basis, as well as continuing students for advising or for referral for counseling or advising.

Counseling is open Monday through Friday 8 a.m.-5 p.m. Also, a counselor is available Monday through Thursday from 5-6 p.m. and until 7 p.m. on Tuesday during fall, winter and spring terms. Counseling and advising services also are available at the Downtown Center and at the Cottage Grove and Florence centers. Contact these centers for information or appointments.

The catalog copy is reviewed and changed as necessary, annually.

3. History/Significant Unit Events

How did your unit evolve at Lane? What significant events have marked your growth? Do you have a system for maintaining an archival history of your unit? Do you have annual events that are representative of your unit's goals or service delivery methods?

**History/Significant Unit Events**

**How did your unit evolve at Lane?**

The Counseling Department Counseling and Advising component was part of the original College plan for service delivery to students. Counselors were hired and assigned to both departments and to the Drop-in Center. All counselors served as generalists with partial assignment to programs. Offices for counselors were located in the departments when the campus was built; and in offices near the Drop-in Center. An Academic Advisor position was added during the early 1970's and assigned

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specifically to Articulation with four-year colleges and universities, and assigned to elementary education majors. During the 1980's and early 90's additional Academic Advisor positions were added to address the need for continuous summer coverage and the budgetary constraints that limited counselor contracts to the academic year. Two significant developments during the '90's decade were the initiation of Annual Registration (now named Advance Registration) and Process Redesign. Advance Registration began the process of allowing students to preplan for the coming year and receive permission to register early. The first year resulted in 1,600 students taking advantage of this incentive; the current participation exceeds 7,000 students per year. One outcome of Process Redesign is the development of Neighborhood Advising Teams for the delivery of Counseling and Advising services. The teams are discipline based and/or geographically located to assure a team approach to the total continuum of individual needs of students. Even though this Model was fully approved, it has not been funded; yet the Counseling Department has addressed the realization of these services to the extent possible.

**What significant events have marked your growth?**

See response above. Additional significant events are the conscious choice to identify existing positions as critical to diversity and to hire accordingly for both counselors and advisors.

**Do you have a system for maintaining an archival history of your unit?**

Transfer to the College Archives.

**Do you have annual events that are representative of your unit's goals or service delivery methods?**

Early Orientation & Registration to enable incoming students register early for fall term. Advance Registration Advising which begins the second or third week of each term (except summers) and continues until shortly before the end of each term. Complete exhaustion of all staff by the time one event ends and a subsequent effort begins.

4. Services Provided

Provide a list with a short summary of each

**Counseling and Advising**

Lane Community College's advising model meets the standards of the National Academic Advising Association and is replicated in many two- and four-year institutions. The model addresses the student's development from enrollment through graduation. Services encompass student retention, advising (student advocacy, course selection, scheduling and program development, decision-making, and referrals) as well as career and retention counseling (career and life planning, counseling and dealing with obstacles including personal issues that impede success).

Lane uses a comprehensive centralized professional advising unit, with advisors, counselors, faculty, and other key staff. Advising teams have members with defined roles and shared responsibilities to provide a managed advising system for students. The advising teams are



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clusters or "neighborhoods" identified with instructional programs, geographical areas, and diversity service areas. An administrator oversees all advising functions.

The Counseling and Advising unit offers students a range of academic advising services. They help students learn about Lane services and programs, understand college procedures, obtain up-to-date written information about requirements for Lane programs and degrees, plan course schedules to meet personal needs and program requirements, select from Lane courses that meet degree requirements at Lane and at four-year schools throughout the state, and develop ways to do well in classes and feel satisfied about school.

A counselor and advisor are assigned to each academic division and to students who are undecided about a major. Lists of transfer programs, professional/technical programs, and counselors and advisors appear in Lane's Catalog and on its web site. A list of counselors and advisors for students who are undecided about their major is located in the Counseling and Advising Center.

Students can make an appointment with a counselor or advisor at the reception desk in the Counseling and Advising Center or by calling (541) 463-3200. Also, students may come in without an appointment during scheduled drop-in hours. Schedules for the term are posted on the office doors of counselors and advisors.

Counselors and advisors have in-depth knowledge of academic departments' procedures and resources. New students meet with a department counselor or advisor during the program orientation/advisory session. These sessions orient students to their academic programs and provide help with course planning. Students are encouraged to meet with a counselor or advisor on a regular basis throughout their stay at Lane. Counselors and advisors encourage students to meet with representatives from four-year schools who make regular visits to Lane. Schedules of these visits are available in the Counseling and Advising Center.

### **Guided Studies Program**

Guided Studies is designed for students whose placement test scores indicate the need to strengthen academic skills before entering college-level courses. Guided Studies students are required to take appropriate credit or non-credit preparatory courses and are restricted from other college-level courses their first term. Students meet with the Guided Studies counselors to plan an appropriate program. Students may take a six-credit preparatory college reading course and other preparatory classes in the Academic Learning Services (ALS) Department, depending on their needs. Students with reading, writing, or math skills below the levels of those taught through Academic Learning Services are referred to non-credit programs in Adult Basic and Second Education (ABSE).

## **Retention Counseling**

The Counseling Department provides retention and support services to help students make substantive changes during their learning experiences at Lane. Counselors, advisors and support staff work together to present a variety of services to a diverse student population.

Counselors offer assistance with returning to school and adjusting to changes, making career and educational decisions, developing academic programs, improving interpersonal communication skills, coping with stress and depression, resolving personal and family problems, and strengthening student success. During open hours, there is a counselor available to help students with crises or emergencies.

Lane counselors are highly trained professionals with a variety of credentials. All counselors engage in continuing education to maintain excellence and currency in services. All counselors subscribe to the Ethical Standards of the American Counseling Association, and the Oregon Code of Ethics binds Licensed Professional Counselors. These standards and laws protect student confidentiality and other rights. Personal information discussed with a counselor is private and confidential, unless the student gives written permission to share it with others; it involves potential danger to self or others; it involves child, elder or vulnerable adult abuse; a court orders the release of information; or other exceptions in accordance with Oregon Statutes.

Students and prospective students may contact counselors or advisors directly during their posted office hours, or through the Counseling and Advising Center. The center is available to prospective students and new students for orientation and information on a drop-in basis, as well as continuing students for advising or for referral for counseling or advising. The Counseling and Advising Center is open Monday through Friday, 8:00 a.m. – 5:00 p.m. (except until 6:00 p.m. on Mondays and 7:00 p.m. on Tuesdays). Also, a counselor is available during these hours. Counseling and advising services are also available at the Eugene Downtown, Cottage Grove, and Florence Centers. Students can contact these centers for information or appointments.

## **Advance Registration**

Students who attended any credit class during the prior academic year may participate in "Advance Registration." The student attends an Advance Registration advising session with his/her assigned counselor or academic advisor for assistance in selecting courses and planning a schedule. Advance registration advising sessions are offered each fall, winter and spring terms. A schedule of sessions is available in the Students First! Center or the Counseling and Advising Center.

### 5. Organizational Structure

Please provide a description of how your unit is administratively organized.

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6. Staff/Faculty

Please provide a list of your faculty and staff in this unit. For faculty, indicate FTE appointment, credentials, and primary area of expertise. For staff, indicate FTE appointment and primary job responsibilities.

<b>STAFF</b>	<b>FTE in C/A</b>	<b>Position/Assignment</b>	<b>Credentials</b>
<b>Faculty</b>			
Alvarado, Jessica	.800	Counselor/Health Careers	M.S. Univ. of Oregon; B.S. Univ. of Oregon; A.A.S. Lane Comm. Col.; A.A.S. Portland Comm. Col.
Blood, Tim	.700	Counselor/Arts Division	M.S. Univ. of Oregon; B.S. Albion Col.; National Cert. Counselor; Oregon Lic. Prof. Counselor
Davis, Mason	.800	Counselor/ALS/International Students	Ph.D. Univ. of Oregon; M.S. Univ. of Oregon; B.S. Univ. of Wisconsin, Platteville
Freund, Rich	.800	Counselor/CIT/Math/Science/Interns	Ph.D. Stanford Univ.; B.A. Brown Univ.
Ganser, Debby	.800	Counselor/Center/Crisis	M.S. Univ. of Oregon; B.S. Univ. of Oregon; National Cert. Counselor
Hampton, Anthony	.800	Counselor/English/Undecided	M.S. Univ. of Texas Pan American; B.A. Pan American University; A. A. Chabot College
Harris, Mark	.870	Coordinator, Substance Abuse	M.A. Sonoma State Univ.; B.A. Sonoma State Univ.
Landy, Beth.	.400	Counselor/Center/Career	M.S. Univ. of Oregon; B.S. Cal Poly San Luis Obispo; National Cert. Counselor; National Cert. Career Development Facilitator Instructor, National Career Development Assoc.
Litty, Carolyn	.700	Counselor/Advance Tech./Flight Tech.	Ph.D. Univ. of Oregon; M.S. Univ. of Oregon; M.S.N. Univ. of California, San Francisco; B.S. Univ. of California; Natl. Cert. Counselor; Lic. Prof. Counselor, Marr. & Family Therapist, Psych./Mental Health Nurse Practitioner
Salter, Christina	.700	Counselor/Elem. Ed./Social Science	M.S. Univ. of Oregon; B.A. New Col.; National Cert.

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<b>STAFF</b>	<b>FTE in C/A</b>	<b>Position/Assignment</b>	<b>Credentials</b>
			Counselor; Oregon Lic. Prof. Counselor
Siegfried, Jill	.600	Counselor	M.S. Oregon State Univ.; B.A. Wittenberg Univ.
Smyth, Doug	.800	Counselor/Center/ Mental Health	Ph.D. Univ. of Oregon; M. Div. McCormick Theological Seminary; B.A. DePaul Univ.; Oregon Lic. Psychologist
Solomon, Marva	.800	Counselor/Center	M.S.W. Hunter Col.; B.A. Queens Col., N.Y.
<b>Management</b>	<b>FTE for entire dept</b>		<b>Credentials</b>
deLeon, Jerry	1.000	Associate Director of Counseling	M.A. Adams State College; B.A. University of Colorado, Boulder
Gilbert, Criss	1.000	Director of Testing	B.A. Augustana College; M.S. University of Iowa
Timberlake, Dan	1.000	Director of Counseling	Ph.D. Univ. of Missouri; M.B.A. Univ. of Missouri; B.A. Univ. of Missouri; Oregon Lic. Psychologist
Parthemer, Mary		TRIO Director	M.S.W. Arizona State Univ.; B.A. Western Washington Univ.; A.A.S. Whatcom Comm. Col.; Oregon Lic. Clinical Social Worker

<b>Classified Staff</b>	<b>FTE in C/A</b>	<b>Assignment</b>
Brown, Rodney	.200	Administrative Specialist
Doughty, Vicki	.200	Computer Support Specialist
Ford, Shirlee	.200	Administrative Coordinator
Horton, Patty	.500	Information Specialist
Hupcey, Deb	1.000	Advisor/Health Careers
Irwin, Jane	1.000	Information Specialist
Lopez, Rosa	1.000	Advisor/ALS/Business
Lott, Cindy	1.000	Advisor/ English/Social Science
Lukacs, Shirley	1.000	Advisor/CIT/Math/Science
vanFossen, Scott	1.000	Information Specialist

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7. Student Profile

Please provide demographic data for unit clientele.

The Counseling Department provides the above cited services for the entire credit-seeking population of Lane Community College. The demographic of the department's clientele mirrors that of the college.

8. Facilities and Equipment

Describe the unit's campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?

The Counseling Department is located in the northeast corner of the first floor of Building 1. Building 1 houses 22 individual offices, a 3-person reception area, a 2-person telephone station, and 4 cubicles for counselors, advisors, support and supervisory staff, part-time staff, and interns. Additionally, 9 satellite offices for counselors and advisors are located within several academic departments. The department owns several important pieces of equipment. Equipment is maintained and/or replaced on an "as needed" basis. An inventory of current equipment includes:

9. Budget Profile

Provide a profile of the unit's General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.), Restricted Fund 9 (tuition-based sections), and any student fee generated funds.

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<b>Counseling Department Budget as of 9/27/04</b>										
General Fund										
Fund	Org	Organization Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year to Date	Encumb	Avail Balance
111100	515001	Counseling Administration	510200	Administrators Salaries	174,559	0	174,559	35,374.83	0.00	139,184.17
111100	515001	Counseling Administration	510250	Administrators Other	12,000	0	12,000	2,116.00	0.00	9,884.00
111100	515001	Counseling Administration	510300	Administrative Support	0	0	0	3,595.38	0.00	-3,595.38
111100	515001	Counseling Administration & Career & Emp Services	520300	Classified Unit Employees	508,421	23,495	531,916	105,873.37	0.00	426,042.63
111100	515001	Counseling Administration	530400	Classified Non-Unit Employees	43,629	0	43,629	30,116.56	0.00	13,512.44
111100	515001	Counseling Administration	540500	Faculty Unit Employees	751,415	21,519	772,934	152,080.25	0.00	620,853.75
111100	515001	Counseling Administration	550600	P/T Credit Instructors	73,307	3,999	77,306	11,939.62	0.00	65,366.38
111100	515001	Counseling Administration	591900	OPE Allocated	812,896	25,441	838,337	174,663.53	0.00	663,673.02
111100	515001	Counseling Administration	610000	Operational Supplies	69,237	-38,000	31,237	523.02	7,246.94	23,467.04
111100	515001	Counseling Administration	612000	M&S from Lane Internal Service Fund	0	38,000	38,000	1,475.75	0.00	36,524.25
111100	515001	Counseling Administration	614000	Staff Travel	6,910	0	6,910	2,069.02	0.00	4,840.98
111100	515001	Counseling Administration	615700	Maintenance & Repair	1,000	0	1,000	0.00	0.00	1,000.00
111100	515001	Counseling Administration	617500	Outside Services	12,071	0	12,071	0.00	0.00	12,071.00
111100	515001	Counseling Administration	619200	Utilities & Communications	6,711	0	6,711	1,217.32	0.00	5,493.68
111100	515001	Counseling Administration	737200	Capital Outlay >= \$5000	0	0	0	0.00	39,854.98	-39,854.98
111100	515200	Career & Employment Services	912500	Transfer Out to Financial Aid Fund	239,458	17,499	256,957	256,957.00	0.00	0.00
111100	515500	College-wide Advising Grants	912800	Transfer Out to Special Rev Fund	7,344	0	7,344	0.00	0.00	7,344.00
					2,718,958	91,953	2,810,911	778,001.65	47,101.92	1,985,806.98

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Fund	Org	Organization Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year to Date	Encumb	Avail Balance
<b>ICP</b>										
111200	515300	Assess/Testing Center	460000	Other Fees & Charges	62000	0	62000	30654	0	31346
111200	515001	Counseling Administration	470500	Net Working Capital	29732	0	29732	0	0	29732
111200	515400	Counseling/Advising	480100	Sale of Goods & Services	800	0	800	0	0	800
111200	515001	Counseling Administration	494010	Other Revenue	120	0	120	0	0	120
					92652	0	92652	30654	0	61998
111200	515001	Counseling Administration	610000	Operational Supplies	92,652	-50,000	42,652	150.00	0.00	42,502.00
				M&S from Lane Internal						
111200	515001	Counseling Administration	612000	Service Fund	0	10,000	10,000	38.62	0.00	9,961.38
111200	515001	Counseling Administration	617500	Outside Services	0	36,000	36,000	625.00	0.00	35,375.00
				Provision for Bad Debt						
111200	515001	Counseling Administration	622301	Adjustment	0	4,000	4,000	584.96	0.00	3,415.04
					92,652	0	92,652	1,399	0	91,253
<b>Tuition-Based Classes</b>										
111100	200072	Tuition Based - Counseling	550600	PT Credit Instructors	0	0	0	8,850.00	0.00	-8,850.00
<b>Carl Perkins Grants</b>										
Fund	Org	Organization Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year to Date	Encumb	Avail Balance
820361	515205	Career & Employment Svs Grants	530400	Classified Non-Unit Employees	24,752	0	24,752	2,131.60	0.00	22,620.40
820361	515205	Career & Employment Svs Grants	591900	OPE Allocated	9,802	0	9,802	844.11	0.00	8,957.89
820361	515550	Substance Abuse Prev Grants	530400	Classified Non-Unit Employees	19,323	0	19,323	0.00	0.00	19,323.00
820361	515550	Substance Abuse Prev Grants	591900	OPE Allocated	7,652	0	7,652	0.00	0.00	7,652.00
820361	515550	Substance Abuse Prev Grants	610200	General Materials & Supplies	2,000	0	2,000	0.00	0.00	2,000.00
820361	516000	Counseling Grants	530400	Classified Non-Unit Employees	16,914	0	16,914	0.00	0.00	16,914.00
820361	516000	Counseling Grants	591900	OPE Allocated	6,698	0	6,698	0.00	0.00	6,698.00
					87,141	0	87,141	2,975.71	0.00	84,165.29
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Counseling/Advising Unit as of 7/21/04										
Fund	Org	Org Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year to Date	Encum	Avail Balance
GENERAL FUND										
111100	515400	Couns/Adv	520300	Classified Unit Employees	0	0	0	209,815.45	0.00	-209,815.45
111100	515400	Couns/Adv	521000	Classified Unit Emp Overtime	0	0	0	42.10	0.00	-42.10
111100	515400	Couns/Adv	530000	Classified Non-Unit Employees	0	381	381	0.00	0.00	381.00
111100	515400	Couns/Adv	530400	Classified Non-Unit Employees	0	48	48	63,242.08	0.00	-63,194.08
					0	429	429	63,242.08	0.00	-62,813.08
111100	515400	Couns/Adv	540500	Faculty Unit Employees	0	0	0	513,599.00	0.00	-513,599.00
111100	515400	Couns/Adv	540800	Faculty Unit Emp Overload	0	0	0	8,276.65	0.00	-8,276.65
111100	515400	Couns/Adv	550600	P/T Credit Instructors	0	0	0	83,662.54	0.00	-83,662.54
111100	515400	Couns/Adv	590010	Other Payroll Expense	0	35	35	0.00	0.00	35.00
111100	515400	Couns/Adv	591900	OPE Allocated	0	104	104	410,545.91	0.00	-410,441.91
					0	139	139	410,545.91	0.00	-410,406.91
	TOTAL PERSONNEL				0	568	568	1,289,184	0	-1,288,616
111100	515400	Couns/Adv	612100	M&S from Lane P & G	0	0	0	17,202.27	0.00	-17,202.27
111100	515400	Couns/Adv	612200	Copier Charges from Lane P&G	0	0	0	8,724.17	0.00	-8,724.17
					0	0	0	25,926.44	0.00	-25,926.44
111100	515400	Couns/Adv	614200	Routine Staff Travel	0	0	0	43.92	0.00	-43.92
	TOTAL M & S				0	0	0	43,173	0	-43,173
TOTAL Counseling/Advising Unit--General Fund					0	568	568	1,332,356	0.00	-1,331,788



Fund	Org	Org Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year to Date	Encum	Avail Balance
<i>Lane Community College Unit Planning 2004-05: Counseling &amp; Advising</i>										
<b>ICP</b>										
111200	515400	Couns/Adv	480100	Sale/Goods & Services	800	0	800	0.00	0.00	800.00
111100	515400	Couns/Adv	480110	Sales - Books	0	0	0	63.00	0.00	-63.00
					<b>800</b>	<b>0</b>	<b>800</b>	<b>63</b>	<b>0</b>	<b>737</b>
<b>CARL PERKINS GRANTS</b>										
<b>College-wide Advising Grant</b>										
820221	515500	College-wide Adv Grants	530400	Class. Non-Unit Employees	30,214	0	30,214	30,211.18	0.00	2.82
820221	515500	College-wide Adv Grants	591900	OPE Allocated	9,759	0	9,759	9,758.18	0.00	0.82
					<b>39,973</b>	<b>0</b>	<b>39,973</b>	<b>39,969.36</b>	<b>0.00</b>	<b>3.64</b>
<b>EOAR Grant</b>										
820221	516000	Couns Grants	530400	Class. Non-Unit Employees	3,034	0	3,034	3,034.05	0.00	-0.05
820221	516000	Couns Grants	591900	OPE Allocated	980	0	980	980.00	0.00	0.00
820221	516000	Couns Grants	610200	General M & S	3,230	0	3,230	3,224.52	0.00	5.48
					<b>7,244</b>	<b>0</b>	<b>7,244</b>	<b>7,238.57</b>	<b>0.00</b>	<b>5.43</b>
	<b>TOTAL CARL PERKINS GRANTS</b>				<b>47,217</b>	<b>0</b>	<b>47,217</b>	<b>47,208</b>	<b>0</b>	<b>9</b>

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**Chapter 2: Unit Outcomes Data, 2003-2004**

*Key Question: What were the results of this unit providing services in 2003-2004 as demonstrated by student contacts, indicators of student success, and/or cost efficiencies?*

Using the provided table, please include assessment of the impact of services provided on student outcomes as defined in your 2003-2004 Unit Plan.

You may choose to answer the above question by referring to guidelines provided by a variety of sources including but not limited to:

- Unit accreditation requirements
- An advisory group
- Best practices guidelines/national standards
- Core Ability Outcomes as defined by accreditation standards
- Faculty/Staff goal setting
- Guidance from College Executive Team

**Suggested Unit Outcome Data, 2003-2004**

	<b>Expected Outcomes for 2003-04</b>	<b>Actual Outcomes for 2003-04</b>	<b><i>Analysis of Comparison (Link to 2004-2005 Goals)</i></b>
<i>number of service contacts</i>	22,919 (previous year count)	30,342	The Counseling and Advising Department welcomes and orients new students; provides short-term academic advising and long-range student program plan development; provides career counseling services for new, returning, and prospective students; helps students identify barriers to academic performance and provides counseling services to address/overcome those barriers; and provides retention services to all LCC students with special emphases on traditionally under-served populations. These services are reflected in the cited contacts.

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	<b>Expected Outcomes for 2003-04</b>	<b>Actual Outcomes for 2003-04</b>	<b>Analysis of Comparison (Link to 2004-2005 Goals)</b>
Number of unduplicated participants	17,421 (previous year count)	14,334	See above.
Student FTE generate for courses taught	N/A (see Human Development Unit Plan)	N/A (see Human Development Unit Plan)	N/A to Counseling and Advising Function
Unit Faculty/Staff to Student ratios relative to benchmarks that make sense for your area	1:300-500 (Identified Best Practices by Carnegie Report)	Contracted Faculty/Staff time devoted to C/A duties is 12.16 FTE. This averages to approximately 2500 contacts per FTE, 1180 unduplicated students per FTE ratio.	There is a clear discrepancy between the service ratio identified for best practice and the service ratio provided at LCC. The Counseling Department seeks to enhance staffing to more closely align service delivery with the numbers cited in the Carnegie Report. This desire is reflected in the initiatives outlined in Chapter 4.
Demand/capacity analysis (Are you utilizing your resources to capacity? Cite waitlists and/or other evidence.)	At recommended Counselor/Advisor staffing levels, service ability would be commensurate with best practices.	Current demand has overtaxed service ability. While waitlist average is 15 minutes, at peak waits can exceed 2 hours.	See above.
Demographic profile of individuals served (Who uses your services?)	All LCC students; Prospective students considering LCC programs; College Departments who rely on the liaison and advocacy function of counselors and advisors assigned to their departments; Community members indirectly (by providing high quality training to students who will ultimately serve the community).	All LCC students; Prospective students considering LCC programs; College Departments who rely on the liaison and advocacy function of counselors and advisors assigned to their departments; Community members indirectly (by providing high quality training to students who will ultimately serve the community).	The demographic makeup of the intended service group matches that of the actual service group.
Unit contributions to student success. (Effect on retention and student goal attainment). Unit contributions to student success. (Effect on retention and student goal attainment)	New students will feel a sense of welcome. New students will have a working knowledge of LCC and their program plan following successful participation in orientation. Short-term academic advising will be provided	Early Orientation and Registration, and Program Orientations in addition to individual sessions are service delivery modalities. In 2003-04, 1609 students attended these sessions.	<b><u>Strengths</u></b> Counseling and Advising provides optimal services for resource allocation for over 70% of Lane's credit students. Flexible daily scheduling, an early summer advising program, and judicious use of part-time advisors and counselors from a qualified

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	<b>Expected Outcomes for 2003-04</b>	<b>Actual Outcomes for 2003-04</b>	<b>Analysis of Comparison (Link to 2004-2005 Goals)</b>
	<p>in a timely and accurate manner for new and returning students. In conjunction with the student, long-range student program plans will be developed, understood by the student, and successfully implemented. New, returning, and prospective students will have access to career counseling that will facilitate informed decision making in respect to educational and career plans.</p> <p>All LCC students will have access to retention counseling to help them successfully identify barriers to academic performance and address/overcome those barriers.</p> <p>Traditionally under-served populations will be sought out and especially encouraged to use retention services offered by the Counseling Department.</p>	<p>The recorded number of students who received assistance from July 1, 2003 to June 30, 2004 was 30,342. This doesn't include students seen in departmental areas who are not recorded. Past statistics demonstrated an 85% registration rate of students after being advised and developing curriculum plans. It is estimated that Counseling &amp; Advising services impact over 70% of the credit students each year, facilitating access to programs and retention at the college. 86,376 recorded service contacts were registered at the Center on the 30<sup>th</sup> Avenue Campus from July 1, 2003 to June 30, 2004. In addition there were 23,287 phone calls to the Reception Desk. The highest number of face to face contacts was experienced in fall term with 14,196, followed by winter term with 10,613, followed by spring term with 9,057. The number of face to face contacts in June, July and August was 3,231.</p>	<p>pool extend service availability. The C&amp;A staff is a well-trained, innovative group who work as a highly collaborative team and cooperatively with other units of the Department and College. The C&amp;A staff is extremely committed to providing positive services for students and can demonstrate their effectiveness.</p> <p><b><u>Weaknesses</u></b></p> <p>Clearly, the demand for counseling and advising services, even at present, exceeds the department's ability to provide them. Some of the reasons are noted below:</p> <ul style="list-style-type: none"> <li>• Summer staffing is limited to four academic advisors and a pool of part-time counselors and advisors to see an ever increasing number of students. (Full-time staff are present at EOAR, but counselors have workdays subtracted from their annual work schedules.)</li> <li>• Counseling &amp; Advising neighborhood teams, an extremely effective and efficient model, are staffed at skeletal levels--usually with temporary funding.</li> <li>• The College ESL program, which is within Academic Learning Services, is without a permanently assigned counselor or advisor. The ESL community is the fastest growing community in the Service District with 400-500 students each term plus an extensive waiting list.</li> <li>• The Counseling &amp; Advising Drop-in Center, and some counselors and advisors assigned to departments and divisions can have one-to two-hour waits for service.</li> </ul>

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	<b>Expected Outcomes for 2003-04</b>	<b>Actual Outcomes for 2003-04</b>	<b><i>Analysis of Comparison</i> (Link to 2004-2005 Goals)</b>
			<ul style="list-style-type: none"> <li>• The CLCs provide testing services to local area and high school students, but no advising or counseling services. Services often are requested on-site.</li> <li>• Articulation agreements with 38 major programs and 7 general education programs at eight four-year institutions must be developed and maintained by a skeletal staff.</li> <li>• The current Counselor/Advisor to student ratio is approximately 1 to 1,200. Yet, more than 70% of the credit students see a counselor/advisor at least once a year. This creates an extremely difficult workload and falls short of meeting professional standards.</li> </ul>

**Counseling and Advising**  
**Chapter Three**  
**Unit Outcomes Analysis, 2003-2004**

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

***Things you might assess:***

1. Needs
2. Satisfaction
3. Learning Outcomes
4. Environmental
5. Cost Effectiveness
6. Causes of dropout/stopout (program/college)
7. Post-Completion level of satisfaction

***Methods of assessment you might use<sup>1</sup>:***

1. Qualitative Assessment
2. Quantitative Assessment
3. Pre tests/post tests
4. Portfolio assessment
5. Focus Groups
6. Mail-out/Telephone surveys
7. Web based data collection

The stated goals of Counseling and Advising are as follows:

**Welcome and orient new students**

Early Orientation and Registration, and Program Orientations in addition to individual sessions are service delivery modalities

**Provide short-term academic advising for new and returning students**

- Service delivery by both drop-in and appointments
- Use of Advance Registration Advising to encourage students to gain command of their educational planning

**Help students identify barriers to academic performance and provide counseling services to address/overcome those barriers & provide retention services to all LCC students with special emphases on traditionally under-served populations.**

Services to aid students to overcome barriers and persist in their educational programs

**How effectively did you fulfill your unit's mission?**

Quantitative data and a student satisfaction survey have been used for comparisons across academic years. The results show 2,500 contacts per counselor/advisor FTE for the year, more than 2 contacts per assigned unduplicated headcount for staff member. This represents exceptional delivery of services given excessive demand upon staff compared to national benchmarks.

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<sup>1</sup> From Schuh, J.H and Upcraft, M.L. (2001) Assessment practice in student affairs: An application manual. San Francisco: Jossey-Bass

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How well does the array of services you offer match what you know about the dynamic trends in students needs?

Trends in students needs have not changed from the previous year. However, with the move of the day ESL program to the Main Campus, Counseling and Advising have anticipated forthcoming demand with a .49 FTE Perkins funded Academic Advisor 2 position. The position is now staffed and fully functioning.

There continue to be extreme levels of demand for services in the Health Occupational areas as more than 5,400 recorded contacts were made for the year. Both the popularity of these majors (over 2,200 with stated goals in these areas) and the difficult and detailed application requirements result in numerous repeat advising sessions for each student. Currently, three part-time staff augment the work of the two assigned contracted positions. The inherent weaknesses of reliance on part-time staff make this an area of concern.

The Department has disseminated advising information freely to other units across the Lane campuses, recognizing that the temptation to advise can result in bad advising. Current information and updates are freely shared to minimize errors. This addresses the needs of some students with distance and time issues to take advantage of advising and counseling services.

The Department also utilizes several on-line advising resources: one attached to the Distance Learning unit, one via the Oregon state-wide system, and direct access to staff through Lane's website. Students make regular use of these resources.

Summer contact data identifies the need to stabilize summer staff and increase training availability by adding an Advising Coordinator. Contracted advisors have difficulty scheduling earned vacation times because of the increased summer workload and the continuing over-reliance on part-time staff.

How efficiently did you use the resources you were given?

Student satisfaction surveys, numbers of students attending Early Orientation & Registration, and Advance Registration numbers indicate continued high levels of use of services. The Department also analyzes FTE generated by teaching units, majors per unit, programs per unit, and difficulty in application processes to review resource allocation and make adjustments. The limitation on contracted positions has forced the department to place heavy reliance on maintenance of a large part-time pool, and continuous training to avoid curtailment of needed services.

How well are you utilizing current technology?

- The Computerized Intake System is used for ongoing check-in and recording of service contacts. It enables numerous analyses to be run via queries. The staff receive ongoing training in the college-wide systems to use Native Banner for critical student information, and the Faculty/Advisor tools in ExpressLane (i.e. CAPP) for doing unofficial degree evaluations.
- The Computerized Intake system continues to need revision and modification to make it available to all staff offices and to share student data with the College's administrative software system. This combination of programming and policy issues continues to limit optimum use of the system.

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- Ongoing implementation problems with CAPP and its limitations to students who began at Lane Summer 2003 or later have handicapped its usability. Staff must continue to rely on paper evaluations to help students update educational progress.
- Because students seek counseling and advising services for initial course selection and detailed information about using numerous features of the ExpressLane process for registering, checking financial aid status, and multiple other features; strategically placed computers with on-line access are critical for helping students become versed in ExpressLane processes. In order to facilitate student flow through the C&A drop-in area, the Counseling Department has maintained 4 computers on main campus adjacent to our offices and 2 at the Downtown Center for student use. This has worked very well but the computers are due for maintenance upgrades.

If your Unit works with an Advisory Committee, how effective was that relationship in helping you meet your Unit goals?

What approach did you take to gather evidence of your performance? What method of assessment did you use?

What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004?

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

- Exceptionally high service level per FTE
- Continued and increased success of Early Orientation & Registration program
- Ongoing attention to staff selection to match student demographics
- Informed managing of part-time assignments to address high demand areas

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

- The need to replace staff because of unanticipated vacancies
- Unceasing high demand on services
- Lack of sufficient staff to meet summer demands
- Continuous need for part-time staff training because of added technological complexity of the work
- Ongoing training needs for all staff to effectively use added technological tools
- Shifting of unofficial degree evaluations onto counselors and advisors with the introduction of electronic evaluations (still of limit use and error prone)
- Continuous replacement of staff in critical areas (i.e. ESL assignment, health occupations) because of lack of permanent funding

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

- Need additional staff in strategic areas
- Need policy and programming support to optimize technology tools
- Need to address summer service level and staff needs
- Need to enhance training to deal with technological complexity and shifting service expectations

***Important! Any initiatives proposed for 2004-2005 must be linked to these conclusions!***



**Part IV: Projected Performance 2004-2005**

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**Chapter 4: Unit Initiatives, 2004-2005**

*Key Question: How do you propose improving future performance?*

Each initiative should be linked to a need identified in Chapter 3: Unit Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit Outcomes, 2004-2005.

When proposing an initiative(s), use the following structure for each initiative proposed:

**1. Initiative Title: Division Priority: 6  
**(One) Next Generation, Computerized Staff Intake and Scheduling System****

**2. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?**

- What is the challenge you are trying to address?
  - We seek to make the current system fully available and functional for all counselors and advisors, including departmental counselors.
  - We seek to further develop the system (software upgrade) to enhance and streamline scheduling, check-in processes, and report generating capabilities.
- How will this initiative address the challenge?
  - We will purchase and install check-in computers in departmental counselor/advisor offices.
  - We will upgrade software.

**3. Describe the initiative**

- What will the product, innovation, or change of this initiative be? Please be as specific as possible.
  - Equipment purchase, installation.
  - Software upgrade and installation.
- What is the need or intended use? How was that need assessed? What is your evidence of the need?
  - Need for equipment in departmental counselor/advisor offices.
  - Need to develop system wide scheduling interface.
  - Need to refine report generating capabilities.
  - All needs have been assessed by actual system use for the past 3 years.
  - The evidence for these needs is based on staff user feedback.
- Given college resources, is it feasible? Is it an efficient use of college resources?
  - The Computerized Check-in system relied on Perkins Funding for its start-up costs. The product has become an invaluable tool in Counseling and Advising. We seek ongoing funding to maintain this valuable asset. It is considered a very prudent use of college resource
- What would be the campus location of this request/project?

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- Throughout the campus. In the Counseling and Advising Center, as well as departmental Counselor/Advisor offices.
  - How many students (per year) will benefit?
    - All students who avail themselves of Counseling/Advising services (30,000 contacts last year).
  - How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your Unit?
    - Streamline student scheduling and service times.
    - Allow for students to perform “self check-in” in certain circumstances, reducing demand on reception staff.
    - Provide for increased service coordination of counselors and advisors.
    - Provide more accurate data keeping.
4. Describe the resources needed  
Attach the Initiative Spreadsheet to this chapter.
  - \$15,000 per year in ongoing funding.
5. List the possible funding sources
  - Can this project be partially funded?
    - Yes, though this would force a reduction in the scope of the initiative.
  - If so, what portion could be funded at what minimum cost?
    - \$8,000 per year could fund software upgrade the first year (primarily scheduling upgrade), and departmental computers and maintenance in the subsequent years.
6. Provide ORG & PROG codes
- 515400          310000
7. How does this project align with the college’s vision, mission & goals and contribute toward meeting the goals?
  - This technology-centered initiative seeks to streamline student service related to counseling and advising. It is consistent with the departmental mission to assist students to develop and achieve their educational, career, and life goals.

Carl Perkins Funding Questions:

- How does this initiative relate to Carl Perkins Goals?
  - This initiative addresses Carl Perkins Goal 7 (Postsecondary students in vocational and technical education programs will have access to comprehensive counseling and career development services).
- How will the use of the funds contribute to the success of Lane’s Professional Technical students?
  - The initiative will improve Professional Technical Student access to program-specific counselors and advisors by

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streamlining/coordinating scheduling and making schedules more transparent to students.

- Briefly describe your past history of utilizing Carl Perkins funds.
  - a. Carl Perkins Funding was instrumental, in fact crucial, in developing the first computerized check-in system for Counseling and Advising in 2001. Prior to that, all check-in and record keeping was recorded and disseminated by hand, a laborious and inefficient process resulting in delays frequently more than a full year to collate data. Today, thanks to Carl Perkins, students are checked in electronically and data is available immediately to all staff using the system. We seek to implement a “next generation” program allowing Professional/Technical students greater ease of access to their counselor/advisor.

**1. Initiative Title:**  
**Staff Computer Training**

**Division Priority: NR**

**2. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?**

- What is the challenge you are trying to address?
  - As computer-based services (e.g. Banner programming, web-based articulation pages, computerized data keeping systems, etc.) become increasingly ubiquitous, counselors and advisors need to keep abreast of pertinent developments or risk discounting and limiting their ability to provide meaningful service.
- How will this initiative address the challenge?
  - We will provide relevant training on a regular, ongoing basis. We seek funding to make this possible.

**3. Describe the initiative**

- What will the product, innovation, or change of this initiative be? Please be as specific as possible.
  - Specialized training in the use of an increasing variety of computer-based and web-based programs.
- What is the need or intended use? How was that need assessed? What is your evidence of the need?
  - Counselors/Advisors are becoming increasingly aware of technological advances in advising services for which they have no training and thus no ability to successfully access. As example, an increasing number of colleges and universities offered web-based articulation tables. Accessing and utilizing products such as this could greatly speed counselor/advisor services as well as increase advising accuracy.
  - This need was assessed by increasing counselor/advisor awareness of technology based services for which they have little or inadequate training.
  - The evidence for this need is based on counselor/advisor professional knowledge and collegial information exchange.
- Given college resources, is it feasible? Is it an efficient use of college resources?
  - This initiative is considered a prudent use of college resource.
- What would be the campus location of this request/project?
  - Training facilitated at a location (or locations) to be designated. This training would impact the work of counselor/advisors campus wide.
- How many students (per year) will benefit?
  - All students who avail themselves of Counseling/Advising services (30,000 contacts last year).
- How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your Unit?
  - Streamline student scheduling and service times.
  - Allow for students to perform self check-in in certain circumstances, reducing demand on reception staff.
  - Provide for increased service coordination of counselors and advisors.
  - Provide more accurate data keeping.

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4. Describe the resources needed

Attach the Initiative Spreadsheet to this chapter.

- \$5,000 per year in ongoing funding.

5. List the possible funding sources

- Can this project be partially funded?
  - Yes, though this would force a reduction in the scope of the initiative.
- If so, what portion could be funded at what minimum cost?
  - Reduced funding would allow for reduced training.

6. Provide ORG & PROG codes

515400                  310000

7. How does this project align with the college's vision, mission & goals and contribute toward meeting the goals?

- This technology-centered initiative seeks to streamline student service related to counseling and advising. It is consistent with the departmental mission to assist students to develop and achieve their educational, career, and life goals.

**1. Initiative Title:**

**Division Priority: 12**

**Student ExpressLane Computer Upgrades: Four for Main Campus and two for the Downtown Center**

2. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?
  - Maintenance cycle for student computer upgrades
3. Describe the initiative
  - Replacement of 6 strategically places computers dedicated to student use for ExpressLane instruction, guidance, and interventions.
4. Describe the resources needed
  - The price of each system is \$1318 (PC w/ CD burner-DVD combo drive and 17" flat panel (LCD) monitor and the quantity is 6 (4 for Counseling and 2 for the DTC). Each PC is \$889 and the monitor is \$429.
5. List the possible funding sources

TACT funds dedicated to student computer maintenance cycles
6. Provide ORG & PROG codes

515400 310000
7. How does this project align with the college's vision, mission & goals and contribute toward meeting the goals?

**Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner

**Diversity**

- 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

**Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes

**1. Initiative Title:** **Division Priority: 2**  
**Academic Advisor 1: Assigned to Family & Health Careers as primary unit responsibility**

2. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?

- a. Need for additional staff in strategic areas
- b. Stabilize delivery personnel for high demand area, reduce error rates and dissatisfaction potential through reducing wait time and improving accuracy and continuity of information provided to aspiring students

3. Describe the initiative

- Additional Academic Advisor 1 assigned to critical area of need.
- The quantitative data in Chapter 2 demonstrates compelling need (10,330 service contacts in 2003-04). The 2004 ACT survey points to slightly higher dissatisfaction with advising and counseling services. Snapshot student surveys point to wait time as an area of concern.
- This is a very feasible and economic use of college resources.
- The Academic Advisor 1 would have assigned space in the Counseling/Advising area in Building #1.
- Approximately 2300 students per year are either aspiring to enter health related careers or are in professional/technical Family & Health programs on campus.
- Students will benefit through guided application of the College's Core Abilities and Outcomes to their goals in health related fields.

4. Describe the resources needed

Recurring funding from General Fund. See attached Initiative Spreadsheet.

5. List the possible funding sources

The project needs to be fully funded via the General Fund. Since the Process Redesign mandate, the Counseling and Advising services have been overextended to address growing demand and need through partial and temporary funding each year. Full funding will resolve a number of the inherent problems of inconsistent staffing. There are currently two contracted staff and three part-time staff assigned to these majors which are predominantly professional/technical careers. The Department is currently seeking ways to either add a fourth part-time person or to arrange permanent expanded permanent staffing. As services to this population must be maintained, Perkins funding to maximize staff availability is essential if permanent funding is not forthcoming.

6. Provide ORG & PROG codes

515400      310000

7. How does this project align with the college's vision, mission & goals and contribute toward meeting the goals?

- Improved access for students to points 1 and 3 under the College Mission
- Increases capacity to engage students in their efforts to realize their, and the College's, Vision

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Carl Perkins Funding Questions:

- **How does this initiative relate to Carl Perkins Goals & how will the use of the funds contribute to the success of Lane's Professional Technical students?**
  1. Goal VII: Postsecondary students in vocational and technical programs will have access to comprehensive counseling and career development services.
  2. The initiative will improve Professional Technical Student access to program-specific advisors as an increased resource in an effort to match services to current demand in the F&HC 1 and 2 year programs.
- **Briefly describe your past history using Carl Perkins Funding:**

The funding has enabled the Department to stretch resources and provide major specific and special population advising for Professional/Technical and ESL students since 1997, when the Process Resign unfunded mandate required directed services be implemented.



**1. Initiative Title:**  
**Academic Coordinator**

**Division Priority: NR**

**2. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?**

- Addresses need to stabilize and improve summer staffing level, need to develop and provide ongoing training to staff to stay technologically competent and campus-wide on continually changing academic information, and the need to reduce over reliance on part-time staff
- Provides a contracted position to assume training responsibility across campus on academic information and on technology tools for advisors and counselors; increases stability and flexibility for developing competent summer staff; and reduces reliance on part-time staff during summer and peak times

**3. Describe the initiative**

- Creation of a Project Specialist 2 level position to attend to tasks now apportioned among various advisors and counselors, and add a component of stable advising availability to meet summer student advising needs.
- The table of services rendered and the 2004 ACT Student Satisfaction Survey offer compelling quantitative data of the need.
- Given college resources, it is an economic, feasible and efficient use of college resources.
- The campus location of this project will be in Building #1 with assigned space in the Counseling and advising area.
- Data in Chapter 2 indicate that more than 14,300 students will benefit from this initiative per year.
- Students will benefit from the improved competence of all staff through regular training on academic information and technology, and the greater availability of permanent staff during summer when staff availability is greatly curtailed. This initiative addresses the core abilities points 2 & 3 and core ability outcome statement point 1.

**4. Describe the resources needed**

Recurring position. See attached Initiative Spreadsheet.

*Note: The Academic Advising Coordinator remains an unfunded mandate from Process Redesign in 1997, which was fully endorsed but never funded. It continues to be a significant and essential position need in the Counseling Department and becomes more imperative as we rely to a greater extent on developing trained and competent part-time advisors for critical areas. Because this cannot be a part-time position itself and is completely dependent on recurring funding, it is not included in the department or division rankings this year.*

**5. List the possible funding sources**

- This project can be partially funded via the General Fund, .5 FTE, if combined with a half-time Academic Advisor 2 position with the remaining half time assigned permanently to the ESL population (See initiative 6).

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- The portion that could be funded at minimum cost is .5 FTE at the Project Specialist 2 level.
6. Provide ORG & PROG codes  
515400      310000
7. How does this project align with the college's vision, mission & goals and contribute toward meeting the goals?
- Directly aligned with the College Vision
  - College Mission statement on Employee skill upgrading, business development and career enhancement
  - Direct application to Core Values of learning, diversity, and accessibility

**1. Initiative Title:**

**Division Priority: 3**

**Academic Advisor 2 assigned to ESL/Ell population**

**2. How is the initiative linked to your Unit Outcomes Analysis for 2003-2004?**

- Stabilize funding for position now providing on a three year reduction cycle by a Perkins Grant
- The funding would remove the temporary status and uncertainty from this critical position

**3. Describe the initiative**

- The major change would be creation of a contracted .5 FTE position instead of the temporary position with ever changing personnel and reduced funding each year
- The need to provide retention and success support to the community Latina/o American population that looks to the College for basic and academic literacy in English; assistance with finding basic social services; and access to employment training has been repeatedly documented. Chapter 2 speaks to the ongoing service to 400-500 students each year in this growing population.
- Given college resources, it is feasible, economically sound, and an efficient use of College resources.
- The campus location of this request will continue to be in office space with these populations in Building #11 and the DTC.
- 500+ students (per year) will benefit.
- Students and their families will receive linkages with critical social services, translation support and access to literacy classes, and advising on training and career options. This initiative is directly applicable to the College Core Abilities .

**4. Describe the resources needed**

Recurring position. See attached Initiative Spreadsheet..

**5. List the possible funding sources**

- This project can be partially and permanently funded if combined with Initiative Five via the General Fund.
- The portion that could be funded at minimum cost is .5 FTE at a Student Advisor 2 level.

**6. Provide ORG & PROG codes**

515400      310000

**7. How does this project align with the college's vision, mission & goals and contribute toward meeting the goals?**

- Promotes realization of the College Vision for an ethnically diverse community population
- Addresses access for students to all facets of the College Mission
- Especially pertinent to Lane's Core Values of diversity, accessibility, collaboration & partnership (part 2), and innovation (points 2 & 3)

8. Carl Perkins Funding Questions:

- **How does this initiative relate to Carl Perkins Goals & how will the use of the funds contribute to the success of Lane's Professional Technical students?**
- 1. Special Populations: Overcome barriers that result in lowering rates of access: We had provided a focused Academic Advisor 1 at the DTC ESL program for three years, and saw the merits of increasing the importance of that position to an Academic Advisor 2 position with responsibilities to the ESL program which is now divided between a day main campus program and an evening DTC program.
- 2. The advisor role has provided significant successful contacts to assist students to access community and college services and increase numbers of ESL students now taking P/T programs at Lane.
- **Briefly describe your past history using Carl Perkins Funding:**  
The funding has enabled the Department to stretch resources and provide major specific and special population advising for Professional/Technical and ESL students since 1997, when the Process Redesign unfunded mandate required directed services be implemented.

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## **Chapter 5: Expected Unit Outcomes for 2004-2005**

*Key Question: What Unit outcomes do you expect to achieve in 2004-2005?*

### **1) What program level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?*

- ✓ Improve stability of staffing for Family & Health programs and careers
- ✓ Upgrade availability of permanent staff for summer student needs
- ✓ Improve advising training and daily support in the unit and across campuses
- ✓ Achieve next generation programming and integration of computerized intake system
- ✓ Upgrade use and training of technology tools for advising and counseling purposes
- ✓ Provide students increased access to ExpressLane functions

### **How will your program enhance your students' abilities to meet Core Abilities outcomes?**

*What changes, if any, do you expect to implement in 2004-2005?*

Core abilities outcomes are addressed in curriculum areas and not extrapolated to these services.

### **What course level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?*

These components are addressed under Human Development for the department and not applicable to this unit.

### **2) What plans do you have for enhancing your use of current technologies?**

- ✓ Purchase and install check-in computers in departmental counselor/advisor offices.
- ✓ Upgrade software to streamline services and provide more accurate service data.
- ✓ Offer counselors and advisors specialized training in the use of an increasing variety of computer-based and web-based programs used for advising and articulation purposes.
- ✓ Purchase 6 new computers for direct student ExpressLane use.

### **3) What plans do you have for working more effectively with your Advisory Committee?**

- ✓ Counseling and Advising will begin establishing a relationship with the Student Affairs Council to get advisory type input. Since a student currently chairs the Student Affairs Council we anticipate that it will be a rich source of student input and feedback.

### **4) How will you set faculty and staff goals?**

*How will you ensure the participation of faculty and staff in all phases of Unit Planning?*

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- ✓ Input and comments were received from faculty and staff on draft copy electronically and incorporated into this document
- ✓ Faculty and staff will participate in department wide review and rating across initiatives and subunits

**5) Number of Unit Contacts and Unduplicated Participants (Enrollment Data)**

*Please provide your projected goals for 2004-2005:*

Program Level: Student FTE (Projections # of unduplicated participants served = 16,000 – 17,000)

(Projected # of service contacts = 35,000 – 38,000)

Course Level: Student FTE (NA)

Student FTE/Faculty FTE ratios (1,100/1 Faculty/Staff)

Capacity Analysis: Peak days/weeks and near peak periods overtax the staffing limitations of the Department, even with all part-time staff utilized. Not surprising given our ratios which exceed benchmarks for best practices by the multiplier of 3.67.

**6) Student Success Data**

*Please provide your projected goals for 2004-2005:*

Student Completion ratios

Degrees, Certificates Awarded

- Improved academic performance
- Improved retention
- Facilitating academic integration into the college
- Facilitating social integration into the college
- Help managing external forces impeding progress on academic plan

**7) Facilities and Equipment**

*What facilities or equipment goals do you wish to set for 2004-2005?*

- Purchase and install check-in computers in departmental counselor/advisor offices
- Purchase and install ExpressLane computers at Main Campus and DTC
- Replace outmoded computers dedicated to student use in Building #1, Room 103

**8) Budget**

*Please provide projected goals for 2004-2005:*

General Fund:

- General Fund Allocation
- Actual Costs of Unit Operation
- Revenues (Course Fees, etc.)
- Cost per Student FTE

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<b>Counseling Department Budget as of 9/27/04</b>								
General Fund								
Fund	Org	Organization Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year
111100	515001	Counseling Administration	510200	Administrators Salaries	174,559	0	174,559	35,
111100	515001	Counseling Administration	510250	Administrators Other	12,000	0	12,000	2,
111100	515001	Counseling Administration	510300	Administrative Support	0	0	0	3,
111100	515001	Counseling Administration & Career & Emp Services	520300	Classified Unit Employees	508,421	23,495	531,916	105,
111100	515001	Counseling Administration	530400	Classified Non-Unit Employees	43,629	0	43,629	30,
111100	515001	Counseling Administration	540500	Faculty Unit Employees	751,415	21,519	772,934	152,
111100	515001	Counseling Administration	550600	P/T Credit Instructors	73,307	3,999	77,306	11,
111100	515001	Counseling Administration	591900	OPE Allocated	812,896	25,441	838,337	174,
111100	515001	Counseling Administration	610000	Operational Supplies	69,237	-38,000	31,237	
111100	515001	Counseling Administration	612000	M&S from Lane Internal Service Fund	0	38,000	38,000	1,
111100	515001	Counseling Administration	614000	Staff Travel	6,910	0	6,910	2,
111100	515001	Counseling Administration	615700	Maintenance & Repair	1,000	0	1,000	
111100	515001	Counseling Administration	617500	Outside Services	12,071	0	12,071	
111100	515001	Counseling Administration	619200	Utilities & Communications	6,711	0	6,711	1,
111100	515001	Counseling Administration	737200	Capital Outlay >= \$5000	0	0	0	
111100	515200	Career & Employment Services	912500	Transfer Out to Financial Aid Fund	239,458	17,499	256,957	256,
111100	515500	College-wide Advising Grants	912800	Transfer Out to Special Rev Fund	7,344	0	7,344	
					2,718,958	91,953	2,810,911	778

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Fund	Org	Organization Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year
<b>ICP</b>								
111200	515300	Assess/Testing Center	460000	Other Fees & Charges	62000	0	62000	
111200	515001	Counseling Administration	470500	Net Working Capital	29732	0	29732	
111200	515400	Counseling/Advising	480100	Sale of Goods & Services	800	0	800	
111200	515001	Counseling Administration	494010	Other Revenue	120	0	120	
					92652	0	92652	
111200	515001	Counseling Administration	610000	Operational Supplies	92,652	-50,000	42,652	
111200	515001	Counseling Administration	612000	M&S from Lane Internal Service Fund	0	10,000	10,000	
111200	515001	Counseling Administration	617500	Outside Services	0	36,000	36,000	
111200	515001	Counseling Administration	622301	Provision for Bad Debt Adjustment	0	4,000	4,000	
					92,652	0	92,652	
<b>Tuition-Based Classes</b>								
111100	200072	Tuition Based - Counseling	550600	PT Credit Instructors	0	0	0	8,
<b>Carl Perkins Grants</b>								
Fund	Org	Organization Title	Account	Acct Title	Adopted Budget	Budget Adj	Account Budget	Year
820361	515205	Career & Employment Svs Grants	530400	Classified Non-Unit Employees	24,752	0	24,752	2,
820361	515205	Career & Employment Svs Grants	591900	OPE Allocated	9,802	0	9,802	
820361	515550	Substance Abuse Prev Grants	530400	Classified Non-Unit Employees	19,323	0	19,323	
820361	515550	Substance Abuse Prev Grants	591900	OPE Allocated	7,652	0	7,652	
820361	515550	Substance Abuse Prev Grants	610200	General Materials & Supplies	2,000	0	2,000	
820361	516000	Counseling Grants	530400	Classified Non-Unit Employees	16,914	0	16,914	
820361	516000	Counseling Grants	591900	OPE Allocated	6,698	0	6,698	
					87,141	0	87,141	2,