

Counseling Department:

Career and Employment Services (CES) Unit

Career and Employment Services

Chapter Zero

Alignment with the College

Vision

Transforming lives through learning

Career and Employment Services (CES) is integral to students' life-long learning. CES transforms lives by providing services, resources, and individual assistance to help students learn more about themselves while they explore options and clarify education and career goals. CES directly impacts student success and retention by providing on- and off-campus employment and scholarship resources and assistance to help students finance college expenses and stay in school

Mission

Professional/technical and lower division college transfer programs

CES supports credit classes by providing resources, information, and assistance to students in courses such as: Career and Life Planning, Human Relations at Work, Show Me the Money (Learning Community), and the Complete Job Finder, as well as other classes throughout the college. In addition, students use CES resources as a first step to research professional/technical and transfer programs and majors in Oregon and other U.S. institutions. CES is a major referral source for counselors and advisors, as well as support for Cooperative Work Experience coordinators and students.

Employee skill upgrading, business development and career enhancement

CES directly provides a "training ground" for future employees, as students develop lifelong employment skills and experience in Federal Work-Study, Learn & Earn, and off-campus jobs. In many cases, this may be a student's first major entry to the workforce or a return to the workforce after a long absence. Career enhancement is a CES focus, for students, prospective students, and community members.

Foundational academic, language and life skills development

Through CES on- and off-campus employment programs, students develop life and work skills, including work ethic, time management, and dependability, self-direction, and conflict management. In addition to coaching students on communicating with current and potential employers, CES staff motivate students to look for work and help them identify strengths and transferable skills.

Lifelong personal development and enrichment

CES plays an important role in helping people understand their interests, skills, values, life style preferences, and goals, which not only enhances their educational and career planning, but also their personal and lifelong development.

Cultural and community services

CES provides services to students, prospective students, and community members. CES conducts on-site tours and presentations to community groups, as well as off-site presentations at local high schools and organizations. CES's annual Career Fair serves community members, including career and job seekers and local employers.

Core Values

Learning

CES creates a learning environment for CES staff and student employees by encouraging: 1) professional development opportunities, 2) new ideas and experimenting with new processes and procedures, and 3) staff to take on leadership roles and projects with the unit, department, and college. CES conducts weekly training meetings and has successfully cross-trained advisors for new roles and responsibilities. CES's goal is to maximize its staff's strengths and support the development of new skills. CES facilitates students learning critical information about themselves, opportunities, and career directions. CES provides individualized assistance to help students assess unique needs and goals and directs them to relevant resources and services. CES exhibits a safe, approachable, welcoming, and friendly environment. Students actively seek CES staff assistance when they believe help from other college units was insufficient. The Counseling Department employs and extensively trains Student Service Associates (student employees), who connect easily and effectively with fellow students.

Diversity

In the hiring processes for advisors, Student Service Associates (SSAs), and other student employees, the Counseling Department seeks applicants who can represent Lane's diverse student population and have experience working with diverse groups. The 2004-2005 SSAs are very diverse in terms of age, ethnicity, major, background, learning style, and life experience (and one SSA is bilingual in Spanish). SSAs worked for the main campus ESL department this Fall, helping ESL students locate offices in Bldg 11. CES collaborates with Disability Services to meet students' needs; two CES computers have large screens (twenty-one inch) for site-impaired users. In training and staff meetings, CES conversations frequently involve diversity issues and ways to increase understanding and skills to improve services for a diverse population. As a unit of the Counseling Department, CES works with colleagues to create a more welcoming and accessible environment.

Innovation

CES encourages new ideas and new ways of doing things in a planful way. CES staff constantly evaluate systems and procedures and implement improvements that improve the quality of services. CES staff explore ways that new technologies can enhance services. Staff continuously evaluate computerized check-in and reception processes to ensure their effectiveness. CES has been a primary supporter to all students regarding ExpressLane and Banner implementation. Because CES staff are committed to student retention and providing a welcoming environment, CES has become an informal ExpressLane lab, providing critical individual assistance to hundreds of frustrated students who are desperate for help. Over the past six years, CES staff have successfully responded to changes created by Process Redesign, the creation of CES, and on-going integration within the Counseling Department. CES is good and becoming better at anticipating possible challenges and ways to meet them.

Collaboration and Partnership

In CES staff and training meetings, open, honest dialogue is expected and supported (even when it's hard to do!). CES advisors regularly participate in Counseling Department committees, College Council, college committees and groups, and inservice trainings. Representatives from CES, the Workforce Network Center, and Cooperative Work Experience try to meet monthly to facilitate communication and collaboration. CES is integrally connected to the Foundation for on-going dissemination of information about Lane scholarships to students and departments. CES staff have created on-going relationships with employers, including college departments, local businesses and private parties through our on- and off-campus employment programs. CES staff have developed relationships with external agencies, schools, and community groups.

Integrity

CES models integrity by encouraging healthy communication and conflict resolution, team building and trust building, honest and timely feedback to each other, and recognizing individual differences and styles. Staff look for ways to meet students' needs in a financially responsible manner. Staff consistently ask critical and sufficient questions to be of genuine and direct help to students. Referrals to other units are made conscientiously. Staff take feedback about CES services seriously; they are sensitive to users' impressions and open to consider suggestions for improvement.

Accessibility

CES continues to make more resources available online, such as the Oregon Career Information System. CES staff reduce financial barriers for students through our off-campus employment, Federal Work-Study, Learn & Earn, and scholarship resources and assistance. CES staff help students match their goals to work/learning environments while providing a reliable employment service to community employers. Staff are working to increase resources and services for Spanish-speaking students.

Strategic Directions

1. Transforming Students' Lives. Transforming lives is what CES is all about! On a daily basis, CES staff facilitate students' personal and professional growth by providing opportunities for students to explore questions such as "Who am I?", "Where am I going?", "How do I want to get there?", "What resources are available to help me reach my goals?", etc. By helping students and community members clarify their skills, interests, and career options, CES positively impacts people's ability to be successful in a changing workforce. As part of the Counseling Department, CES is committed to evaluating its programs and services to assess their effectiveness—along with the department, CES will develop an on-going evaluation process this year. CES directly affects student success and retention by removing financial barriers and helping students clarify educational and career goals.

2. Transforming the Learning Environment. CES staff participate in on-going trainings, discussions, and inservices to enhance their cultural competence and ability to work effectively with diverse populations. This year's Student Service Associates are very diverse, enhancing the department's ability to establish a more positive relationship and welcoming environment to all students. Because the physical space in CES is small compared to the number of staff and students' served, CES staff are constantly reassessing our physical layout to make it more functional, accessible, and welcoming.

3. Transforming the College Organization. CES collaborates with internal departments and external organizations to maximize services to students. Strong relationships with Cooperative Education, Workforce Development, TRIO, Women's Center, Foundation, etc. support student success and retention. Externally, linkages with local high schools, Lane ESD, Oregon Student Assistance Commission, Ford Family Foundation, Oregon Career Information System, etc. also enhance services to students and prospective students. CES seeks outside funding sources to support services to students: two Perkins grants are funding a part-time scholarship coordinator and three SSA positions this year; CES continues to obtain federal Job Location Development funding to offset college costs for the off-campus employment program. CES staff are in the research and development phase for an online job referral system, which would increase accessibility to job postings and allow staff to provide individualized assistance in other high demand services. CES staff are encouraged to participate in on- and off-campus professional development opportunities as well as participate on department and campus-wide committees.

Learning-Centered Principles

1. Lane provides opportunities for transformation through learning.

As students learn more about themselves and their options, they are able to make more effective and satisfying career and life decisions. Lives are transformed as students decrease barriers, clarify direction, explore options, see their potential, and reach their goals. CES provides a safe, supportive environment, as well as resources and services to facilitate this transformative process.

2. Lane engages learners as active partners in the learning process.

CES staff empower the learner with information and resources to make career and life decisions—the staff are not the experts, the learner is. Learning is documented for Federal Work Study and Learn&Earn students, as students receive bi-annual performance evaluations to recognize strengths and areas to improve. Staff ensure that career assessment inventories, such as Skills and Ideas, are used only as information tools—the learner retains the power over how the information is utilized to explore career options. In addition, when students use the Oregon Career Information System, they create personal portfolios to track their progress and information.

3. Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.

By clarifying interests, values, skills, goals, etc., students increase self-awareness and their understanding of the relationship between self and the world of work. On the job, students learn personal responsibility in terms of time management, financial management, employer expectations, work ethic, etc. and are exposed to diverse populations, backgrounds, and styles. Self-assessment and career exploration strategies encourage students to explore a variety of academic disciplines, classes, and majors as part of their education and career decision-making process. CES staff empowers students with resources and strategies to reach their education and career goals.

4. Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.

In CES, staff utilize a variety of resources to help diverse learners access the information they need: printed materials, computer programs, internet sites, individualized assistance, workshops, etc. In Federal Work Study, Learn & Earn, and off-campus jobs, students learn from applied, on the job experience, while developing effective communication skills in the workplace. CES staff have either completed or are enrolled in the global Career Development Facilitator training, allowing them to learn about and integrate career development theories into their work with students.

5. Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.

This is one area where CES wants to be more strategic and planful in the coming year. The Counseling Department, as a whole, is committed to on-going evaluation and assessment of services and CES will be an active participant in that process. Informally and through feedback from Student Services Associates, CES is constantly assessing students' needs, then, when feasible, obtaining resources and developing services to meet those needs. CES does do evaluations at annual events, such as the College Financial Aid & Scholarship Workshop and Career Fair.

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.

CES provides services and resources to all the diverse populations at Lane and in the local community. Staff are committed to increasing their knowledge of diverse populations, as well as the issues of power and privilege that have recently been discussed on campus. From hiring a diverse group of Student Service Associates to making sure career information resources are relevant to diverse groups, CES welcomes learners from diverse backgrounds.

7. Lane is committed to both individual and organizational learning.

As individual learners, CES staff bring new knowledge, skills, ideas, and perspectives to the team. This, in turn, creates learning and transformation in the organization as a whole.

8. Lane students and staff are a community of learners, all of whom contribute to learning.

In CES, both staff and students are “mutual learners” in the career development process. Students’ lives are transformed as they gain new information about themselves and their options; the staff’s lives are transformed by the life experiences, potential, and challenges that each student brings to the center. Staff model “how to learn”, by demonstrating strategies for accessing information and exploring options.

9. Lane promotes open communication among staff, students, and the community within and across organizational and physical boundaries.

Because CES is a student services department with strong connections to academic departments, staff must communicate and collaborate across campus and in the local community to provide high quality services to students. In addition, honest and open feedback is encouraged among staff to strengthen the team and encourage diverse perspectives.

Career and Employment Services

Chapter One

Unit Description

1. Unit Mission/Vision

CES does have a Mission Statement, which was last updated in 2003. It does need to be updated again and that will be one of the CES goals for 2005-06.

2. Catalog Description

“Lane’s Career and Employment Services (CES) offers comprehensive, career-related assistance to students and community members. Individuals can receive help with researching career options, career planning, reentering the job market, or changing career direction. CES provides free employment referral to part-time, temporary and permanent positions on campus or with local and nationwide organizations. Students also are able to connect with credit classes to gain work experience in their field as well as classes designed to enhance their career planning and job search skills. The student services office at the Downtown Center also houses career information and a counselor is available.” (2004-05 Catalog, page 26)

The specific services described in the Catalog are listed below in “Services Provided.”

Each year, Beth Landy (Lead Career Counselor) reviews (and updates if necessary) the catalog copy, with input from the CES staff.

3. History/Significant Unit Events

Becky Patrick, CES Coordinator, maintains and updates the CES Policies and Procedures manual, as well as a file cabinet drawer of archival documents.

CES was created in 1998 and implemented in 1999 as part of Lane’s process redesign restructuring project. It combined the Job Placement Office (part of the Financial Aid Department) with the Career Information Center (part of the Counseling Department) to provide comprehensive career and employment services to students. The integration involved the cross training of staff, so that all could help students with career information resources, Federal Work-Study, Learn & Earn, and off-campus employment. In 2001, when Building One was completed, CES became fully integrated within the Counseling Department and housed within the Counseling & Advising Center. CES, Training and Development (Workforce Network), and Cooperative Education made a commitment to work collaboratively to maximize services for the diverse groups they served. A monthly meeting between these departments was established to facilitate communication and collaboration, although it has been difficult to meet consistently.

Some milestones are noted below:

- In 1982, the college received on-going federal funding to administer the Job Location and Development program (JLD) to aid in developing off-campus jobs for students who did not received Federal Work Study funding.
- Since the late 1980s, our Annual Career Fair has become an important "career information and employment opportunity" event for students, community members, employers, and Lane staff.
- In 1987, Lane's Learn & Earn program was established.
- In the 1990s, Federal Community Service jobs initiative began, which required placing a certain percentage of students in community service jobs. America Reads, America Counts, and Literacy

programs also require a percentage placement in these types of jobs in order to receive Federal Work Study funds.

- During 1999-2000, all the CES staff completed the 120-hour Global Career Development Facilitator Training that has since become a requirement for any newly hired CES advisors.
- In 2001, CES organized a Saturday College Financial Aid and Scholarship workshop, which has become an annual Winter term event, attended by 250-300 people, mainly college students, high school students and parents. That workshop, combined with a new credit scholarship class, won the 2001 Eldon G. Schafer "Pat on the Back" award.
- In 2003, CES received a Perkins Grant for a 16 hours/week Scholarship Coordinator position, because CES is Lane's primary scholarship center. The 2004-2005 grant increased the position to 0.49 FTE (19 hours/week).
- In 2004, CES (as part of the Counseling Department) was awarded another Perkins grant to fund some Student Service Associate positions. This additional funding enabled CES to hire a more diverse team of students.

4. Services Provided

Career & Employment Services (CES) provides comprehensive and high quality career development and employment services for Lane students, prospective students, community members, and employers, as well as resources to aid Lane faculty and staff in their classes and services to students. CES is an integral part of the Counseling Department's Developmental Advising Model, and contributes significantly to students' success, retention, and learning at Lane.

Career Information

CES's career resource library contains an extensive range of information on occupation, careers, employers, small business ownership, apprenticeship programs, military careers, industries, labor market trends, and job search tools and skills, as well as schools, programs of study, and financial aid/scholarships. The most popular source of this kind of information is Oregon's Career Information System.

Books, Vocational Biographies, and other resources

CES houses a wide variety of books containing information on occupations and career fields. In addition, the Vocational Biographies publications contain four-page interviews with people in different career fields that provide a more personal perspective on hundreds of specific occupations—CES purchased the computerized CD version this year. Job search-related books on writing resumes, cover letters, interviewing, and career transitions are also available. Other career information and materials include Oregon college catalogs, videotapes, and career-related publications.

Career and Employment Advising

One of the most important services CES advisors provide is individual, one-on-one assistance to students, prospective students, and community members who "drop in" to the center. Advisors are trained to assess people's unique needs, backgrounds, and goals, especially those who are anxious or frustrated in the midst of career exploration and job search. Advisors help people explore and research career options, learn effective job search skills, and refer students to on- and off-campus jobs. Because two of the current staff have completed the Career Development Facilitator training (and the newest CES hire is currently enrolled), they have a comprehensive understanding and foundation in career development and employment issues, making them aware when referrals to academic advisors, counselors, campus departments, and community resources are appropriate.

Career Counseling

Because CES is integrated within the Counseling Department, connections with counselors and faculty are an on-going part of CES's work. A lead career counselor works closely with the CES team in a leadership capacity. CES staff also refer students to counselors for more in depth career assessment inventories (available through the Testing Center), as part of the career counseling process. Counselors are available by either drop-in or individual appointment for students who would like help with career planning, career decision-making and career changes.

Assessment

As part of the career counseling process, students often find career-related inventories helpful to clarify their goals. These assessments explore career interests, skills, values, and personal style. Fees are charged to cover the cost of these tests. Most inventories require counselor referral and interpretation. CES staff are trained to administer and interpret two assessments that are available as part of the Oregon Career Information System (CIS): "Ideas" is an interest inventory designed as an introduction to self-assessment and a useful starting point for clarifying interests and exploring options. "Skills" is an inventory that helps people identify skills they find satisfying and want to use in their career. Both programs generate career fields and occupations that use similar interest and skill sets, respectively.

Employment Referral

CES provides free employment referrals for students, former students and community members to openings listed through Career and Employment Services. The office maintains listings of available jobs for local and nationwide organizations in need of both permanent and temporary employees. Off-campus employment related to a student's major or career may also qualify as a cooperative education placement earning a student both money and credits for the job. After registering with the service, people can also access the 24-hour job line, updated daily with new openings.

Federal Work Study

Eligibility for FWS is determined through Financial Aid as part of the federal financial aid application process. CES refers students who are eligible for the Federal Work-Study (FWS) program to placements in college departments and off-campus nonprofit agencies. (The Financial Aid office determines eligibility for the FWS program as part of the financial aid application and funding process.) CES staff encourage students to choose jobs that relate to their majors and often do work-study in conjunction with cooperative education, earning both money and credits for their work experience.

Learn and Earn Program

CES helps currently enrolled students find employment as student workers in college departments. Placement can be for 30, 60, or 90 hours of employment for each term at minimum wage. Students meet with a CES advisor for details and eligibility criteria.

Job Search Assistance

CES provides resources in job search skills: writing a resume, interviewing, job search strategies, and Internet/Web resources. Computers with relevant software are available for students to gather information, gain job search skills and produce job search-related documents.

WinWay Resume

CES offers this program to help individuals create professional looking resumes, as it helps with formatting, layout, and effective ways to demonstrate skills and experience in writing. Interview tips, questions and appropriate responses, as well as sample cover letters and resumes are also included.

Annual Career Fair

This annual spring event brings sixty employers to campus to provide information about future career opportunities and current job openings to students and community members. Employers staff tables in the cafeteria, allowing easy access for students. Related Lane departments, such as the Workforce Network and Cooperative Education, are also represented.

Scholarships

CES houses a wealth of scholarship resources and information, including Financial Aid Sort (a CIS program), books, videotapes, and scholarship applications, as well as access to Internet sites and searches. The annual “College Financial Aid & Scholarship workshop”, as well as other related workshops, is conducted each year. CES is the primary information center for both the Lane Foundation’s scholarship application packet and the Oregon Student Assistance Commission’s application packet. Staff help hundreds of students each year with these application materials and processes.

Career-Related Classes

CES provides information about career planning and job search skills workshops. CES also provides support services for credit classes, such as Career and Life Planning, Cooperative Education, Career Exploration, and The Complete Job Finder.

5. Organizational Structure

CES is a unit within the Counseling Department, managed by Dan Timberlake (Director of Counseling) and Jerry DeLeon (Associate Director of Counseling).

6. Staff/Faculty

Staff:

Becky Patrick, CES Coordinator, 1.0 FTE

Lori Kramer, CES Advisor, 1.0 FTE (career and employment advising; job location and development program)

Jackie Bryson, CES Advisor, 1.0 FTE (career and employment advising; scholarship coordination)

Tammy Simpson, CES Advisor, 1.0 FTE (career and employment advising; student service associate training)

Tina Hunter, CES Advisor, 0.49 FTE, Perkins grant (career and employment advising)

Faculty:

Beth Landy, Counselor/Lead Career Counselor, 1.0 FTE

M.S.; National Certified Counselor; Certified Global Career Development Facilitator Instructor

Student Employees:

For 2004-2005, ten Student Service Associates are funded through Federal Work Study (four) or Learn & Earn (three) or Perkins grant (three) funds, as well as departmental funds. These are Lane students (taking at least 6 credits per term) and working 10-15 hours per week in CES/Counseling.

7. Student Profile

CES serves currently enrolled students, prospective students, Lane graduates, and community members. Other clientele include employers (private parties, organizations, businesses), as well as Lane faculty and staff who utilize CES resources and services for their classes and work with students.

8. Facilities and Equipment

CES is located in Bldg 1, Room 103, sharing reception with the Counseling & Advising Center. One benefit of the location is the connection with Counseling & Advising and high visibility from the Students First! Lobby. The space is open and inviting to students. However, the small size is inadequate for the numbers of students CES serves. In addition, there is inadequate space for computer stations, printed resources, and desk space for student staff. The open cubicles occupied by CES Advisors portray an accessible, welcoming message to clientele, yet do not allow for more private, confidential advising on career and employment issues.

Eight computers are available for student use (three designated primarily for ExpressLane functions). 8 computers are for staff use. Each year, as new computers/monitors are purchased, the older equipment is “shuffled and shared” within the unit and department. The major challenges are funding to keep equipment up-to-date to utilize current technologies; compatibility issues with software, servers, and networks; and the small number of computers in relation to the large number of people that CES serves, especially when larger groups or classes come in for services. CES has recently connected with Instructional Computing to manage CES computer needs—a new relationship that will be negotiated and improved throughout the year.

9. Budget Profile

Organization	Organization Title	Account	Account Title	Adopted Budget	Budget Adjustment	Accounted Budget	Year to Date	Available Balance
Revenue								
515500 College-wide Advising Grants		470500 Net Working Capital		\$3,000	\$0	\$3,000	\$0	\$3,000
515500 College-wide Advising Grants		921000 Intra-Fund Transfer In		\$50,000	-\$50,000	\$0	\$0	\$0
515500 College-wide Advising Grants		921100 Intra-Fund Transfer In		\$0	\$50,000	\$50,000	\$50,000	\$0
515200 Career & Employment Services		480300 Sales/Svs - Non-Instructional		\$0	\$0	\$0	\$1,055	-\$1,055
515200 Career & Employment Services		911100 Transfer In From General Fund		\$267,449	\$2,752	\$270,201	\$273,694	-\$3,493
							\$324,749	
Personnel								
530300 Student Aid Programs		520300 Classified Unit Employees		\$100,511	-\$100,511	\$0	\$0	\$0
530300 Student Aid Programs		530000 Classified Non-Unit Employees		\$2,053	-\$2,053	\$0	\$0	\$0
530300 Student Aid Programs		590010 Other Payroll Expense		\$663	-\$663	\$0	\$0	\$0
530300 Student Aid Programs		591900 OPE Allocated		\$50,155	-\$50,155	\$0	\$0	\$0
515200 Career & Employment Services		520300 Classified Unit Employees		\$0	\$104,677	\$104,677	\$104,407	\$270
515200 Career & Employment Services		530000 Classified Non-Unit Employees		\$0	\$2,053	\$2,053	\$0	\$2,053
515200 Career & Employment Services		530400 Classified Non-Unit Employees		\$0	\$4,767	\$4,767	\$8,160	-\$3,393
515200 Career & Employment Services		591900 OPE Allocated		\$0	\$54,438	\$54,438	\$54,735	-\$297
				\$153,382	\$12,553	\$165,935	\$167,302	-\$1,367
Expenses								
530300 Student Aid Programs		610000 Operational Supplies		\$160,667	-\$160,667	\$0	\$0	\$0
530300 Student Aid Programs		611300 Postage		\$0	\$154	\$154	\$179	-\$25

Organization	Organization Title	Account	Account Title	Adopted Budget	Budget Adjustment	Accounted Budget	Year to Date	Available Balance
			Copier Charges from Lane					
530300 Student Aid Programs		612200 P&G		\$0	\$291	\$291	\$300	-\$9
530300 Student Aid Programs		614000 Staff Travel		\$3,000	\$0	\$3,000	\$0	\$3,000
530300 Student Aid Programs		614000 Staff Travel		\$0	-\$3,000	-\$3,000	\$0	-\$3,000
530300 Student Aid Programs		615700 Maintenance & Repair		\$300	-\$300	\$0	\$0	\$0
530300 Student Aid Programs		617500 Outside Services		\$100	-\$100	\$0	\$0	\$0
530300 Student Aid Programs		619200 Utilities and Communications		\$3,000	-\$3,000	\$0	\$0	\$0
							\$480	
	Career & Employment							\$133,9
515200 Services		610000 Operational Supplies		\$0	\$133,986	\$133,986	\$0	86
	Career & Employment							
515200 Services		611500 Operating Supplies		\$0	\$3,051	\$3,051	\$2,518	\$533
	Career & Employment		M&S from Lane Printing &					
515200 Services		612100 Graphics		\$0	\$1,029	\$1,029	\$1,230	-\$201
	Career & Employment		Copier Charges from Lane					
515200 Services		612200 P&G		\$0	\$885	\$885	\$885	\$1
	Career & Employment							
515200 Services		614000 Staff Travel		\$0	\$1,985	\$1,985	\$0	\$1,985
	Career & Employment							
515200 Services		614200 Routine Staff Travel		\$0	\$915	\$915	\$915	\$0
	Career & Employment							
515200 Services		614300 Visa Staff Travel		\$0	\$100	\$100	\$100	\$0
	Career & Employment							
515200 Services		615700 Maintenance & Repair		\$0	\$278	\$278	\$0	\$278
	Career & Employment		Maintenance & Repair-					
515200 Services		616000 Equipment		\$0	\$22	\$22	\$22	\$0
	Career & Employment							
515200 Services		617500 Outside Services		\$0	\$100	\$100	\$0	\$100
	Career & Employment							
515200 Services		619200 Utilities and Communications		\$0	\$1,760	\$1,760	\$0	\$1,760
	Career & Employment							
515200 Services		619300 Telephone		\$0	\$593	\$593	\$856	-\$263
515400 Counseling/Advising		611500 Operating Supplies		\$0	\$11,470	\$11,470	\$11,740	-\$270
515400 Counseling/Advising		619300 Telephone		\$0	\$647	\$647	\$646	\$1
							\$19,391	
SUMMARY								
Revenue				\$324,749				
Personnel				\$167,302				
Expenses				\$19,391				
Carry Over				\$138,056				

Career and Employment Services

Chapter 2

Unit Outcomes Data, 2003-2004

Summary of Contacts and Services

From the integrated Counseling & Advising Center and CES computerized check-in system, the following table illustrates the number of people who used particular types of CES services in 2002-2003 and 2003-2004.

Statistics for CES Advisors: Table 1

Type of Service	Number of Contacts 2002-2003	Number of Contacts 2003-2004	Unduplicated Participants 2002-2003	Unduplicated Participants 2003-2004
Career resources (books, computer)	642	2726	599	2280
Classes, programs in my major...	181	94	81	93
Exploring career options...	69	69	69	69
Financial aid appeals... (see Note)	29	80	28	52
Job Search (resumes, interviewing)...	132	121	118	114
Off-campus employment	602	1183	519	967
On-campus employment	1537	2613	1176	1738
Researching scholarships...	307	585	281	535
No service type designated	546	65	494	65
TOTAL	4045	7536	3365	5913

Statistics for Student Services Associates: Table 2

Type of Service	Number of Contacts 2002-2003	Number of Contacts 2003-2004	Unduplicated Participants 2002-2003	Unduplicated Participants 2003-2004
Career resources (books, computer)	1108	3065	835	2104
Classes, programs in my major...	100	178	97	173
Exploring career options...	102	40	99	40
Financial aid appeals... (see Note)	21	26	21	26
Job Search (resumes, interviewing)...	177	60	150	50
Off-campus employment	1495	1086	853	725
On-campus employment	178	288	142	242
Researching scholarships...	268	252	236	229
No service type designated	364	116	323	106
TOTAL	3813	5111	2756	3695

Totals (CES Advisors + Student Service Associates): Table 3

Type of Service	Number of Contacts 2002-2003	Number of Contacts 2003-2004	Unduplicated Participants 2002-2003	Unduplicated Participants 2003-2004
Career resources (books, computer)	1750	5791	1434	4384
Classes, programs in my major...	281	272	178	266
Exploring career options...	171	109	168	109
Financial aid appeals... (see Note)	50	106	49	78
Job Search (resumes, interviewing)...	309	181	268	164
Off-campus employment	2097	2269	1372	1692
On-campus employment	1715	2901	1318	1980
Researching scholarships...	671	837	517	764
No service type designated	910	181	817	171
TOTAL	7954	12647	6121	9608

Note on “Financial aid appeal...” service: CES staff do not provide this service. However, in Fall 2003, hundreds of students sought assistance from CES staff on ExpressLane and FAFSA website functions regarding financial aid awards and processes. With no “financial aid service” category in our check in system, these services were sometimes designated as “financial aid appeals” or “scholarship resources” or “classes, programs in my major” or “no service type.”

“Quick Service”

In addition to the specific “check-in” services outlined above, CES staff also noted “Quick Service” tallies, denoting times that a service was provided in person, by email, or by phone, without entering the person in our check-in system.

Quick Service Contacts: Table 4

Quick Service Type	CES Advisors 2002-2003	CES Advisors 2003-2004	SSA 2003-2003s	SSA 2003-2004	TOTAL (see Note) 2002-2003	TOTAL (see Note) 2003-2004
In person	1487	2010	5257	6426	6744	8436
Email	620	107	0	0	620	107
Phone	1137	1050	1303	1908	2440	2958

Note on Quick Service: These numbers are much lower than the actual number of “quick” contacts, as many contacts are not counted when traffic is busy in the office. *The actual numbers are at least 50% higher.*

Total “In Person” Contacts in CES

To get the full picture of the amount of “in-person” contacts in CES for 2003-2004, add:

“Total Number of Contacts in Check-in System”	12,647
	+
“Total Number of Quick Service In Person Contacts”	<u>8,436</u>
	21,083

That's 21,083 in-person contacts by only three full-time advisors and our part-time student employees in 2003-2004.

(6,385 more contacts than in 2002-2003.)

Job Location and Development (JLD) Program (Off-Campus Job Referrals): Table 5

JLD Data	2002-2003	2003-2004
Number of Job Orders Received	503	471
Number of Individuals Registered with JLD Program	2864	3467
Number of job referrals given to individuals	8998	5873
Number of Students hired through JLD Program	125	89
Number of Non-students hired through JLD Program	50	30
Wages earned by Students	\$394,571.01	\$215,100.00
Wages earned by Non-students	\$64,115.10	\$43,079.00
TOTAL WAGES Earned	\$458,686.11	\$258,179.00

Federal Work Study Program (FWS): Table 6

FWS Data	2002-2003 Numbers	2002-2003 Wages	2003-2004 Numbers	2003-2004 Wages
FWS Students Placed	469	NA	295	NA
Placements in College Departments	49	\$454,968.40	193	\$429,828.89
Placements in Off-Campus Agencies	1	\$3,388.00	1	\$1,687.50
Placements in On-Campus Community Service	12	\$92,962.58	75	\$122,449.96
Placements in Off-Campus Community Service	23	\$21,539.70	15	\$19,769.85
Placements in America Reads Tutor Program	11	\$31,741.40	11	\$9,944.25
TOTAL WAGES earned	NA	\$604,600.08	NA	\$583,680.45

Learn & Earn Program (L&E): Table 7

L&E Data	2002-2003	2003-2004
Number of L&E Departments	34	34
Number of L&E Placements	246	246
TOTAL WAGES earned	\$102,150.97	\$118,533.55

Total wages earned through all three student employment programs in 2003-2004: \$960,393.00
(A \$205,044.16 decrease from 2002-2003.)

Tours/Presentations/Workshops/Outreach for Classes, Campus, and Community Groups

In 2002-2003, accurate data on these events and services was not available; however, CES maintained better records during 2003-2004.

Number of groups scheduling tours/presentations in CES: 14

Number of students/participants served: 200

Number of Human Development classes scheduling tours/presentations, with students utilizing resources and assistance throughout the year: 31

(Career & Life Planning, Transitions to Success, Show Me the Money learning community, and The Complete Job Finder)

Number of students: 763

Off-campus presentations and outreach:

Northwest Youth Corps Career Fair, 60 students

Lane ESD Career Fair, 300-500 high school students

High School Counselors visit, 40 participants

Career Fair, April 2004: 37 Employers, 600 students (approx.)

Scholarship Workshops:

College Financial Aid & Scholarship Workshop, January 2004: 250+ attendees

Additional scholarship workshops and presentations: 10 workshops, 102 attendees

Additional Comparisons

In addition to completing the above charts, CES reviewed the thirteen “expected outcome statements” from the 2003-2004 Unit Plan which asked, “What are the expected results of providing your services?” The thirteen EXPECTED outcome statements from the 2003-2004 Unit Plan are written in *italics* (below), compared with the ACTUAL data from 2003-2004 (plain type). When appropriate, the analysis will refer to the above tables.

Expected Outcome 1: Students and community members will discover information about themselves and their career options to facilitate better career decisions and educational planning.

As Table 3 shows, CES staff contacts totaled 5900 for “career resources” and “exploring careers” services--services intended to meet this goal. This number of contacts is more than triple the 2002-2003 year. Clearly, students and community members use CES services in their career and education planning. What needs to be done is an on-going assessment of the effectiveness of our resources and service delivery to assess this outcome.

Expected Outcome 2: Students and community members will be able to find and know how to use career information resources effectively.

Again, the totals in Table 3 show a 300% increase in the number of contacts for “career resources” services from 2002-2003 to 2003-2004. As in Outcome 1 above, CES needs to assess the effectiveness of resources and service delivery that address this outcome.

Expected Outcome 3: Retention will be positively impacted by access to employment and scholarship resources....”

Total wages earned by all three employment programs totaled \$960,393.00 for 2003-2004, an 18% decrease from 2002-2003, yet still significant to impact students’ ability to help finance their college

education. For the JLD program, CES needs more effective and consistent of tracking hire and wage data from employers who post positions with our service--gathering this data is always a challenge. As Tables 3 & 5 show, 3467 people were registered with the JLD program; 2269 "off-campus employment" contacts were recorded in the check-in system. Also in 2003-2004, CES served 764 students who inquired about "scholarship resources", which is 247 more than in 2002-2003. Anecdotally (and through information from the Oregon Student Assistance Commission and Lane Foundation) we know that many students who sought CES assistance were awarded scholarships last year; yet, CES does not currently have a comprehensive way to assess scholarship services and follow up with students to track their awards.

Expected Outcome 4: Students and community members will have job referrals for on- and off-campus positions provided in a timely and efficient manner.

According to our 2003-2004 "service" data, 1980 students came to CES to search for off-campus positions (662 more than in 2002-2003). That translates into 2269 contacts. Students currently browse through job referral binders or call the job hot line, then meet with a staff person for the referrals (in person or by phone). This service could be much more effective with an online job referral system--researching and developing this system was our number one initiative in last year's plan.

Expected Outcome 5: Employers (businesses and private parties) will find people to fill their employment needs through our free job listing service and prescreening of applicants.

According to CES records and Table 5, 119 individuals found off-campus jobs through our JLD program in 2003-2004, down from 175 in 2002-2003. The number of job postings decreased as well, by 24. Clearly, many employers are finding employees through our service, but the challenge, as noted already above, is gathering accurate hire and wage data. In addition, there is a need for a "job development and employer relations effort" to increase the number of jobs listed with the JLD service.

Expected Outcome 6: Employers will have access to on-campus interview sites.

When Lori Kramer, the CES Advisor whose primary role is the JLD program, talks with employers, she offers to provide space for them to conduct interviews on campus. However, no employers used this service in 2003-2004.

Expected Outcome 7: Students and community members will have well written resumes and cover letters, as well as understand effective strategies for job searches and interviews.

164 people sought "job search" services in 2003-2004, down from 268 in 2002-2003. These services have not been a primary focus of CES, as evidenced by these numbers. A current unmet need is to provide "job search services" to graduates of Lane's professional-technical programs. Discussions are underway with Cooperative Education and Workforce Development about ways to collaborate to provide these services. In addition, CES advisors have shown interest in improving their skills and knowledge to expand service delivery in this area.

Expected Outcome 8: Students will understand how to locate and use scholarship resources, organize their scholarship search, and complete high quality scholarship applications.

As Table 3 shows, 837 "scholarship" contacts were recorded in our check in system in 2003-2004, up from 671 in 2002-2003. Staff assist students with researching scholarships, completing on-line (and paper) applications (particularly the Oregon Student Assistance Commission and Lane Foundation packets), and reviewing essays. With coordination and facilitation from a 0.49 FTE Scholarship Coordinator (Perkins funding) and the Lead Career Counselor, CES conducted 11 Scholarship workshops, including the annual "College Financial Aid & Scholarship Workshop" on January 17, 2004. 352+ people attended these workshops (250+ at the January 17 event alone).

Expected Outcome 9: When appropriate, students will be referred to counselors, academic advisors, campus departments, and community services that meet their needs.

This happens on a daily (and hourly!) basis, yet it is difficult to quantify. Because students' academic, career, employment, and personal issues "overlap", it is an advantage to have CES as a unit within the Counseling Department, because of the easy connection with counselors and academic advisors. CES staff are constantly referring students to on- and off-campus resources and personnel to meet their needs. CES advisors and Student Services Associates have clear boundaries (as to their competencies and roles) and make appropriate referrals.

Expected Outcome 10: Students and community members will be treated with kindness, compassion, and respect.

This is a cornerstone of CES services, yet is hard to assess. Anecdotally, students tell CES staff that they come to CES for assistance (even if it's not a CES function) because they know staff will help find answers, especially when they've encountered barriers elsewhere. An on-going satisfaction survey would help CES assess this outcome.

Expected Outcome 11: Lane faculty and staff will have access to career information resources to support their curriculum and services to students.

As previous data shows, 31 class sections (over 760 students) of Career & Life Planning, Transitions to Success, Show Me the Money (learning community), and The Complete Job Finder utilized CES resources as part of their curriculum. CES really functions as a "lab" for these classes. In addition, CES provided tours, presentations, and resources to 14 other Lane classes and groups.

Expected Outcome 12: CES advisors and student employees will refer students to career counselors for more in-depth career assessment and exploration, when the issues presented are beyond the scope of the staff's training and role.

This is related to Outcome 9 above, but emphasizes the critical relationship between CES services and the broader counseling department functions. CES advisors are trained to provide "career and employment advising services", focused on career exploration, information, and employment. Student Services Associates are trained to be "information specialists", helping people find and utilize career and employment resources. Both refer students to counselors in the Counseling Department when more complex career development and personal issues arise.

Expected Outcome 13: Cross-training at an integrated CES/Counseling & Advising reception desk will result in increased knowledge of department functions and more effective, efficient service to students.

In 2003-2004, regularly scheduled reception meetings were established (attended by reception staff, a CES advisor, a center counselor, and management) to facilitate on-going cross training, collaboration, and problem-solving. In addition to integrated "walk in reception", phone reception has also been integrated, with trained workstudy students answering phones for both the Counseling & Advising Center and CES.

Contributions to Student Success

Two critical factors that positively increase student retention, goal attainment, and success are: 1) Adequate financial resources and 2) Identification of career/educational direction. As the previous narrative and data demonstrate, both are major strengths of CES and primary functions of the unit. CES' significant contribution to help students find employment, locate and apply for scholarships, and clarify career options and goals is clearly demonstrated by the data. Ninety-four percent (94%) of contacts in the CES check-in system related to student employment and career exploration ("career resources," "exploring career options," "off-campus employment," "on-campus employment," and "researching scholarships"). CES employment programs generated \$960,393.00 in student wages, a major impact on students' ability to fund their education.

Career and Employment Services
Chapter 3
Unit Outcomes Analysis, 2003-2004

1. How effectively did you fulfill your unit's mission?

“The mission of Career and Employment Services is to provide comprehensive, quality career information and employment services for Lane students, graduates, and community members, as well as job placement for all eligible Federal Work Study and community service workers....” CES does just that, as evidenced by the Chapter 2 data from our check-in system. See strengths and weaknesses in 6) and 7) below.

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

Students need immediate, personalized, individual assistance with career exploration, decisions about college majors, and career transitions. Students need part-time (and full-time) on- and off-campus jobs to help finance college expenses, in addition to supporting themselves and their families. Students are increasingly seeking scholarships to enable them to afford a college education. CES provides services to meet these needs, as evidenced by the Chapter 2 data from our check-in system. See strengths and weaknesses in 6) and 7) below.

3. How efficiently did you use the resources you were given?

CES is very efficient with limited resources and minimal staff, considering the annual number of individual and contacts detailed in Chapter 2. Hiring qualified, trained, motivated Student Services Associates to supplement services is an effective use of resources. In addition, two Perkins grants (Scholarship Coordinator and SSA program) have allowed CES to provide needed services.

4. How well are you utilizing current technology?

Along with the larger counseling department, CES uses a computerized check-in system to serve “waiting” students and track service delivery. Banner is utilized exhaustively for tracking Federal Work Study and Learn & Earn data. Student data is downloaded from Banner to Excel for monitoring and tracking earnings. In addition, all Lane student employees use ExpressLane for timesheet entry, allowing for better accountability. Vocational Biographies are now being ordered in the CD-ROM version, rather than printed booklets. Staff are researching websites for career, occupational, major, and scholarship information since printed materials become out-of-date quickly. See strengths and weaknesses in 6) and 7) below.

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

Not applicable--CES does not have an Advisory Committee.

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

- Total wages earned by all three employment programs totaled \$960,393.00 for 2003-2004, significantly impacting students' ability to help finance their college education.
- Career advising is a major focus of CES's work in collaboration with counselors and academic advisors and as part of the department's developmental model of advising. Because CES advisors complete the Career Development Facilitator training, they develop skills and knowledge for addressing a wide range of career development issues and can partner with career counselors to provide comprehensive career development and employment services. Quality career advising is critical to the 7000+ undeclared and general studies majors at Lane.
- CES staff are great multi-taskers, frequently working with two to four students simultaneously who are utilizing CES services.
- A hallmark of CES is providing caring, friendly, and professional customer service. Staff (advisors and student employees) consistently "go the extra mile" for students, helping them resolve issues and answer questions when they have not been helped by other departments.
- As shown by the tables in Chapter 2, Student Service Associates are responsible for 40% (5111) of CES check-in system contacts and 76% (6426) of our quick service, in person contacts. They are critical to providing high quality CES services.
- In CES training and staff meetings, conversations frequently involve diversity issues, as staff work to increase staff understanding, learning, and skills. As a unit of the larger counseling department, CES is working with colleagues to create a more welcoming and accessible environment.
- The CES annual Oregon Career Information System license benefits the entire college, with online access to information about occupations, programs of study, Oregon and national schools, apprenticeships, a financial aid database, etc.
- Services related to scholarship searches and assistance have become a major focus and major strength of CES over the past few years. With tuition rising, financial aid support decreasing, and more students wanting to attend college, demand for scholarship resources has increased greatly. CES has responded by creating an information packet, scholarship listings, workshops, and increased collaboration with campus departments to distribute scholarship information. A Perkins grant in 2003-2004 allowed CES to fund a sixteen-hour-a-week "scholarship coordinator" to manage these resources, systems, and services.
- Strengthening relationships, communication, and collaboration with the Workforce Network Center and Cooperative Education, as well as other student service and academic departments is critical to providing comprehensive career development and employment services at Lane and will have great benefit to students and community members. These relationships continued to strengthen in 2003-2004, through on-going meetings, collaboration in the annual Career Fair, and linkages to promote scholarships.
- As mentioned previously, CES advisors are often invited to off-campus events, speaking to high school students and parents, community agencies, etc. about career information, Lane services, scholarships, etc. It is an important public relations and recruitment function for the college. Establishing positive relationships with high school staff, students, and parents is of particular importance, as many of those students may decide to attend Lane.
- Having a positive impact on student success and retention are major strengths of CES and primary functions of the unit. CES' significant contribution to help students find employment, locate and apply for scholarships, and clarify career options and goals is clearly demonstrated by the data. Ninety-four percent (94%) of contacts in the CES check-in system related to student employment and career exploration ("career resources," "exploring career options," "off-campus employment," "on-campus employment," and "researching scholarships"). CES employment programs generated \$960,393.00 in student wages, a major impact on students' ability to fund their education and assistance with scholarship resources and applications helped many students earn scholarships (anecdotal evidence). For undeclared students

especially, access to career advising and career exploration resources in CES encourages focused educational planning and identifying career directions, motivating students to stay in school.

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

- Because of the sheer number of people CES is serving (over 21,000 in person contacts in 12 months; 6300+ more contacts than in 2002-2003), with only three full-time advisors, CES staff do not have time to meet the demand and need for individual, in-depth career and employment advising and assistance. Providing quality advising is at the heart of what CES advisors do, but, inadequate staffing and high demand for services make this difficult to achieve.
- Funding for Student Service Associates is unstable. Thus, CES must rely on Federal Work Study and Learn & Earn funding to support their employment, decreasing the diversity of our applicant pool and ability to find applicants who can represent Lane's diverse student population. Because Federal Work Study and Learn and Earn weekly hours are limited, SSAs' hours do not meet CES service needs or their needs for part-time employment.
- One area CES staff would like to spend more time on is to not only provide "quick" job referrals, but also to explore the students' job search process, check to make sure they have a good resume, know how to interview, etc. This type of service would clearly take more time, but staff know it would improve students' job search success and help them communicate more effectively with employers. As stated previously, this is difficult to implement with the current staffing level.
- In 2003-2004, CES staff found themselves inundated with hundreds of students requesting assistance with ExpressLane functions such as registration and financial aid processes, which took staffing resources away from core services.
- The demand for individual scholarship assistance is greater than the time CES staff have to provide it. Students want and need help with scholarship research, applications, and essays--so many students "want a scholarship" but have no idea the time, energy, and commitment it takes to find them, let alone write effective, high quality applications.
- As the data in Chapter 2 shows, CES provided thousands of job referrals, yet only recorded 119 hires. One of the CES advisors focuses on these employer relationships, contacting employers by phone and letter to track wage and hire information; however some employers never respond or are unwilling/unable to provide the information required. Another unmet need is in the area of job development--proactively contacting employers, discovering new job opportunities, and cultivating relationships, resulting in more job listings for students. With staff already stretched thin, staff are unable to take on this role at this time.
- The job search and employment needs of "Lane graduates", primarily from professional-technical programs, are not being assessed and met. Last year's Unit Plan supported The Workforce Network's goal to "revive" these services, although no progress has been made to date.
- The CES website is totally out-of-date and not user friendly. In addition, it is difficult to find time for staff to increase their knowledge of relevant websites and links for students. CES needs to provide more scholarship information, listings, and resources online as well.
- The number of employers attending the annual spring Career Fair has declined. In addition, the employers who attend do not represent all the interests and programs of Lane students.
- Our eight "student" computers are outdated and unable to take advantage of new technologies, such as DVDs. One computer (at least) seems to be "out of service" at all times, which negatively impacts access to individuals and groups.
- Because of current staffing levels and high demand for services on the main campus, it is a challenge to establish strong relationships and consistent communication with outreach center staff. CES provides what seems like the minimal "services" to these centers.

8. What conclusions do you draw from this analysis about needed improvements or changes in 2005-2006?

- Quite simply, CES needs more staff to provide maximum service to students. CES must investigate other ways to provide services (utilizing technology), freeing up staff time for individual assistance. Because students at Lane lead complex, challenging lives, time for one-on-one career advising is crucial to students' success. Since Lane is committed to helping students develop career and educational plans, adequate staffing and funding for CES should be a college priority.
- Because the Student Service Associates' services are in high demand not only in CES/Counseling, but also in other campus departments (especially Enrollment Services), their funding must be a high priority.
- CES staff need to continue to strengthen collaboration and communication with campus groups such as Disability Services, Womens' Center, and Multicultural Center to ensure programs are meeting diverse students' needs.
- The CES website must be updated and improved. In addition, staff need training on how to utilize the Internet more effectively, increasing staff knowledge of relevant, high quality sites and making them easily accessible to students.
- One way to improve CES services and free up more staff time would be to design and implement an online job referral system, allowing students easy access to job listings and referral information, instead of having to come into (or call) CES. The "right" program could also streamline the tracking of hire and wage information.
- CES staff need to meet with Financial Aid and Enrollment Services staff to clarify boundaries, parameters, roles, and training needs for helping students with ExpressLane functions, particularly the Financial Aid screens, as well as online FAFSA assistance.
- The "Scholarship Coordinator" position funded through Carl Perkins is critical to CES services.
- Stable funding for Student Services Associates is critical to providing high quality CES services.
- A concerted effort must be made to evaluate and improve processes for tracking hire and wage information from the JLD Program, to ensure accurate data. The reasons for declining numbers in terms of job orders, hires, and wages need to be investigated and strategies developed to improve this critical service to students.
- CES should initiate collaborative efforts with Workforce Development and Cooperative Education to develop and implement job search programs for Lane graduates.
- CES needs to improve participation in the annual Career Fair, not only increasing the numbers of employers, but also expanding the "types" of employers who attend, in order to meet the career interests of Lane students.
- CES should develop an easy method for tracking in-house, on-campus, and off-campus presentations and numbers of participants served.
- Establishing stronger relationships and more consistent communication with outreach center staff would ensure that they have access to career information and employment resources, and that staff are adequately trained to help students with these areas. Training on the Oregon Career Information System, for example, should be provided on a regular basis to outreach/CLC staff so the programs are being used effectively and appropriately. A needs assessment should be done at each facility to determine what kinds of career information, employment resources, and staff training are needed to meet that center's needs.
- CES needs to update eight "student" computers and make sure they can utilize current DVD technology. Because Instructional Computing is now maintaining our lab, we need all our computers to be "the same" (instead of 2-4 different configurations), so maintenance and updating are streamlined. One computer (at least) seems to be "out of service" at all times, which negatively impacts access to individuals and groups. Thus, we need a "back up" station for when this occurs.
- CES must develop an "assessment plan" to assess students' needs and satisfaction with services, as well as evaluate the effectiveness of CES programs.

Career and Employment Services
Chapter 4
Unit Initiatives, 2004-2005

1. Initiative: Online Job Listing and Referral System (JobX)

Division Priority: 1

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

- The challenge being addressed is the high demand for CES services with limited staff resources as well as the need to improve the job referral program.
- This initiative would address this challenge by “freeing up” thousands of hours of staff time, allowing CES advisors and Student Service Associates time to provide individual assistance and career advising, helping students explore options, find scholarships, and conduct job searches more effectively. The Chapter 2 data and Chapter 3 analysis clearly demonstrate the need and high demand for this type of individual assistance. It would also provide students with twenty-four-hour access to up-to-date job listings and referrals without having to call or come in to the CES office for that information. Such a system would allow CES to track contacts, postings, referrals, hire, and wage information CES needs for its federal funding.

3. Describe the initiative.

- In last year’s Unit Plan, “researching and developing” this online system was CES’s top priority. The product will be an online (web-based) program where students can register for the JLD service and search for listings with all three CES student employment programs: JLD (off-campus), Federal Work Study, and Learn&Earn. After researching possibilities over the last two months, we are very interested in a commercial product, JobX (Foresite Solutions), which seems to meet our needs and specifications—it was developed specifically for institutions with federal Job Location & Development (JLD) programs, as well as Federal Work Study and campus-based student employment programs.
- In 2003-2004, CES staff gave over 5800 off-campus job referrals to students and community members. This involved over 2200 in-person contacts and 100s of phone referrals. In addition, for the on-campus programs (Federal Work Study and Learn& Earn), 2900 contacts were recorded in the CES system.
- Yes, this is a feasible, efficient use of college resources, as it has the potential to benefit not only the 3600+ students who inquired about on- and off-campus jobs in 2003-2004, but also ALL Lane students (plus community members) who could easily access job information. In addition, CES staff have already met with Cooperative Education staff about possible collaboration to implement this online program, as it could also be a way to list and promote Cooperative Education placements.
- The campus location would be CES; however, the JobX server is housed and maintained at Foresite Solutions.
- Students will benefit from increased access to job listings, meeting their immediate needs for employment to fund their college education. CES empowers students to reach their goals.

4. Describe the resources needed.

See attached Initiative Spreadsheet.

5. List the possible funding sources.

- TACT funds or Carl Perkins or new general funds.
- No, the project cannot be partially funded.

6. ORG & PROG codes

515200 & 310000

7. Alignment with college's mission/vision/goals

This initiative supports our ability to positively impact student success and retention, by helping students find employment, which, in turn, helps them stay in school. In addition, staff time can be focused toward quality career advising and individual assistance that literally “transforms students’ lives”, as they learn more about themselves while exploring options and clarifying education and career goals. It supports a collaborative campus climate, sharing resources among departments.

Carl Perkins information

1. This initiative contributes to Perkins goals II, IV and VII. Many students, including those from special populations, find “finances” to be a barrier to success in completing professional technical programs. Thus, this initiative makes “student employment” job listings more accessible to students. It also contributes to P-T students’ access to comprehensive career services. Finally, if Cooperative Education decides to use this system to list coop placements, then students in Lane’s P-T programs will benefit even more.
2. This initiative will directly contribute to professional technical students’ ability to fund their college education, so they can stay in school to complete their degrees. In addition, should Cooperative Education collaborate on this project, P-T students would have access to Coop placement listings online as well.
3. This is the first time Carl Perkins funds have been requested for this project.

TACT information

See attached Student Technology Fee request form.

1) Initiative: 0.49 Scholarship Coordinator

Division Priority: 4

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

- The challenge being addressed is the already high, and increasing, demand for services, resources and assistance related to “locating and applying for scholarships”--a demand that is far greater than our current staffing allows. Demand for assistance comes not only from students, but also from the Lane Foundation and campus departments who want CES to help with scholarship coordination. (The number of Lane Foundation scholarships has more than doubled in the last five years, resulting in more students applying and requests for the Scholarship Coordinator to help with screening and interviews.)
- This initiative funds a 0.49 CES Advisor position--a Scholarship Coordinator--who will coordinate CES's scholarship services. See description below.

3. Describe the initiative.

- This initiative funds a 0.49 Scholarship Coordinator position (Student Advisor 1).
- This position will focus on scholarship resources and services, including: 1) main campus contact for Lane Foundation scholarships, 2) main campus contact for departments/programs who want scholarship opportunities distributed and promoted (and even applications collected here), 3) coordination and development of systems to post and promote scholarship opportunities, 4) facilitation of workshops (on- and off-campus) to help students research and apply for scholarships, 5) primary contact for students who need individual assistance with scholarship searches and applications, 6) trainer and information resource for CES staff and student employees who help students with scholarships, and 7) liaison with external groups, such as the Oregon Student Assistance Commission and Lane county high schools, to promote scholarship opportunities and information.
- Yes, it is a feasible and efficient use of college resources. *In her Fall inservice address, Mary Spilde shared her dream of a “scholarship for every student”--this position moves the college toward that goal.*
- The position would be housed in CES.
- Over 760 students sought “scholarship assistance” in 2003-2004 and more than 350 attended workshops, according to our records. (We know the actual number of students is much greater as not all contacts are recorded in our check-in system.) The services would be promoted and accessible to ALL Lane students.
- Students will benefit from increased access to scholarship resources and assistance. CES empowers students to reach their goals.

4. Describe the resources needed.

See attached Initiative Spreadsheet.

5. List the possible funding sources.

- Carl Perkins or new general funds.
- The position could be funded at a lower FTE, but that would reduce services to students and campus departments. A 0.40 position was funded in 2003-2004 but the demand supported increasing FTE to 0.49 for 2004-2005.

6. Provide ORG & PROG codes.

515200 & 310000

7. Alignment with college's mission/vision/goals.

This initiative supports CES's ability to positively impact student success and retention, by helping students find scholarships and other forms of financial assistance, which, in turn, helps them stay in Counsel-CES.doc

school. It supports Lane's professional/technical and transfer programs through collaboration with campus departments on scholarship opportunities and helping students find scholarships in their programs of study. It supports Lane's community service orientation through outreach and workshops to community groups and high schools.

Carl Perkins information

1. This initiative supports Perkins goals II, VI, and VII. Because "financial concerns" are huge barriers for all students, including special populations, this position would increase access to scholarship information and services, helping professional technical students finance their college education. As noted below, this position would also establish strong connections with secondary programs, providing resources to high school students to help with college funding. And, this position would contribute to CES' ability to provide comprehensive career development services to students.
2. It supports Lane's professional technical and transfer programs through collaboration with campus departments on scholarship opportunities and helping students find scholarships in their programs of study. This position works closely with the Lane Foundation, helping P-T students successfully apply for Lane scholarships in their programs.
3. CES is in its second year of Perkins funding for a "Scholarship Coordinator" position; the same 0.49 FTE position is being requested in this 2005-2006 initiative.

1. Initiative: Student Service Associates program

Division Priority: 5

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

- The challenge being addressed is the high demand for CES services, with limited staff resources, as well as increasing the diversity of CES staff.
- With additional funding for Student Service Associates, CES will be able to hire more peer assistants who make a significant positive impact on CES service delivery. Not having to rely solely on scarce departmental funds and a limited pool of Federal Work Study applicants will allow CES to increase the likelihood of hiring students from diverse backgrounds, as CES's goal is to hire a team who represents the diverse student population at Lane. Ideally, each year, at least one SSA would be bilingual in Spanish. Increasing funding would both increase the number of positions offered each year and increase the number of hours each SSA could work, which meets CES' need for staffing and the SSAs' needs for adequate part-time employment. More SSAs with more hours would help meet the service demand in the Counseling & Advising Center, CES, and Enrollment Services, especially during peak times.

3. Describe the initiative.

- The outcome of this initiative will be additional funding for Student Service Associate positions.
- As the Chapter 2 data and Chapter 3 analysis demonstrate, SSAs play a valuable and critical role in providing CES services to students. In 2003-2004, SSAs accounted for over 11,537 "in-person" contacts in CES, according to check-in system records (that's over 50% of CES total contacts). They also accounted for 3695 of the "unduplicated participants" and 1908 phone calls. Those figures are just for CES; they don't include the hundreds, if not thousands, of students assisted by SSAs in the Students First! lobby during peak registration periods.
- Yes, this is a feasible and efficient use of college resources. A group of high trained peer assistants to help new, prospective, and current students access resources, navigate complex procedures, and learn how to be successful in college, makes a positive impact on student retention.
- SSAs are hired by the Counseling Department and CES.
- As the data shows, 1000s and 1000s of students each year benefit from interactions with and assistance from Student Service Associates.
- SSAs, quite literally, "transform students' lives." Many, if not most, of our SSA applicants each year share that they want to be SSAs because they were helped by an SSA when they first came to Lane. SSAs empower students through "peer to peer assistance", modeling how to be successful in college.

4. Describe the resources needed.

See attached Initiative Spreadsheet.

5. List the possible funding sources.

- Carl Perkins or new general funds.
- This initiative could be partially funded; however, the result would be hiring fewer SSAs. As the initiative stands now, it supports approximately 3 positions at 15 hours/week (FWS, L&E, and department monies fund additional positions).

6. Provide ORG & PROG codes.

515200 & 310000

7. Alignment with college's mission/vision/goals.

This initiative supports Lane's focus on "transforming lives", as well as student success and retention. SSAs provide individual assistance and resources to students, helping them access employment and scholarship opportunities, as well as resources for career exploration and educational planning. This type

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of “peer-to-peer assistance” helps create a welcoming, accessible, and friendly campus environment. Many students who say they would have “dropped out of school” or “would not have registered for classes” were it not for the help of an SSA.

Carl Perkins information

1. This initiative supports Perkins goals II and VII. By increasing this funding, we will be able to hire a more diverse group of SSAs who fully represent Lane’s special populations. Because of the SSA’s role in providing peer-to-peer assistance, they will be able to reach out to and work more effectively with special student populations, helping students overcome barriers, access appropriate resources, and navigate college policies and procedures. This, in turn, increases retention for professional technical students. In addition, because SSAs work primarily in Career & Employment Services, increasing funding will allow the center to provide more comprehensive, in-depth, and individualized career development services to P-T students.
2. See 1) above.
3. CES is in it’s first year of Perkins funding for approximately three Student Service Associate positions; the same amount is being requested in this 2005-2006 initiative.

1. Initiative: Computer Upgrade for CES Computer Lab

Division Priority: 8

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

- The challenge being addressed is the outdated computers in CES.
- This initiative will fund nine new computers and monitors so all will have the same configuration and all can access DVD technologies.

3. Describe the initiative.

- The result of this initiative will be nine updated computer stations: 9 PCs (one with a 27" flat panel monitor for ADA compliance; eight with 17" flat panel monitors).
- Not only are CES's computers out-of-date, but also the "lab" is a hodge-podge of computer configurations which makes maintenance and updating difficult. Now that our computers are being maintained by Instructional Computing, we need all computers with the same configuration and hardware. And, with our current setup, we are unable to use DVD technology, which is becoming the standard for career and employment resources. With such a small number of computers available to serve such a high demand, it is even more difficult to serve classes and groups when one of our computers "goes down" and trouble-shooting is difficult because of the various configurations.
- This initiative is a feasible and efficient use of college resources. CES is Lane's "center" for career information, scholarships, and student employment, serving the entire campus and community with only a small "lab" in comparison to other labs on campus. CES resources are a major part of the curriculum in most Human Development classes. In addition, because of CES's proximity to Students First!, our computers are highly used for ExpressLane functions, especially during peak times.
- The computer stations are housed in CES.
- In 2003-2004, over 9600 "unduplicated participants" were served by CES, according to our check in records. In addition, 963 students were served in classes and groups in CES. Almost all of these contacts most likely used computers for researching occupational information, programs of study, schools and scholarships, as well as resume-writing, entering timesheets, and ExpressLane functions, to name some of our computerized services. CES computers serve the entire college and local community.
- Students benefit by having access to career, employment, and scholarship resources to meet their educational and career goals.

4. Describe the resources needed.

See attached Initiative Spreadsheet.

5. List the possible funding sources.

- TACT
- This could be partially funded, but that would mean not being able to purchase all nine computers and just continue the "multi-configuration" of CES computers, which is what this initiative is trying to rectify.

6. Provide ORG & PROG codes.

515200 & 310000

7. Alignment with college's mission/vision/goals.

CES staff empowers the learner with information and resources to make career and life decisions. As students learn more about themselves and their options, they are able to make more effective and satisfying career and life decisions. Lives are transformed as students decrease barriers, clarify

directions, explore options, see their potential, and reach their goals. CES provides a supportive environment--and computers--to facilitate this transformative process.

TACT Information

See attached Student Technology Fee request form.

1. Initiative: Job Development/Employer Relations Coordinator Division Priority: 10

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

- The challenge being address is two-fold: a) the need to cultivate relationships with local employers to develop more job opportunities for students, and b) the need to expand and improve the annual career fair. Current staffing levels do not allow time for a focused job development and employer relations effort.
- The person in this position would strengthen relationships with local employers, both organizations and private parties, promoting our job listing services and increasing job opportunities for students. Because of the position's linkages with employers, the person would also take a lead role in coordinating the annual career fair to broaden the types of career opportunities and employers represented. In addition, this position would work closely with CES staff to ensure accurate gathering of wage and hire information from employers who use our service.

3. Describe the initiative.

- This initiative funds a 0.49 Job Development/Employer Relations Coordinator (Student Advisor 1).
- As the Chapter 2 data and Chapter 3 analysis demonstrate, CES is experienced declining numbers in terms of job orders, hires, and wages from 2002-2003 to 2003-2004. Yet, the need for student employment is increasing, with rising college costs and cuts in state and federal financial aid. This position will increase the number of job opportunities for students and expand opportunities at the annual career fair.
- This initiative is a feasible and efficient use of college resources, especially since CES proposes to collaborate with Cooperative Education and Workforce Development, two departments who also have a vested interest in employer relationships and jobs, as well as the success of the career fair.. Thus, this initiative could expand from a "student employment focus" to a more comprehensive development plan, including full-time jobs for graduates and internships.
- This position would be housed in CES.
- This initiative will not only impact the 3467 people who were registered with CES's job referral service in 2003-2004, but also it has the potential to impact ALL Lane students who are seeking employment, since increased opportunities would be available. The career fair is promoted to ALL Lane students and community members.
- Students will benefit from increased access to job opportunities, meeting their immediate needs for employment to fund their college education. CES empowers students to reach their goals.

4. Describe the resources needed.

See attached Initiative Spreadsheet.

5. List the possible funding sources.

- Carl Perkins or new general funds.
- This position could be funded at a lower FTE, but that would reduce the initiative's impact on increasing job opportunities and strengthening employer relationships.

6. Provide ORG & PROG codes.

515200 & 310000

Alignment with college's mission/vision/goals.

This initiative supports CES's ability to positively impact student success and retention by helping students find employment, thereby helping them stay in school. It supports a collaborative campus climate. It supports Lane's community service and outreach efforts in strengthening and expanding relationships with employers and community members who hire our students.

Carl Perkins information

This initiative supports Perkins goals III, IV and VI. Our goal is for this position to be a collaborative effort between Career & Employment Services, The Workforce Network, and Cooperative Education. This position would focus on developing relationships with local employers and increasing employment opportunities for Lane students, which would positively impact students in professional technical programs. Our goal would be to not only increase the number of positions listed for students, but also the "types" of positions would be expanded, including non-traditional employment opportunities. These jobs help students stay in school, as well as provide career-related opportunities after graduation. Career Fair expansion would focus on the career needs of Lane's professional technical students. And, this position clearly contributes to more comprehensive career development services for P-T students.

2. See 1) above.

3. Perkins funds were requested for this project last year, but it was not funded for 2004-2005.

Additional Goals that do not require funding:

1. CES will design an easy method for tracking in-house, on-campus, and off-campus presentations and participants, so we have accurate, consistent data each year.
2. CES will design and regularly implement “user satisfaction surveys” to evaluate the effectiveness of our services to meet students’ needs.
3. CES will design and regularly implement “evaluations” for workshops and presentations, both on- and off-campus, so that we can assess the effectiveness of these events.
4. CES will update and improve its website to make it more user-friendly, as well as utilize it as a major resource for career, employment, and scholarship information. (This project was begun in Fall 2004 with a work study student hired for this purpose, using the new Lane website template.)
5. CES will support and collaborate with Workforce Development and Cooperative Education by renewing the commitment to meet on a monthly basis and developing job search services for Lane graduates.
6. Depending on (but also irregardless of) the funding for the Online Job Referral System and Job Development/Employer Relations Coordinator, CES will evaluate its methods for tracking JLD hire and wage information, implementing more effective, accurate procedures to accomplish this task.
7. Depending on staffing levels and the funding of initiatives, CES will take steps to establish stronger relationships with outreach centers to determine their needs.
8. CES will update its mission statement, as well as our Policies and Procedure manual.

Subject: TACT Fund Request

Keep and/or print this request for you records

Funding Requested for 2005-2006 Academic Year

Project Title - Online Job Listing and Referral System (JobX)

Priority Number - 1

Category of request - New technology

Location of project - Career and Employment Services

Department/Division(s) - Counseling
Manager - Dan Timberlake
Manager email address - timberlaked@lanecc.edu

ORGN code - 515200
PROG code - 310000

Informational Contact Person - Beth Landy
Email - landyb@lanecc.edu
Phone - 5295

Submitted in collaboration with - see below for proposed collaboration

Are there recurring costs? - No

Carl Perkins Funds eligible? - Yes
applied? - Yes
rejected? - No

Can the request be partially approved? - No
Minimum Cost -

TOTAL AMOUNT OF REQUEST - \$7,500

Description of the need or intended use
(Please read initiative description for details.) In summary, we are requesting funds to purchase a commercial product, JobX (Foresite Solutions). This web-based program will allow students to search for off-campus (JLD Program) and on-campus positions (Federal Work Study and Learn&Earn) online. Because of the high demand for CES services in all areas, this technology will make our student employment programs run much more efficiently and job listings will be more accessible to user. (CES had over 21,000 contacts in 2003-2004, with approx. 1/3 related to our three student employment programs.) The server for this system is housed, maintained, and updated by Foresite Solutions, thus does not impact Computer Services at Lane.

Number of students who will benefit - All
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Description of the benefit to students

(Please read 2005-2006 initiative description for details.) This initiative would benefit students in two main ways: 1) All students would have access to on- and off-campus job listings and will be able to obtain the job referrals without having to contact CES, and 2) this technology would **annually "free up" thousands of hours of staff time, allowing CES staff time to provide individual assistance and career advising, which is in high demand. Our student employment programs generated** over \$960,000 in student wages in 2003-2004, a major impact on retention and students' ability to fund their education.

Description of how this use fits in with other unit or college technology plans

This initiative fits with the "guiding principles" of Lane's "technology vision" as it "increases student access to technology" while "enhancing staff efficiency and effectiveness." In addition, JobX has been successfully integrated with Banner at institutions across the country. Finally, the Cooperative Education coordinators have expressed interest in investigating this system to see if it meets their needs; if so, this will become a collaborative project between departments.

Cost breakdown, including any unit resources being applied to the project

\$7500 to purchase system, including customization to CES website and annual fee.

Subject: TACT Fund Request

Keep and/or print this request for you records

Funding Requested for 2005-2006 Academic Year

Project Title - Computer Upgrade for CES Computer Lab

Priority Number - 8

Category of request - Maintain existing technology

Location of project - Career and Employment Services

Department/Division(s) - Counseling

Manager - Dan Timberlake

Manager email address - timberlaked@lanecc.edu

ORGN code - 515200

PROG code - 310000

Informational Contact Person - Beth Landy

Email - landyb@lanecc.edu

Phone - 5295

Submitted in collaboration with -

Are there recurring costs? - No

Carl Perkins Funds eligible? - No

applied? - No

rejected? - No

Can the request be partially approved? - No

Minimum Cost -

TOTAL AMOUNT OF REQUEST - \$12,518

Description of the need or intended use

(Please read 2005-2006 initiative description for details.) In summary, we are requesting funds to update nine computer stations in our lab. Not only are the current systems out-of-date, but also the lab is a "hodge-podge" of hardware and configurations which makes maintenance and updating difficult. Now that our computers are being maintained by Instructional Computing, we need all computers with the same configuration. And, with our current setup, we are unable to use DVD technology, which is becoming the standard for career and employment resources.

Number of students who will benefit - 10,500+

Description of the benefit to students

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The 10,500+ number above refers to the number of "unduplicated participants" and classes served by CES in 2003-2004, knowing that our computers were used for researching career information, programs of study, school, and scholarships, as well as resume-writing, entering timesheets, and ExpressLane functions, in almost all of the contacts. In reality, our lab is accessible to ALL students and is the "computer lab" for most Human Development Dept classes. With such a small number of computers available to serve such a high demand, it is critical to have up-to-date systems and technology for student access. When one of our stations "goes down" and trouble-shooting is difficult because of the multi-configurations, our ability to serve students and classes suffers.

Description of how this use fits in with other unit or college technology plans

This fits with Instructional Computing's desire to have labs with the same configuration. This also fits with TACT's "guiding principles" of "expanding access to educational and information services", as well as "maximizing student access to technology."

Cost breakdown, including any unit resources being applied to the project

8 PCs with 17" flat panel montitors @ \$1318 each = \$10,544

1 PC with a 21" flat panel montitor (ADA accessibility) = \$1,974

Career and Employment Services

Chapter 5

Expected Unit Outcomes for 2004-2005

As we understand it now, this chapter is designed to be a brief narrative on how CES will assess program outcomes....

As far as number of individuals served and number of contacts, CES staff are working at maximum capacity to meet students' needs and high demand for CES services, as shown by the Chapter 2 data. There is no question in our minds that our number of contacts will continue to be high for the remainder of the 2004-2005 year and during 2005-2006. Those outcomes we expect.

What we can do better at is assessing the "effectiveness" and "value" of our services and resources, which is one of our goals for 2005-2006. Along with the rest of the Counseling Department, CES will develop and implement on-going "satisfaction surveys" to evaluate our services. At our workshops and larger events, we will have participants complete evaluations as well, so we can continuously improve our programs (we do this now at most workshops, but need to make it more consistent and ensure we are gathering feedback that's going to make a difference).

If our top initiative is funded (Online Job Listing and Referral Service—JobX), it has the potential to significantly impact the level of service and individual assistance that CES provides. Thus, we will need to design a means to assess this impact. Our expectation, of course, is that this "self-service" technology will "free up" thousands of hours of staff time, allowing CES staff to provide other much needed services.

Our "expected outcomes" for 2005-2006 will be adjusted as we find out which of our proposed initiatives are funded, as each will impact CES service delivery greatly...for better if funded, for worse if not. For example, without funding for the .49 Scholarship Coordinator, scholarship services will be reduced to both students and campus departments.

On this note, another area we need to assess more effectively is the impact CES has on students obtaining scholarships. We know anecdotally, as well as from information from the Oregon Student Assistance Commission and Lane Foundation, that CES services are positively impacting students' scholarship success. However, we need to design a way to track this quantitatively and more accurately.

Finally, we "know" that the services and assistance that CES provides have a significant positive impact on student success and retention for all the reasons demonstrated in the previous chapters. We help clarify career and educational plans, as well as help students finance their college education through student employment and scholarships. Maybe there is some way to dovetail with the SAGA committee to track this kind of data, and assess our impact on retention. This is also something to investigate.

And with that, guess what? The 2005-2006 CES Unit Plan is done....