

Unit Planning

**Counseling Department
Lane Community College**

January 15, 2004

Contents

Alignment with the College

Summary of Counseling Department Initiatives

Unit 1: Counseling and Advising **Pages 5–23**

Chapter Zero	Alignment with College
Chapter One	Unit Description
Chapter Two	Program Outcomes
Chapter Three	Program Outcomes Data
Chapter Four	Analysis of Expected Performance versus Actual Performance
Chapter Five	Program Initiatives to Improve Performance

Unit 2: Testing **Pages 24–40**

Chapter Zero	Alignment with College
Chapter One	Unit Description
Chapter Two	Program Outcomes
Chapter Three	Program Outcomes Data
Chapter Four	Analysis of Expected Performance versus Actual Performance
Chapter Five	Program Initiatives to Improve Performance

Unit 3: Career and Employment Service (CES) **Pages 41–73**

Chapter Zero	Alignment with College
Chapter One	Unit Description
Chapter Two	Program Outcomes
Chapter Three	Program Outcomes Data
Chapter Four	Analysis of Expected Performance versus Actual Performance
Chapter Five	Program Initiatives to Improve Performance

Unit 4: Substance Abuse Prevention (SAP) Program **Pages 74–96**

Chapter Zero	Alignment with College
Chapter One	Unit Description
Chapter Two	Program Outcomes
Chapter Three	Program Outcomes Data
Chapter Four	Analysis of Expected Performance versus Actual Performance
Chapter Five	Program Initiatives to Improve Performance

Unit 5: TRiO **Pages 97–116**

Chapter Zero	Alignment with College
Chapter One	Unit Description
Chapter Two	Program Outcomes
Chapter Three	Program Outcomes Data
Chapter Four	Analysis of Expected Performance versus Actual Performance
Chapter Five	Program Initiatives to Improve Performance

Unit 6: Human Development Instruction **Pages 117–131**

Chapter Zero	Alignment with College
Chapter One	Unit Description
Chapter Two	Program Outcomes
Chapter Three	Program Outcomes Data
Chapter Four	Analysis of Expected Performance versus Actual Performance
Chapter Five	Program Initiatives to Improve Performance

Review of College Vision, Mission, Values, and Strategic Directions

Lane Community College	
<p><u>Vision:</u> Transforming lives through learning.</p> <p><u>Mission</u> Lane is a learning-centered college that provides affordable, quality, lifelong educational opportunities that include:</p> <ul style="list-style-type: none"> • Professional technical and lower division college transfer programs • Employee skill upgrading, business development and career enhancement • Foundational academic, language and life skills development • Lifelong personal development and enrichment, and • Cultural and community service <p><u>Core Values</u></p> <p><u>Learning</u></p> <ul style="list-style-type: none"> • Work together to create a learning-centered environment • Recognize and respect the unique needs and potential of each learner • Foster a culture of achievement in a caring community <p><u>Diversity</u></p> <ul style="list-style-type: none"> • Welcome, value and promote diversity among staff, students and our community • Cultivate a respectful, inclusive and accessible working and learning environment • Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community • Develop capacity to understand issues of difference, power and privilege <p><u>Innovation</u></p> <ul style="list-style-type: none"> • Support creativity, experimentation, and institutional transformation • Respond to environmental, technological and demographic changes • Anticipate and respond to internal and external challenges in a timely manner • Act courageously, deliberately and systematically in relation to change <p><u>Collaboration and Partnership</u></p> <ul style="list-style-type: none"> • Promote meaningful participation in shared governance • Encourage and expand partnerships with organizations and groups in our community <p><u>Integrity</u></p> <ul style="list-style-type: none"> • Foster an environment of respect, fairness, honesty, and openness • Promote responsible stewardship of resources and public trust <p><u>Accessibility</u></p> <ul style="list-style-type: none"> • Strategically grow learning opportunities • Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning 	<p><u>Strategic Directions</u> Continue on the journey to become a learning college by placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work.</p> <ul style="list-style-type: none"> • Achieve Financial Stability • Build Organizational Infrastructure Accreditation: self-study Lane Administrative Systems Renewal (LASR) Mainstream innovation • Enhance College Climate Human resource systems Student retention Relationships • Implement Business, Workforce Development and Extended Learning (BWEL) Reorganization Bring the Center for Meeting and Learning to profitability Reinvigorate contract training and linking Continuing Education with credit units <p><u>Learning Centered Principles</u></p> <ol style="list-style-type: none"> 1. Create substantive change in learners. 2. Engage learners in the learning process as full partners. 3. Create many options for learning. 4. Assist learners to collaborate in learning activities. 5. Define the role of the learning facilitators. 6. Success occurs when improved and expanded learning can be documented for the learner. <p><u>General Education and Core Abilities</u></p> <ul style="list-style-type: none"> • General Education helps student develop knowledge and abilities useful to all programs of study. The purpose of general education at Lane Community College is to foster wisdom through educational depth and breadth. General education at Lane has the following goals. • To encourage exploration of the academic discipline: liberal arts, sciences, mathematics, information sciences, and social sciences. • To promote understandings of self, society, and the environment crucial to citizens of a diverse global community and • To cultivate habits of mind and heart essential to lifelong learners. <p><u>Core Abilities Outcome Statements</u></p> <ul style="list-style-type: none"> • Students completing general education will: • Communicate effectively. • Think critically and solve problems effectively. • Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence. • Explore academic disciplines.

Summary of Counseling Department Initiatives by Unit

Note: Initiatives are rank ordered within units

Key: E= Existing GF=New, General Fund CP= Carl Perkins TACT=Technology CD=Curriculum Development O=Other

Counseling & Advising	Testing	Career & Employment Service	Substance Abuse Prevention	TRiO	Human Development Instruction
1. Establish Advising Coordinator to maintain essential information and articulation agreements, disseminate information to the neighborhood teams, manage the pool of part-time advisors, deliver training, co-ordinate the work of satellite centers and drop-in center staff. GF 1a. Advising Coordinator monitors articulation GF 2. Establish Student I Drop-in Center Advisor. GF 3. Establish funding to cover EOAR personnel, M & S needs. GF or CP 4. Establish a bilingual Student II Advisor position to serve students in the ESL/ABSE program. CP 5. Provide training in Web page development to increase use of electronic media for advising. E/no cost 6. Establish budget support for Computerized Check-in System. TACT 7. Maintain and analyze data regarding services provision and deviations from professional standards. E/no cost	1. New testing computers for student use. TACT 2. Automate the process of entering test scores into Banner. E 3. Create more options for paying the placement tests fee. E 4. Telephone system upgrade. E 5. Training for staff in outlying testing center. E	1. Increase CES Lead Counselor by .2 FTE. GF 2. Increase SSA Budget. GF or CP 3. Hire Scholarship Advisor. CP 4. Hire Job Developer/ Employer Relations Advisor. CP 5. Develop online job listings and referral systems. (planning)	1. Establish and maintain compliance with DFSCA GF 2. Establish Peer Counseling Program CP 3. Create a multidisciplinary Substance Abuse Prevention Task Force E 4. Develop a Wellness Counselor position CP	1. Purchase and use a Smart Card system in the TLC. TACT 2. Develop a curriculum for one- two, and three-credit Success Strategies classes that can be utilized in various college settings to increase student success. CD 3. Develop a completely electronic Mid-Term Progress reporting system. No cost 4. Purchase and utilize Noel-Levitz College Student Inventories for assessment purposes. (recurring)	1. Improve book and video resources for career and life planning classes. CP 2. Improve multi-media support for instructors: replace two outdated computers on multi-media carts. TACT 3. Provide curriculum development for three new classes. CD 4. Provide instructors with release time to learn to create instructional web pages. CD 5. Provide instructors with release time for training to learn to use test pilot (computerized testing and data system. CD 6. Provide instructors with release time to prepare curriculum to convert selected three -credit classes to four-credit classes. CD

Unit 1:

Counseling and Advising

Counseling and Advising Chapter Zero Alignment with the College

Vision

Transforming lives through learning

The Counseling and Academic Advising units cultivate the learning process through facilitating career selection, identifying initial points to engage in learning, coaching students through the ongoing learning process, and facilitating interventions when obstacles to learning arise.

Mission

Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include:

Professional/technical and lower division college transfer programs

Counselors and academic advisors are assigned in neighborhood teams to facilitate orientation, entrance, retention, and successful completion of program choices.

Employee skill upgrading, business development and career enhancement

Counselors provide career counseling and counselors and advisors provide academic advising for students, community, and staff who seek such opportunities through the College.

Foundational academic, language and life skills development

Counselors and academic advisors provide placement test interpretation and matching of appropriate resources with developmental needs.

Lifelong personal development and enrichment

Counselors and advisors collaborate with students in the exploration, pursuit and realization of their academic and personal potential.

Cultural & Community Services

Counselors and academic advisors are assigned to diverse and special populations to facilitate transition to the credit learning environment. Counselors and advisors regularly participate (individually and collectively) in community service projects and the delivery of continuing education.

Core Values

Learning

Counselors and academic advisors are integrally involved with access, retention and transition of all credit students. They engage prospective and current students to facilitate

the development of their holistic aspirations via education. They collaborate with students in the realization of their educational/career ambitions.

Diversity

Counselors and advisors utilize special assignments to support and facilitate diversity efforts and to provide access for underserved student populations. They determine needs of diverse populations, create supportive programs and systems, and select staff to meet those needs. They engage in ongoing staff training to foster understanding and positively affect behaviors and beliefs.

Innovation

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

Collaboration and partnership

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

Integrity

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

Accessibility

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

Strategic Directions

Achieve financial stability

Counselors and advisors provide accurate guidance for student course selection to maximize resource utilization. They adjust personnel work schedules to deliver optimum services with minimal needs for additional staff. They engage in long term planning with students to efficiently stabilize their educational efforts. **A negative factor:** The

Counseling and advising unit relies extensively on temporary and variable funding to extend delivery of needed services.

Building organizational infrastructure

Counselors and advisors participated fully in Lane's Accreditation self-study. They are thoroughly engaged in a myriad of current College efforts. In the LASR project, counselors and advisors have assumed active and significant roles on the Student Core Team. Counselors and advisors intentionally extend participation opportunities throughout the College by being frontrunners in being trained and using new technology within their neighborhood team model. Counselors and advisors are consistently in the mainstream of innovation. Four out of the last five League of Innovation awards have recognized teams that included counselors and advisors. One League of Innovation award winner, Guided Studies, has provided a model for community colleges that want to improve success and retention of academically under prepared students.

Enhance College Climate

In terms of human resource systems, judicious management of part-time staffing pools maximizes effectiveness of the counseling and advising system. Student retention is enhanced as counselor and advisors create, develop, and apply intentional systems and programs for effective student assistance. Counselor and advisors actively facilitate positive working relationships with individuals and college departments.

Implementation of BWEL reorganization

The Counseling and Advising Unit helped bring the Center for Meeting and Learning to profitability in a number of ways. In summer 2003, the EOAR (Early Orientation, Advising, and Registration) program was located at the Center. Contract training programs make use of the Counseling Department's counseling and advising services when appropriate. The Counseling Department's link with Continuing Education is long-standing with many collaborative efforts, particularly via the Department's Human Development Program. One service, the Community Center for Family Counseling ("Saturday Circus") has been a Counseling Department/Continuing Education credit/non-credit collaborative program since 1978.

Learning Centered Principles

Create substantive change in individual learners

Interventions with academic, personal, and career-focused counseling and advising services substantively transform the lives of learners.

Engage learners in the learning process as full partners

Counselors and advisors collaborate with and support students in the development and maintenance of an educational program individually tailored to their own lives.

Create many options for learning

Counselors and advisors assist students in developing program plan options informed by and designed in response to individual interests.

Assist learners to collaborate in learning activities

Counselors and advisors recognize their responsibility in facilitating the learning process and encouraging the desire to learn with each student. Toward that end, counselors and advisors provide guidance and direction, but refrain from blindly leading students through the process of program plan development. Rather, counselors and advisors inform students of their responsibility in the learning process and assist students as they develop their own program plans.

Define the role of learning facilitators

Learning facilitators engage students in the developmental process of assuming personal responsibility for their educational goals and learning by gradually presenting information, choices, and decision-making stages at suitable levels of comprehension and incorporation.

Success occurs when improved and expanded learning can be documented for the learner.

Documentation of service to learners is integrated into the counseling and academic advising services via intake technology. Documentation of outcomes requires addressing facets of student engagement and success in their educational programs, which include multivariate factors.

Counseling and Advising Chapter One Unit Description

Counseling and Advising

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

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

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

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

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

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

Guided Studies Program

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

Retention Counseling

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

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

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

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

Advance Registration

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

Counseling and Advising

Chapter Two

Program Outcomes

What do you intend to do?

- Welcome and orient new students.
- Provide short-term academic advising and long-range student program plan development.
- Provide career counseling services for new, returning, and prospective students.
- Help students identify barriers to academic performance and provide counseling services to address/overcome those barriers.
- Provide retention services to all LCC students with special emphases on traditionally under-served populations.

Who do you intend to serve?

- All LCC students.
- Prospective students considering LCC programs.
- College Departments who rely on the liaison and advocacy function of counselors and advisors assigned to their departments.
- Community members indirectly (by providing high quality training to students who will ultimately serve the community).

How do you intend to serve them?

- The Counseling Department offers new students program orientation sessions in which students find out what chosen majors are about and what classes to take.
- The Counseling Department offers special sessions for new students who have not declared majors.
- The Counseling Department provides EOAR (Early Orientation, Advising, and Registration) for new students, which enables new students to register for fall term classes and helps orient them to campus resources during the summer months prior to the fall term rush.
- EOAR students complete placement testing, a new student information session, program orientation, and a class scheduling session.
- New students can receive assistance on weekdays at the Counseling and Advising Center, with extended hours during peak times.
- Returning students may participate in Advance Registration through Counseling and Advising.
- The Counseling Department provides counseling and advising at outreach centers on a limited basis.
- On-line New Student Information Sessions are available to meet the varying schedules of new students.
- Academic advising is acknowledged as among the most influential and long-term relationships that students have in an educational institution.
- Advising is provided in the context of FERPA Guidelines and NACADA standards.

- Advising is provided within a holistic, developmental model in which students are provided services including: advising information, career development resources and services, career development and scholarship classes, and referrals for retention services and career and retention counseling.
- Advisors and Counselors negotiate articulation agreements with neighboring/regional two and four-year institutions.
- Lane uses a self-contained model with a centralized professional advising unit for the delivery of services. Other units in the college assist in the delivery of advising services.
- Lane uses a college-wide advising model, which uses a core of professional counselors and advisors and includes other Lane staff in the advising process. Training at all levels ensures the delivery of timely and accurate advising information.
- Counselors, advisors, support staff, and peer assistants work as a team (a college-wide advising model) to present a variety of services to a diverse student population. Responsibilities for each team member are clearly delineated.
- Advising teams have a broad range of advising information and specialized knowledge about assigned programs.
- College-wide advising teams provide specialized advising for Professional-Technical Programs.
- College-wide advising teams provide specialized advising for transfer programs.
- Career counseling is available to help students assess skills, interests, and values; assist students in identifying barriers to decision making; facilitate the exploration of career transition issues; and help students connect career planning to the life planning process.
- College-wide Advising teams provide specialized advising (and if appropriate, career counseling) for students who have not declared a major.
- Individual and group advising sessions are provided for continuing students who participate in Advanced Registration.
- Individual and group advising sessions and program orientation sessions are provided for new students who participate in EOAR (Early Orientation and Registration).
- Students can make appointments or drop in at the Counseling and Advising Center where advising assistance is provided 8:00 a.m.-6:00-p.m. daily (except 7:00 p.m. on Tuesdays, and 5:00 p.m. on Fridays).
- Student Service Associates (SSAs) assist with registration and new student orientation and help students locate advising services.
- The College Tour invites four-year Oregon schools to campus once a year to recruit/inform students of their programs.
- Lane's advising model is highly directed toward student success and retention, including referrals for career development counseling and resources, retention counseling, and student support services.
- Advising is linked to services provided by a career and employment service.
- Advising operations work collaboratively with the Office of Community and High School Relations by participating in area high school advising events.

- The Counseling Department has developed an *Academic Advising Handbook* to use in conjunction with web pages, catalogs, and other advising information.
- The *Academic Advising Handbook* is on a web page with special access for staff.
- Advisors have web pages to post advising information that is specific to majors.
- The Counseling Department provides retention counseling to students experiencing problems that thwart successful performance.
- The Counseling Department provides retention outreach to traditionally under-served student populations.
- Lane's counselors are highly trained professionals with a variety of credentials who subscribe to the Ethical Standards of the American Counseling Association (ACA).
- Counselors serve on college-wide advising teams so student access to counseling services is enhanced.
- Counselors and Advisors serve on college-wide academic advising committees. (e.g., Degree Requirements, Academic Council).
- Counselors and Advisors serve as liaisons with College Departments.
- Counselors assigned to specific departments assist faculty and staff in problem solving regarding student issues.
- Counselors and Advisors assist students in navigating college policies, procedures and systems (e.g., academic and financial aid systems).
- Counselors are available during Counseling and Advising Center hours of operation.
- The Counseling Department provides a Substance Abuse Prevention Program and a Recovery Center, which include counseling, support groups, and retention services.
- The Counseling Department sponsors the Community Center for Family Counseling, which provides parent education classes, family counseling, and a credit telecourse series on parenting skills.
- The Counseling Department links students with other community and web-based resources.
- Counselors and Advisors provide outreach presentations to the community.
- Advisor web pages include:
 - Advising as a Counseling Department Service
<http://www.lanecc.edu/stuser/coundept.htm>
 - Academic Advising Services
<http://www.lanecc.edu/stuser/acadv.htm>
 - About Academic Advising
<http://www.lanecc.edu/stuser/aboutadv.htm>
 - Advising for Professional-Technical Programs
<http://www.lanecc.edu/stuser/acadinfo/proftech.htm>
 - Advising for Transfer Programs
<http://www.lanecc.edu/stuser/tranhome.htm>
 - Advising for Undeclared Majors
<http://www.lanecc.edu/stuser/undecided.htm>
 - Advising - ExpressLane
<http://www.lanecc.edu/stuser/expr/403info.htm>
 - Peer Assistants (SSAs)
<http://www.lanecc.edu/stuser/peer.htm>

Glossary of advising terms

<http://www.lanecc.edu/stuser/acadinfo/glossary.htm>

CIT Advising

<http://www.lanecc.edu/citech/thomass.htm>

- Counseling Web Pages include:
 - Counseling Department –Personal Counseling
<http://www.lanecc.edu/stuser/counpers.htm>
 - Counseling Department –Human Development Classes
<http://www.lanecc.edu/stuser/hdclass.htm>
 - Counseling Department – Substance Abuse Prevention Program
<http://www.lanecc.edu/stuser/subabus.htm>
 - Counseling Department – Community Center for Family Counseling
<http://www.lanecc.edu/stuser/ccfamily.htm>
 - Counseling Department - Resources
<http://www.lanecc.edu/stuser/counsor.htm>
- Further Documentation of Present Counseling Department Services: (available upon request)
 - Process Redesign Final Report
 - Process Redesign Implementation Planning Report
 - Process Redesign Change Proposal and Action Plan for Advising
 - College-Wide Advising Team Member Responsibilities
 - College-Wide Advising Counseling and Advising Philosophy
 - What Everyone at Lane Should Know About College-Wide Advising
 - College Wide-Advising (9-15-98) document on advising goals
 - Lane Community College's Model for Academic Advising
 - The Lane Community College Advising Model: Advising for Student Success and Retention
 - Commonly Asked Questions about Lane's Counseling and Advising Services
 - Counseling Department Organizational Chart
 - Summary of College-Wide Advising Teams
 - Advance Registration Flyer
 - EOAR (Early Orientation and Registration) flyer
 - Administering Effective Advising: Academic Advising Handbook

What are the expected results of providing your services?

- New students will feel a sense of welcome.
- New students will have a working knowledge of LCC and their program plan following successful participation in orientation.
- Short-term academic advising will be provided in a timely and accurate manner for new and returning students.
- In conjunction with the student, long-range student program plans will be developed, understood by the student, and successfully implemented.
- New, returning, and prospective students will have access to career counseling that will facilitate informed decision making in respect to educational and career plans.

- All LCC students will have access to retention counseling to help them successfully identify barriers to academic performance and address/overcome those barriers.
- Traditionally under-served populations will be sought out and especially encouraged to use retention services offered by the Counseling Department.

Counseling and Advising Chapter Three Program Outcomes Data

Counseling and advising services have a critical impact on student success and retention. Research and observation indicate students who receive these services earn higher grades and persist longer. The outcomes cited below indicate positive impact on student success and retention.

Welcome and orient new students.

- Early Orientation and Registration, and Program Orientations in addition to individual sessions are service delivery modalities. In 2002-03, 1605 students attended these sessions.

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

- The recorded number of students who received assistance from July 2, 2002 forward is 30,365 to date. This doesn't include students seen in departmental areas who are not recorded.
- Advance Registration annual counts for 2002-2003 show 7,155 students advised (1,200 during EOAR) and an 85% registration rate of students after being advised and developing curriculum plans.

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

- Services to aid students to overcome barriers and persist in their educational programs from July 1, 2002 to the present were provided for 4,052.

It is estimated that Counseling & Advising services impact over 70% of the credit students each year, facilitating access to programs and retention at the college. A recorded 74,895 individuals received services at the Center on the 30th Avenue Campus in 2002-03. In addition there were 23,166 phone calls to the Reception Desk. The highest number of contacts was experienced in winter term with 24,483-recorded contacts, followed by spring term with 22,964. The average number of contacts per month in June, July and August was 5,311.

Counseling and Advising

Chapter Four

Analysis of Expected Performance with Actual Performance

Strengths

Counseling and Advising provides optimal services for resource allocation for over 70% of Lane's credit students. Flexible daily scheduling, an early summer advising program, and judicious use of part-time advisors and counselors from a qualified pool extend service availability. The staff are well-trained, innovative group who work as a highly collaborative team and cooperatively with other units of the Department and College. The staff are extremely committed to providing positive services for students and can demonstrate their effectiveness.

Weaknesses

Clearly, the demand for counseling and advising services, even at present, exceeds the department's ability to provide them. Some of the reasons are noted below:

- Summer staffing is limited to four academic advisors and a pool of part-time counselors and advisors to see an ever increasing number of students. (Full-time staff are present at EOAR, but counselors have workdays subtracted from their annual work schedules.)
- Counseling & Advising neighborhood teams, an extremely effective and efficient model, are staffed at skeletal levels--usually with temporary funding.
- The College ESL program, which is within Academic Learning Services, is without a permanently assigned counselor or advisor. The ESL community is the fastest growing community in the Service District with 400-500 students each term plus an extensive waiting list.
- The Counseling & Advising Drop-in Center, and some counselors and advisors assigned to departments and divisions can have one- to two-hour waits for service.
- The CLCs provide testing services to local area and high school students, but no advising or counseling services. Services often are requested on-site.
- Articulation agreements with 38 programs at eight four-year institutions must be developed and maintained by a skeletal staff.
- The current Counselor/Advisor to student ratio is 1 to 1,540. Yet, more than 70% of the credit students see a counselor/advisor at least once a year. This creates an extremely difficult workload and falls short of meeting professional standards.

As early as 1965, the Carnegie Report (*National Committee for Appraisal and Development of Junior College Student Personnel Programs*) recognized counseling as an essential service to community colleges in fulfilling their mission of providing access to comprehensive educational and service programs. This report claimed that, with open access, community colleges have "assumed the enormously difficult task of educating highly diversified student bodies" (p. 2). In making the claim that counseling services were essential, the authors of this report understood that to serve their diverse student body, community colleges must provide "highly differentiated

educational programs” and recognized the need to assist students with adequate counseling services.

The Carnegie report defined the ideal national ratio standards as 1:300, not to exceed one counselor for every 500 students, basing this on a comprehensive counseling model in which counselors perform advising and other functions in addition to personal counseling.¹

Counseling and Advising Chapter Five Program Initiatives to Improve Performance

[Initiatives are numbered for reference; numbers do not indicate a rank order.]

- Stabilize summer, EOAR, and evening staffing and reduce extensive reliance on part-time staff:

Item A: Establish a position of Student Advisor 1 to be assigned to the Counseling/Advising Drop-in Center.

Cost: \$43,471 (Salary + OPE)

Core Values addressed: Accessibility and Integrity.

Strategic Directions: Building organizational infrastructure and College climate (Human Resource Systems, Student Retention & Relationships).

Can the position be partially funded? See #3 below.

Item B: Establish funding set aside to cover personnel, M&S needs for EOAR.

Personnel: \$3,400 part-time advisors/SSAs/Support Specialists

Core Values: Accessibility

Strategic Directions: Financial stability (of program) & College climate (Student Retention).

M&S: \$2,150

- Counseling & Advising Neighborhood teams, our most effective and efficient model, are staffed at skeletal levels, usually with temporary funding.

Item A: Fund the position of Advising Coordinator to maintain essential information, disseminate the information to Neighborhood teams, manage the pool of part-time advisors, and deliver regular training modules,

¹ Excerpts and summaries of the Carnegie Report from: Washington Community and Technical Colleges Counselors' Association, *On Professional Staffing Standards of Counselors in Community and Technical Colleges*, May 2000. Available at http://www.scc.spokane.cc.wa.us/fac/bdonley/pos_update_5-00.htm.

manage articulation agreements, and coordinate the work of staff in satellite centers and the Drop-in Center.

Cost: \$58,461 (Salary + OPE)

Core Values addressed: Learning, Collaboration and Partnership, Integrity, and Accessibility.

Strategic Directions: Building organizational infrastructure (Mainstream innovation), Financial stability, & College climate (Human Resource Systems, Student Retention and Relationships).

Can the position be partially funded? It is not possible to manage the workload of this position on partial funding. Nor is it reasonable to have a part-time professional coordinating the work of many other advisors, training those advisors, managing the part-time pool, and engaging in the work of an advisor as well.

Item B: Provide training in Web page development and maintenance to increase use of electronic media for advising, information dissemination, and assuring currency of staff on requirements.

Cost: \$10 per hour + .323 OPE.

Core Values addressed: Learning, Diversity, and Accessibility.

Mission component: Employee skill upgrading.

Strategic Directions: Building organizational infrastructure.

- The College ESL program, which is within the Center for Academic Learning Services, is without a permanently assigned counselor or advisor. The ESL community is the fastest growing community in the Service District with 400-500 students each term plus an extensive waiting list.

ItemA: Establish a bilingual Student Advisor 2 position to serve students and prospective students in the ESL program and the ABSE program effective 2004-05 when the programs are combined in Building #11.

Cost: \$50,966 (Salary + OPE)

Core Values addressed: Diversity, Learning, Collaboration & Partnership, Accessibility.

Mission Component: Cultural and Community Services.

Strategic Directions: Financial Stability, College climate (Human Resource Systems, Student Retention, Relationships).

Can the position be partially funded? Only if combined with the position in #1 with .5 FTE assigned in each area and classified as a Student Advisor 2 as the responsibilities in the ESL area would be comparable to advisors assigned to other programs.

Carl Perkins Request:

- **This position is the only College support service directly and solely assigned to the (601 non-credit & 392 credit noted as Hispanic in Lane 2002-03 report) students of limited English proficiency.**
- **This position addresses the following Carl Perkins goals:**
 - II. A overcome barriers that result in lowering rates of access to or lowering success in professional technical education programs for special populations.**
 - VII. Postsecondary students in vocational and technical education programs will have access to comprehensive counseling and career development services.**
 - **The position is the first point of advising contact for secondary students of limited English proficiency who apply to Lane. A full-time position also enables active participation in recruitment efforts of special populations with the Office of High School/Community Relations.**
 - **This position should also be considered for Gender Equity funding as it addresses a population that is underrepresented in multiple professional technical career areas.**

- The Counseling & Advising Drop-in Center, and some counselors and advisors assigned to departments and divisions can have students waiting for one to two hours for service.

The difference between the Professional Standard for Counselor/Student ratio and the actual situation at Lane is at the core of service delivery issues (Professional Standard: 1 to 300, Lane Community College: 1 to 1,540)

Item A: Maintain data collection and analyze subsequent to hiring into 3 vacant counselor positions and establishing positions of Advising Coordinator and Student Advisor 1. Determine need levels and deviation from Professional Standard in terms of student satisfaction with service. Core Values addressed: Integrity, Accessibility. Strategic Directions: Building organizational infrastructure (Self-study) & College climate (Human Resource Systems, Student Retention & Relationships)

Counseling and Advising Computerized Check-In System needs ongoing maintenance, revision, and attendant software upgrades. It was supported in 2002-03 by Perkins funding but has no outside funding this fiscal year. Ongoing support is needed.

Item B: Establish recurrent budget support for the Counseling and Advising Computerized Check-In System.

Cost: \$3000 per year (based on maintenance cost for 2003-04).

Core Values addressed: Innovation.

Strategic Directions: Financial stability, Building organizational infrastructure (Mainstream innovation).

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

Category of request:

- --This request addresses both concerns of increasing student access to technology and ongoing maintenance. With software upgrading, we are adding a module that will allow students to directly check themselves into the counseling center for advising, counseling, or career services without having to queue up and wait for an open receptionist.

How does this request fit in with other unit or college technology plans?

- This request supplements counseling department services to students.

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

- This request is for software upgrading and support. No additional hardware is proposed.

- Articulation agreements are developed and maintained with 38 programs at 8 four-year institutions.
These agreements are managed by assigned advisors and updated annually with public and private institutions. Having an Advising Coordinator to manage and monitor the agreements and distribute information to advising teams across campus is a component of the un-funded mandate.

Item A: See #2 above. This is the work of the Academic Coordinator. Previously the work was ably carried out by the Lead Student Advisor 2 who retired Fall 2003.

Core Values addressed: Collaboration and Partnership, Accessibility.

Unit 2: Testing

Testing Chapter Zero Alignment with the College

Vision

Transforming lives through learning.

Coming to the Testing Office is a first step in the enrollment of a new student at Lane Community College. It starts the process of transforming a student's life through learning by helping to insure that, through appropriate placement, learning will be a stimulating and successful process.

Mission Statement

Lane is a learning-centered community college that provides affordable, quality, lifelong education opportunities.

The Testing Office supports the mission of LCC in a variety of ways. It enhances the potential for student success through required placement testing for new students in the areas of writing, reading and math to insure that a student is placed at a level of difficulty where they have appropriate possibility of success. Placement testing also saves the student money by reducing the chances of having to repeat classes that were too difficult for success and also avoiding taking classes that were below his/her skill level. Accurate placement becomes important in the efficient use of college resources for programs such as nursing where the number of classroom seats is limited, demand is high and training costs are prohibitive.

Core Values

Learning

The Testing Office works in a collaborative manner with many departments on campus to help create a learning-centered environment. Testing Office staff consult with departments regarding reading levels of proposed tests, test validity, placement testing for sequential, high demand courses and cutoff scores as related to probable success. It treats each student in a supportive, respectful manner, recognizing that test taking is often a stressful process. It strives to accommodate individual needs, within the proscribed parameters of the particular test in question. To accommodate students in outlying areas, testing is offered at a variety of satellite locations, in addition to the 30th Avenue campus location. Disability accommodation is provided according to ADA guidelines. The Testing Office offers GED testing and the required Ability To Benefit tests for those students applying for financial aid who do not have a GED certificate or high school diploma.

Diversity

The Testing Office strives to create a welcoming, respectful environment for the community at large and potential LCC students, regardless of ethnic background, socio-economic level, or race. The staff are sensitive to the fact that many of those walking through the door of the Testing Office have not been in an academic setting for many years or have negative memories of that earlier experience. Recent part time testing staff hires have been bilingual in Spanish and the GED test is available in English and Spanish.

Innovation

The Testing Office is one of the areas on campus that must quickly respond and adapt to change, particularly in the area of technology. Many placement tests are given on-line with related security issues that must be observed. The campus adoption of Banner has presented interesting but solvable challenges. With the implementation of Banner, the Testing staff has needed to constantly trouble shoot as decisions made in one area by the College Banner Implementation Team have caused unintended negative consequences for students. In order to offer quality services, the Testing Office must stay abreast of changes in procedures for national tests (such as the GED) and re-certify as a testing site on a regular basis. With increased utilization of computerized testing comes the increased potential for problems with equipment failure. Staff must be able to quickly problem solve in testing situations so that the student is not discouraged or unduly inconvenienced.

Collaboration and Partnership

The Testing office provides testing facilities and staff to administer distance learning tests and also for tests for professional credentialing organizations. As mentioned earlier, the Office works closely with academic departments in determining appropriate placement tests unique to a particular program.

Integrity

Respect, fairness and honesty are critical and essential aspects in the operation of an effective Testing Office. If testing results were compromised, a cascade of negative consequences would ensue for numerous students. The Testing Office recognizes its stewardship responsibilities in this area and maintains ongoing training for its staff regarding testing security and integrity.

Accessibility

Effort is made to offer testing in as accessible a manner as possible. These efforts include minimal costs, walk-in testing, and testing availability at satellite centers and in testing settings with minimal physical barriers. Special arrangements are made for students needing ADA accommodations. As mentioned before, some part time staff are bilingual in Spanish and the GED test is available in Spanish.

Strategic Directions

The Testing Center strives to use the latest in testing technology when that use will facilitate economical, rapid and accurate testing for students. As mentioned above, the

Testing Center emphasis on accurate placement testing serves the goal of student retention.

Testing Chapter One Unit Description

The Testing Office provides and coordinates testing that supports the academic goals of Lane students. The support provided includes: course placement tests, the Graduation Equivalency Diploma (GED) exam, examinations needed in the application process to numerous professional/technical programs, various professional certification exams, the “Ability to Benefit” tests required of individuals applying for financial aid who do not have a high school diploma or a GED, and vocational interest and personality inventories.

In order to maximize student success and retention, Lane policy now requires that anyone enrolled in a credit course must complete the relevant placement testing. This policy is a change made at the beginning of this academic year from the previous Lane policy that stated any student taking six or more credits or taking a math or writing class needed to test. This change, plus increased enrollment, has significantly increased the placement test workload for the Testing Office staff.

Based on their placement test scores, students are placed into math or writing courses, matching the current skill level of the student with that required by the course as a prerequisite, in order to provide a reasonable opportunity for success. Without placement test scores, students (and their parents) often overestimate their current academic skills in various areas and select courses for which they are poorly prepared. This poor placement can lead to an accelerated dropout rate and federal financial aid default. Prior to the development of required placement testing at the college, Lane was in danger of losing Federal Financial Aid funds because of the then high default rate among our students. The default rate was sharply reduced by the introduction of placement testing and other procedures. The Testing Office refers student who score very low on placement tests (indicating a need for academic remediation) to Guided Studies counselors and advisors for extra retention-oriented services and refers ESL students for initial test interpretation. The Testing Office also evaluates reading levels of texts and provides item analysis services at the request of faculty for analysis of classroom tests.

Vocational interest and assessment inventories support Human Development classes, personality inventories support counselor retention work with students, GED testing supports ABSE instruction and college entry and FAA testing supports Flight Technology and Aviation Mechanics instruction. The FAA allows only one testing site per region and Lane is it for our region.

Prior to the development of the placement test requirement, the Testing Center was minimally staffed and produced a low volume of tests. That is no longer true. Currently, there are five full time staff, plus part time staff to supplement or fill in during peak periods. There is a Director of Testing, an Administrative Assistant and three Testing/Assessment Specialists. Between 7/1/2001 and 6/30/02 the Testing Office administered 27,289 tests. Of these 76% were placement tests (7713 math, 6795 reading, and 6305 writing.) and 14% were GED (3918). The remaining 10% were tests for placement in computer information technology, admission for entry to health care programs with limited enrollment, credit by examination, FAA test for airplane pilots and mechanics, career interest inventories and personality surveys. Most placement testing occurred on main campus, but some also took place at outreach centers (Cottage Grove, Florence, and Downtown Eugene) and Lane's Community Learning Centers (CLCs).

Testing Chapter Two Program Outcomes

The outcomes below indicate Testing has a critical and positive impact on student placement, success, and retention.

What do we intend to do?

The Testing Office provides and coordinates the testing that supports the achievement of academic goals. The support provided includes:

- Course placement tests.
- The Graduation Equivalency Diploma (GED) exam.
- Examinations needed in the application process to numerous professional/technical programs.
- Various professional certification exams.
- The “Ability to Benefit” tests required of individuals applying for financial aid who do not have a high school diploma or a GED.
- Vocational interest and personality inventories.
- Supervised testing for distance learners taking exams.
- The Testing Office follows the standards of practice established for professional testing and meets and maintains the standards required in order to be certified as an FAA and GED testing center.

Who do we intend to serve?

- Students and prospective students at Lane.
- Members of the community who want to secure a GED or take a professional certification exam.
- Those enrolled in distance learning who need a supervised examination.

How do we intend to serve them?

- Make the placement testing that is required of all individuals enrolled in credit classes at LCC as accessible as possible.
- In order to achieve that goal, placement testing is offered at the 30th Avenue campus, the downtown campus, the outreach centers at Cottage Grove and Florence, and the CLCs.
- Provide testing accommodations to those with documented disabilities that interfere with their ability to perform well in the normal testing situation.
- Anticipate and meet the bursts of demand for testing by scheduling additional staff and main campus testing locations in order to insure as short a wait as possible for students.

What are the expected results of providing our services?

- Students, through placement testing in math, writing and reading will be taking courses for which they have a skill set that will provide them with a reasonable probability for success.
- Specific entrance tests for some programs in high demand will provide information in the admission process of those programs.
- Vocational, style and interest inventories provide information to students about themselves to help them make productive choices in careers, job and other aspects of their lives.

Testing Chapter Three Program Outcomes Data

Participation

During this past year the LCC Testing Office conducted the following tests:

- | | |
|--|--------|
| • Placement tests- | 17,995 |
| • Nursing/Dental Hygiene Screening tests | 758 |
| • GED tests | 2247 |
| • FAA tests | 195 |
| • Proctored tests | 327 |
| • Interest Inventories | 2228 |

Demand/Capacity Analysis

- The Testing Office experiences peak testing periods before each term.
- During this time paper and pencil testing is expanded to classroom settings in addition to the Testing office rooms.
- The Early Orientation and Registration (EOAR) sessions currently offered by the Counseling Department in late July have helped to spread out the testing demand

more evenly over the summer months by requiring students to complete placement testing before they can participate in EOAR. (See Graph One.)

Contribution to Student Success

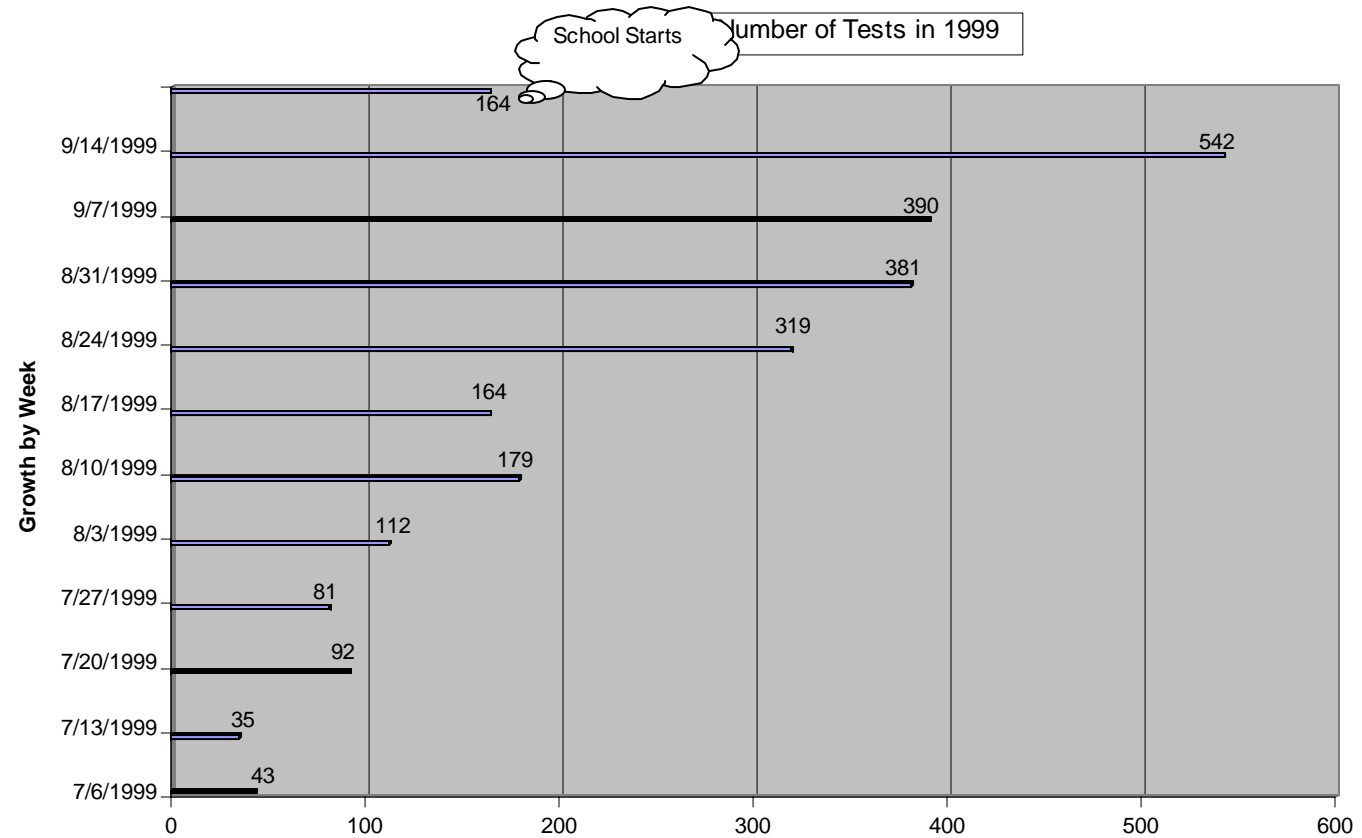
- As discussed previously, placement testing helps insure a reasonable chance of academic success for students by placing them in courses at a level of difficulty commensurate with their current skills.

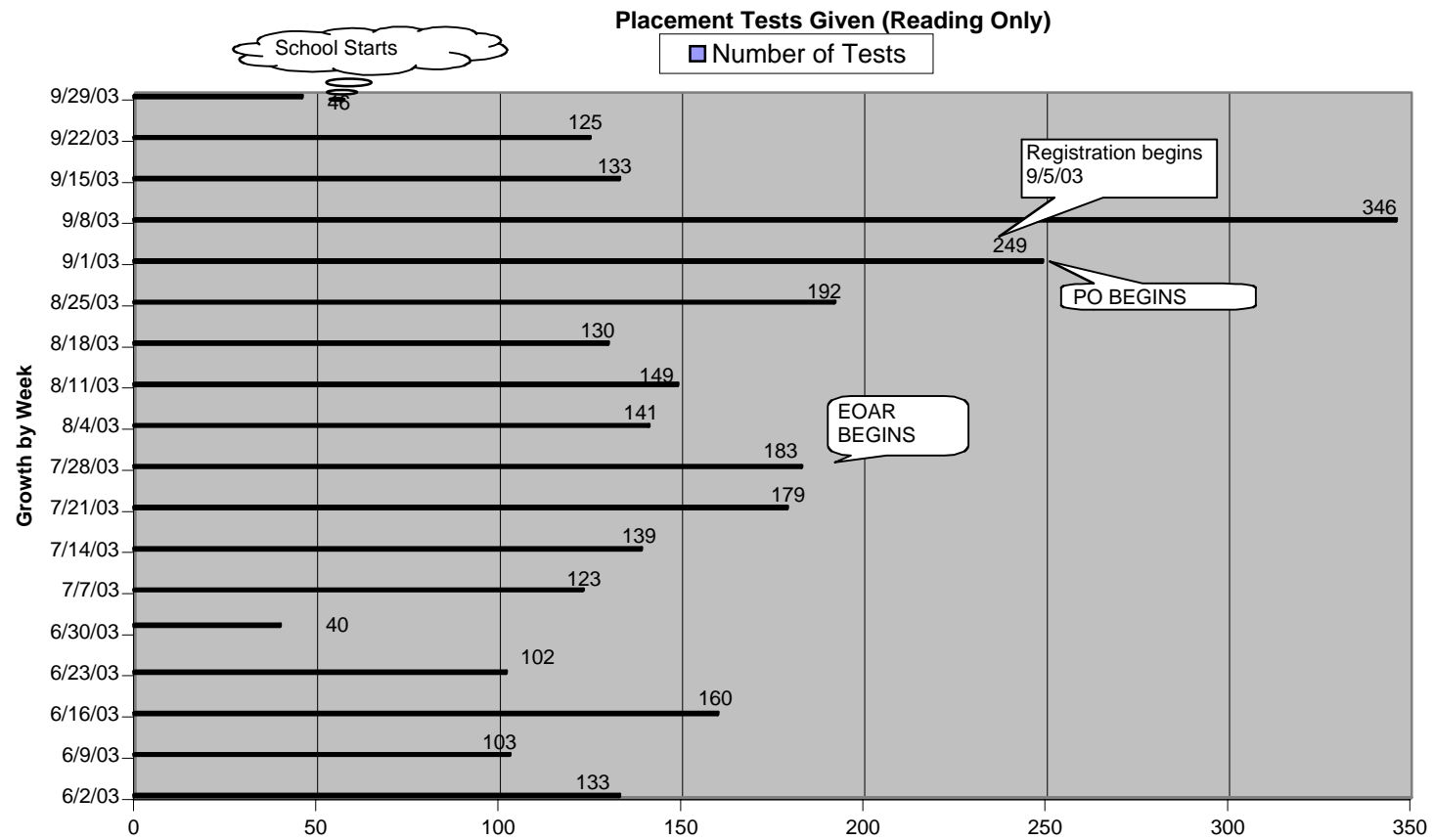
Total Cost of the Program

- General funds paid for \$282,003 in costs, including personnel (and related OPE) and M &S (including bad debt).
- Revenues from the following sources totaled \$57,596. In ICP \$36,295 was spent for publications, outside services and the bad debt provision leaving \$21,301.
- Fees charged:

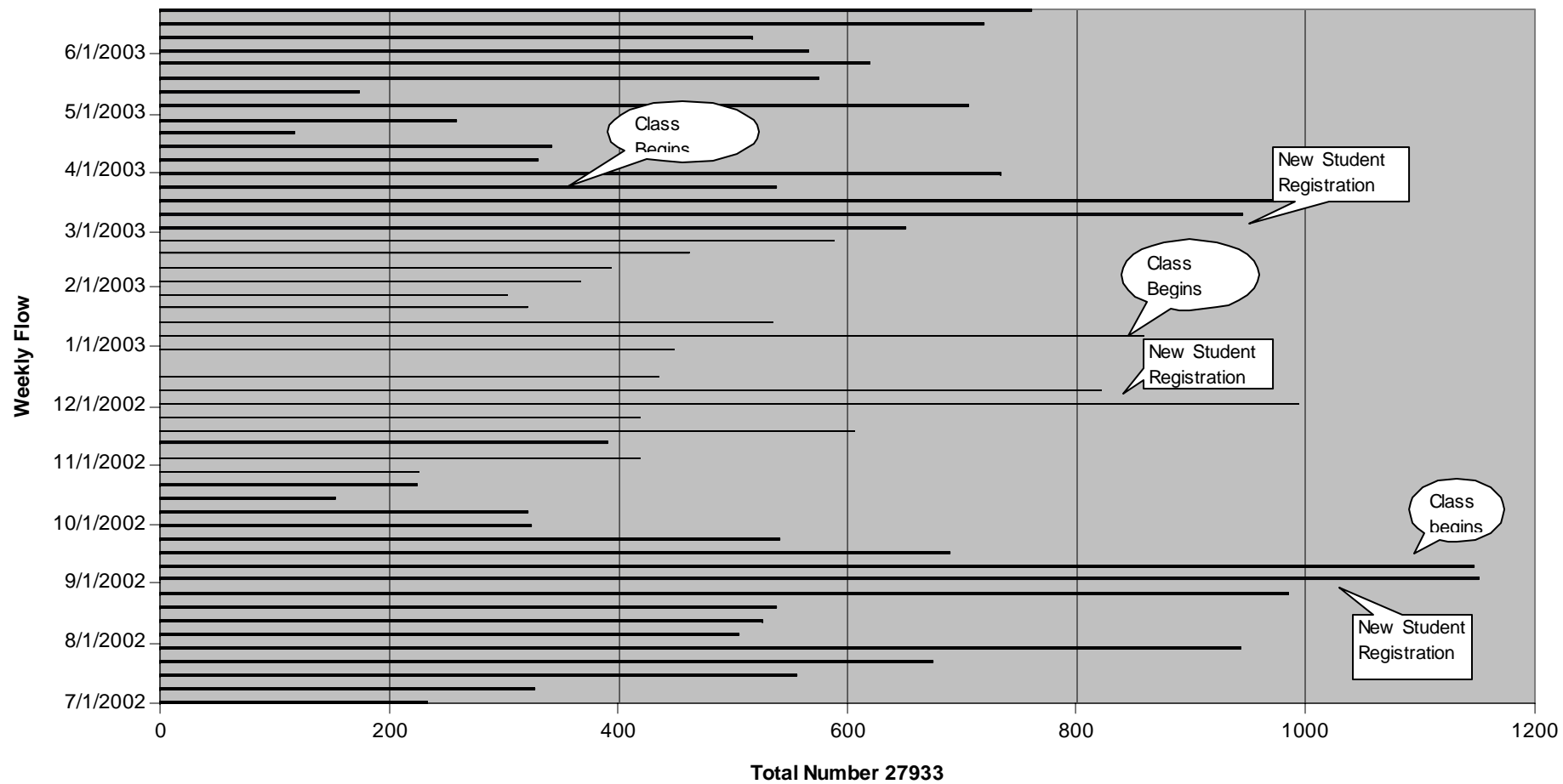
Placement Tests	\$5.00 (complete battery)
	\$5.00 (retest)
GED Test	\$75.00 (State fee \$25.00)
FAA Test	\$90.00 (CATS fee \$45.00)
Proctored Tests	\$10.00

Placement Tests Given (Reading Only)





Tests and Contacts



Testing Chapter Four Analysis of Expected Performance Versus Actual Performance

Strengths

The Testing Office and its staff have a number of strengths. An essential strength is the staff commitment to the welfare and success of students and potential students. Several accomplishments during this past year demonstrate the Testing Office commitment to providing accessible, timely and well-managed testing.

- An overall drop in demand for GED testing has allowed for a reduction in the number of testing days and standardization of the scheduling of the various GED subtests. This has been beneficial in the following ways:
 - (1) Previously both the dates and times for the various subtests were rotated, making it difficult for prospective test takers (or those who might need to retake a test) and staff to plan their schedules and prepare (testing instructions and set-up vary by subtest). The Tuesday evening offering of GED subtests continues to be rotated, however, for the convenience of test takers who can only test in the evening.
 - (2) Reducing the number of days GED testing is offered has also reduced the costs associated with a need for additional part time help on GED testing days. Since GED testing is given in a classroom setting away from the testing office (following strict GED test administration protocols) a part-time person is brought in to cover for the testing specialist giving the GED test.
 - (3) Reducing the number of days has also allowed for the implementation of Special Accommodation GED testing. This testing is for students who may need a separate testing room, additional time and/or testing aids.
- The Office has changed GED test registration from manual entry to a process using Microsoft Access Data Base Scheduling, improving accuracy and providing a more efficient use of staff time.
- FAA testing is now done using Silver Cats computerized testing.
- Additional computers were given to the Testing Office from other departments to allow online computer testing. All placement testing for prospective LCC students is now available online, using Accuplacer tests. Computer based testing has a number of benefits that include: (1) making it possible for prospective students to take the tests at other proctored test sites which reduces the need for several trips to LCC prior to actual class attendance (2) reducing the waiting time for testing during high demand periods because the tests are administered individually, unlike paper and pencil versions that are usually administered in a group format (3) allows for the quick and easy retrieval of test scores taken earlier (4) the sending of placement tests electronically for proctoring at other facilities (5) electronically forwarding of scores

to another facility at a student's request with the appropriate signed releases. Soon, there will be an information sheet printed out by Accuplacer that will suggest course placement based on a student's scores on the tests. This information sheet will replace the manual entry by staff of the student's scores on an information sheet and the accompanying verbal explanation of the meaning of the placement scores.

- A new part-time Testing Specialist pool has been hired to assist the full time staff during peak testing periods. This allows students quicker service and keeps virtually no students waiting in line for service in the testing office.
- The Testing Office is now saving data on a shared Lane Network T-Drive. This allows forms to be updated, schedules to be edited, and general information to be shared by all the Testing staff, including those that work part time.
- The Testing Office information, office hours, and testing dates is now on Lane's web page.
- A Testing Office email address has been created. This permits any staff member to access and respond to emails from students. This email address is noted on all GED, placement and web site information.
- Shortly, Strong Interest Inventories will be scanned by the Testing Office. This change will allow students to get their results in two days versus the two weeks it took before when they were mailed out of state for scoring.

Weaknesses

- The COCO System allowed the Testing Office to upload all test scores in a multi step procedure, but this procedure was done at the end of the day. The Staff continued to enter scores manually most of the time to accommodate students. Placement scores currently must be hand entered into the Banner system. Hand entering creates the potential for errors, no matter how careful the individual is, given the busy and distracting Testing Office environment. There is software that has been developed at another community college that integrates Accuplacer computer based placement tests with Banner and automatically uploads reading, writing and arithmetic scores into Banner. While paper and pencil placement tests, computer based tests that are program specific, and math scores would still need to be entered manually, an automatic entry of the Accuplacer writing, reading and arithmetic scores would make them instantly available and would reduce the potential for human error. It would also free up the staff to provide more direct customer service to students. Last year Testing Center staff spent approximately 94 hours entering 18,817 placement scores into Banner. With the installation of this software, the computer based testing scores for reading, writing and arithmetic could be automatically uploaded, saving 48 hours of manual entry time and reducing the error rate that is always possible in a manual process. Off Campus Testing Sites send the scores to Main Campus for manual entry. Those sites using Accuplacer would not need to wait for manual entry of scores. Installation of this automatic uploading of Accuplacer test scores will require the cooperation of those implementing Banner. There are a number of special projects related to Banner in line for integration. We are hopeful that our volume will help move our request to the top of the list.

- The reduction in College funding created a need to charge students a \$5.00 testing fee. This fee allows the Testing Office to continue giving the computerized test and pay for the testing units. However, it has caused longer lines at the Students First Center and the students are unable to charge the fee and pay for it after receiving financial aid.
- During busy times, such as shortly before each term starts, the phone system becomes overloaded as people are calling in with Testing related questions at the same time walk-in traffic becomes high. Beginning November 18, 2002, the Testing Office began tracking the number of calls. Approximately 2699 calls were recorded, but many times the staff was too busy to keep track of the calls, so this number is a low estimate.
- Last year the Testing Office began bringing in part-time staff to answer the phone calls during peak testing periods. This was beneficial to the entire Testing Office because it allowed the Testing Staff to focus on the students and not be interrupted continually by phone calls. It also allowed the students calling to get immediate assistance.
- Many of the general questions could be answered by an automated telephone information system. The Testing Office may implement such a system during Winter 2004, freeing up the staff to handle the more individual and complex questions while continuing to monitor wait time and lost calls.
- In the process of training staff in computer based testing at outlying Lane testing locations, it has become apparent that testing procedures are not managed in the same way in all settings. In order to achieve conformity at all locations to established testing procedures and protocols, several changes have been implemented. The Testing Office has included staff at satellite testing locations on the Testing Staff email group. This allows for group discussion and shared information of changes as they happen. The administrative assistant will conduct periodic on-site training sessions to update those staff in new procedures, answer questions and to insure the physical space used for testing meets national testing standards.
- Computers in the Testing Rooms continually break down, freeze up and are in need of repair. When the Testing Office changed to computerized testing, other departments gave the Testing Office their used computers when purchasing new ones for their departments.
- Generating funds through fees from Placement tests, Proctored Tests, and FAA Tests could allow the Testing Office to purchase new computers that will be more reliable and have the capability to operate new requirements in technology as it changes for the Testing Department. Advanced Technology purchased new computer monitors for the Testing Office this past summer for all testing computers.

Testing Chapter Five Program Initiatives to Improve Performance

[Initiatives are numbered for reference; numbers do not indicate a rank order.]

Initiative 1: Automating the Process of Putting Testing Scores into Banner

Purpose

To automate the process of entering reading and writing placement test scores into Banner. An automated system would allow us to make more efficient use of personnel resources and would result in greater accuracy.

Description:

Linn-Benton Community College (LBCC) has developed software that they are already using to successfully upload placement test scores into Banner. LBCC and Lane use the same computer-based placement testing software (Accuplacer) to administer reading and writing placement tests. LBCC has already given the Lane Testing Office the software and permission to use it. In order to make it functional on our system, several changes would need to be made to our testing computers but the changes would result in no cost to the college.

Installing software that would upload the test scores would require an undetermined amount of assistance from LASR/CIS. The Testing Office would need to approach LASR/CIS to help investigate the possibility of using this software but are hopeful that the obvious benefits would help make our request a priority.

Cost: None.

Initiative 2: Create more options for paying the placement testing fee

Purpose: To provide students the ability to pay the placement testing fee without waiting in the Students First! line.

Description: Continue working with SF! to establish a system that will allow students to pay the Placement Test Fee on ExpressLane using a Credit Card, Debit Card, or check.

Cost: None. This may lead to cost savings by eliminating the present need to pay a staff person hired to collect the fee.

Initiative 3: Telephone System Upgrade

Purpose: To decrease amount of time students must wait for assistance when calling the Testing Office. To do a better job monitoring how well we are serving students who call us.

Description: Implement an automated telephone information system that would provide students with answers to routine questions and would track statistics on phone calls (e.g., number of calls, wait time, etc). From July 2003 to November 2003, the Testing Office received 2,484 calls. In the past, the Testing Office has hired part-time staff to answer phones during peak periods. A phone tree, however, would be available 24/7/365 to provide basic information. The Testing Office may continue to use some part-time staffing during peak periods to help to answer phone calls that the phone tree cannot address.

This change would be extremely beneficial to the entire Testing Office because it would allow them to focus on the student in front of them and not be interrupted by students calling with routine questions. It would also get basic information to students much more quickly and efficiently than the current system.

The Testing Office would hope to implement a call tracking system during winter 2004. The staff hopes to implement a phone tree system around May 2004.

Cost: Call tracking for 6 phones is \$24.50/month each vs. the current charge of \$17.00/month each = a difference of \$7.50 per month more per phone. $6 \times \$7.50 = \$45/\text{month}$ increase.

The new phone tree is at no cost to the Counseling Department.

Initiative 4: Training for Staff at Outlying Testing Centers

Purpose: To achieve conformity at all locations to established testing procedures and protocols.

Description: During the regular school year, the testing office administrative assistant would conduct periodic on-site training sessions to update staff at outlying testing centers on new procedures, answer their questions, and insure that the physical space used for testing meets relevant standards.

During the summer, outlying testing center staff would periodically work at the main campus testing office to gain hands on experience and on the job training on testing practices.

Cost: 10 staff members @ \$430.00/person/week for 2 weeks = \$8,600

Initiative 5: New Testing Computers for Student Use

Purpose: To provide students with reliable, up-to-date computers so that they will have a distraction-free testing experience.

Description: Purchase 36 testing workstations that are relatively modern and reliable. Having reliable computers will allow Testing Office staff to meet new specifications for testing software and should decrease the number of instances when there is distraction created in the testing room by testing staff who is trying to revive a malfunctioning computer. Students' testing experiences are likely to be enhanced by reducing the number of computer-related malfunctions.

Cost: 36 Computers @ \$785.00 Ea. = \$28,260
 36 17" Monitors @ \$499.00 Ea. = \$17,964

\$46,224

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

- Category of request:
 - Increase student access to technology
- How does this request fit in with other unit or college technology plans?
 - Improving the technology used by students taking placement and other types of tests will help ensure that their scores are valid and not corrupted by distractions in the testing environment due to inadequate performance of computers or failure of computers altogether.
- Cost breakdown, including any unit resources being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)
 - ...see the spreadsheet for a cost breakdown.
 - All software costs are paid by the Testing Office.
 - Adequate wiring already exists.
 - We would need help getting the new hardware set up to run the testing software.

Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Description <i>Note: Initiatives are numbered for reference and do <u>not</u> indicate a rank order.</i>	Resource Description	\$\$	Recurring=R Nonrecurring=N	Resource Type (mark with an "X")				Funding Sources (mark with an "X")					
								Payroll (w/OPE)	Equipment	Space	Other	Existing	New G-F	CP	TACT	CD	Other
Testing Office	TBA	2004	Fall 2004	1. Automating the process of entering test score into Banner	Banner Personnel Time	No cost	N					X					
Testing Office	TBA	2004	Fall 2004	2. Create more options for paying the placement test fee	Students First Personnel Time	No cost	N					X					
Testing Office	TBA	2004	Winter 2004	3. Telephone system upgrade	General fund/ Testing fund	45.00 per month	R		X			X					
Testing Office	TBA	Su 2004	Ongoing	4. Training for staff at outlying testing center	General fund	\$8,616	N	X				X					
Testing Office	TBA	Su 2004	Summer 2004	5. New testing computers for student use	General fund/Testing fund	46,224	N		X						X		

Unit 3:
Career and Employment Services
(CES)

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, and other student employees, the Counseling Department seeks applicants who can represent Lane's diverse student population and have experience working with diverse groups. As one of a number of efforts to improve communication with Lane's Downtown Center staff and users, CES created registration forms and information sheets in Spanish. CES also hired bilingual students to help CES staff with key Spanish phrases relevant to daily work. 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 the computerized check-in process to ensure its effectiveness. CES has been a primary supporter to all students regarding ExpressLane and Banner implementation. In September and October of 2003, CES became an informal ExpressLane lab, providing individual assistance to hundreds of frustrated students who were felt 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 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

Achieve financial stability

CES helps retain students by providing employment and career services and scholarship assistance. Many of these activities also generate FTE. CES currently has Perkins Grant funding for a part-time scholarship coordinator. CES obtained Job Location Development funding to offset college costs for the CES off-campus employment program.

Building organizational infrastructure

CES staff are committed to organizational infrastructure through on-going training and implementation of innovations such as the Banner/ExpressLane system. CES specifically contributes to the College infrastructure by strengthening its own organization and team

and collaborating with other units on processes and projects that improve services for students.

Enhance College climate

CES directly effects student success and retention by removing financial barriers and helping students clarify educational and career goals. CES initiates and expands relationships with Lane departments (such as Cooperative Work Experience, Workforce Network, professional/technical programs, and student service units) to maximize services to students.

Implementation of BWEL reorganization and link Continuing Education with credit units

The career counselor assigned to CES has spent hours in the search process to hire a new BWEL Executive Director. CES's annual winter term College Financial Aid and Scholarship workshop contributes to Continuing Education FTE (250-300 attendees).

Learning-Centered Principles

Create substantive change in individual learners

CES supports these principles through how it aligns with the college mission, values, and strategic directions. Learners lives are transformed through CES services as they discover more about themselves and the world of work, and clarify their educational and career goals.

Engage learners in the learning process as full partners

CES staff empower the learner with information and resources to make career and life decisions—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. In career self-assessment and exploration, students leave with their results—printouts of assessment tools and areas they've researched. Students create portfolios on CIS to track their progress and information.

Create many options for learning

In Federal Work Study, Learn & Earn, and off-campus jobs, students learn about—and develop skills in—effective communication in the workplace. CES staff coach students on how to effectively communicate skills, experience, and goals through resumes, cover letters, and in interviews to employers. Career self-assessment, exploration, and decision making requires students to think critically about themselves, their options, and the world. In addition, staff help students “think critically” to identify possible barriers to employment and “problem-solve” to lessen barriers.

Assist learners to collaborate in learning activities

By clarifying interests, values, skills, goals, etc., students increase self-awareness and their understanding of the relationship between self and community. 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

Define the role of the learning facilitator

CES staff empower the learner with information and resources to make career and life decisions—staff are not the “experts”, the learner is.

Success occurs when improved and expanded learning can be documented for the learner

CES has many statistics that document success. See Chapter Four.

Career and Employment Services

Chapter One

Unit Description

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 contribute significantly to students’ success, retention, and learning at Lane.

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.

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 and programs of study.

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. 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 will enroll next year), 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. The program generates career fields and occupations that use similar skill sets.

Employment Referral

CES provides free employment referral 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 our service, people can also access our 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 jobs.

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.

On-Campus Employer Interviews

Employers interview students on campus for placement in local and national positions. CES arranges interview schedules and notifies students of job opportunities.

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.

Graduate Placement Services

CES provides Lane graduates, who are seeking employment in the field of their major, free notification of related job openings in the community and nationwide.

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, and Career Exploration.

Guidelines, policies, and parameters for CES functions and services can be found at these sources:

- Career & Employment Services website
<lanecc.edu/ces/index.htm>
- National Career Development Association
<www.ncda.org>
 - “Career Development Facilitators”
 - “NCDA Policy and Procedures Guidelines 2003”
 - “Career Development Policy Statement”
- Western Association of Student Employment Administrators
<www.career.pdx.edu/wasea.htm>
- National Association of Student Employment Administrators
<www.nseastudentemp.org>
- Oregon Career Information System
<oregoncis.uoregon.edu>
- Financial Aid Guidelines
<www.ifap.ed.gov/fwsguide>
- Federal Work Study Handbook
- Job Location and Development Handbook and Training Manual
- Career and Employment Services Policy and Procedures Manual
- Sample printed materials and handouts:
 - CES services information sheet
 - CES (Job Location and Development) registration form
 - CES job referral and job hot line brochure
 - “College Scholarships: A Brief Guide for Lane Students” packet
- Oregon Career Information System worksheets and informational materials

History and Significant Events

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 with 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.

Significant Program Events

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.

Career and Employment Services Chapter 2 Program Outcomes

What do we intend to do?

Provide comprehensive career development, employment, and scholarship services to students, prospective students, community members, employers, and Lane staff and departments, including:

- Career information resources for researching and exploring career fields, occupations, programs of study, and schools.
- Job Location and Development opportunities (off-campus job referrals) to students and community members to obtain part time employment.
- A center for helping Federal Work Study students obtain on-campus work related to their program of study.
- A Learn and Earn program which provides part time employment for students and fills Lane departments' needs.
- Scholarship resources, listings, and individual assistance to help students find opportunities and complete quality scholarship applications.
- Career advising in the areas of career transition, returning to school, exploring career options, identifying potential barriers, and referrals to appropriate counselors, Lane departments and community resources.
- A free and easily accessible employment resource for local employers and private parties who want to hire students.
- Individual assistance with job search skills such as resume and cover letter writing, interviewing and job search strategies.
- A resource center for counselors, advisors, faculty, and staff to support their curriculum and services to students.
- Meeting federal, local, state and institutional guidelines and budget tracking to maintain assurance of funding.
- Reception function (12 hours/week) at fully integrated Counseling & Advising Center and CES reception desk.

Who do you intend to serve?

- All Lane students.
- Prospective students considering Lane programs.
- Community members.
- Employers.
- Lane staff, faculty, divisions, and programs.

How do you intend to serve them?

For a detailed list of our services, refer to Chapter One.

In addition to the services described in Chapter One, CES serves individuals by:

- Having well trained staff available on a drop-in and appointment basis to provide individual assistance with services and resources.
- Being open until 6:00 p.m. on Monday, Wednesday, and Thursday. 7:00 p.m. on Tuesday, and 9:00 a.m.-noon on the first two Saturdays of each term.
- Providing access to up to date resources in the form of books, periodicals, software programs, and Internet sites, such as our Oregon Career Information System license.
- Communicating with staff at Lane's outreach and community learning centers to ensure access to career information and employment services at those sites.
- Providing highly trained Student Service Associates for peer-to-peer assistance.

- Providing linkages and referrals to credit classes such as Career and Life Planning, Career Exploration, Complete Job Finder, Human Relations at Work, Show Me the Money learning community, and Transitions to Success, as well as Guided Studies and ABSE programs.
- Being the primary information and distribution center for Lane Foundation and Oregon Student Assistance Commission scholarships.
- Providing workshops and individual assistance to aid students in scholarship searches and preparing application materials.
- Having up-to-date job referral books and a 24-hour job hotline, allowing both in-person and phone referrals.
- Providing tours and special presentations to classes, community groups, and campus programs.
- Providing off-campus presentations and workshops to local high schools, community agencies, and other external groups.
- Providing the only campus location where students can receive employment from Federal Work Study and Learn & Earn programs.
- Providing assistance to students on ExpressLane functions, including timesheets, registration, and basic financial aid screens.
- Keeping abreast of and implementing new technologies to increase efficiency and effectiveness of services.
- Collaborating with staff in Lane departments and external agencies to maximize services to students and community members.
- Understanding and meeting the needs of diverse populations (race, ethnicity, cultural, family, socio-economic, age, disability, etc.)
- Establishing positive relationships and keeping in close contact with employers for hire and wage information.
- Maintaining monthly tracking of students' earnings in part-time jobs.
- Maintaining bi-weekly tracking of FWS and L&E students to insure that over earning does not occur.
- Entering into contractual agreements with off-campus agencies to provide services that will meet students' needs.
- Assuming responsibility of creating and loading student employment records, saving time for students and reducing the workload in Human Resources.

What are the expected results of providing your services?

- Students and community members will discover information about themselves and their career options to facilitate better career decisions and educational planning.
- Students and community members will be able to find and know how to use career information resources effectively.
- Retention will be positively impacted by access to employment and scholarship resources and identification career and educational goals.
- Students and community members will have job referrals for on-and off-campus positions provided in a timely and efficient manner.

- Employers (businesses and private parties) will find people to fill their employment needs through our free job listing service and prescreening of applicants.
- Employers will have access to on-campus interview sites.
- Students and community members will have well written resumes and cover letters, as well as understand effective strategies for job search and interviews.
- Students will understand how to locate and use scholarship resources, organize their scholarship search, and complete high quality scholarship applications.
- When appropriate, students will be referred to counselors, academic advisors, campus departments, and community services that meet their needs.
- Students and community members will be treated with kindness, compassion and respect.
- Lane faculty and staff will have access to career information resources to support their curriculum and services to students.
- 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.
- Cross-training at integrated CES/Counseling & Advising reception desk will result in increased knowledge of department functions and more effective, efficient service to students.

Career and Employment Services (CES)

Chapter Three

Program Outcomes Data

Participation

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 *from July 1, 2002 to November 14, 2003*.

Statistics for CES Advisors

Type of Service	Number of Contacts	Unduplicated Participants
Career resources (books, computer)	1685	1510
Classes, programs in my major...	208	205
Exploring career options...	99	99
Financial aid appeals... (see Note)	43	42
Job Search (resumes, interviewing)...	176	158
Off-campus employment	1001	853
On-campus employment	2377	1547
Researching scholarships...	439	404
No service type designated	574	618
TOTAL	6602	5422

Statistics for Student Services Associates

Type of Service	Number of Contacts	Unduplicated Participants
Career resources (books, computer)	2634	1921
Classes, programs in my major...	200	195
Exploring career options...	124	121
Financial aid appeals... (see Note)	35	35
Job Search (resumes, interviewing)...	195	162
Off-campus employment	1968	1143
On-campus employment	280	230
Researching scholarships...	322	285
No service type designated	417	367
TOTAL	6175	4459

Totals (CES Advisors + Student Service Associates)

Type of Service	Number of Contacts	Unduplicated Participants
Career resources (books, computer)	4319	3431
Classes, programs in my major...	408	400
Exploring career options...	223	220
Financial aid appeals... (see Note)	78	77
Job Search (resumes, interviewing)...	371	320
Off-campus employment	2969	1996
On-campus employment	2657	1777
Researching scholarships...	761	689
No service type designated	991	885
TOTAL	12,777	9,881

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

Quick Service Type	CES Advisors	SSAs	TOTAL (see Note)
In person	2480	8273	10753 in person
Email	661	0	661 email
Phone	1701	2522	4223 phone

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. Also, only one of the three CES advisors enters “quick service” counts on a regular basis; thus, *the actual numbers are probably 60-70% higher.*

Total “In Person” Contacts in CES

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

“Total Number of Contacts in Check-in System”	12,777
	+
“Total Number of Quick Service In Person Contacts”	<u>10,753</u>
	23,530

That’s 23,530 in-person contacts during a 16-month period by only three full-time advisors and our part-time student employees!

Job Location and Development Program (Off-Campus Job Referrals)

The following statistics are also from the July 1, 2002 to November 14, 2003 time period.

679	Jobs were listed with our office.
4,007	Individuals registered with our service.
11,565	Job referrals were given to students
222	Students were “hired” through our program, a 33% “hire” rate compared to the number of posted jobs.

July 2002-June 2003	117 <i>students</i> hired, earning	\$394,571.01
July 2002-June 2003:	50 <i>non-students</i> hired, earning	\$64,115.10
July 2003-Nov 2003:	40 <i>students</i> hired, earning	\$77,183.36
July 2003-Nov 2003:	15 <i>non-students</i> hired, earning	\$26,850.50

Total for July 1, 2002 to November 14, 2003

222 people hired, earning \$563,313.97

Federal Work Study Program

July 2002-June 2003	469 students placed, earning	\$604,600.08
July 2003-Nov 2003	275 students placed, earning	\$188,567.00

Total for July 1, 2003 to November 14, 2003

744 students placed, earning \$793,167.08

Learn & Earn Program

July 2002-June 2003 144 students placed, earning \$102,151.97

July 2003-Nov 2003 79 students placed, earning \$30,308.45

Total for July 1, 2002 to November 14, 2003

223 students placed, earning \$132,459.42

Total wages earned through our three student employment programs from July 1, 2002 to November 14, 2003: \$1,488,940.40

Tours/Presentations for Classes, Campus and Community Groups

During the year, CES provides support and resources to a variety of Lane classes and community groups. Each class typically schedules 1-2 tours/presentations in CES per term, with individual students accessing resources and assistance throughout the term.

From July 1, 2002 to November 14, 2003

Number of groups scheduling tours/presentations **52**
(46 classes, 6 community groups)

Number of students/participants served: **916**
(815 students, 101 community members)

In addition, during this same time period, students in Lane classes used our center for individual class projects and research. The three primary classes served are *Career & Life Planning*, *Transitions to Success*, and the *Show Me the Money* learning community (winter term only).

Thus, the following table shows the number of students served in those three classes:

Term	Number of Sections	Approx. Number of Students
Summer 2002	3	81
Fall 2002	10	258
Winter 2003	11	301
Spring 2003	7	185
Summer 2003	3	89
Fall 2003	9	233
TOTAL	43	1147

On-Campus and Off-Campus Presentations and Outreach

This is an area where accurate data and numbers are not available, but will be from now on. Each year, CES advisors (and even Student Service Associates) are invited to speak in classes, facilitate workshops, be on information panels, etc. in both on- and off-campus programs. Typical audiences and events include: new Lane students, high school students and parents, scholarship recipients, community agency staff, career fairs, high school financial aid nights, etc.

College Financial Aid & Scholarship Workshop

For the past five years or so, CES staff have been organizing and facilitating “scholarship workshops” for Lane students and community members. However, in 2001, this expanded to an annual “College Financial Aid & Scholarship” workshop, a free workshop through Lane’s Community Education program. Held the second Saturday of Winter term, this workshop has *enrolled over 300 participants each year*, with 250-300 people actually attending that day. The audience is comprised of college students, high school students, parents, and other community members. The next workshop will be held on January 17, 2004.

Career Fair

Each year, CES coordinates Lane’s campus career fair (spring term), inviting employers, organizations, and campus departments to share career information and job opportunities with Lane students and the public. The location (north end of the cafeteria) allows space for 60 employers, a number we’ve easily reached in past fairs. In 2002 and 2003 however, 40 organizations were represented at the fair. This lower number may be due to economic conditions as well as the fact that temporary agencies and military divisions no longer attend the fair. Regardless of the number of organizations, both employers and students surveyed report overall satisfaction with the event.

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 chapters demonstrate, both are major strengths of CES and primary functions of the unit. CES’ significant contribution to helping students find employment, locate and apply for scholarships, and clarify career options and goals is clearly demonstrated by this chapter’s data. Eight-six percent (86%) of contacts in the CES check-in system relate to student employment and career exploration (“careers resources,” “exploring career options,” “off-campus employment,” “on-campus employment,” and “researching scholarships”). CES student employment programs generated \$1,488,940.40 in student wages, a major impact on students’ ability to fund their education.

TOTAL COST OF PROGRAM

Career and Employment Services

Revenue	2002-2004
Transfer In From Genreral Fund	\$151,118
Transfer In From General Fund	\$1,702
JLD Transer In	\$50,000
Net Working Capitol	\$3,000
Career Fair Earnings	\$563
	\$206,383

Budget for Expenses	JLD Budget 2002-03
Faculty	\$0
Classified Personnel	\$103,012
Non-Classified	\$2,053
	\$105,065
 OPE	 \$48,660
 Materials/Supplies	 \$43,993
Operating Supplies	\$0
Postage	\$0
Copier Charge	\$0
Staff Travel	\$3,000
Maintenance/Repair	\$300
Outside Services	\$100
Utilities and Communications	\$3,000
Telephone	
 Totals for M&S	 \$50,393
 Budget	 \$204,118

Expenses for 2002-04	JLD Expenses 2002-03	Counseling Expenses 2002- 03	JLD Expenses 2003-04	Counseling Expenses 2003-04	Total Expenses for 16 months
Faculty	\$0	\$10,165	\$0	\$4,235	\$14,400
Classified Personnel	\$107,996	\$36,931	\$38,630	\$2,152	\$185,709
Non-Classified	\$5,819	\$0	\$9,846	\$0	\$15,665
	\$113,815	\$47,096	\$48,476	\$6,387	\$215,774
 OPE	 \$52,006	 \$13,370	 \$20,057	 \$3,174	 \$88,607
 Materials/Supplies					

Operating Supplies	\$4,452	\$10,036	\$5,870	\$6,207	\$26,565
Postage	\$196	\$0	\$43	\$0	\$239
Copier Charge	\$1,639	\$152	\$989	\$0	\$2,780
Staff Travel	\$3,048	\$470	\$1,617	\$0	\$5,135
Maintenance/Repair	\$60	\$0	\$22	\$0	\$82
Outside Services	\$0	\$0	\$0	\$0	\$0
Utilities and Communications	\$4,033	\$0	\$416	\$0	\$4,449
Telephone	\$1,314	\$0		\$0	\$1,314
Totals for M&S	\$14,742	\$10,658	\$8,957	\$6,207	\$40,564
Total Expenses	\$180,563	\$71,124	\$77,490	\$57,857	\$387,034

Career and Employment Services Chapter 4

Analysis of Expected Performance with Actual Performance

Strengths and Weaknesses

- **Trained Staff and Hours of Operation**

Analysis: Two of the three CES advisors have completed the global Career Development Facilitator training and the CES newest hire will enroll in Fall 2004, giving them a strong career development foundation. All staff attend weekly staff and training meetings. And, if the lead career counselor were more available, then on-going, on-the-job training could occur more frequently. CES open hours align with Students First!; the evening hours are important for evening Career & Life Planning and Transitions to Success students. However, because of the sheer number of people CES is serving (over 23,000 in person contacts in 16 months), with only three full-time advisors, CES staff do not have time to meet the demand and need for individual, in-depth career advising and assistance. CES staff are great multi-taskers, frequently working with two to four students simultaneously who are utilizing CES services. But, time for in-depth exploration of students' needs is lacking during most of our open hours. Quite simply, CES needs more staff to provide maximum service to students. CES is also looking at other ways to provide services (utilizing technology), freeing up staff time for individual assistance.

- **Customer Service**

Analysis: 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.

- **Peer-to-Peer Assistance**

Analysis: Six to twelve Student Service Associates (SSAs) are hired each year by the Counseling Department in a competitive hiring process. During peak registration times, SSAs provide assistance in the Students First! lobby on enrollment and registration procedures. During the term, SSAs primarily staff the CES office and assist with Counseling & Advising Center functions. After an intensive five-day training in August, SSAs attend weekly ninety-minute training meetings throughout the year, continually increasing their skills and knowledge as paraprofessionals in our office. The three CES advisors provide ongoing, on-the-job training and mentoring during the year, which is most time-intensive during fall term. As shown by the tables in Chapter 3, SSAs are responsible for almost 50% (6175) of CES check-in system contacts and almost 80% (8273) of our quick service, in person contacts. They are critical to providing CES services. Yet, every year, departmental funding is threatened and/or cut for SSAs. Thus, CES must rely on Federal Work Study and Learn & Earn funding to support their employment, decreasing the diversity of our applicant pool. 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. Because the SSAs' 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.

- **Serving Diverse Populations**

Analysis: In its hiring processes for advisors, Student Service Associates, and other student employees, CES looks for applicants who can represent Lane's diverse student population and who have experience working with diverse groups. This has become more difficult with SSAs due to lack of funding. Last year, one SSA created registration forms and information sheets in Spanish and CES recently hired a bilingual student to help us with key Spanish phrases relevant to our work. Ideally, CES would have a full-time bilingual advisor, or, at the very least, a bilingual SSA. CES collaborates with Disability Services to meet students' needs; two of our computers have 21" screens for site impaired, but CES staffs need to investigate other technologies to make our programs more accessible. In addition, more coordination and collaboration efforts are needed with Disability Services, Multicultural Center, etc. In CES training and staff meetings, conversations frequently involve diversity issues, as we work to increase staff understanding, learning, and skills. As a unit of the larger counseling department, CES is working with our colleagues to create a more welcoming and accessible environment.

- **Career Advising and Counseling**

Analysis: Providing quality career advising is at the heart of what CES advisors do, but, as noted above, inadequate staffing and high demand for services make this difficult to achieve. 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. When CES advisors complete the Career Development Facilitator

training, they have developed 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. 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, then adequate staffing and funding for CES should be a college priority. Even without additional funding, we are committed to finding creative ways to accomplish this goal.

- **Career Information Resources**

Analysis: This is a major part of the CES mission, supported by the Chapter Three data. Of the total service contacts recorded in the CES check in system, 33% specified “career resources such as books or computers” and it is the main reason CES is utilized by instructors for their classes. 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. CES keeps its Vocational Bibliography series updated yearly, and are investigating the CD option. CES subscribes to national newsletters, such as the CAM report, and receives updated Oregon Employment Department publications. Because so much information is available online, CES is purchasing less printed materials (books), which become dated quickly. One area to improve, however, is to utilize the Internet more effectively, increasing staff knowledge of relevant, high quality sites and making them easily accessible to students. The CES website, in general, needs to be updated to be more user friendly and to provide links to site for career, job, school, and scholarship information.

- **Job Location and Development**

Analysis: Student employment, especially part-time employment off-campus, is a major part of CES's mission, as supported by the Chapter Three data and wages earned. Of the service contacts recorded in the CES check-in system, almost 25% were for “off-campus employment” and CES gave out over 11,500 job referrals in the past 16 months. This service significantly contributes to student retention. Although students (and community members) must see a staff person to get the referral, there is rarely more than a five-minute wait, and most referrals are handled immediately. However, one area CES staff would like to spend more time on is to not only give the requested job referral, 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 strategies and help them communicate more effectively with employers. As stated previously, this is difficult to implement with the current staffing level. 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 access to job listings and referral information through our website.

- **Federal Work Study**

Analysis: This is a major part of CES's mission, as supported by the Chapter Three data and wages earned. Not only do CES advisors provide students with work study placements, but they also train students on ExpressLane timesheet entry, and the CES coordinator manages all the tracking of hires and student wages according to federal and institutional policies. Together with the Learn & Earn program, Federal Work Study services account for 20% of contacts recorded in our check-in system ("on campus employment"). Peak time for this service is in September, when advisors meet individually with all FWS students for placement and orientation information.

- **Learn and Earn**

Analysis: This is a major part of CES's mission, as supported by the Chapter Three data and wages earned. Not only do CES advisors provide students with Learn & Earn placements, they also train students on ExpressLane timesheet entry, and the CES coordinator manages all the tracking of hires and student wages according to institutional policies. Together with the Federal Work Study program, Learn & Earn services account for 20% of contacts recorded in the CES check-in system ("on campus employment"). Peak time for this service is also in September, as well as the beginning of each term.

- **ExpressLane Assistance for Students**

Analysis: Training Lane student employees on the "timesheet" functions in ExpressLane is an important function in CES. However, this Fall, CES staff also found themselves inundated with hundreds of students requesting assistance with other ExpressLane functions such as registration and financial aid processes, which took staffing resources away from our core services. CES staff have clear boundaries when answering financial aid questions and we do not give financial aid advising.

- **Scholarship Search**

Analysis: Services related to scholarship searches and assistance have become a major focus and major strength of CES over the past few years. As tuition rises and more students want 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. Due to a Perkins grant, CES has a sixteen-hour-a-week "scholarship coordinator" to manage these resources, systems, and services. However, the demand for individual assistance is greater than the time we 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. Since individual time is limited, creating more "group" formats is necessary. The

annual winter term workshop is highly successful, evidenced by the high enrollment, but more “mini-workshops” are needed throughout the year. The CES lead career counselor teaches in the “Show Me the Money” learning community, another course in high demand. There is so much more CES could do in this area with more staff and resources.

- **Contacts with Employers**

Analysis: As part of the Job Location and Development program, providing an easily accessible employment resource for employers is a major function of CES. As the data in Chapter Three shows, CES provided thousands of referrals to students yet only recorded 222 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 we need. Thus, CES needs to re-evaluate its tracking processes to make sure data is accurate. 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 (as previous analyses have shown), staff are unable to take on this role at this time. Finally, requests for on-campus interviews have dwindled significantly--CES needs to determine why and if this service is no longer needed by employers.

- **Job Search and Skills**

Analysis: Before CES was created in 1998, these services were a major focus of the former Job Placement office, as part of the Graduate Placement Service. CES staff do keep up-to-date on job search strategies, resume/cover letter preparation, and interview skills, and provide some individual advising in these areas. However, times have changed. Because the Workforce Network Center focuses on job search assistance for community members and graduates, these services are no longer a primary CES function. In addition, Cooperative Education faculty provide this training to their students. The data shows this to be a less requested CES service—only 3% of our total contacts. However, CES staff know this number is much lower than the actual count, as many “job search” contacts are recorded incorrectly as “career resources” or “off-campus employment.” Thus, the CES focus and strength in this area is on the job search needs and skills of *students*, who often need “quick” resumes for immediate openings, with less attention to community members and others seeking full-time, permanent employment. CES staff support the Workforce Network Center’s goal to develop a “new” graduate employment service, allowing our staff to focus on strengths and services integral to our mission.

- **Tours and Presentations for College and Community**

Analysis: The data in Chapter Three support the use of CES by Lane faculty, staff and campus programs, as well as community groups. Over 900 people attended

tours/presentations in CES and over 1100 utilized CES for class assignments since Summer 2002 (in only three classes surveyed).

- **Off Campus Presentations and Workshops**

Analysis: 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. Unfortunately, CES has not tracked this data and does not have specific figures for numbers of presentations and participants served. As with our in-house presentations, CES needs to design an easy method to track this service.

- **Tracking Systems**

Analysis: For the Job Location and Development program, CES must demonstrate student earnings of \$50,000 per year for federal funding, yet earnings totaled \$458,686.11 for the 2002-2003 year. As mentioned previously, CES needs to re-evaluate its tracking system to ensure accurate and consistent wage information. Tracking Federal Work Study and Learn & Earn earnings is extremely time intensive; CES staff are working with a Financial Aid advisor to implement a Banner program to streamline this function.

- **Reception Function and Cross-Training**

Analysis: As this unit plan is being written, the Counseling & Advising Center and CES are developing plans for a fully integrated reception desk, to be implemented Winter 2004. CES advisors will provide reception coverage each week during peak lunch hours. Student Service Associates and other student employees will provide phone reception for both Counseling and CES, allowing reception staff to provide more effective, efficient in-person service. Thus, next year's unit plan will evaluate this system.

- **Use of Technology**

Analysis: This is an area that deserves more time and attention from the CES team leaders and advisors. As mentioned previously, CES's website needs to be updated and staff need to increase their knowledge of relevant websites and links for students. Now that CES's primary career information resource (Oregon Career Information System) is exclusively online, CES staff need to make our website more user-friendly and useful to students. CES needs to provide more scholarship information, listings, and resources online as well. Also, staff need to investigate technologies that will allow implementation of an on-line job listing and referral system. The CES lead

career counselor could lead and coordinate these efforts if more time was allotted to that position.

- **Connecting with Outreach Centers**

Analysis: Improvements in this service could have significant benefits to students, especially those who rarely come to the main campus. Establishing stronger relationships and more consistent communication with outreach and Community Learning 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. Although these are important goals, our current staffing levels allow only the minimum "services" to these centers. This coordination and collaboration function is a perfect role for the lead career counselor, if more time was allotted to that position.

- **Collaboration with Lane departments and external agencies**

Analysis: Good things are happening here, but a lot more work needs to be done. 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. A monthly meeting with CES, Workforce, Coop, and Women's Program staff is one way this is occurring. A joint career fair with Workforce and the Lane Workforce Partnership is being discussed. A collaborative registration process and job listing database is also being discussed, which would allow access to CES, Workforce, and Coop opportunities in one online location. In addition, our Scholarship Coordinator is developing linkages with departments to promote scholarship opportunities. As mentioned previously, collaborative efforts would be strengthened by expanding the lead career counselor's role. Although there are lots of good intentions, ideas, and energy from those of us exploring these projects, there are barriers to this in the current political climate in regards to duplication of services, allocation of funding, and "old history" of tensions between departments. These issues need to be resolved at the Executive level, so that CES staff can concentrate on collaboration and quality services.

- **Loading Student Service Records**

Analysis: Initiated this year by our CES Coordinator, this service is directly benefiting both student employees and human resources staff. Seven hundred and forty-four (744) student employee records have been loaded since September 2003. This time intensive process requires input into seven different Banner screens.

- **Entering into Contractual agreements with off-campus agencies**
Analysis: This is another function of the CES Coordinator. However, in the spirit of cross-training that is so prevalent in CES, one of the CES advisors is being trained in off-campus job development for the Federal Work Study program so that more than one person in our office can perform this function.
- **Positive Impact on Retention**
Analysis: As the previous chapters demonstrate, these are major strengths of CES and primary functions of the unit. CES' significant contribution to helping students find employment, locate and apply for scholarships, and clarify career options and goals is clearly demonstrated by the data in Chapter 3. Eighty-six percent (86%) of contacts in the CES check-in system relate to student employment and career exploration ("careers resources," "exploring career options," "off-campus employment," "on-campus employment," and "researching scholarships"). CES student employment programs generated \$1,488,940.40 in student wages 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.

Career and Employment Services (CES)

Chapter Five

Program Initiatives to Improve Performance

Initiative 1: Online Job Listing and Referral System

Description

In the past 16 months, CES staff have given over 11,000 off-campus job referrals to students and community members. This involved almost 3,000 in-person contacts and 100s of phone referrals. In addition, for our on-campus programs (Federal Work Study and Learn& Earn), over 2,600 contacts were recorded in the CES system. Thus, CES staff propose developing/purchasing an online (web-based) program for posting and referring students to jobs. For the 2004-2005 year, we will focus our efforts on researching, planning, collaborating, and investigating technologies to accomplish this, with the goal of purchasing/developing/implementing the program in 2005-2006.

This would free 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, finding scholarships, and conducting job searches more effectively. The analysis in Chapter 4 clearly demonstrates 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 programs. Employers would have the option to enter their posting directly into our site, or CES staff could enter it for them.

This system would benefit the over 5000 students either registered with our service currently or participating in Federal Work Study and Learn & Earn programs. However, in reality, it would benefit ALL Lane students who could easily access job information.

Also, CES poses collaboration with Cooperative Education and the Workforce Network Center in developing/purchasing this system, so that all jobs (full-time, part-time, coop positions, etc.) could be accessed through the same system/database. This collaboration would benefit all Lane students (and community members) who could then access all our respective job listings in one central location. In addition, all three departments still get the data they need for tracking, program funding, etc.

Cost: unknown at this time—this is the planning year.

Mission/Vision/Goals Articulation: 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 and financial stability (funding/resources shared among departments).

Initiative 2: Increase CES Lead Counselor FTE by .2FTE

Description

This initiative proposes a means to improve CES leadership and coordination functions, by expanding the lead career counselor’s role in CES, a position held by Beth Landy. Currently, Beth holds a .80 FTE faculty contract in the Counseling Department. If her position was increased to 1.0, then those additional hours could be dedicated to CES leadership functions such as: training staff and student employees (at main campus and outreach sites); collaborating and coordinating services with on- and off-campus departments and groups; investigating, developing, and implementing new technologies, resources, and programs to improve and expand CES services; developing and maintaining our CES website; developing and improving informational materials for students; and helping staff focus on our vision, mission, and goals. In addition to adding more hours during the academic year, Beth would also add hours in the summer, ensuring a smooth transition and coordination of services from year to year.

Currently, Beth’s lead career counselor role allows only minimal time (a few hours per week) to dedicate to CES leadership and coordination functions. As demonstrated by

our Chapter 4 analysis, all these functions need expansion and improvement to provide quality services to students.

All Lane students would benefit from this position, as CES resources, services, and individual assistance would be enhanced and improved.

Cost: \$15,237.20

Mission/Vision/Goals Articulation: This initiative supports Lane's focus on "transforming lives", as well as student success and retention. Because CES is so critical in these areas, this position would strengthen and improve our services and resources to students.

Initiative 3: Increase Student Service Associate budget

Description

As Chapters Three and Four demonstrate, Student Service Associates (SSAs) play a valuable and critical role in providing CES services to students. However, the analysis also shows inadequate funding for those positions. Thus, this initiative proposes adequate funding for SSAs, which not only benefits CES, but the entire Counseling Department and other Lane departments (such as Enrollment Services) who rely on SSAs' assistance. 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. It would also allow CES to increase the diversity of its applicant pool, as CES's goal is to hire a team who represents the diverse student population at Lane. CES would especially like to hire a bilingual SSA. More SSAs with more hours would help meet the service demand in the Counseling & Advising Center, CES, and Enrollment Services, especially during peak times.

In the last sixteen months, SSAs accounted for over 14,400 "in-person" contacts in CES, according to check-in system records. They also accounted for over 4400 of the "unduplicated participants." 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. More SSAs could benefit even more students.

This initiative funds a total of twelve SSAs working 10–12 hours per week, on the assumption that two SSAs could be funded through Learn & Earn; four SSAs would have work study funding; and the department would fund six positions. If more SSAs qualify for Federal Work Study, then department funding would be reduced.

Cost: \$26,719

Mission/Vision/Goals Articulation: 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 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 funding

- Career and Employment Services serves all of the special populations listed. We have strong connections with the TRIO program, Women’s Center, and Multicultural Center, helping their students with job referrals, career and college information, and scholarship resources. In addition, we collaborate with Disability Services to provide accommodations for students with disabilities. Our job referral registration form and services information sheet, as well as some Career Information System programs, are available in Spanish, because of the increasing need to serve Spanish speakers.
- 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 vocational and technical education 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 vocational and technical education students.
- Because Student Service Associates reflect the diverse population at Lane, are excited about their college experience, and are knowledgeable about the college, they play an important recruitment and retention function for Lane. As such, they are often asked to provide tours to high school students, participate on informational “panels” to high school audiences, and may assist CES staff at high school events. Increasing funding for SSAs would allow for expanded outreach, recruitment, and collaboration with Lane county high schools.

Initiative 4. Scholarship Advisor 1 or 2

Description

As the Chapter Four analysis shows, the demand for services, resources, and assistance related to “locating and applying for scholarships” 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. Thus, this initiative funds a .49 FTE CES Advisor position that focuses 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.

Almost 700 students sought “scholarship assistance” in the past 16 months and more than three hundred attended workshops, according to our records. However, many more students could be impacted with increased FTE. The services would be promoted and accessible to all Lane students.

Currently, this function is being performed sixteen hours/week in our first year of Perkins grant funding. However, a .49 position dedicated to this area is needed to meet the demand.

Cost: \$16,783 – 21,974 (includes OPE)

Mission/Vision/Goals Articulation: This initiative supports our 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 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 funding

- Career and Employment Services serves all of the special populations listed. We have strong connections with the TRIO program, Women’s Center, and Multicultural Center, helping their students with job referrals, career and college information, and scholarship resources. In addition, we collaborate with Disability Services to provide accommodations for students with disabilities. Our job referral registration form and services information sheet, as well as some Career Information System programs, are available in Spanish, because of the increasing need to serve Spanish speakers.
- 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 vocational and technical education 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.
- High school students, parents, and staff are extremely interested in resources and programs related to college scholarships. CES already collaborates with high schools by attending Beyond High School meetings, speaking at high school

scholarship/financial aid nights, and conducting the annual Winter term College Financial Aid and Scholarship workshop. A full-time advisor would allow expanded collaboration and participation in these areas, as well as assist high school graduates with the Lane Foundation scholarship process.

Initiative 5: Job Development/Employer Relations Advisor 1 or 2

Description

Another “improvement” needed, according to Chapter Four analysis, is to fund a .49 FTE CES Advisor position, which would focus on job development and employer relations. This position is critical to promoting our services to employers and private parties, increasing job opportunities for students, and positively impacting retention, especially in difficult economic times with rising college costs.

Like the “online job listing system” initiative, this initiative has the potential to impact thousands of Lane students for whom CES provides employment resources. It would strengthen CES’s relationship with employers and allow for more consistent and accurate hire and wage information that we require for funding.

Finally, CES proposes collaboration with Cooperative Education and the Workforce Network Center on the funding for this initiative, so that the “job development” function would expand from a “student employment focus,” to a more comprehensive development plan, including full-time jobs for graduates and cooperative education positions/internships. This position would be housed in CES, but work closely and collaboratively with Coop and Workforce staff.

Cost: \$16,783 – 21,974 (includes OPE)

Mission/Vision/Goals Articulation: 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 and financial stability (funding/resources shared among departments). 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 funding

- Career and Employment Services serves all of the special populations listed. We have strong connections with the TRIO program, Women’s Center, and Multicultural Center, helping their students with job referrals, career and college information, and scholarship resources. In addition, we collaborate with Disability Services to provide accommodations for students with disabilities. Our job referral registration form and services information sheet, as well as some Career Information System programs, are available in Spanish, because of the increasing need to serve Spanish speakers.

- 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 opportunities for part-time, full-time, and internship (Coop) positions for Lane students, which would positively impact students in vocational and technical education 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. And, this position clearly contributes to more comprehensive career development services for vocational and technical education students.
- In Career & Employment Services, our job postings and job referral service are open to both Lane students and community members. Thus, high school students (who are “community members”) could access our job postings and get referrals to relevant positions.

Additional initiatives and goals to consider:

- Updating, improving, and maintaining the CES website.
- Designing and distributing an information packet to employers.
- Updating and consolidating printed materials and books in the CES resource center.
- Developing resources (handouts, workshops, etc.) for student employees focusing on job search skills, work ethic, employer expectations, etc. to improve their job search and job retention.
- Creating office space where CES advisors have real offices with doors which is much more conducive for individual career advising and assistance than the current “open cubicle” arrangement.

[illegible]

Unit 4:
Substance Abuse Prevention
(SAP) Office

Substance Abuse Prevention (SAP) Office

Chapter Zero

Alignment with the College

Core Values

Learning

The SAP Office:

- Fosters a learning-focused climate in the classroom and activities sponsored by the program.
- Recognizes and respects the unique needs and potential of each learner.
- Offers a culture of sobriety achievement in a caring community.
- Provides credit coursework that assists learners to develop a better understanding of their relationship with addictive substances and to develop new behavioral skills that increase their potential for reaching their academic goals.
- Hosts forums (e.g., 12 step meetings, Black Student Union meetings, etc.) that facilitate interactions between learners, which result in learners contributing to the education of other learners.
- Supports previously impaired people who are on the road to productive contributory lives.
- Provides a safety net when learners are feeling tenuous about their ability to adhere to their academic plan.

Diversity

- Members of minority cultures are at greater risk of becoming addicted to substances. Therefore, the SAP proactively targets several minority populations with prevention efforts, which are validated by the literature as effective with each population.
- The SAP Office provides safe space for various minority student groups to convene. Group interactions lead to social and academic connections, which in turn increase the likelihood of students reaching their academic goals.
- The SAP coordinator is an integral member of BASE (Black American Staff, Faculty, and Employees) and provides space for their meetings in the SAP.
- The SAP coordinator is a member of the college-wide Bias Response Team and routinely provides consultation as a representative of the African American community at Lane.
- The SAP coordinator routinely serves on search committees to assist in recruiting minority candidates for jobs at Lane.

Innovation

- The SAP Coordinator was selected and trained to be a trainer for effective, unbiased hiring processes.
- The SAP Office adapts and remains current with constant environmental, technological and demographic changes and remains up-to-date on environmental changes that affect campus substance abuse policy (for example, new legal developments in Oregon related to the legal/medical use of marijuana).
- The SAP Office anticipates and responds to internal and external challenges in a timely manner
- In campus conversations, the SAP Coordinator brings the perspective of staff and students who are striving to stay sober. Often this means raising the awareness of the “normal” members of the campus community about actions that could make their efforts more difficult (i.e., the presence of alcohol at formal campus events).
- The SAP Office acts courageously, deliberately and systematically in relation to change.
- SAP Office takes risks to speak out about the problem of substance abuse in our campus community when many would rather not acknowledge that it exists.

Collaboration and Partnership

- The SAP seeks opportunities to encourage and expands partnerships with organizations and groups in our community by:
 - Offering coursework to train learners to secure resources to support the development of community services for Substance Abusers and recovering Substance Abusers.
 - Routinely responding to requests from instructional faculty to guest lecture in their classes about substance abuse issues.
 - Serving as a member of the College-wide Bias Response Team and providing expertise regarding substance abuse.

Integrity

- The SAP is a vital resource in the student discipline process for students with substance related problems.
- The SAP oversees the college’s compliance with the Drug Free Schools and Colleges Act (DFSCA).

Accessibility

- The SAP Office minimizes financial, geographical, environmental, social, linguistic, and cultural barriers to learning, by heightening awareness of hidden barriers and systems of privilege as a regular part of curriculum and service program offerings
- The SAP Office provides a transitional space for those still learning to develop skills necessary to be successful in normal (i.e., non-drug oriented) culture
- The SAP Office brings together similar members of a variety of minority cultures to support each other

Strategic Directions

Financial stability

- The SAP provides support for several sub-populations of students to succeed. When students are provided with appropriate support, they:
 - Tend to complete a higher percentage of the courses they attempt.
 - Persist at a higher rate beyond developmental and entry level courses.
 - Are more likely to become productive, contributing members of the community with the capacity to give back to the community and to Lane Community College.
- If Lane were to fall out of compliance with the Drug Free Schools and Colleges Act and/or the supporting Higher Education Act, it would be at risk of losing all Federal Funds.

Building organizational infrastructure

An effective community college must have systems in place to address student and staff behavioral transgressions. Some of the transgressions will involve misuse of controlled substances. In theory, the best practice is to engage in primary preventative measures so that substance misuse problems never occur. In reality, it is not possible to prevent all substance related behavioral problems so infrastructure needs to be in place to enforce policies governing appropriate behavior and to provide remediation for those who are having difficulty maintaining appropriate behavior.

College climate

To maintain a college climate that nurtures student success, Lane needs to maintain a campus climate that does not condone the abuse of substances. At a minimum this means:

- Having a policy regarding campus substance use
 - Ensuring and documenting that the policy works
 - Ensuring and documenting that the policy is applied consistently
- Accomplishing those three steps impacts: Human Resource Systems, Student Retention, and Relationships.

Implementation of BWEL reorganization

- The SAP collaborates with the Culinary/Hospitality programs and the Center for Meeting and Learning (because alcohol can be served in CML when served in compliance with state liquor laws) to articulate an alcohol service policy and make sure that it is implemented in a way that maintains the health/safety of not just the college but the community in general.
- The SAP recognizes that, nationally, people working in the culinary and hospitality industries are over represented in the substance abusing populations. Alcohol misuse is an occupational hazard largely because of the easy accessibility (they are regularly serving alcohol). It is not as clear why higher-than-average illegal drug use is a documented characteristic of this industry.
- The SAP receives regular student referrals from the Culinary and Hospitality professional programs.
- Preliminary conversations have taken place in order to infuse more substance abuse prevention information into the regular curriculum.

The culinary/hospitality students represent just one special population of students (also Athletics, ABSE, GED prep, and programs providing training for occupations in the entertainment field, to name a few) where we have clear reason to anticipate substance abuse problems. A learning college should act upon this knowledge and have systems in place to prevent as many problems as possible before they materialize.

Substance Abuse Prevention (SAP) Office

Chapter One

Unit Description

The Substance Abuse Prevention (SAP) Office serves the Lane campus community by providing state-of-the-art prevention and recovery support services that are culturally competent, innovative, and perpetually compared against best practices of the field to identify potential for improvement.

History

The current SAP coordinator began in that position in 1992. By all available indications at that time, very little progress had been made to establish infrastructure supportive of substance abuse prevention. Additionally, after researching the applicable Federal statutes, it was apparent that no compliance activities had been previously undertaken. Up until that point, counseling services and twelve-step groups had been made available but no policy construction occurred; no CORE Survey had ever been conducted; and no other real compliance activities had been undertaken. Possibly, the most important, and distressing, discovery was that there was not a college-wide understanding of what standards of substance abuse prevention practices should be in place.

The program was reconstructed and initial compliance activities were begun. As policy research and development unfolded, it became clear that the boilerplate Federal policy was inadequate, because it did not explicitly define what constituted abuse. K-12 Federal policy was available that suggested that a policy of abstinence during work hours was adequate. Federal Higher Education policy forbade abusing illegal drugs and alcohol but provided no practical legal/medical definitions of abuse. There was some urgency in developing the policy at that time because there were rumors that some Lane employees were coming to work intoxicated and there was not a Lane policy that expressly forbade it! Additionally, for students on campus while under the influence, there was no policy that dictated any formal sanctions or institutional response other than a citation from Public Safety. By any reasonable standard, the college was out of compliance with Federal Standards and was not doing a good job supporting student success in the area of substance abuse prevention.

The first steps toward a higher quality program included: developing policy standards consistent with legal/medical definition of abuse, creating a drop-in recovery-support center for students, conducting a student alcohol and drug use survey, and developing a resource center for staff including a basic curriculum for conducting primary prevention efforts.

The college now has a modern Substance Abuse Policy, which uses Oregon Statute to determine when a person is impaired by alcohol (0.08 blood alcohol level). The logic being, if you are too drunk to drive legally, you are too drunk to work. After the policy was set in 1996, a manager training was created and presented with 80% of managers in attendance.

A student disciplinary policy was also formulated whereby offending students are required to visit the SAP up to 5 times for a behavioral intervention. As of 2003, no recidivism has been observed using this plan. There have been four surveys of student substance use patterns (1993, 1995, 1996, 1998). Each year the results have indicated increasing levels of substance use, which is consistent with national trends.

Until 2001, the SAP was administratively housed within Student Health. In 2002-03, the SAP was moved to the Counseling Department and has benefited from increased programmatic support in terms of resources and program development.

Description

The SAP offers comprehensive and confidential substance abuse prevention services for students. Services include information; referral; and individual and group counseling about issues which affect students, staff, and their families. Support groups are available to support recovery or simply to give information on a variety of issues including alcohol and other drug abuse, smoking cessation, eating issues, parenting, co-dependency, and related problems. The center suggests a wide variety of choices based on each individual's circumstances. The center does not advocate any one particular program of recovery or self-help.

The SAP facilitates the formation of student-run support groups on relevant issues such as Narcotics Anonymous and Alcoholics Anonymous. While these meetings are listed in the community as being open meetings, Lane students facilitate them and the meeting times are, therefore, subject to change from term to term.

All programs are open to currently enrolled Lane Community College students (and their families) enrolled in credit programs, Center for Learning Advancement programs, and/or Workforce Network programs. There is no cost to students or their families. Professionally trained staff provides most services. Trained volunteers and students provide information and referral services. All services provided are confidential. Information is not released without student permission, unless mandated by Law. Office hours are 9:00 – 5:00 fall, winter, and spring terms. The office is closed summer term.

Organizational Structure

Currently, the SAP is made up of one Faculty position, which serves as the SAP Coordinator. Substance abuse prevention efforts tend to be more effective when provided by people who are part of the targeted community. Therefore, the Lane student population is likely to be best served by professionals who are part of the academic culture. The SAP is integrated into the academic mission of the college precisely because the coordinator is a faculty member who understands the needs of students--especially those in ethnic minority populations--the demands of classroom instruction, and the climate of a learning-centered college.

At its greatest staffing levels, there was also an Advisor II position, which was filled with a person in long-term recovery (20+ years) with substance abuse treatment experience.

In addition to engaging in service delivery, the Advisor II supervised Federal Work Study students assigned to the SAP, and coordinated the administration of student usage surveys. In 1992-93, the Advisory II position was funded by ASLCC as it had been under the previous coordinator. For 1994-96, the SAP was awarded a FIPSE grant that funded the position. After the FIPSE grant ended, the college declined to pick up the funding for the position and it has not been filled since. Currently, Federal Work Study students serve as Receptionist and Information and Referral workers. To work at the SAP, students must have been in recovery for at least three years.

Services Provided by the SAP Office

Primary Prevention – *“Prevention of the disease or injury itself, generally through reducing exposure or risk factor levels.”**

- Understanding Addictive Behavior III: Transforming addictive behavior. This course is designed to teach people how to develop policy, resources, and community awareness that will result in an infrastructure that helps decrease the incidence of substance abuse in the community.
- The SAP teaches parenting skills designed to break the cycle of addiction in the children of students who use the SAP.
- The SAP provides invited guest lectures in various classes.
- The SAP takes a leadership role in the campus community:
- The SAP Coordinator is a member of BASE (Black American Staff, Faculty, and Employees). BASE supports African American students, faculty, and classified staff and provides other Lane groups with input about how policies/procedures are likely to affect the African American community at Lane.
- The SAP provides representation on the college-wide Bias Response Team to help provide guidance about how to minimize the negative impacts of discrimination and bias at Lane
- The SAP provides representation on the Lane Native American Longhouse Steering Committee to help raise funds to build a place to support those from the Native American culture.
- The SAP provides the Advisor for the Black Student Union. The BSU Advisor mentors Black students at Lane Community College and helps them successfully navigate its systems in order to reach their academic goals. The SAP Office serves as a “safe” meeting space for this student organization.
- The SAP Coordinator serves as a liaison to the greater Eugene community to promote substance abuse prevention programs for the community in general

Secondary Prevention – *“Prevention that attempts to identify and control disease processes in their early stages, often before signs and symptoms become apparent.”**

- The Understanding Addictive Behavior I: Introduction course is designed for users, non-users and everyone in between. People who take this course may be concerned about their own relationship with addictive substances or may be interested in how someone else’s substance abuse has affected their lives. In any case, this class

intends to help lay people enhance their knowledge, skills, and abilities to understand the nature of substance abuse and the individual.

Tertiary Prevention – *“Prevention which seeks to prevent disability through restoring individuals to their optimal level of functioning after damage is done.”**

- The SAP teaches Understanding Addictive Behavior II. This course focuses on training professionals about how to work directly with clients struggling with substance abuse issues in order to help them get back to a level of functioning and maintain it so they can be productive members of society.
- The SAP supports group meetings for nationally recognized 12-step organizations (e.g., Alcoholics Anonymous and Narcotics Anonymous) and provides a space for them to convene. (e.g., Alcoholics Anonymous, Narcotics Anonymous, et al).
- The SAP provides cultural-specific infrastructure to support the recovery of people from various cultures including:
 - Native American/Indian (GONA: Community Organizing Model Curriculum)
 - Latino
 - African American (3 accepted models for intervention)
 - HIV Infected
 - Hepatitis C
 - LGBT/2 Spirit
 - People attempting to re-enter “normal” society (i.e., people who only have work experiences in illicit businesses (e.g., drugs, sex, stolen merchandise))

*Turnock, B. J. (1997) Public Health: What It Is and How It Works. Aspen Publishers, Inc.: Gaithersburg, MD

Substance Abuse Prevention (SAP) Office

Chapter Two

Expected Performance

The SAP has a variety of goals. Its overarching goal is to minimize the extent to which illicit substance use degrades the educational experiences of Lane students. The specific goals that support the overarching goal are:

Goal 1: Maintain compliance with at least the MINIMUM standards mandated by the federal Drug-Free Schools and Communities Act (DFSCA).

The Substance Abuse Prevention Office (SAP) has the primary responsibility for overseeing Lane's efforts to remain compliant with DFSCA <http://thomas.loc.gov/cgi-bin/query/z?c101:H.R.3614.ENR>. If audited by the federal government and found to be out of compliance with this Act, Lane could lose its federal funding. Below is an annotated list of DFSCA's minimum regulations. The complete compliance checklist is provided in Appendix 1.

To remain compliant with DFSCA's minimum regulations, the College must:

- a) **Maintain a description of its alcohol and drug prevention program.**
- b) **Provide *annually to each employee and each student taking one or more classes for any type of academic credit except for continuing education units, written materials that adequately describe and contain the following:***
 - i) Standards of conduct that prohibit unlawful possession, use, or distribution of illicit drugs and alcohol on its property or as a part of its activities
 - ii) A description of the health risks associated with the use of illicit drugs and the abuse of alcohol
 - iii) A description of applicable legal sanctions under local, state, or federal law
 - iv) A description of applicable counseling, treatment, or rehabilitation or re-entry programs
 - v) A clear statement of the disciplinary sanctions the institution will impose on students and employees, and a description of those sanctions
- c) Distribute the above information to students.
- d) Show that the means of distribution provides adequate assurance that each student receives the materials annually.
- e) Show that the institution's distribution plan makes provisions for providing these materials to students who enroll at some date after the initial distribution.
- f) Report exactly how the above materials are distributed to staff and faculty.
- g) Provide adequate assurance for why the means of distribution provides each staff and faculty member with the materials annually.
- h) Provide adequate assurance that the institution's distribution plan makes provisions for providing these materials to staff and faculty who are hired after the initial distribution.

- i) Indicate how and by whom the institution conducts biennial reviews of its drug prevention program to determine effectiveness, implement necessary changes, and ensure that disciplinary sanctions are enforced.
- j) If requested, make available, to the Secretary and the public, a copy of each required item in the drug prevention program and the results of the biennial review.
- k) Identify where the biennial review documentation will be kept.

Note that the list above is an annotated list of the minimal activities required to comply with DFSCA. The Higher Education Center for Alcohol and Other Drug Prevention also provides a supplemental checklist to provide guidance for activities that go beyond the letter of the law to assist campuses in thoroughly reviewing their alcohol and other drug prevention programs. Although campuses are not required to comply with the supplemental guidelines, doing so helps fulfill the DFSCA requirements and is likely to benefit students' educational experiences. The Supplemental Checklist embodies the goals and spirit of the DFSCA, helping campuses create effective and all-encompassing alcohol and other drug prevention programs. Additionally, the supplemental checklist is designed to guide efforts for those wishing to infuse environmental management methods into their existing prevention program.

The list below is an overview of the general areas covered by the Supplemental Checklist. The complete Supplemental Checklist is provided in Appendix 2.

A. Statement of your Alcohol and Other Drug (AOD) Program's Goals and a Description of How You Have Achieved Your Goals

B. Description of your AOD Program's Elements in the Five Areas of Environmental Intervention (most of this focus is on 4-year schools).

- 1. Alcohol-Free Options
- 2. Normative Environment
- 3. Alcohol Availability
- 4. Alcohol Marketing and Promotion
- 5. Policy Development and Enforcement

C. Summary of Your AOD Program's Strengths and Weaknesses

D. AOD Policy

Policies should be comprehensive, reasonable, and enforceable. Policies should be specific and detailed so that students, faculty, and staff understand what is expected of them.

E. Your Recommendations for Revising Your AOD Prevention Program

Goal 2: Engage students in substance abuse prevention activities that enhance their opportunities for academic success at Lane.

Students with problems related to addictive substance use are more likely to drop classes and/or drop out of college altogether. Furthermore, students who come to campus while under the influence degrade the quality of the educational environment for students in general and subvert the values of the Lane campus community.

Goal 3: Respond to student disciplinary cases, which involve alcohol and/or drug use.

The student disciplinary officers at Lane refer students to the SAP to address the unique challenges of disciplinary problems that involve the use of addictive substances. Without the SAP, the college would not have specific on-campus expertise for dealing with people who use Alcohol and Other Drugs inappropriately.

**Substance Abuse Prevention Program
Chapter Three
Actual Performance**

The following summarizes the results of the SAP's efforts to comply with DFSCA's minimum standards. Recall the annotated minimal compliance checklist provided by DFSCA that mandates that a college will:

- 1) Maintain a description of its alcohol and drug prevention program.
 - *We keep a description of the program in the SAP on the Coordinator's computer hard drive.*
- 2) Provide annually to each employee and each student taking one or more classes for any type of academic credit except for continuing education units, written materials that adequately describe and contain the following:
 - a) Standards of conduct that prohibit unlawful possession, use, or distribution of illicit drugs and alcohol on its property or as a part of its activities.
 - b) A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - c) A description of applicable legal sanctions under local, state, or federal law.
 - d) A description of applicable counseling, treatment, or rehabilitation or re-entry programs.
 - e) A clear statement of the disciplinary sanctions the institution will impose on students and employees, and a description of those sanctions.
 - *We provide the information listed in 2a-2e on the Lane Community College web site as part of the College Operating Policies and Procedures. Whether availability on a Web site satisfies the requirement is currently under review by the U.S. Department of Education. Frequently Asked Question #3 (provided below) on the Higher Education Center for Alcohol and Other Drug Prevention web site (see <http://www.edc.org/hec/ta/faq/dfsca.html>) suggests that simply posting the information on a Web site will probably not satisfy the requirement::*

“Whether electronic dissemination satisfies DFSCA regulations is currently being reviewed for approval by the U.S. Department of Education. If passed, policies for electronic dissemination (most likely via e-mail or a Web site) are expected to mirror methods of crime reporting policies, with the requirement that there is **proof of receipt**. For example, a possible method could be for a campus’s electronic course-registration site to educate students regarding AOD policies and inquire whether they have understood those policies. The U.S. Department of Education has not yet, however, issued its ruling. Once it does so, the Higher Education Center will post the ruling to the HEC/News electronic mailing list and on its Web site.”

- 3) Distribute the information listed in #2 (above) to students.
 - *We provide the above information to students via the Lane Community College Web site (see <http://www.lanecc.edu/cops/lccprvn1.htm>) and in the college catalog.*
- 4) Show that the means of distribution provides adequate assurance that each student receives the materials annually.
 - *The Lane Community College web site is perpetually available but we can not prove that each student received the information so we are likely out of compliance (see answer to #2 above)*
- 5) Show that the institution’s distribution plan makes provisions for providing these materials to students who enroll at some date after the initial distribution.
 - *The Lane Community College web site is perpetually available but we can not prove that each student received the information so we are likely out of compliance (see answer to #2 above)*
- 6) Report exactly how the above materials are distributed to staff and faculty.
 - *We provide the above information on the Lane Community College Web site (see <http://www.lanecc.edu/cops/lccprvn1.htm>) and in the college catalog.*
- 7) Provide adequate assurance for why the means of distribution provides each staff and faculty member with the materials annually.
 - *The Lane Community College web site is perpetually available but we can not prove that each staff and faculty member received the information so we are likely out of compliance (see answer to #2 above)*
- 8) Provide adequate assurance that the institution’s distribution plan makes provisions for providing these materials to staff and faculty who are hired after the initial distribution.
 - *The Lane Community College web site is perpetually available but we cannot prove that each staff and faculty member received the information so we are likely out of compliance (see answer to #2 above)..*
- 9) Indicate how and who conducts biennial reviews of the institution’s drug prevention program in order to determine effectiveness, implement necessary changes, and ensure that disciplinary sanctions are enforced.
 - *The Coordinator of the SAP is responsible for conducting biennial reviews. It is less clear how the reviews will be completed and who needs to be involved to determine effectiveness, implement necessary changes, and ensure that disciplinary sanctions are enforced.*

- 10) If requested, make available, to the Secretary and the public, a copy of each required item in the drug prevention program and the results of the biennial review.
 - *If requested, (it never has been) we would certainly make a copy of each required item available.*
- 11) Identify where the biennial review documentation is kept.
 - *A biennial review has not been conducted for several biennia so we are obviously out of compliance with this standard. A draft of a biennial review was completed in Winter 2003 but was never finalized and sent forward to the president for "certification" as required by the DFSCA minimal standards.*

Number of Program Contacts and Unduplicated Participants

With no marketing or advertising the SAP provided one-on-one services to about 300 (unique headcount) students in 2001-02 and made 1700 contacts through club activities, walk-ins, and referrals. The SAP responded to 900 phone calls and requests for 12-step meetings, information, and/or referrals for substance abuse treatment or assessment. Additionally, students are regularly referred to the office via the student discipline process after they violated the conduct code. The SAP taught classes through the Human Development Department that in 2002-03 averaged about 40 students per class.

Student FTE for courses taught

The courses taught through the SAP (i.e., not including courses the SAP Coordinator teaches for Ethnic Studies) generate 4.15 FTE in 2002-03.

Effect on retention and student goal attainment

In 2002-03, the SAP and/or SAP coordinator provided substance abuse prevention services that improved retention and student goal attainment in the following ways:

1. Supported instructional activities through curriculum development and delivery, and provided support to faculty and students. The coordinator taught classes through the Human Development Department each term on Addictive Behavior issues.

The coordinator also served as a consultant to faculty when students had a problem related to substance use/abuse. In general, substance abuse problems come to light when a student's classroom performance takes a sudden decline or when a student comes to class under the influence. Faculty often invites the coordinator to come to class to lecture about substance abuse issues in general after a faculty member notices that a student in the class is having a problem.

The office has the capacity to infuse prevention education further into the college-wide curriculum and the recent transfer of this office to the Counseling Dept will help address this goal.

Service Provided to the College:

The coordinator provided service to Lane Community College by participating on several campus teams:

- 1) The campus bias response team
- 2) Faculty advisor for the Black Student Union
- 3) Search Committees
- 4) Member of Black American Staff, Faculty, and Employees (BASE)

Total Cost of Program

General Funds support both the instructional and non-instructional components of the SAP.

The entire cost of the SAP program in 2001-02 was:

Salary	\$47,054
OPE	\$21,174
<u>M&S</u>	<u>\$ 900</u>
Total	\$69,128

The SAP is staffed by one full-time faculty member.

Space Description

The SAP is located on the second floor of the Student Services Building. It consists of a fairly open reception area, workspace, a faculty office, and a group room.

Equipment Inventory

Inventory computers by staff vs. student use computers

Substance Abuse Prevention (SAP) Office

Chapter Four

Analysis of Expected Performance versus Actual Performance

Strengths

The SAP Office is part of the Counseling Department. Safeguards, checks, and balances, boundaries, adherence to current and best practices, and accountability to appropriate bodies and communities, are all achieved by the fact the position is housed in the Counseling Department. The coordinator can receive competent clinical supervision, a critical ingredient for program success and support. The Department informs the position, and the position also informs and improves the practices of the department through on-going and regular consultation.

There is strong support from college administration. The program coordinator enjoys a long history of positive and productive working relationships with all administrators currently in place. Indeed during the budget cuts, it was one such administrator that caused the program to be moved from its original department to a stronger department where it would be even less vulnerable.

Weaknesses

There is a history on campus of resistance by staff to openly address substance abuse problems in the campus community. This is actually an endemic problem with Institutions of Higher Education nation-wide. While some might attribute this to the “liberal” atmosphere on campuses, actually there is also some stigma, as well as unfamiliarity with the issues. Some (faculty) have actually expressed a belief that substance use by faculty (in particular) as an issue of academic freedom.

There is stigma against admitting substance abuse problems by abusers
This remains a problem at a societal level. We are practicing most of the usual strategies for this particular issue. Focusing on the problem as a medical/health issue, an on-going chronic disease is of great assistance.

No national prevalence rates for substance abuse among college/ university staff and faculty are published. While Federal compliance requires we survey the students every two years, no such requirement exists for staff. In fact, the organization that supplies the CORE survey instrument that nearly all colleges use across the country for students developed a staff and faculty instrument. Despite the instrument’s validity and the inherent anonymity, the instrument was met with widespread condemnation by Lane faculty so it has never been administered. Data can be inferred from other surveys. Some data indicates staff/faculty substance abuse prevalence rates in the low 40’s for either problem drinking or substance abuse or use. Currently, the only two conceivable sources of data for gauging staff/faculty substance abuse are statistics for EAP usage and staff disciplinary referrals to the SAP. At best, these sources would provide a crude estimate of staff/faculty substance abuse.

There is an unknown level of support from current faculty. Historically, classified staff and classified union leadership have been consistently supportive of SAP efforts. Resistance, however, has been experienced from what seems to be a small minority of faculty members who espouse the belief that substance abuse is an overblown problem. Presenting them with evidence to the contrary, has not seemed to sway their position. In the past, faculty members from two departments openly sabotaged efforts to administer the CORE survey in classrooms. While the resisters cited their union's position that initially claimed that the administration of the CORE survey was an issue to be bargained because it affected working conditions, the sabotage did not stop when the union leadership shifted their position to encourage cooperation with the CORE survey.

There are some opportunities. There is new momentum and energy created by the new Lane Employee Wellness Program (LIFE) that could be organized to support substance abuse prevention. The SAP has provided training for managers in the past and is overdue for a repeat of that training due to retirements and other factors. The SAP has a connection to LIFE via the membership of the Director of Counseling and a Departmental Counselor on its steering committee. With a little more personnel resources with substance abuse prevention competence (i.e., an Advisor I or II position) student-peer counseling could be greatly expanded. The SAP Coordinator position job description lists too many responsibilities already to add the task of organizing students into a peer counseling force. Although using student peer advisors has been demonstrated to have the best bang for buck in terms of making changes that result in a climate that supports substance abuse prevention, that option has not been funded.

Were program goals met?

Goal 1: Maintain compliance with at least the MINIMUM standards mandated by the federal Drug-Free Schools and Communities Act (DFSCA).

The Substance Abuse Prevention Office (SAP) has the primary responsibility for overseeing Lane's efforts to remain compliant with DFSCA. If audited by the federal government and found to be out of compliance, Lane could lose its federal funding.

The SAP has not yet been able to bring Lane into compliance with all of the DFSCA minimum standards. The required information has been assimilated, organized, and provided to faculty, classified staff, and students on a Web site and in the college catalog. Unfortunately, early indications are that the U.S. Department of Education will probably rule that we must be able to "prove" that the information was not only made available but received.

Additionally, the college does not have an up-to-date biennial review or a certification of a biennial review by the President. Furthermore, it is likely that an adequate biennial review will need to include more comprehensive (i.e., EAP, Public Safety, and CORE survey) and up-to-date (i.e., 1998 data is the most recent on student use) data about substance use on campus than the SAP has available.

Goal 2: Engage students in substance abuse prevention activities that enhance their opportunities for academic success at Lane.

The SAP has been largely successful in achieving this goal. Services to students are of a high quality and are very accessible; SAP routinely provides credit courses, programming, and services that provide primary, secondary, and tertiary prevention; and because of the unique skills of the current SAP Coordinator, it has been exceptionally efficient at using the resources it has available (1 employee and a very small M&S budget) to simultaneously provide substance abuse prevention services and support for ethnic minority students;

Goal 3: Respond to student disciplinary cases, which involve alcohol and/or drug use. The SAP has also been largely successful in achieving this goal. Before 1992 the SAP was not involved in responding to students and who inappropriately used substances on campus. Although there is certainly still room for improvement, the student discipline cases that involve the inappropriate use of Alcohol and Other Drugs are routinely referred to the SAP as part of the college response. No data has been collected to measure whether there has been recidivism after students have met with the SAP coordinator as part of the disciplinary process but, none of the people involved in the process can remember any.

Substance Abuse Prevention (SAP) Program Chapter Five Program Initiatives to Improve Performance

Initiative 1: Wellness Counselor

A .49 FTE wellness counselor could provide people with a professional who could help them look at smoking, weight, and stress as well as their use of alcohol and other drugs. Diabetes checks and general wellness checks could be another point of entry for intervention into alcohol and/or other drug use.

Cost: \$26,605 at .49 FTE

Core values addressed: Accessibility, Innovation

Can the position be partially funded? Yes, requesting funding at .49 FTE

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

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displace homemaker, academically disadvantaged and limited English proficiency) have access to your programs?
 - This position would be housed in the Substance Abuse Prevention program office
 - The Substance Abuse Prevention program office has already established itself as a welcoming place for special populations. For example, Alcoholics Anonymous meetings are held there, Black Student Unions meetings are held there, B.A.S.E. meetings are held there. The populations that use the office for counseling related to substance abuse issues tend to be made up of people who are economically disadvantaged, often single parents, and academically disadvantaged.
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?
 - Goal II: Special Populations Student Results Goal
Making a wellness counselor available will help students with the fewest resources the most. Since it typically costs money to get wellness/health counseling so students who have the least financial resources will benefit the most from having a wellness counselor available at no charge to them. Counseling focused on Wellness issues will help students circumvent barriers that threaten their academic success (i.e., difficulty managing stress, weight/nutritionally-related health problems, alcohol and drug abuse, parenting issues, diabetes management, etc.)
 - Goal VII: Counseling & Career Development
Currently, there is not a wellness counselor at any Lane Community College campus. If a wellness counselor were made available it would increase the comprehensiveness of the array of assistance services Lane Community College offers its students.
- Describe how this project might show collaboration with Lane County high schools.
 - Hiring a wellness counselor at Lane Community College would provide high school guidance counselors with another resource they can rely on when assisting their graduating students to build academic plans. With a new resource to incorporate in to the plan for their students who have a tendency to engage in behaviors that put their health at risk, students wouldn't have to look for services in the community to help them manage obstacles to their academic success.

Initiative 2: Establish and maintain compliance with DFSCA

Several steps are necessary to comply with DFSCA. To comply with DFSCA minimum requirements regarding students would involve 3 steps. First, we would need to

administer the CORE Survey to a representative sample of the general Lane student population. Next, we would update the rough draft that has been completed of a biennial review of Lane policy addressing alcohol and other drug use. The President would need to certify the biennial review by October 2004. Lastly, we would need to develop a system of disseminating Lane's Substance Abuse Policy Statement that allowed us to "prove" its receipt by students and employees. This might be done for students via a question in Banner that would have to be answered before a student could enroll.

To comply with DFSCA minimum requirements regarding staff we would need to collaborate with Lane's Employee Assistance Program (EAP) to obtain their data about Lane staff requesting assistance with alcohol or other drug use. We might also need to work with them to modify the questions they ask so we have access to the data we need and/or conduct a survey analogous to the CORE survey for staff. It is unclear whether that would be required by federal reviewers and would need to get an opinion from them on this.

Cost: \$1000 for the CORE survey plus an unknown cost of developing a way to prove that students and employees received the policy statement.

Core values addressed: Integrity, Learning

Can the position be partially funded?: Yes. The administration of the CORE survey could be funded by itself, without funding the part that proves receipt of the policy statement.

Initiative 3: Use a Student Activist Peer Counseling Model to Transform Addictive Behavior

Developing a paraprofessional group of students would require hiring someone part-time to coordinate them, probably at the Advisor II level. This group would focus on peer advising, support, and education about substance abuse and resiliency skills including: time management, general problem solving skills, financial management, relationship skills.

Cost: \$20,228 at .49 FTE

Core values addressed: Innovation, Collaboration and Partnership, Accessibility, Diversity, Learning

Can the position be partially funded?: Yes. We could hire the Advisor II to begin developing the program without funding for the students; but we could not fund the students without the Advisor.

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

- What evidence do you have that shows special populations (disabled, economically disadvantaged, single parent, displaced homemaker, academically disadvantaged and limited English proficiency) have access to your programs?
 - The Advisor II and the 5 paraprofessionals would be housed in the Substance Abuse Prevention program office.
 - The Substance Abuse Prevention program office is already established as a welcoming place for special populations. For example, Alcoholics Anonymous meetings are held there, Black Student Unions meetings are held there, B.A.S.E. meetings are held there.
 - The populations that use the SAP office for counseling related to substance abuse issues tend to be made up of people who are economically disadvantaged, often single parents, and academically disadvantaged.
 - The research literature shows that some students are often more comfortable talking to student paraprofessionals rather than a college staff member. Paraprofessionals are typically seen by students as having a lot of credibility because they are perceived to have a lot in common with them.
- How does this request fit in with at least two of the Carl Perkins related goals (listed separately)?
 - Goal II: Special Populations Student Results Goal
 - Making paraprofessionals available would help students with the fewest resources the most. Since it typically costs money to get wellness or health related services, students who have the least financial resources will benefit the most from having access to trained paraprofessionals available at no charge.
 - Paraprofessional would do outreach and programming designed to educate students about alcohol and drug abuse prevention using the students on language to communicate with them.
 - These preventive measures would help students avoid the damage done when students use alcohol and/or other drugs to cope with their problems.
 - Goal VII: Counseling & Career Development
 - Currently, there is not enough personnel in the SAP to provide a systematic outreach/educational program on Substance Abuse Prevention. If an Advisor II and paraprofessionals were made available it would greatly increase the comprehensiveness of the array of Substance Abuse Prevention services Lane Community College offers its students.
- Describe how this project might show collaboration with Lane County high schools
 - Once the paraprofessionals were trained and practiced at their outreach presentations they could also be presented at high schools and other venues in the community.

Initiative 4: Substance Abuse Prevention Task Force

The Federal government encourages campuses to develop a multidisciplinary group to review substance abuse prevention policies and procedures on campus. The task force would set policy for how to deal with substance abuse issues within the campus community. For example we know to anticipate that some areas will have more students at risk of become addicted to substances than others (e.g., Athletics, Adult High School, Culinary, Performing Arts, Art) this group could identify and advocate for specific programs tailored to effective prevention for those populations.

Cost: None

Core values addressed: Innovation, Collaboration & Partnership, Learning

Can the position be partially funded? N/A

Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Description <i>Note: Initiatives are numbered for reference and do not indicate a rank order.</i>	Resource Description	\$	Recurring=R Nonrecurring=N	Resource Type (mark with an "X")				Funding Sources (mark with an "X")					
								Payroll (w/OPE)	Equipment	Space	Other	Existing	New G-F	CP	TACT	CD	Other
Substance Abuse Prevention	TBA	2004	Ongoing	Wellness Counselor at .49 FTE	Salary + OPE	\$26,605	N	X						X			
Substance Abuse Prevention	TBA	2004	2004	Wellness Counselor	Computer	\$2000	N		X				X	X			
Substance Abuse Prevention	TBA	2004	2005	Compliance with DFSCA	2003-04 CORE Survey	\$1000	N				X			X			X
Substance Abuse Prevention	TBA	2004	Ongoing	Compliance with DFSCA: Developing method to prove that students, faculty, and staff received policy statement	Banner Program mer time	Unknown	R	X									X
Substance Abuse Prevention	TBA	2004	Ongoing	Peer Counseling Program (Adv 2 @ .49 FTE)	Advisor II Salary + OPE	\$20,228	N	X						X			
Substance Abuse Prevention	TBA	2004	2004	Peer Counseling Program	Advisor II Computer	\$2000	N		X					X			
Substance Abuse Prevention	TBA	2004	Ongoing	Peer Counseling Program	M & S	\$5000	N				X			X			
Substance Abuse Prevention	TBA	2004	Ongoing	Paraprofessional Counseling Model	5 students wages, 10 hrs/week @ \$8.50/hr	\$16,868	N	X					X	X			
Substance Abuse Prevention	TBA	2004	Ongoing	Substance abuse prevention task force	Existing Staff Time	-	R	X				X					

Unit 5:

TRiO

TRiO
Chapter Zero
Alignment with the College

Vision

Transforming lives through learning

The TRiO Learning Center supports students' transformation through learning. All services are designed to increase and enhance students' learning, not only academically but also personally. TRiO assesses students' strengths, styles, and deficits, and develops individual plans to support and reinforce learning at many levels. The greatest transformation evident in TRiO students is growing confidence that allows for expanding potential. This is seen over and over.

Mission

Lane is a learning-centered community college that provides affordable, quality, life-long opportunities that include:

Professional-technical and lower division college transfer programs:

The TRiO Learning Center is funded by the U.S. Department of Education to assist first generation, low-income students and students with disabilities achieve professional-technical degrees or lower division college transfer programs. Assessment, advising, counseling, case management, tutoring, mentoring, workshops, and classes are provided to effectively meet these goals.

Foundational academic, language and life skills development

Many TRiO students enter the program in need of developmental courses. TRiO staff carefully assess each student's needs based on placement test scores, assessment instruments and personal interviews. The students are advised and encouraged to take appropriate courses and class load that will allow them to develop required skills to ensure college success. They are supported through the developmental phase with tutoring, study groups, careful follow-up, and lots of encouragement.

Lifelong personal development and enrichment:

TRiO students participate in TRiO sponsored classes and workshops designed for personal exploration and development that also support their pursuit of academic and career goals. Some of the offerings have included time management, success strategies, coping with stress, dealing with self-sabotaging behavior, developing resilience, and budgeting.

Cultural and community services

Because first generation, low-income students often lack the ability to participate in cultural events, the TRiO Learning Center takes students to enriching activities such as

plays, musical events, pow-wows, the Asian Celebration, and Fiesta Latino, as well as conducting our own TRiO traditions and celebrations.

Core Values

Learning

The TRiO Learning Center is a learner- and learning-centered environment. Customized individual support plans based on each student's unique needs are developed collaboratively between the student and a TRiO staff member each year. Services are provided one-to-one, in small groups, and in larger workshops and classes. TRiO celebrates successes individually, with group recognition and through publicizing successes. The culture of achievement is evident as students bring in their successful papers and exams to share.

Diversity

The TLC developed an empowerment and statement several years ago and invited students, staff, and community members to an open house to celebrate the adoption and implementation of it. The TRiO Learning Center honors diversity. TRiO staff work together to create a safe environment where everyone is treated with dignity and respect. All people are welcome here! Students, staff and guests signed commitments to uphold the pledge. There is a poster prominently displayed in the TLC. Each year new and returning TRiO students are provided a bookmark with the statement, and are asked to do their part to promote a welcoming and respectful environment.

Typically, the TLC serves twenty to twenty-five percent students of color. Extensive effort is devoted to creating successful learning experiences for students from diverse backgrounds and first languages. Two tutors are employed who specialize in ESL tutoring. Cultural enrichment opportunities are provided to TRiO students. TRiO staff participate in efforts to improve the campus climate and retention for diverse populations (BASE, BSU, campus and department Diversity Teams, and diversity training).

Innovation

TRiO developed and implemented a mid-term progress report (MTPR) system to effectively intervene with TRiO students who may be struggling in classes. The MTPR system requires participation by faculty across campus. Faculty have been overwhelmingly supportive and seem to love having a system in place to deal with struggling students. TRiO collaborated to develop a scholarship class and subsequently a learning community to assist students to develop successful applications for scholarships. TRiO created an opportunity for a TRiO student majoring in Multimedia Design to develop a dynamic website for the TRiO Learning Center. TRiO implemented electronic communication with TRiO students through e-mail and the web page. Staff assist all TRiO students with establishing e-mail accounts. TRiO works with staff from computer services and

Institutional Research, Assessment, and Planning (IRAP) to utilize the Banner system to provide the tracking elements needed by the TRiO program.

Collaboration and Partnership:

TRiO actively collaborates in the interest of student success with numerous departments on campus including instructors from all departments, Financial Aid, IRAP, Computer Services, Academic Learning Services, Instructional Computing, Workforce Network, and the Foundation. TRiO staff participate in college-wide teams including the Diversity Team, the Success and Goal-Attainment Committee, Peer-to-Peer, BASE, and the Management Performance Evaluation Committee. Some of the outside relationships and partnerships that have been developed include a transfer mentoring program with the University of Oregon's TRiO program, quarterly state TRiO directors meetings, relationships with Vocational Rehabilitation and school counselors, and work with the Oregon Students Assistance Commission staff for the scholarship class

Integrity

The empowerment and inclusion statement/philosophy helps TRiO to foster an environment of respect, fairness, honesty, and openness. TRiO students complete an annual evaluation of the program, and many changes have come as a result of the student feedback. TRiO students are actively encouraged to participate in college-wide student opportunities. As a grant-funded program through the U.S. Department of Education, there are many federal regulations, policies and procedures that are followed to help promote public trust. The program is required to demonstrate effective outcomes on an annual basis in order to continue to receive funding.

Accessibility

Every term the TRiO staff assess the needs of the population of TRiO students to plan services including workshops, classes, study groups, staffing of tutors, and cultural enrichment activities. TRiO serves many students with various types of physical and learning disabilities, and works to ensure barriers are minimized for all students. The TLC has a custom table and computer desk to accommodate students in wheel chairs. TRiO utilized available technology funds from the Department of Education to purchase special computer equipment and software to accommodate students with physical, vision, and reading disabilities.

Strategic Directions

Achieve Financial Stability

TRiO is a grant-supported program. TRiO helps to reduce student loan defaults by assisting TRiO students to remain in school through completion of a program of study.

Building organizational infrastructure: TRiO has been developing innovative student support systems during the past six years. The TLC has been viewed as an innovative and strong program as evidenced by the additional year of funding that was granted in the last grant cycle. Some of the success strategies that work on a smaller scale can be replicated college-wide to assist students to succeed in degree and transfer programs.

Enhance College climate

One of the approved performance objectives for the TLC is to work to improve the campus climate for first-generation, low-income, and students with disabilities. Student retention is the entire focus of the TRiO program. TRiO retention strategies have been successfully implemented and are being considered in other areas of the college. Some of these strategies include intensive/intrusive case management, mid-term progress reports, intervening with students at risk in small group settings, and creating a more structured first-year experience. The TRiO program has developed strong relationships across campus with instruction and student services. These collaborations serve students well. TRiO staff are involved in Human Resource Systems in the following ways: serving on hiring committees college-wide, contributing to the management performance evaluation committee, developing health and wellness initiatives on campus such as the Weight Watchers group, and participating in the BASE group.

Learning-Centered College Principles Creates substantive change in learners

TRiO staff develop a long-term relationship that begins when students enter the program, and lasts beyond their graduation and transfer from Lane. TRiO students often enter the program at a developmental level and are supported through the completion of core requirements. There are many confidence-building opportunities provided for the learners along with substantial feedback and encouragement.

Engages the learner as a full partner

TRiO contracts with students on an annual basis to develop academic and other goals that support their individual progress in school. TRiO teaches its students how to learn and that they are responsible for their outcomes. The tutor center informs the learners that tutors will teach concepts and strategies and not do the students' work. There are high expectations for TRiO students, and they live up to those expectations.

Creates many options for learning

TRiO creates multiple options for learning through utilizing various teaching modalities and structures including individual, small groups and larger groups. Many different services are provided, and students are encouraged to participate in a number of service areas.

Assists learners to participate in learning activities

TRiO promotes various campus and community events and opportunities for TRiO student participation. TRiO carefully tracks all service contacts. If a student is not participating at expected levels, they are encouraged to utilize services. TRiO encourages its students to participate in all academic and support services across campus and sometimes in the community. When TRiO students are struggling, they are offered resources and support.

Defines the role of the learning facilitator

TRiO clearly defines the roles and responsibilities of the tutors, advisors, instructors, workshop leaders, and case managers as assisting and supporting the learner to learn. TRiO philosophy and practices hold learners as primarily responsible for their learning. TRiO empowers students to accept that responsibility.

Success occurs when improved and expanded learning can be documented for the learner.

TRiO tracks outcomes. Retention rates, term and cumulative GPA, percentage of courses completed, graduation rates, transfer rates, mid-term progress reports, academic progress towards course of study, exit reasons, numbers and types of service contacts are all tracked and utilized to determine improved and expanded learning.

TRiO Chapter One Unit Description

The TRiO Learning Center (TLC) at Lane Community College helps students succeed. The TLC is a federally funded program through the Department of Education with the goal of assisting eligible students to achieve their college degrees at Lane or transfer to a four-year college to earn a bachelor's degree. The TLC was first funded in August of 1997 for a four-year grant cycle. In 2001, the program was awarded an additional five-year grant cycle due to scoring in the top ten percent of all grant applications. The TLC has only 200 slots each year. Enrollment is usually limited to about new 100 students each year. Once enrolled in TRiO, students remain TRiO participants until they leave Lane.

To be eligible for the TRiO Learning Center a student must meet the following criteria:

- Be enrolled and seeking a two-year degree at Lane or planning to transfer to a four-year college or university, and have a need for academic support.
- Intend to achieve a degree or transfer within three years of enrolling at Lane unless there are special circumstances. (This typically requires attending school full-time.)
- Be a United States citizen or a permanent resident.
- Meet at least one of the following criteria (two-thirds must meet two criteria):
 - Neither parent received a four-year degree.

- Qualify for financial aid or meet financial need guidelines.
- Have a documented disability and qualify for services through the Disability Services office.

TRiO services are provided free to eligible students and are designed to help students meet the varied challenges of college life. Students come to TLC for advice, support and encouragement. The TLC staff are available to assist students individually with whatever their concerns and issues that may be challenges throughout their time at Lane. TRiO staff follow academic progress, suggest ways to be successful at Lane, and support all work toward academic goals. To create success TLC provides:

- Effective study skills and time management
- Extra academic help for challenging classes
- People who support the students' educational goals
- Quality academic advising and counseling
- A place to belong.

The TLC utilizes many research-based best practices for student retention and success in providing multiple services:

- Intensive case management to carefully assess and monitor students' progress in order to intervene when needed in a timely manner.
- Individual and small group tutoring with emphasis in math, science, writing, computers, and study skills.
- A computer lab where students can utilize many software programs and the Internet to complete assignments.
- Academic advising to assist students with appropriate program planning and course selection.
- Personal and career counseling to address barriers to persisting in college.
- Information and referral to services on and off campus to help students with their individual needs.
- Peer mentoring to provide successful role models who connect with students where they are.
- Cultural enrichment activities to broaden the educational experience of first-generation, low-income students, and to help create social connections.
- Supplemental instruction and study groups to create greater learning in math, language and science courses.
- Special workshops and classes to provide academic and human development topics.
- Assistance with transfer planning to create successful transitions to universities.
- Visits to Oregon four-year colleges and universities to assist in successful transitions.

TRiO

Chapter Two

Program Outcomes

What do you intend to do?

- Provide academic and support services to participants
- Enhance academic skills
- Increase retention and graduation rates
- Facilitate entrance into four-year colleges
- Foster an institutional climate supportive of the success of TRiO-eligible students.

The TLC model of service incorporates strategies from the “Best Practices” in Student Support Services (SSS) programs (Muraskin, 1997). Some of the most effective best practices discovered in Muraskin’s study have been and will continue to be incorporated in Lane’s TRiO program. These include:

- An emphasis on providing academic support for developmental and first year courses (including supplemental instruction, intensive tutoring individually and in groups, and a learning lab).
- Extensive student service contacts (with many group services provided).
- An intrusive advising and case management process with multiple meetings each term and support and advocacy for participants with mid-term progress reports.
- An integrated and intensive service approach, especially for first year students, providing a mix of academic and support services based on individual needs.

Who do you intend to serve?

The TRiO Learning Center accepts 200 students each year. Participants must meet the first three selection criteria below. Because there are more eligible applicants than available slots, students are also screened on the remainder of the selection criteria.

- Be low-income, first-generation college student or have a documented disability.
- Lack college readiness in mathematics, reading or writing, based on assessment scores; or demonstrate other academic need that TRiO services can address.
- Seek a degree or plan to transfer to a four-year college or university.
- Take at least nine credits per term (preference for selection is given to full-time students unless there are special circumstances).
- Demonstrate personal motivation and commitment to complete educational goals.
- Desire to benefit from program participation.

How do you intend to serve them?

The TRiO program has responded to the need to improve student retention, graduation and transfer by developing an integrated student service delivery system that is tailored to each student’s unique abilities, aspirations and barriers. The TRiO program has developed a system that utilizes one-on-one planning, continual monitoring, frequent

intervention and support. The TLC has been designed to create a “safety net” of caring staff and integrated services. TRiO services incorporate the following activities:

- Conduct in-depth assessments of academic needs, learning styles, and other special needs.
- Develop individualized, dynamic academic plans called Student Support Plans.
- Provide a “home-base” including study space and computers for participants.
- Implement tutoring services, study groups, and supplemental instruction.
- Teach study skills and college success skills.
- Intervene and troubleshoot, early and often, to assist participants in overcoming academic and other obstacles.
- Facilitate the development of strong personal connections to TRiO staff and other participants.
- Provide personal counseling to address psychological and emotional barriers to success.
- Provide early and intrusive advising and academic planning.
- Provide frequent follow-up advising sessions each term.
- Monitor participants with academic difficulties.
- Contact instructors of participants experiencing academic difficulties.
- Provide a strong connection to TRiO and college life through social, cultural and leadership activities.
- Assist with career and life planning.
- Prepare participants for college transfer.
- Assist with financial aid and scholarship applications.
- Implement a mentoring program by Lane students, and former Lane students who are junior and senior SSS participants at the UO.
- Conduct services for participants with limited English proficiency.
- Facilitate college-wide commitment to student success
- Provide an integrated and intensive student service approach.

What are the expected results of providing your services?

The TRiO performance objectives are in accordance with the Government Performance and Results Act of 1993 (GPRA). These objectives are all related to the grant purpose, address the needs at Lane for the TRiO population, and are clear, specific, measurable, ambitious, and attainable. They are:

- To assure persistence toward completion of the academic programs in which they are enrolled, at least 65 percent of participants who do not graduate or transfer will be retained from term to term, and at least 50 percent will be retained from spring term to the following fall term.
- To demonstrate persistence and satisfactory progress towards graduation and/or transfer, 90 percent of participants will remain in good academic standing each term and 70% will maintain a GPA of 2.8 or higher on a scale of 4.0.
- To demonstrate persistence and satisfactory progress toward graduation and/or transfer, 80 percent of program participants will maintain course completion of

greater than 65 percent of enrolled credits as of the end of the fourth week of each term.

- At least 10% of TRiO program participants will graduate from the institution each year.
- At least 30 percent of transfer-ready program participants will transfer to four-year institutions each year.
- To foster an institutional climate supportive of the success of TRiO program participants, the TRiO director and staff will conduct formal and informal contacts throughout the college to educate about TRiO-eligible student needs, and develop resources to address the needs and barriers of TRiO participants. A minimum of 15 of these types of contacts will occur each term.

TRiO Chapter Three Program Outcome Data

The TLC is funded to serve 200 active participants each year. In 2002-2003, TRiO served 207 active participants. (TRiO enrolled about 240 students during that period to ensure an adequate number of active participants). All TRiO participants were seeking two-year degrees and/or to transfer to a four-year institution. All had some sort of academic need. All were required to attend more than half time, and most were encouraged to attend $\frac{3}{4}$ to full-time.

Numerous students had one or more additional characteristics that increase their risk of academic difficulty. Many were non-traditional students with jobs and families, and a number were single parents. Participants had backgrounds of substance abuse/addiction, physical/mental/sexual abuse, and mental and emotional disorders. There were many more participants with disabilities than the 10 percent listed below. Many students did not have the financial means to have their learning or mental health disabilities diagnosed and documented, making them eligible for accommodations through the disability services office.

2002-03 Totals (207 active participants) are summarized below:

By Eligibility

First- generation and low-income	151 (73%)
Students with disabilities:	22 (10%) (13 were also low-income.)
Low-income only:	8 (04%)
First-generation only:	26 (13%)

By Ethnic Background

American Indian or Alaska Native:	4	(02%)
Asian	12	(06%)
Black or African-American:	5	(02%)
Hispanic or Latino:	13	(06%)
Native Hawaiian or Pacific Islander:	1	(01%)
More than one race reported:	8	(04%)
White:	164	(79%)

By Gender

Female:	176	(85%)
Male	31	(15%)

2002-03 services (207 active participants) are summarized below:

Type of Service Contact	Unduplicated Number of Students	Number of contacts	Number of hours of service
Advising/Counseling/Case Management	207	4,636	1,176
Workshops	150	233	62 instructional hours
Credit Classes	44	560	70 instructional hours
Tutoring (one-on-one)	198	(Counted in assisted lab contacts)	1,655
Tutor-led study groups/SI	32	184	184
Assisted Lab	207	7,917	2,493
Cultural Enrichment Activities	84	146	73 staff hours
4-year college visits	4	4	20
Peer Mentoring	34	593	391
Totals	207 unduplicated students	14,273 contacts	6,124 hours of direct service

The TLC services and activities above included:

- Establishing a home base for the participants where they feel welcome and supported.
- Tutoring in all general subject areas.
- Staffing an assisted learning lab where participants study and receive academic assistance.
- Providing intensive case management to follow progress and intervene early when necessary.

- Advising in an “intrusive” fashion to ensure students are on track with their programs of study.
- Counseling to set achievable academic and career goals and address personal barriers.
- Teaching informational/instructional workshops and credit classes to develop study skills and college success strategies.
- Matching new students with successful, experienced peer mentors and facilitating an array of cultural enrichment activities to broaden perspectives
- Providing transfer advising and visits to four-year colleges to ensure smooth transitions to universities.
- Coordinating and collaborating with instructional and other student service departments to support participants’ academic progress.

The TRiO service level is frequent and intensive, but is provided by a relatively small staff. There are four contracted staff members (3.22 FTE), six hourly tutors, and a work-study student.

During 2002-03, Lane Community College’s TRiO Learning Center (TLC) achieved or surpassed all established performance criteria and approved project objectives. (See the following page for a table specifying performance outcomes). The program participants engaged in program services and activities that helped them achieve their academic goals including accomplishing strong GPAs, completing courses they enrolled in, persisting in college, graduating, and/or transferring to four-year schools. The TLC participants have achieved higher GPAs, greater retention, higher graduation rates and higher transfer rates than comparable Lane students who did not participate in TRiO services.

TLC participants continually report in interviews, focus groups, and program evaluations that the TRiO Learning Center made a world of positive difference in helping them achieve their academic and career goals. The TRiO students consistently identify their growing confidence as a key factor in their success and they attribute TRiO support as instrumental in helping them develop the self-assurance and ability to follow through on their educational pursuits.

PROJECT PERFORMANCE OUTCOMES for 2002-2003

Criteria	Proposed Percent	Proposed Number	Actual Percent	Actual Number	Objectives
Persistence	65% term to term 50% spring to fall	130 100	Objectives Surpassed 95% 84%	196 135/161	To demonstrate persistence toward completion of the academic programs in which they were enrolled, at least 65 percent of eligible participants who do not graduate or transfer will be retained from term to term and at least 50 percent will be retained from spring term to the following fall term.
Good Academic Standing	90% 70% 80%	180 140 160	Objectives Surpassed 93% 89% 85%	193 184 172	90 percent of participants will remain in good academic standing each term. At least 70 percent will maintain a GPA of 2.8 or higher on a scale of 4.0. At least 80 percent of program participants will complete more than 65 percent of enrolled credits as of the end of the fourth week of each term.
Graduation	10%	20	Objective Surpassed 17%	35	At least 10 percent of program participants will graduate from the institution each year.
Transfer	30% of transfer-ready	17 (56 were transfer ready)	Objective Surpassed 57% transferred	32	At least 30 percent of transfer-ready (more than 60 credits at beginning of year and have the intent to transfer) participants will transfer to four-year institutions each year.

TRiO

Chapter Four

Analysis of Expected Performance with Actual Performance

Strengths

The mission: The TRiO Learning Center—TLC—helps students succeed was certainly fulfilled over the past year. Meeting or exceeding all established performance objectives support that conclusion. When comparing some of the TRiO performance outcomes to outcomes for other Lane students that are included in the Lane Community College Profile of 2001-02, compiled by staff in Institutional Research, Assessment and Planning, it is clear that TRiO students are very successful.

Performance Indicators	Other Lane Students	TRiO Students (2002-03 data)
Graduation	10% (5 year average: 1997-2002)	17%
Transfer: (Students completing an AAOT degree, then enrolled in OUS institution next fall)	61% (5 year average: 1995-2000)	82%
Persistence: (Students enrolled the next fall, after beginning the fall before)	62% (First-time, full-time, degree-seeking students: F97 cohort)	84% (TRiO students enrolled F2002 and F2003)
Credits Completed	(2001-02 credit students) 13% completed 0 credits 30% completed less than 50% 38% completed 100%	3% completed 0 credits 6% completed less than 50% 63% completed 100%

The TRiO Learning Center utilizes a number of best practices in student success. According to Dr. Lana Low, Vice-President for Noel-Levitz, successful retention programs:

- Are highly structured
- Are interlocked with other programs and services
- Rely on extended, intensive student contact
- Are based on a strategy of student encouragement
- Focus on affective and cognitive needs of students
- Track and monitor students progress in all areas

The TRiO Learning Center meets these criteria. It is a highly structured program that sets high expectations for its participants, and provides information, skill-development, and support to help the participants meet those expectations. The TLC effectively collaborates across campus and TRiO students benefit by being involved with many other campus programs and services. The home atmosphere created for TRiO participants is supportive and encouraging in its physical, learning and social environment. It provides safety to address difficult issues as well as validation for small and big successes. The individual and group services provided through the TLC match the academic, learning, affective, and social needs of its students. The goal of empowering students to make effective choices that support and enhance their success is realized.

Some technological improvements made this past year to more effectively communicate with students and track data include the following.

- A TRiO student majoring in Multimedia Design developed a new TLC web page. Students are able to contact staff, find information about current activities, read the most current newsletter, and link to other student success web sites.
- TRiO strongly urges all students to have e-mail addresses. TRiO provides tutor support to help students set up e-mail accounts and encourages students to check their e-mail in the TLC if necessary. TRiO sends out a weekly newsletter informing students of important Lane and TRiO activities/events. TRiO students have responded very positively to this information source.
- TRiO communicates with students via e-mail regarding mid-term progress reports. It speeds up the information flow, so students become aware much quicker when their instructor sees a potential problem in a course.
- IRAP has provided staff support to TRiO to increase the efficiency of doing the mid-term progress reports.
- TRiO utilizes an Access-based data system to collect and manage data required for reporting.
- The computer lab in the TLC is supported by Instructional Computing Center. That department has been extremely helpful in ensuring the TLC computers are up-to-date, have needed software, and are protected.
- TRiO is beginning to learn the capacity of Banner to help support the data needs. Excellent support has been provided through the Banner Implementation Team.

Challenges/Opportunities

The TRiO grant requires careful monitoring and reporting of numerous types of data. Over the past couple of years, systems for collecting data have improved, but there is room to develop more efficient means for collecting and reporting data. The new Banner system provides numerous opportunities for enhancing data collection/reporting, but it will take some time to learn the potentials of the system.

Another challenge is the grant budget has not kept up with the increasing cost of staffing the TLC. The past two years have seen only a two percent increase in funds from the Department of Education. This increase does not keep pace with Lane's salary, benefits, and OPE rising costs. What it means for TRiO is that services must

be cut, as most of the budget is in staffing costs. This is not good for students and at some point will likely result in less favorable outcomes.

Conclusions

In its forty years of funding and overseeing TRiO programs, the U.S. Department of Education (DOE) has developed effective strategies to help disadvantaged students graduate from college. DOE expects its funded programs to utilize best practices in the field, demonstrate effectiveness through outcome-based measures, and continually improve programs and services based on new information and technological advances. The national TRiO community is a vast source of knowledge, information, networking and training opportunities. Lane is fortunate to have the TRiO program on its campus, as it is an important and beneficial resource. It can serve to develop and pilot effective success and retention strategies that can work at a broader level.

The cost of about \$1,000 per student per year of intensive retention service is reasonable given the outcomes. The results of increased persistence, improved GPAs, higher percentage of classes completed, and higher rates of transfer and graduation, are extremely valuable benefits for this cost. Considering only the significant improvements in course completion rates for TRiO students compared to other Lane students would justify budgeting to provide the type of effective retention services that TRiO is providing to a small, high-risk population to other Lane populations.

TRiO Chapter Five Program Initiatives to Improve Performance

[Initiatives are numbered for reference; numbers do not indicate a rank order.]

Initiative 1: Develop a completely electronic Mid-Term Progress Reporting system. TRiO has piloted an Early Warning System of Mid-term Progress Reports (MTPR) over the past two years. There has been an amazing return rate (78% in Fall 2003). TRiO staff contact every student who has a concern listed by an instructor. When returned by the 6th week of the term, there is usually time for the student to still have a positive outcome in the class. Faculty report they highly value having a place to express concerns about their students where they know they get support and assistance. Students report they highly value knowing clearly where they stand, especially if there are concerns of which they are not aware.

The product of the initiative will be a more efficient and effective electronic system for sending and receiving information, and then for tracking outcomes. Although the MTPR is a very useful process for helping students succeed in courses where they have been struggling, it is time-consuming and cumbersome. The process must become more efficient in order to be able to utilize it on a wider basis with other students on campus. A web-based application is feasible. Banner would support this

innovation. It is a project that could be implemented in phases increasing its feasibility. It would require staff time from several departments: IRAP (Sylvia Sandoz), Computer Services (Ron Rourke), Enrollment Services (Kerri Houghton). Initially, 200 students will benefit, but the intent is to develop a system to utilize on a broader level with many more students. The electronic reporting system would provide critical information in a timely way, as well as support and resources to help students succeed in classes where they are struggling.

Staff time needed to develop and implement initiative: (could be completed in phases)

Tasks	Current	Phase 1	Phase 2 or 3	Phase 2 or 3
ID students needing early warning	Sylvia Sandoz manual process	<i>Banner job to extract data (Sylvia Sandoz and programmer). 2 uninterrupted weeks?</i>	Banner job to extract data	<i>Banner behind the scenes to feed web (Ron Rourke). 1 uninterrupted week?</i>
Gather faculty input	Paper to faculty then back to TRiO	Paper to faculty then back to TRiO who enters into Banner	Paper to faculty then back to TRiO who enters into Banner	<i>Faculty web input (Ron Rourke). 2 uninterrupted weeks?</i>
Warn students	Manual e-mails	Paper to faculty then back to TRiO who enters into Banner	<i>Letter/e-mail generation in Banner all automated (Sylvia Sandoz). 2 uninterrupted weeks?</i>	Letter/e-mail generation in Banner all automated

Cost: No cost as staff are existing. However, the challenge will be creating adequate time in people's schedules.

Core value addressed: best retention practices and technological advances

Can the project be partially funded? N/A

Initiative 2: Purchase and use a Smart Card system in the TLC.

The TRiO program is required to track and report on all service data. Currently there is an annual card system in place to track all student study time in the TRiO Learning Center, as well as all tutoring time (distinguished between drop-in, individual appointments, and group tutoring). Although the system works, it is extremely time-consuming. The tutor coordinator spends approximately 10 hours a week inputting the data. This time could be more productively used in helping students.

The product of this initiative would be an electronic card system similar to what is used in the Lane Fitness Center. The system can track the various required types of time and provide the needed reports. This project is feasible and more than two hundred students would benefit each year. Saving time with this system would provide an additional eight hours per week of tutoring time.

Cost: At most, \$3,295 in hardware and software. Mary Goode as consultant to adapt a check-in system for the TLC.

Core values addressed: use of technology

Can the project be partially funded? There are other Lane programs currently considering Smart Card systems. It may be feasible to share some equipment and software for cost savings.

Smart Card System: TACT Funds

- ❑ Category of request: New technology
- ❑ There are other departments on campus that utilize a smart card system (Fitness Center, Library) and there are many more opportunities to utilize a system such as this on campus (Book Store, Student Activities, Cafeteria, other computer labs and tutor centers). The possibility to share hardware, software, and development costs exists.
- ❑ Cost breakdown:
 - Hardware/software: \$3395
 - Consultant to revise FEC program: \$1000

Initiative 3: Develop curriculum for one, two, and three-credit Success Strategies classes that can be utilized in various college settings to increase student success.

The Success and Goal Attainment Committee (SAGA), a chartered committee through the Enrollment Management Team, has been working on issues of success and retention. Success strategies curriculum based on Skip Downing's On Course principles could be utilized in various areas to enhance student success (orientation, first year experiences, academic probation systems). The curriculum would include course outline, materials, possible activities, and guidelines for use. The project is particularly feasible because TRiO Director Mary Parthemer has participated in both basic and advanced On Course workshops, developed a Success Strategies workshop that is required for all new TRiO students, and uses many of the On Course principles in her classes

The On Course curriculum has been demonstrated to help retain students. The principles are based on student empowerment and student-focused learning. The benefit to students would depend on where the curriculum might be implemented. If it was only implemented for probationary students, it would have the potential to reach at least 1,000 students per year. If it were implemented at a broader orientation level, it would have the potential of reaching far greater numbers of students.

Cost: \$15 x 60 hours = \$900 + OPE @ .323 = \$1,191

Core values addressed: learning-centered principles.

Can the project be partially funded?

Initiative 4: Purchase and utilize Noel-Levitz College Student Inventories for assessment purposes.

The TRiO program has used the Noel-Levitz College Student Inventory (CSI) for several years and found it to be extremely useful and accurate in assessing student needs. The CSI predicts areas where students will need support and development. Its use was discontinued when budget constraints required cutting expenses.

The product of the initiative would be a web-based assessment that each new TRiO student completes when they enroll in the TLC. It is utilized to develop their individualized Student Support Plans. In addition, it would provide a tool to measure outcomes compared to various predictive factors. This would help determine what student populations would benefit most from retention interventions. It is a feasible project that would benefit approximately one-hundred twenty-five students per year. Students would benefit by being more accurately assessed on factors that directly relate to their needs to be successful in college.

Cost: $140 \times \$7.25 = \$1,015 + \$50.75$ (5% SH) = \$1,065.75/year

Core value addressed: learning-centered principles.

Can this initiative be partially funded? Yes. TRiO has a budget of \$500/year for assessment instruments.

Noel Levitz College Student Inventories (CSI): Carl Perkins funding

Special population evidence:

- ❑ All TRiO students are first generation, low-income students, or students with disabilities.
- ❑ To be a TRiO participant all students must also demonstrate academic need.

Fit with Perkins Goals:

- ❑ This request fits with the Special Populations Student Results Goal by assessing the types of barriers students face to be successful in professional technical programs. This assessment information guides the success plans for the students determining appropriate interventions and areas to strengthen.
- ❑ Additionally it fits the Counseling and Career Development Goal. Again, the College Student Inventory assessment helps the student and their counselor/advisor know what will be helpful in personal career development.

Possible high school collaboration:

- ❑ Many area high schools are aware of the TRiO program and refer their graduating seniors. The CSI will provide a better assessment of those students' needs.

Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Description <i>Note: Initiatives are numbered for reference and do not indicate a rank order.</i>	Resource Description	Resource Description \$	Recurring=R Nonrecurring=N	Resource Type (mark with an "X")				Funding Sources (mark with an "X")					
								Payroll (w/OPE)	Equipment	Space	Other	Existing	New G-F	CP	TACT	CD	Other
TRiO	TBA	2004	Fall 2004	1. Develop a completely electronic Mid-Term Progress reporting system		No cost	N					X					
TRiO	TBA	2004	Spring 2004	2. Purchase and use a Smart Card system in the TLC		\$3,300+	N		X		X				x		
TRiO	TBA	07/04	Ongoing	3. Develop a curriculum for one- two, and three-credit Success Strategies classes that can be utilized in various college settings to increase student success		\$1,191	N	X								x	
TRiO	TBA	09/0	Ongoing	4. Purchase and utilize Noel-Levitz College Student Inventories for assessment purposes		\$1066/yr	N				X			X			

Unit 6:
Human Development
Instruction

Human Development Instruction

Chapter Zero

Alignment with the College

Vision

Transforming lives through learning

Human Development Instruction provides academic classes that focus on life skills.

Mission

Professional/technical and lower division college transfer programs

Human Development classes are used as an option, and sometimes a requirement for, professional/technical programs.

Employee skill upgrading, business development, and career development

In addition to human development classes being required or suggested for many college programs, employers refer individuals for skills upgrades (e.g. anger management, assertiveness, human relations at work).

Foundational academic, language and life skills development

All human development classes are academic, credit class that focus on life skills development (e.g. assertiveness, anger management, coping with stress and depression, understanding dysfunctional families).

Lifelong personal development and enrichment

Human development classes all focus on human development and learning skills to enrich daily life.

Cultural and community services

All human development classes infuse content to improve cultural competency. Some classes have a direct community function service (e.g. parent education, annual conference on families, substance abuse prevention).

Core Values

Learning

HD classes are based on a psychoeducational, goal-directed model of instruction, in which students define goals and learn skills to make progress toward them. Course content is drawn from current theory and practice. Course descriptions define learning objectives and experiences through which students can test their progress as learners.

The opportunity to develop individual goals within the class structure enables each student to address individual needs. HD classes are taught by counseling faculty who work toward inclusion of all students in the class process and the creation of a respectful learning environment. All course descriptions include information about Lane's Disability Services and instructors work closely with that office. HD

instruction includes a one-credit Career and Life Planning class that provides tailored guidance for students.

Since they focus on life-skills, HD classes support retention and the development of a caring community. Students have an opportunity in class to share life issues, feel connected with others, and deal with barriers to success and retention. HD classes are used as support courses for other programs and meet elective AAOT and human service AAS requirements. Many programs require HD classes for program completion (e.g. Human Relations at Work).

Diversity

Classes have learning objectives related to diversity. Instructors work to create a learning environment and a process in which all students are respected. Course descriptions delineate expectations for being inclusive and respectful. HD classes cover self-management, assertiveness, limit setting, goal development, self-discipline, ways to respect self and others, motivation, skills to enhance personal power and effectiveness, and strategies for withdrawing from dysfunctional relationships and for developing equalitarian ones. Instructors model the skills that they teach.

The Counseling Department requires that HD instructors have a Master's degree in Counseling or a related field. Instructors bring skills from training programs that required training in values clarification, legal and ethical issues, and group process. HD instructors are trained in diversity and have extensive backgrounds in working in various cultural contexts. They seek continuous improvement in cultural competence. The Counseling Department provides training for continuous improvement and instructors have regularly scheduled discussions about instruction. Instructors maximize opportunities to highlight different cultural contexts (e.g. multicultural emphasis in substance abuse prevention class, inclusion of a diverse population in the development of a parent education telecourse, tailored workshops for TRiO populations, and class exercises where different perspectives and experiences are shared).

Innovation

HD instructors continuously discuss and revise curriculum and educational practices. HD instructors taught two of the first three of Lane's live studio classes. HD classes include telecourses and on-line classes. Instructors extensively use multimedia tools (e.g., PowerPoint, web sites, video segments, Power Point, live studio format, Test Pilot) and strategies attuned to environmental changes (e.g. expert groups, real life observation assignments, resource exploration, web-based projects). Some HD classes are linked as Learning Communities in collaborations with other departments (e.g. Writing 05 and HD's scholarship class, Career and Life Planning and Reading 080).

New classes are developed to meet student needs (recent examples: a three-term substance abuse prevention class, a scholarship class, and anger management class, and a parent education telecourse.) TRiO and Guided Studies provide instruction and support for academically under-prepared students. By virtue of their training and degrees, all HD instructors have backgrounds in change processes. The development of specific classes and the expansion of instruction have been systematic. In the last two years, HD worked with the Curriculum Office to secure permanent state-approved, collect transfer numbers for recently developed classes.

HD instruction is closely tied to the advising process and in tune with student needs. HD instructors participate in annual planning process for class scheduling and development. HD instruction makes use of Lane's self-support model and other funding opportunities (e.g. Perkins and Office of Instruction curriculum development funds) for developing new classes and offering additional class sections.

Collaboration and Partnership

HD instructors are extensively involved in college committees and processes. HD instructors work as a team and integrate part-time faculty in their family of instructors and provide support services for them. An *Instructor's Handbook* is provided for new instructors. Many HD classes use Career and Employment Services (CES) as a resource for students. HD classes involve extensive collaboration with Academic Learning Services, the English Department, the Math Department, and the Women's Program. HD instructors are highly collaborative with Disabilities, TRiO, and the Multicultural Center.

Integrity

Foster an environment of respect, fairness, honesty, and openness

HD Counseling faculty instructors have training in ethics, communication, group process, and problem solving (both as a degree requirements and continuing education). Instructors clarify expectations for behavior in course descriptions and first class sessions. Experienced instructors recommend, screen, train, and mentor new instructors. HD has a consistent hiring process and a standing pool of qualified instructors to meet emergent instructional needs.

Instructors behave with integrity in the conduct of their classes, assessment, grading, and use of classroom resources. They keep office hours, focus on retention, problem solve with students, and discuss problematic situations as a group of instructors, and when applicable, with the Counseling Department of Instruction, Coordinator of Instruction, Director of Counseling or the Associate Director. Instructors invite students to participate in formal evaluations every term, although the College only requires that classes be evaluated annually. Instructors also conduct mid-term evaluations. Instructors keep office hours to maximize student contact. HD instructors spend more than the required number of hours on campus and are highly accessible to students.

Accessibility

HD instructors participate in an annual planning process for instruction. A sequential process is used to develop new classes. In addition to providing an academic experience, HD classes are geared to student success and retention. Classes are offered in outreach areas within budgetary restrictions.

Strategic Directions

Financial Stability

The Counseling Department has an annual process for planning for courses. The Department takes full advantage of funding sources (Perkins, curriculum development, self-support model) to provide additional sections and new classes. Instructors promote new classes and include maximum enrollment in classes. Class orientation and retention strategies help student stay enrolled and make progress.

Building an organizational infrastructure

HD instructors are participating in the self-study for accreditation and the unit planning process. They submit an annual work schedule in the spring for the next year. They participate in long-range planning and an annual process for planning instruction. Instructors have a peer consultation model and are informed about student processes resolving concerns and complaints. HD instruction supports college transfer and technical programs. Instructors participate in college-wide committees.

College Climate

HD instructors are highly accessible and involved in the fabric of college activities. Their offices are generally located near classrooms and have posted office hours. Teaching is part of the job description of faculty counselors, so they have the advantage of working with students both as instructors and counselors (although not simultaneously with any one student for ethical reasons). They are well apprised of the heartbeat of student life and the campus community.

Implementation of BWEL and Link Continuing Education with Credit Units

HD's Annual Conference on Families is scheduled for the Center for Meeting and Learning. EOAR (early advising sessions) was conducted as a non-credit, FTE generating activity last summer at the Center. HD instructors provide credit Career and Life Planning classes that include workforce participants.

Learning Centered Principles

Although each class has a defined curriculum and objectives, students define goals. Exercises and discussion enable students to apply principles and skills to their own lives. Career and college success classes help students establish a personal sense of direction.

Create substantive change in individual learners

Participations in psychoeducational classes enable student to earn academic credit and complete program or elective requirements while improving skills.

Create many options for learning

Courses provide options for mastering content (discussion, individual or group exercises, written assignments, tests). The variety of human development classes also offers options for improving personal and professional skills.

Assist learners to collaborate in learning activities

Students and teachers collaborate in defining goals and mapping progress. Because of the nature of human development classes, particularly discussion opportunities, instructors and students have exchanges about the learning process. Many human development classes provide opportunities for students to work collaboratively with each other.

Define the role of the learning facilitator

The instructor has an instructional responsibility to the class (prepares, course description, delineates learning objectives, provides lecture/discussion opportunities, group and individual exercises, written assignments, tests, evaluation procedures). . However, as guided through instructional experiences, they apply principles and skills to their own life situations and refine expectations and goals.

Human Development Instruction

Chapter One

Unit Description

The teaching component of the [Counseling Department](#) is called the Human Development Department. It offers classes which help students with entering college, career and life planning, decision making, maintaining productive personal and work relationships, understanding families and children, parenting skills, and coping with stress and depression. Personal awareness and growth in applied life skills are emphasized.

Courses with CG and HS prefixes (numbered 100 and above) fulfill the social science/human resources group requirement for the associate of applied science, associate of science, and associate of general studies degrees; and also count as electives for the Associate of Arts Oregon Transfer Degree. The Counseling Department offers a special program for new students: *College Success*. This class will teach personal attitudes and learning skills needed for a successful college experience.

Counseling Department courses include:

- Anger Management
- Career Exploration
- Career and Life Planning (on-line, telecourse, and live interactive class)
- Career and Life Planning (guided independent study)
- Career and Life Planning (Women's Program)
- College Success (telecourse and live interactive class)
- College Success (TRiO)
- Coping with Stress and Depression (on-line)
- Coping Skills for Stress and Depression
- Crisis Intervention
- Dreikursian Principles of Child Guidance I (beginning) and II (advanced)
- Eliminating Self-Defeating Behaviors
- Human Relations at Work
- Improving-Parent Child Relationships (telecourse)
- Introduction to Assertive Behavior (live studio class)
- Introduction to Addictive Behavior (3 term sequence)
- Issues in Cultural Diversity
- Show Me the Money (scholarship class)
- Transitions to Success (Women's Program)
- Trends: Annual Conference on Families
- Understanding Dysfunctional Families

A co-coordinator of Instruction and an Administrative Assistant oversee Human Development Instruction under the supervision of the Director of Counseling. Faculty counselors generally teach at least one class per term. Part-time staff who have been screened, interviewed, and accepted for the Counseling Department instructional pool teach additional classes.

Human Development Instruction

Chapter Two

Program Outcomes

Program Outcomes

What do you intend to do?

Provide psycho educational classes that enable students to:

- Define goals and learn skills to make progress toward them.
- Explore life issues and improve life skills.
- Deal with barriers and improve strategies for success and retention
- Explore and develop options for higher education, employment, and careers.

- Provide support course for other programs and to meeting AAOT and human service AAS requirements.

Who do you intend to serve?

- All LCC students interested in human development course content.
- College departments rely on human development classes to supplement programs.
- Community members who participate in combined credit/non-credit classes.

What does the learner acquire after completing your program? How you're your program contribute to enhancing core abilities?

The Human Development Department has classes rather than programs. By successful completion of the classes students will be able to:

- Communicate more effectively
- Improve effective and respectful listening
- Improve interpersonal, small group, and collaborative skills
- Expand understanding of educational, employment, and career opportunities
- Communicate more effectively among diverse populations
- Develop new ways of seeing and understanding the world; points of view, and multiple perspectives
- Increase understanding of the relationship between self and community, including self-awareness and personal responsibility
- Plan, implement, and evaluate lifestyle change strategies, which contribute to optimal physical and mental health
- Describe core aspects of today's integrated global society, including cross-cultural variation, and gender issues, as well as group function, interaction and change
- Be able to read more critically for information

Course Outcomes

Course outcomes are tailored to specific classes and described in course, which are provided for students on the first day of class. Instructors provide opportunities for self and class assessment. Course outcomes are stated in terms of behavioral outcomes. Human Development instructors generally conduct informal midterm evaluations and uses exercises and discussion that provide continuous feedback. Students formally evaluate courses at the end of each term.

Instructional Methods

Counselors are master teachers in their subject areas and generally use methods including lecture, group discussion, individual and group exercises, self-assessment activities, role-playing, journaling, written exercises, and assessment by exam.

Instructional Environment

Most counseling classes are taught in rooms that were designed for enhanced instruction. Counselor instructors use multiple technologies and have access to training in instructional technology.

Faculty/Staff Contributions

In addition to instructional responsibilities, human development instructors are active on college committee related to instruction.

Advisory Committee

Human Development does not have a formal advisory committee. However, given their role in the Counseling Department, the counselor instructors are in tune daily with students needs and active in the community. Part-time instructors who join the Human Development of instructors are professionals with a strong sense of community issues and needs. One course, Human Relations at Work, was developed in response to advisory committee feedback to a department.

Human Development Instruction Chapter Three Program Outcomes Data

Participation

Data from IRAP Enrollment Report, 2002-03

FTE	Year
192.9	2002-03
153.8	2001-02
141.1	2000-01
113.2	1999-00
89.6	1998-99

FTE for Human Development Classes by term

23.09	Summer 2002
60.38	Fall 2002
54.7.1.1	Winter 2003
55.4	Spring 2003

Faculty/Staff ratios

Only .3 FTE of a classified person is assigned to assist 10-18 instructors each term.

Demand/Capacity Analysis

Most sections fill before class begins. It is extremely rare to have to cancel a class due to low enrollment. Rather than using wait lists the Department allows more students to enroll (example: 35) than will actually remain in the class (example: 30).

Who uses your services

Students from all programs on campus enroll in Human Development classes. In addition, community participants enroll.

Contribution to Student Success

All Human Development classes aid in retention. Success and retention is a primary goal in College Success and Career and Life planning classes.

Total Cost of Program

Human Development in 2002-03

Personnel Expenses	
Classified	10,703
Faculty Overload	3,634
Contracted Faculty	129,861
Part-time Faculty	63,187
OPE	83,165
Subtotal	290,550
M&S	4,145
Total	294,695

[**Note:** 192.9 (Human Development 2002-03 FTE) x \$2400 = \$462,960.]

Fees

The following fees are attached to some classes:

Human Relations at Work	\$6 (charged by the Counseling Department)
Career and Life Planning	\$15 (charged by the Counseling Department)
Distance Learning Online Course	\$40 (charged by Distance Learning)
Distance Learning Telecourses	\$25 (charged by Distance Learning)

Human Development Instruction

Chapter Four

Analysis of Expected Performance Versus Actual Performance

Strengths

Human Development instruction has many strengths.

- Human development instructors are professional with extensive expertise in their content areas. They are highly committed to providing quality instruction to meet the varied needs of students.
- Over the last several years Human Development has expanded its selection of courses and FTE.
- The Human Development Department maintains a pool of qualified instructors to ensure course coverage and quality instruction.
- The Human Development Department has an instructional procedures manual and a mentoring system for prospective and new instructors.
- Instructors meet regularly to discuss instructional issues, content, methods, and technologies.
- Students complete a formal instructor evaluation in every class each term. Results are consistently positive.
- Human Development instruction enlists multiple modalities: on-line, telecourse, live studio class, and real-time live interactive classes.
- By virtue of the training and perspective of Human Development instructors, aspects of cultural differences and diversity are infused in instruction.
- Instructors use Internet resources and multimedia tools (PowerPoint, spreadsheets for computing points for classroom activities, VCR-TV).
- Several departments require Human Relations at Work CG203 for their Professional Technical programs and report satisfaction with student learning that occurs in this class.
- Classrooms and resources are used efficiently. Classrooms (222 and 224, Building Number One) are scheduled 8:30 or 9AM until 8:50PM on most days.
- Desired enrollment is exceeded for most classes.
- Desired enrollment is generally exceeded for most classes.

Weaknesses

- Sharing multimedia equipment often results in multiple requests for limited equipment. More equipment would be helpful.
- Human Development instructors are counselors, who provide counseling and advising services. At peak service periods, it is a strain to serve students and find time to prepare instructional materials and begin classes.
- Instructional support services are modest. Instructors have compensated by doing many support functions themselves. The support services that are provided are excellent.
- The ability to expand instruction will probably rely on the self-support model, which is not fully developed by the College.

- The ability to expand in the area of conferences and workshops is limited by lack of convenient, reasonably-prices facilities.

Human Development Instruction

Chapter Five

Program Initiatives for Improve Performance

[Initiatives are numbered for reference; numbers do not indicate a rank order.]

- **Improve multimedia/audio-visual support for instructors**

Initiative 1: Replace two outdated computers on multi-media carts.

Cost: \$830 for one; \$1660 for two

Core Values Addressed: Learning and Innovation

Could the initiative be partially funded? Yes, by replacing only one computer.

IF FUNDING SOURCE COULD BE TACT FUNDS, COMPLETE THE FOLLOWING:

Category of Request: Increase student access to technology

Increasingly students are expecting and wanting to learn in a multi-media environment. The ability of instructors to use Power Point and graphics programs provides students with an enhanced learning environment. It also increases the likelihood that students with disabilities will benefit from instruction. Not only does the use of multi-media support learning, it provides a critical modeling for students who will be expected to have multi media skills in their jobs and careers.

How does this request fit in with other unit or college technology plans?

The Counseling Department has consistently encouraged their instructors to infuse technology in the delivery of instruction. Curricula for a number of classes were developed for electronic delivery (e.g. Human Relations at Work, Life Studio sections of Substance Abuse Prevention and Dreikursian Principles of Child Guidance). . Replacing the outdated computers on the multi-media carts will allow instructors to use current materials and to continue to improve instruction for students. The request to upgrade teaching hardware is consistent with the College's Learning Centered Principles (create many options for learning) and its Core Values of Innovation (respond to technological changes) and Accessibility (strategically grow learning opportunities).

Cost breakdown, including any unit resources being applied to the project being applied to the project (i.e. hardware, software, wiring, installation costs; timesheet staffing, licensing, other)

The multi-media carts are outfitted with other components. This request is to upgrade the two outdated computers (\$830 each for a total of \$1660).

- **Expand Instructional Offerings**

Initiative 2: Provide curriculum development funds to develop three new classes: Grief and Loss, Attention Deficit Disorder (ADD) in Children and Adults, and Rational-Emotive Education.

Cost: \$1350 (\$480 per course, \$15 per hours x an estimated 30 hours)

Core Values Addressed: Learning and Innovation

Could the initiative be partially funded?

Yes, by developing one or two courses instead of three.

- **Improve Use of Instructional Technology**

Initiative 3: Provide instructors release time for training to learn to create instructional web pages

Cost: \$2100 (6 hours backfill @ \$25 per hour for 14 instructors)

Core Values Addressed: Learning and Innovation

Could the initiative be partially funded? Yes, by training only part of the instructional staff

Initiative 4: Provide instructors release time for training to learn to use test pilot (computerized testing and data system)

Cost: \$2100 (6 hours backfill @ \$25 per hour for 14 instructors)

Core Values Addressed: Learning and Innovation

Could the initiative be partially funded? Yes, by training only part of the instructional staff

Improvement in Instruction

Initiative 5: Provide instructors with release time to prepare curriculum to convert selected three credit classes to four credit classes

Cost: \$1200 (12 hours backfill @ \$25 per hour for 4 classes/instructors)

Core Values Addressed: Learning and Innovation

Could the initiative be partially funded? Yes, by training only part of the instructional staff

- **Improve Instructional Resources**

Initiative 6: Improve book and video resources for Career and Life Planning Classes

Cost: \$1200

Core Values Addressed: Learning and Innovation

Could the initiative be partially funded?

Yes, by purchasing fewer materials.

Note on initiatives 4, 5, and 6: Release time is important for human development instructors because unlike other instructors, they provide direct counseling and

advising services for students when they are not teaching. With demand for counseling and advising services so high, it is extremely difficult to break away for instructional improvement activities that occur during daytime service hours. Having coverage for even short periods of absence from daytime service responsibilities is imperative.

Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Description <i><u>Note: Initiatives are numbered for reference and do <u>not</u> indicate a rank order.</u></i>	Resource Description	Resource Type (mark with an "X")	Recurring=R Nonrecurring=N	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
								Payroll (w/OPE)	Equipment	Space	Other	Existing	New G-F	CP	TACT	CD	Other	
Human Development Instruction	TBA	2004	Ongoing	1. Improve multi-media support for instructors: replace two outdated computers on multi-media carts	General Fund	\$1,660	N		X							X		
Human Development Instruction	TBA	2004	Ongoing	2. Provide curriculum development for three new classes	General Fund	\$1350	N	X									X	
Human Development Instruction	TBA	2004	Ongoing	3. Provide instructors with release time to learn to create instructional web pages	General Fund	\$2100	N		X		X						X	
Human Development Instruction	TBA	2004	Ongoing	4. Provide instructors with release time for training to learn to use test pilot (computerized testing and data system.	General Fund	\$2100	N		X								X	
Human Development Instruction	TBA	2004	Ongoing	5. Provide instructors with release time to prepare curriculum to convert selected three credit classes to four credit classes	General Fund	\$1200	N		X								X	
Human Development Instruction	TBA	2004-2005	Ongoing	6. Improve book and video resources for career and life planning classes	General Fund	\$1200	N				X		X					