

Chapter 5 of Each of the Counseling Department's 6 Unit Plans

January 15, 2004

Departmental Ranking of All Initiatives by Funding Source

Carl Perkins	Curriculum Development	General Fund	TACT
<ol style="list-style-type: none"> 1. Establish a bilingual Student Advisor 2 position for ESL program 2. Scholarship Coordinator 3. Increase SSA budget 4. Job Development/Employee Relations Advisor (get partners) 5. Noel Levitz Student Inventories 6. Books & Videos 	<ol style="list-style-type: none"> 1. TRIO – success strategies 2. HD <ul style="list-style-type: none"> • provide release time for learning instructional web pages • provide release time for learning to use test pilor • provide release time for converting 3-credit classes to 4-credit classes 	<ol style="list-style-type: none"> 1. Advisor Coordinator (04-05) Student Advisor 1 –Drop-in Center (05-06) 2. Increase lead CES Counselor .200 FTE (04-05) 3. Funding for EOAR (04-05) 4. Increase SSA Budget (04-05) 	<ol style="list-style-type: none"> 1. Testing Computers for student use 2. Check-in System 3. Smartcard System (TRIO) 4. Improve Multi-media Support

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

**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:

Counseling & Advising Priority 2

Division Priority 9

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.

Counseling & Advising Priority 3

Division Priority 5

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.

Counseling & Advising Priority 1

Division Priority 2

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, 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.

Counseling & Advising Priority 5

Division Priority 20

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.

Counseling & Advising Priority 4

Division Priority 30

Item A: 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)

Counseling & Advising Priority 7

Division Priority 23

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.

Counseling & Advising Priority 6

Division Priority 15

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.

Testing

Chapter Five

Program Initiatives to Improve Performance

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

Testing Priority 2

Division Priority 25

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.

Testing Priority 3

Division Priority 26

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.

Testing Priority 4

Division Priority 24

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.

Testing Priority 5

Division Priority 21

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

Testing Priority 1

Division Priority 1

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.

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

Career and Employment Services (CES)
Chapter Five
Program Initiatives to Improve Performance

CES Priority 5

Division Priority 22

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.

CES Priority 2**Division Priority 6****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.

CES Priority 3

Division Priority 3

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.

CES Priority 4

Division Priority 12

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.

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

SAP Priority 3

Division Priority 18

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, displaced 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.

SAP Priority 1

Division Priority 4

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.

SAP Priority 2

Division Priority 10

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.

SAP Priority 4

Division Priority 27

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

TRiO

Chapter Five

Program Initiatives to Improve Performance

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

TRiO Priority 3

Division Priority 19

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 is 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

TRIO Priority 1

Division Priority 7

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

TRIO Priority 2

Division Priority 8

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, and 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: $\$15 \times 60 \text{ hours} = \$900 + \text{OPE @ } .323 = \$1,191$

Core values addressed: learning-centered principles.

Can the project be partially funded?

TRiO Priority 4

Division Priority 11

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

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.

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**

Human Dev Priority 2

Division Priority 14

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**

Human Dev Priority 3

Division Priority 16

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**

Human Dev Priority 4

Division Priority 17

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

Human Dev Priority 5

Division Priority 28

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

Human Dev Priority 6

Division Priority 29

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**

Human Dev Priority 1

Division Priority 19

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.