

*Lane Community College*  
*Unit Planning: Instruction & Student Services*  
*Counseling: Career and Employment Services*

**Program Analysis**

**1. What did your unit accomplish last year in relationship to the annual planning initiatives?  
Other accomplishments not related to the annual planning initiatives?**

- a) At the end of last year, we purchased JobX, a customized online registration and job referral program, with partial funding from a Perkins grant; implementation is occurring throughout the 05-06 year.
- b) Working with Computer Services, we updated and greatly improved the CES website.
- c) Our Perkins grant for a .49 Scholarship Coordinator was renewed; we hired Tina Hunter with these funds (to backfill hours for Jackie Bryson, Scholarship Coordinator).
- d) Our Perkins grant for Student Service Associate (SSA) funding was renewed, allowing us to hire a larger, more diverse group of SSAs, working 10-12 hours per week.
- e) We collaborated with Workforce Development and Cooperative Education to plan, organize and facilitate Lane's annual career fair (now called the Career Conference and Job Fair), improving facilities, marketing, and opportunities for participants and employers.
- f) In Spring 2005, we conducted a CES Satisfaction Survey, coinciding with the larger department's survey of counseling and advising services.
- g) Tammy Simpson, CES Advisor, assumed the lead trainer and supervisor role for the SSA program.
- h) All CES Advisors were cross-trained to perform a variety of functions for the Federal Work Study and Learn&Earn programs. One of these includes contract preparation and implementing the process for off-campus agencies.
- i) Lori Kramer, CES Advisor, now emails all new jobs listed with our service to on-campus departments and off-campus sites.
- j) Requests for advisors to participate in on- and off-campus events and presentations has increased; staff are providing information to Lane students, high school students, and the community on services, scholarships, career information resources, resumes, etc.
- k) Jackie Bryson, CES Advisor, spent numerous hours collaborating with the Lane Foundation to improve scholarship application and selection processes, resulting in a clearer, fairer system.
- l) CES staff are now consistently implementing written evaluations for all workshops and events, in an effort to improve services to meet students' needs.

**2. What are the areas that still need attention?**

- a) Need ways to meet students' high demand for one-on-one career advising/assistance.
- b) Continued collaboration with Disability Services, Multicultural Center, Women's Center to ensure CES is meeting diverse students' needs.
- c) Evaluate and improve processes for tracking Job Location and Development program (JLD) hire and wage information.
- d) Need to focus on "job development and employer relations" functions, to increase part-time and full-time job opportunities for students and graduates.
- e) Need ways to meet increased demand for scholarship services and assistance from students, campus departments, and the Lane Foundation.
- f) Determine Lane's "graduates'" job search needs; develop and implement services (collaborating

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with other departments) to meet those needs.

- g) Develop an easy, consistent system to track in-house, on-campus, and off-campus outreach activities and number of participants.
- h) Create stronger relationships, better communication, and training with outreach centers and CLCs; determine their needs in relation to CES resources.
- i) Continue and strengthen on-going collaboration and communication with Workforce Development and Cooperative Education.
- j) Need staff time and resources to plan, market, and coordinate the annual Career Conference & Job Fair, in collaboration with Workforce Development and Cooperative Education.
- k) Update CES mission statement and Policies & Procedures manual.
- l) Need ways to assist students with financial planning, money management, and budgets, helping them successfully finance their college education.
- m) Ensure stable, on going funding for Student Service Associate (SSA) program.
- n) Ensure stable, on going funding for Scholarship Coordinator position.
- o) Ensure stable, on going funding for JobX annual license.

**3. Considering your responses to questions 1 & 2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.**

- a) Ensure stable, on going funding for Student Service Associate (SSA) program.
- b) Ensure stable, on going funding for Scholarship Coordinator (1.0 FTE).
- c) Ensure stable, on-going funding for JobX annual license.
- d) Continue to improve and expand the annual Career Conference & Job Fair in collaboration with Workforce Development and Cooperative Education.
- e) Evaluate and improve processes for tracking Job Location and Development program (JLD) hire and wage information, as well as focus on job development and employer relations functions, to increase part-time and full-time job opportunities for students and graduates; seek funding to create a Job Development/Employer Relations position, who would also coordinate the annual careers conference and job fair (1.0 FTE).
- f) Determine students' needs, collaborate with appropriate departments, and develop services for financial planning, money management, and budgeting assistance; seek funding to create a Student Financial Planning Advisor position (.25 FTE).
- g) Determine Lane's "graduates" job search needs; develop and implement services (collaborating with other departments) to meet those needs; seek funding to create a Graduate Job Search Services program/position (.49 FTE).
- h) Utilize more technology for service enhancement: PowerPoint presentations, internet resources, continue to improve website, utilize email to contact students, etc.

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**Section I: Planning**

**Initiative Title: SCHOLARSHIP COORDINATOR**

**Division Priority: \_\_\_\_4\_\_\_\_**

**How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

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

**Describe the initiative**

- *How does this initiative align with the strategic directions of the college?*  
This initiative supports CES’s ability to positively impact student success and retention, by helping students find scholarships and other forms of financial assistance, which, in turn, helps them stay in 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.

*What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

This initiative funds a 1.0 FTE Scholarship Coordinator position (Student Advisor 1).

*What is the need or intended use? How was that need assessed? What is your evidence of the need?*

This position will focus on scholarship resources and services, including: 1) main campus contact for Lane Foundation scholarships, 2) main campus contact for departments/programs who want scholarship opportunities distributed and promoted (and even applications collected here), 3) coordination and development of systems to post and promote scholarship opportunities, 4) facilitation of workshops (on- and off-campus) to help students research and apply for scholarships, 5) primary contact for students who need individual assistance with scholarship searches and applications, 6) trainer and information resource for CES staff and student employees who help students with scholarships, and 7) liaison with external groups, such as the Oregon Student Assistance Commission and Lane county high schools, to promote scholarship opportunities and information.

Scholarships created more than \$1 million (507.98 FTE) in revenue in 2004-2005, up from \$922,196 in 2003-2004 (an increase of 98.12 FTE).

*In 2004-2005, 1413 contacts in our student check-in system were designated for scholarship assistance, a 69% increase from the previous year. “Unduplicated participants” increased from 764 to 1148 in this same time period. With increased costs of attending college, demand for scholarship assistance will continue to increase as well;*

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without permanent, on-going staffing, we will not be able to adequately meet this need.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*  
Yes, it is a feasible and efficient use of college resources. In her Fall 2004 inservice address, Mary Spilde shared her dream of a “scholarship for every student”—this position continues to move the college toward that goal. The Lane Foundation relies heavily on this position for marketing, screening, processing, and interviewing scholarship applicants.
- *What would be the campus location of this request/project?*  
The position would be housed in CES.
- *How many students (per year) will benefit?*  
The services would be promoted and accessible to ALL Lane students. In 2004-2005, 1413 contacts in our student check-in system were designated for scholarship assistance, a 69% increase from the previous year. “Unduplicated participants” increased from 764 to 1148 in this same time period. In addition, 100s of students were served in workshops and outreach presentations promoting scholarships.
- *How will students benefit?*  
Students will benefit from increased access to scholarship resources and assistance, directly impacting Lane’s retention efforts through students’ ability to fund their college education.

## **Section II: Linking Planning to Budgeting - If you need Resources:**

### **Describe the resources needed**

A permanent, stable, on-going Scholarship Coordinator position funded at 1.0 FTE (\$38,555; Student Advisor I, Level 8, Step 2).

### **List the possible funding sources**

New general fund or Carl Perkins.

The position could be funded at a lower FTE, but that would drastically reduce services to students, the Lane Foundation, and other campus departments. The current 0.49 FTE position is not adequate to meet current, let alone future, demands.

Although we are designating this initiative as “recurring” on the spreadsheet—because that accurately describes the need—we realize that recurring funds may not be available at this time.

*If the funding source is Carl Perkins:*

*How does the request meet one or two of the Carl Perkins act goals?*

This initiative supports Perkins goals II, VI, and VII. Because financial concerns are huge barriers for all students, including special populations, this position would increase access to scholarship information and services, helping professional technical students finance their college education. This position would establish strong connections with secondary programs, providing resources to high school students to help with college funding. And, this position

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would contribute to CES' ability to provide comprehensive career development services to students. It supports Lane's professional technical programs through collaboration with campus departments on scholarship opportunities and helping students find scholarships in their programs of study. *From February 2005 to June 2005, 63% of the individual scholarship assistance provided in CES was to students from P-T majors.* This position works closely with the Lane Foundation, helping P-T students successfully apply for Lane scholarships in their programs. For example, last year, the number of scholarship applications from one P-T program quadrupled from the previous year, after a presentation to students. CES is in its third year of Perkins funding for this position, which is currently at .49 FTE.

**Provide ORG & PROG codes**  
515200 & 310000

**Section I: Planning**

**Initiative Title: ANNUAL JobX LICENSE**

**Division Priority: \_\_5\_\_**

**How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

- The challenge being addressed is the high demand for CES services with limited staff resources as well as the need to improve the job referral program. This initiative would address this challenge by “freeing up” thousands of hours of staff time, allowing CES advisors and Student Service Associates time to provide individual assistance and career advising, helping students explore options, find scholarships, and conduct job searches more effectively. It would also provide students with twenty-four-hour access to up-to-date job listings and referrals without having to call or come in to the CES office for that information. Such a system would allow CES to track contacts, postings, referrals, hire, and wage information CES needs for its federal funding. JobX is an online (web-based) program where students can register for the JLD service and search for listings with all three CES student employment programs: JLD (off-campus), Federal Work Study, and Learn&Earn. Perkins funding paid for part of the initial purchase of JobX this year.

**Describe the initiative**

- *How does this initiative align with the strategic directions of the college?*  
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 utilizing technology effectively. It supports a collaborative campus climate, as all departments would utilize this website for their student employee hires.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*  
In last year’s Unit Plan, purchasing the “JobX” program was the division’s top priority; JobX has been purchased and CES is currently in the process of customizing and implementing the program. This year’s product will be support for the 2006-2007 annual license fee.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*  
In 2004-2005, CES staff gave 4888 off-campus job referrals to students and community members. This involved over 1800 in-person contacts and 100s of phone referrals. In addition, for the on-campus programs (Federal Work Study and Learn& Earn), 2945 contacts were recorded in the CES system.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*  
Yes, this is a feasible, efficient use of college resources, as it has the potential to benefit not only the 3400 students who inquired about on- and off-campus jobs in 2004-2005, but

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also ALL Lane students (plus community members) who could easily access job information. In addition, ALL campus departments would be using this program to list and hire Federal Work Study and Learn&Earn positions. Finally, once this program is implemented, there has been some interest from Cooperative Education to explore listing their placements on this site.

- *What would be the campus location of this request/project?*  
The campus location is CES; however, the JobX server is housed and maintained at Foresite Solutions.
- *How many students (per year) will benefit?*  
This initiative has the potential to benefit ALL Lane students (and community members), who are seeking on- and off-campus employment.
- *How will students benefit?*  
Students will benefit from increased access to job listings, meeting their immediate needs for employment to fund their college education.

**Section II: Linking Planning to Budgeting - If you need Resources:**

**Describe the resources needed**

We are requesting \$6000 for the 2006-2007 annual license fee.

**List the possible funding sources**

New general funds or TACT or Carl Perkins

Yes, this initiative could be partially funded at \$3000.

Although we are designating this initiative as “recurring” on the spreadsheet—because that accurately describes the need—we realize that recurring funds may not be available at this time.

*If the funding source is Carl Perkins:*

*How does the request meet one or two of the Carl Perkins act goals?*

This initiative contributes to Perkins goals II, IV, and VII. Many students, including those from special populations, find “finances” to be a barrier to success in completing college and professional technical programs. This, this initiative ensures on-going funding for the JobX program, making student employment job listings more accessible to students. It also contributes to P-T students’ access to comprehensive career services, directly contributing to their ability to fund their college educations. Finally, if Cooperative Education decides to use this system to list coop placements, then students in Lane’s P-T programs will benefit even more.

**Provide ORG & PROG codes**

515200 & 310000

**Section I: Planning**

**Initiative Title: STUDENT SERVICE ASSOCIATE PROGRAM**

**Division Priority: \_\_6\_\_**

**How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

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

**Describe the initiative**

- *How does this initiative align with the strategic directions of the college?*  
SSAs, quite literally, "transform students' lives" and play a direct, critical role in college retention by providing support and resources to students, who otherwise might not persist at Lane. Many, if not most, of our SSA applicants each year share that they want to be SSAs because they were helped by an SSA when they first came to Lane. SSAs empower students through "peer to peer assistance", modeling how to be successful in college. This year, two second-year SSAs are functioning as "peer mentors" for the FYRED UP! first-year experience pilot, assisting in the FastLane classes.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*  
The outcome of this initiative will be additional, stable, on-going funding for Student Service Associate positions.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*  
SSAs play a valuable and critical role in providing CES/Counseling services to students. In 2004-2005, SSAs accounted for over 7500 "in-person" contacts in CES, according to check-in system records, which we know are "under-reported". They also accounted for 3916 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 Enrollment Services lobby during peak registration periods.

*Given college resources, is it feasible? Is it an efficient use of college resources?*

Yes, this is a feasible and efficient use of college resources. A group of high trained peer



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assistants to help new, prospective, and current students access resources, navigate complex procedures, and learn how to be successful in college, makes a positive impact on student retention.

- *What would be the campus location of this request/project?*  
SSAs are hired by the Counseling Department and CES.
- *How many students (per year) will benefit?*  
As the data shows, 1000s and 1000s of students each year benefit from interactions with and assistance from Student Service Associates.
- *How will students benefit?*  
Students benefit from the personal attention, assistance, and support provided by SSAs. SSAs help anxious and frustrated students navigate complex college procedures, provide appropriate referrals to campus departments and community resources, assist with complicated enrollment and financial aid ExpressLane functions, help students utilize career information, employment, and scholarship resources, etc. Because SSAs represent the diversity of Lane students, they make students from diverse populations and under-represented groups feel welcome at the college. SSAs model strategies for college success, making a direct, positive impact on student retention.

## **Section II: Linking Planning to Budgeting - If you need Resources:**

### **Describe the resources needed**

This initiative requests \$15,300 to help fund the SSA program. This funds approximately three positions working fifteen hours/week.

### **List the possible funding sources**

New general funds or Carl Perkins.

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

Although we are designating this initiative as “recurring” on the spreadsheet—because that accurately describes the need—we realize that recurring funds may not be available at this time.

*If the funding source is Carl Perkins:*

*How does the request meet one or two of the Carl Perkins act goals?*

This initiative supports Perkins goals II and VII. With increased funding, we will be able to hire a more diverse group of SSAs who fully represent Lane’s special populations. Because of the SSAs’ role in providing peer-to-peer assistance, they will be able to reach out to and work more effectively with special student populations, helping students overcome barriers, access appropriate resources, and navigate college policies and procedures. This, in turn, increases retention for professional technical students. In addition, because SSAs work primarily in CES, increasing funding will allow the center to provide more comprehensive, in-depth, and individualized career development services to P-T students. (CES is in its second year of Perkins funding for approximately three SSA positions; the amount requested this year is increased

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slightly, taking increased wages next year into account.

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515200 & 310000

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**Section I: Planning**

**Initiative Title: JOB DEVELOPMENT/EMPLOYER RELATIONS COORDINATOR**

**Division Priority: \_\_10\_\_**

**How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

The challenge being address is three-fold: a) the need to cultivate relationships with local employers to develop more job opportunities for students; b) the need to continue to expand, improve, and coordinate the annual Careers Conference & Job Fair; and c) the need to ensure accurate hire and wage data. Current staffing levels do not allow time for a focused job development and employer relations effort. The person in this position would strengthen relationships with local employers, both organizations and private parties, promoting our job listing services and increasing job opportunities for students. Because of the position's linkages with employers, the person would also take a lead role in coordinating the annual career fair to broaden the types of career opportunities and employers represented, as well as coordinate marketing, fundraising, planning, and implementation efforts. Fully funded, this person would expand the number and scope of career fairs offered each year. In addition, this position would work closely with CES staff to ensure accurate gathering of wage and hire information from employers who use our service.

**Describe the initiative**

- *How does this initiative align with the strategic directions of the college?*  
This initiative supports CES's ability to positively impact student success and retention by helping students find employment, thereby helping them stay in school. It supports a collaborative campus climate. It supports Lane's community service and outreach efforts in strengthening and expanding relationships with employers and community members who hire our students.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*  
This initiative funds a 1.0 FTE Job Development/Employer Relations Coordinator.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*  
CES is experiencing declining numbers in terms of job listings, hires, and wages from 2003-2004 to 2004-2005. Yet, the need for student employment is increasing, with rising college costs and cuts in state and federal financial aid. This position will increase the number of job opportunities for students and expand opportunities at the annual career fair.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*  
This initiative is a feasible and efficient use of college resources, especially since CES will continue collaboration with Cooperative Education and Workforce Development, two departments who also have a vested interest in employer relationships and jobs, as well as the success of the annual Career Conference & Job Fair. Both departments

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support this initiative. Thus, this initiative would expand from a “student employment focus” to a more comprehensive development plan, including full-time jobs for graduates and internships.

- *What would be the campus location of this request/project?*  
This position would be housed in CES.
- *How many students (per year) will benefit?*  
This initiative will not only impact the 1819 people who were registered with CES’s job referral service in 2004-2005, but also it has the potential to impact ALL Lane students who are seeking employment, since increased opportunities would be available. The career fair is promoted to ALL Lane students and community members.
- *How will students benefit?*  
Students will benefit from increased access to job opportunities, meeting their immediate needs for employment to fund their college education, as well as increased full-time opportunities and internships. This will positively affect student retention.

## **Section II: Linking Planning to Budgeting - If you need Resources:**

### **Describe the resources needed**

A 1.0 FTE Job Development/Employer Relations Coordinator position (\$38,555; Student Advisor I, Level 8, Step 2.

*Important Note:* This initiative could also be conceived as two separate initiatives, as funding sources dictate:

- 1) a .49 Job Development/Employer Relations Coordinator (\$18,892)
- 2) a .49 Career Conference & Job Fair Coordinator (\$18,892). At .49, multiple career fairs could be held each year; a lower FTE would result in fewer events.

### **List the possible funding sources**

New general funds or Perkins

This position could be funded at a lower FTE, but that would reduce the initiative’s impact on increasing job opportunities and strengthening employer relationships.

Although we are designating this initiative as “recurring” on the spreadsheet—because that accurately describes the need—we realize that recurring funds may not be available at this time.

*If the funding source is Carl Perkins:*

*How does the request meet one or two of the Carl Perkins act goals?*

This initiative supports Perkins goals III, IV, and VI. Our goal is for this position to collaborate with Cooperative Education, Workforce Development, and Lane’s professional technical programs to increase employment opportunities for students. This position would focus on developing relationships with local employers, which would positively impact students in professional technical programs. Our goal is 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-

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related opportunities after graduation. Career Fair expansion would focus on the career needs of Lane's professional technical students. And, this position clearly contributes to more comprehensive career development services for P-T students.

**Provide ORG & PROG codes**  
515200 & 310000

**Section I: Planning**

**Initiative Title: GRADUATE JOB SEARCH SERVICES COORDINATOR**

**Division Priority: \_\_13\_\_**

**How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

The challenge being addressed is the “unmet need” for job search services for Lane graduates, helping them find employment in their career fields after graduation. Thus, this position will collaborate with professional technical programs, assessing graduates’ needs in finding employment (and working with the Job Development/Employer Relations Coordinator) to develop employment opportunities in these areas. This position would develop and facilitate job search workshops focused on graduates’ needs, including (but not limited to) job search strategies, resumes, and interviews, as well as meet with individual students to design their job search campaigns. Our goal would be to increase the number of Lane students who successfully find employment related to their program of study and career goals.

**Describe the initiative**

- *How does this initiative align with the strategic directions of the college?*  
This initiative supports CES’s ability to positively impact student success and by helping Lane graduates gain effective job search skills and find employment. It supports a collaborative campus climate.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*  
This initiative funds a .49 Graduate Job Search Services Coordinator.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*  
In on-going discussions between CES, Cooperative Education and Workforce Development, all agree that “graduate job search services” are an unmet need at Lane, and that collaboration with all three departments is critical to developing a successful program. In the former Job Placement Office, one full-time position was dedicated to these services; that position was cut in the early 1990s. Because “Job Placement” is now a part of CES, we want to provide those services again.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*  
Yes, this initiative is a feasible and effective use of college resources, especially since CES will continue collaboration with Cooperative Education and Workforce Development to develop these services--two departments who also have a vested interest in the job search success of Lane’s graduates. Both departments support this initiative.
- *What would be the campus location of this request/project?*  
The position would be housed in CES.
- *How many students (per year) will benefit?*  
This position has the potential to benefit all the students who are pursuing professional

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technical degrees at Lane, those earning certificates and those earning AAS degrees. In 2004-2005, this number was just over 5000 (statistics from LCC Profile).

- *How will students benefit?*  
Students (graduates) will benefit from job search services and resources focused specifically on their needs and career goals, helping them find employment in their fields.

**Section II: Linking Planning to Budgeting - If you need Resources:**

**Describe the resources needed**

A .49 FTE Graduate Job Search Services Coordinator (\$18,892; Student Advisor 1, Level 8, Step 2).

**List the possible funding sources**

New general funds or Carl Perkins.

This initiative could be funded at a lower FTE, but it would reduce the scope of services to graduates.

*If the funding source is Carl Perkins:*

*How does the request meet one or two of the Carl Perkins act goals?*

This initiative contributes to Perkins goals III and VII. Graduates from Lane's professional technical programs would have access to increased employment opportunities in their programs of study, in both traditional and non-traditional fields. Part of a comprehensive career development program includes job search assistance; thus, P-T students would gain skills and knowledge to implement a more effective and successful job search plan (job search strategies, resumes, interviewing, etc.) tailored to their programs and employers' needs.

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**Section I: Planning**

**Initiative Title: STUDENT FINANCIAL PLANNING ADVISOR**

**Division Priority: \_\_14\_\_**

**How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?**

The challenge being addressed is high numbers of students who are unable to effectively manage their finances and budgets, resulting in high debt, withdrawal from classes, financial aid disqualification, payment default, records sent to collection agencies, etc. Currently, there is no place/people students can go to get help with these critical financial issues, which directly impact retention and their ability to persist in their college education.

**Describe the initiative**

- *How does this initiative align with the strategic directions of the college?*  
This initiative supports CES's ability to positively impact student success and retention by helping students learn financial planning, money management, and budgeting skills. It supports a collaborative campus climate, as multiple departments would be involved in this effort: Counseling, Financial Aid, Enrollment Services, other student service departments, etc.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*  
This initiative funds a .25 Student Financial Planning Advisor. For the 2006-2007 year, the focus would be needs assessment and collaboration with relevant departments to develop (and begin to implement) resources and services to meet students' needs. Future initiatives would more likely request a higher FTE, as this person would need increased time to fully implement the programs and services and meet increasing demand from students.
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?*  
Because CES staff help students with "financial/money issues" such as finding employment, financial aid, and scholarship issues, they report increasing numbers of students who are unable to effectively manage their income and expenses. In various departmental meetings and events over the past years, numerous counseling department staff have reported similar concerns and the "unmet" need in providing financial management and budgeting assistance to students. Currently, there is no place/people on campus for students to learn effective ways to manage their money, resulting in the negative consequences listed above (withdrawal from classes, high debt, payment default, etc.). For the first time this past summer, a "Financial Planning" workshop was held during EOAR, attended by approximately 140 new students. Finally, part of this position's assigned work would be to collaborate with the "Money Sadhana" instructor to coordinate services to meet individual students' needs (a curriculum development initiative to design the Money Sadhana class is being submitted from another unit).



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- *Given college resources, is it feasible? Is it an efficient use of college resources?*  
Yes, this is a feasible and effective use of college resources. The money to fund this position is insignificant compared to the positive financial impact to the college, as more students will be able to stay in school, pay bills on time, etc. It supports a collaborative campus environment, as a variety of departments (Enrollment Services, Financial Aid, etc.) would need to be consulted with and involved in this effort.
- *What would be the campus location of this request/project?*  
The position would be housed in CES.
- *How many students (per year) will benefit?*  
This initiative has the potential to benefit ANY Lane student who needs help with financial planning, money management, and budgeting.
- *How will students benefit?*  
Students will benefit from knowing how to effectively and successfully manage their finances, resulting in their ability to stay in school and reach their educational and career goals.

**Section II: Linking Planning to Budgeting - If you need Resources:**

**Describe the resources needed**

A .25 FTE Student Financial Planning Advisor (Student Advisor I; \$9639, Level 8, Step 2).

**List the possible funding sources**

New general funds or Carl Perkins.

No, this initiative could not be partially funded. .25 FTE is probably the minimum needed to effectively develop and begin to implement these types of services.

*If the funding source is Carl Perkins:*

*How does the request meet one or two of the Carl Perkins act goals?*

This initiative supports Perkins goals II and VII. Many of the special populations groups listed (economically disadvantaged, single parents, displaced homemakers, etc.) are particularly at-risk for dropping out of school due to financial management issues. Thus, this initiative would directly benefit these professional technical students, by helping them overcome financial barriers. It also contributes to comprehensive counseling and career development programs, helping these students stay in school.

**Provide ORG & PROG codes**

515200 & 310000

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VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")						
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other
DK	Counseling/CES	4	7/1/2006	6/30/2007	Scholarship Coordinator (1.0FTE)	Salary + OPE	\$38,555	R	x					x	x				
DK	Counseling/CES	5	7/1/2006	6/30/2007	Annual JobX License	Funding for annual license fee	\$6,000	N				x		x	x	x			
DK	Counseling/CES	6	7/1/2006	6/30/2007	Student Service Associate Program	Salary + OPE	\$15,300	R	x					x	x				
DK	Counseling/CES	10	7/1/2006	6/30/2007	Job Development/Employer Relations Coordinator (1.0FTE)	Salary + OPE	\$38,555	R	x					x	x				
DK	Counseling/CES	13	7/1/2006	6/30/2007	Graduate Job Search Services Coordinator (.49 FTE)	Salary + OPE	\$18,892	N	x					x	x				
DK	Counseling/CES	14	7/1/2006	6/30/2007	Student Financial Planning Advisor (.25 FTE)	Salary + OPE	\$9,639	N	x					x	x				