

Unit Planning for Student Services
Counseling/Advising

Section I: Data Elements

Counseling and Advising Contacts

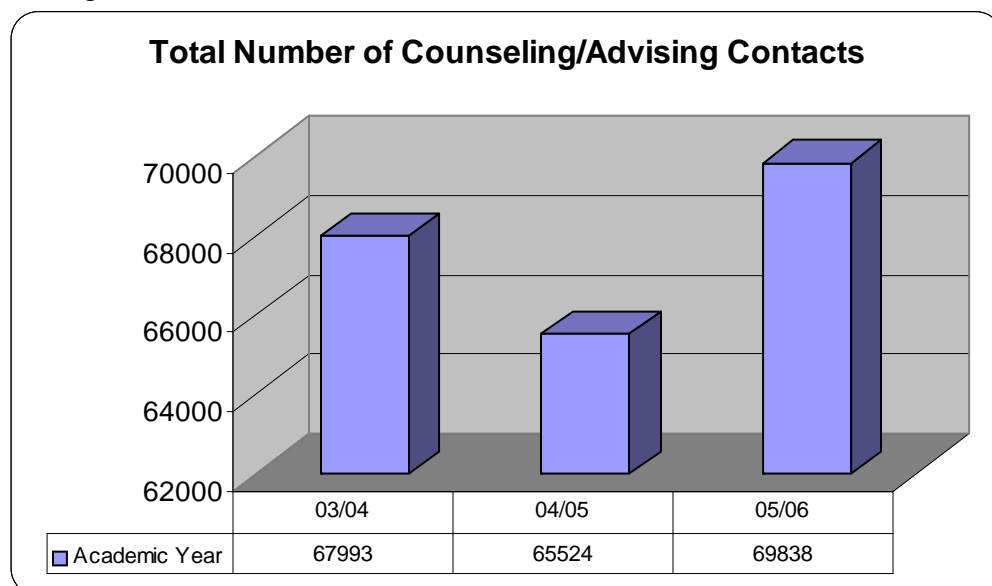
	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	67,993	65,524	69,838
Number of unduplicated participants	19,972	20,207	18,775 (partial year)

Unit Effectiveness Discussion: Enhances Student Engagement

The following data was collected from “The Staff Intake System” utilized until mid April 2006. Each academic year was based on Counseling and Advising in-person sessions recorded from 9/1 to 8/31 with the exception of the 05/06 school year (an average of fall and winter numbers were used to project the Spring and Summer numbers in each advising area.

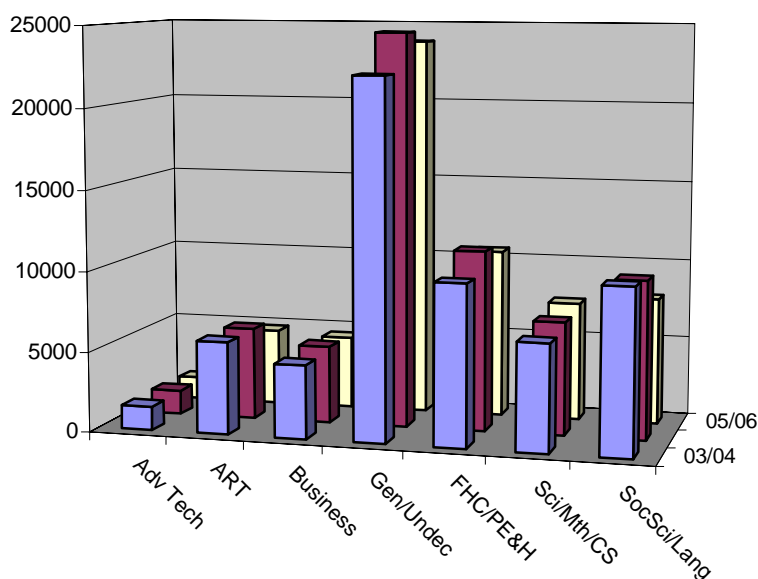
The following graphs represent overall numbers. The first graph depicts the total number of in-person contacts with a counselor or an advisor for each academic year. The next graph illustrates total numbers of in-person contacts divided by major area.

The highest demand areas include General/Undecided/AAOT and FHC/PE & Health.



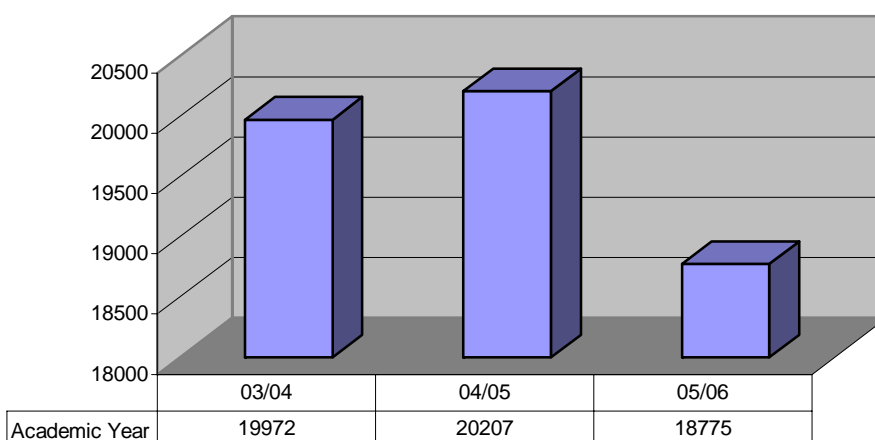
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Total Number of Counseling/Advising Contacts by Area

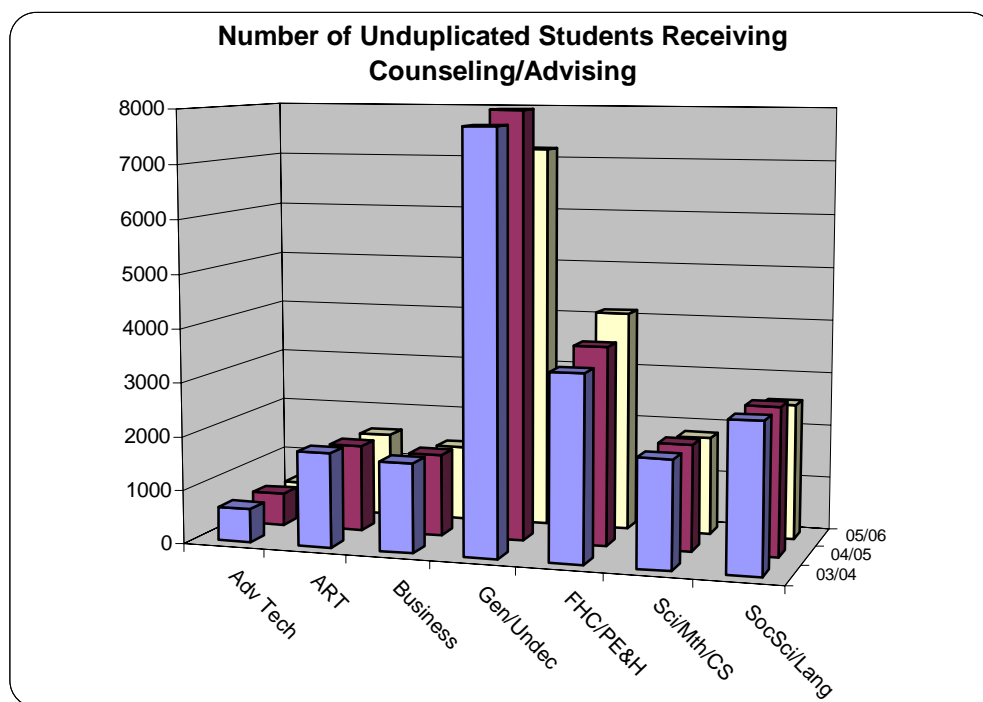


The following bar graphs illustrate the number of individual students “Unduplicated Participants” served for each academic year and in each Counseling/Advising area. The greatest numbers of students served per area were in Gen/Undecided/AAOT and FHC/PE & Health.

Total Number of Unduplicated Students Receiving Counseling/Advising



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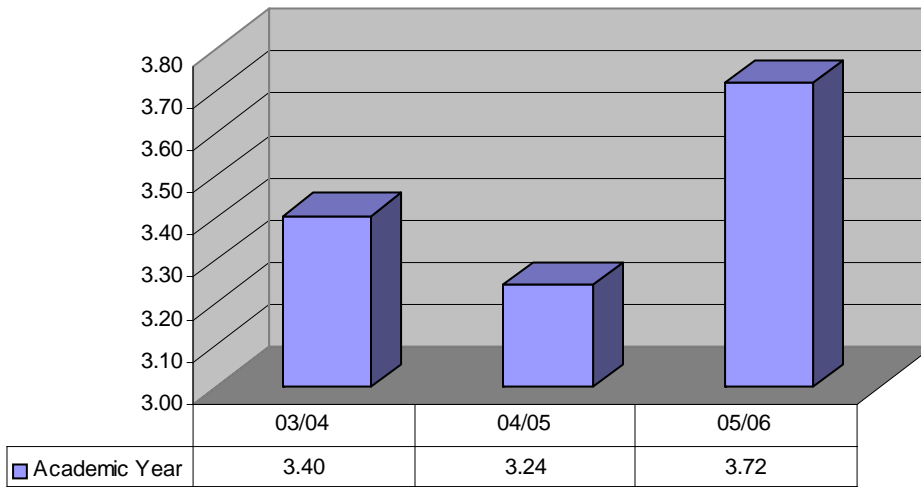


An increase in demand appears to be significant for The FHC/PE& Health Advising area. The decrease in demand for the General/Undecided area may be related to the overall decrease in enrollment for credit courses between 04/05 and 05/06. The highest demand student self-identified majors in descending order were Undecided/AAOT, Nursing, Graphic Design and Art. The final two charts represent the on average the number of times a student was served per academic year and by area. The range of contact per student per year varies only slightly from 3.24 to 3.72 contacts per year. Most all students are meeting with a counselor or advisor at least one time per term.

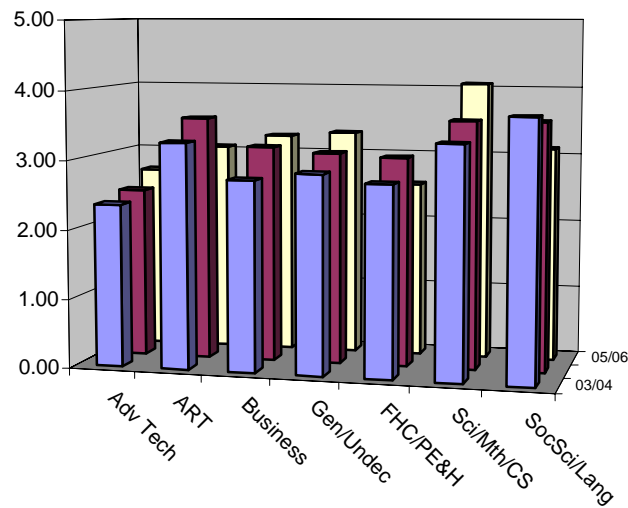
In the graph dividing average number of counseling and advising contacts per year by advising area it appears that the most frequent contacts happen within Science/Math/Computer Science and that the next two highest areas for frequent contacts are Art and Social Science/Language Literature and Communication. The number of contacts in each advising area may be a function of the student to advisor/counselor ratio in each area. For example in the Family and Health Careers advising area the total number of individual students has increased in two years by over 650 students. In the academic year 03/04 three staff covered this area as compared to the next two years (thanks to Perkins funding and staff reassignments) two full time and three part time staff were available to assist students.

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Number of Counselor/Advisor Contacts per Student



Number of Counselor/Advisor Contacts per Student



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Advance Registration

	2003-04	2004-05	2005-06
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of unduplicated participants			7,809 students participated and received academic advising
<u>Enhances Student Learning</u>			
Enhanced student persistence			7,340 students (94%) registered; 7,194 students (98% of registered students) completed at least one course
3. Unit Essentialness			
Essential to an effective educational experience			7,809 students received effective academic advising

Early Orientation and Registration (EOAR)

	2003-04	2004-05	2005-06
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of unduplicated participants	Approx 1300	1653	1685
Demographics of individuals served	New Fall-Term Students	New Fall-Term Students	New Fall-Term Students
Other evidence of enhancing engagement	n/a	Student survey, active registrations	Student survey, active registrations
<u>Enhances Student Satisfaction</u>			
Other evidence of enhancing satisfaction	Survey	Survey	Survey
2. Unit Efficiency			
Total general fund budget		\$6165	\$12,050
3. Unit Essentialness			
Essential to an effective educational experience	Yes	Yes	Yes

College Fair

	2003-04	2004-05	2005-06
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	18 four-year colleges attended	16 four-year colleges and	16 four-year colleges and

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	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
		Scholarship Commission	Scholarship Commission
Number of unduplicated participants	36 college & universities Unable to determine number of students served	32 college & universities Unable to determine number of students served	32 college & universities Unable to determine number of students served
Demographics of individuals served	College/University officials and LCC students	College/University officials and LCC students	College/University officials and LCC students

Financial Aid Appeals

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts		567	434
Number of unduplicated participants		567	434
Other evidence of enhancing engagement		Petition to reinstate FA	Petition to reinstate FA

High School Testing/Advising

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts		225	341
Number of unduplicated participants		225	341
Demographics of individuals served		High school juniors and seniors	High school juniors and seniors
Other evidence of enhancing engagement			

High School Recruitment

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts			Approx. 1,320
Number of unduplicated participants			Approx. 1,320
Demographics of individuals served			High School students and parents

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Enhances Student Learning

Enhances one of the five CCSSE Benchmarks
(Active & Collaborative Learning, Student Effort,
Faculty/Staff and Student Interactions, Academic
Challenge, Support for Learners)

2003-04	2004-05	2005-06
		Interaction/Support

Latino/International, High School Outreach (These were several separate one day large events.)

	2003-04	2004-05	2005-06
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts			~ 1,000
Number of unduplicated participants			~ 800
Demographics of individuals served			Latino/International, High School

Counseling Interns

	2003-04	2004-05	2005-06
2. Unit Efficiency			
Other evidence of efficient use of resources			0.20 FTE produced 640 hours of services

Advising Seminar

2. Unit Efficiency			
Other evidence of efficient use of resources			25 Counselors and Academic Advisors met weekly for advising training

Advising Contacts by Online/Phone/Email

	2003-04	2004-05	2005-06
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	46,889	44,264	45,364
Demographics of individuals served	Students & Community Mbrs.	Students & Community Mbrs.	Students & Community Mbrs.
3. Unit Essentialness			
Essential to an effective educational experience	Yes	Yes	Yes

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Oregon CC Online Advisor System

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	36	35	18
Number of unduplicated participants	36	35	18

New Student Information Sessions

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	Not available	77	97
Number of unduplicated participants	Not available	77	97

Pre-Summer term New Student Information Sessions

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	n/a	n/a	57
Number of unduplicated participants	n/a	n/a	57

Multicultural Substance Abuse Prevention Services

3. Unit Essentialness			
Essential to an effective educational experience	Yes	Yes	Yes
Legally mandated	Yes	Yes	Yes

Workforce Network, ESL Partnership

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
3. Unit Essentialness			
Essential to completing a business process with students			12
Essential to an effective educational experience			26

International Day

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			

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	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
Number of service contacts			150+
Number of unduplicated participants			150+
Demographics of individuals served			Over 40 different nationalities

Presentations to High School Counselors and Aspire Conference Attendees

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
1. Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts			80
Number of unduplicated participants			80
Demographics of individuals served			Academic professionals

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Section II: Program Analysis

(Discussed September 13th)

1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?
 - **Recruitment and Support for New Students**
 - ✓ **Lane Preview Night:** The event was totally redesigned in that it was formally held at a local high school and was attended by approx 200-300 students annually. The redesign allowed Lane to open its doors and welcome the students to campus and increase community participation by over 300%.
 - ✓ **Recruiting High School Students:** A counselor was assigned after the passing of Senate Bill 300, the "expanded options" initiative that was passed by our Governor in Winter 06. This counselor collaborated with legislators, school districts, and school counselors and within LCC in order to plan college-wide response to the mandate. A referral process, registration procedure, and student orientation was created. (Executed Fall '06)
 - ✓ **Fall Kick-Off:** 2005 was the first time that Lane Community College held a welcoming event such as this. The idea was proposed by the SAGA committee late in the winter term and was held in September of the same year.
 - ✓ **Early Orientation:** Increased the number of students attending Early Orientation - The Counseling Department increased total attendance for new incoming students to reach a total of over 1700 students (06 numbers). Early Orientation 2005 student credit registration increased 15% compared to 2004. Early Orientation generated 19.8 FTE for the college (See table below).

Early Orientation

	Attendance	FTE	Cost per FTE	Budget	Retention
2003-04	1300	N/A	N/A	N/A	N/A
2004-05	1653	11.75	\$636	\$6165.50 (gen fund) +\$1305.00 (Perkins grant) \$ 7470.50	14.9% higher non-EOAR winter students 16.7 % over non-EOAR winter students
2005-06	1684	19.8			EOAR student credit registrations are up by 15% compared to fall 2004
2006-07	1704	20.4	\$592	\$12071.	

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- ✓ **New Student Information Sessions:** New Student Information Sessions (NSIS) give new students, in a group setting, the opportunity to meet with a representative of the Counseling department to gain basic information about how to get a successful start to their education at Lane. Topics addressed include: an introduction to the terminology of the college, policies and procedures for adding and dropping classes, how to decide on the right credit load, services available at the college, tips for success, and a live demonstration of ExpressLane. The number of students served in 2005-06 has increased over the previous year; these totals represent student attendance at the pre-fall, pre-winter, and pre-spring sessions only. In previous years, a mix of both part time advisors and/or student service associates, with varying results, presented the sessions. It was difficult to ensure that the sessions were adequately staffed, and that the information provided was consistent and accurate. In 2005-06, the sessions were staffed and presented by the NSIS coordinator, which ensured consistency of information (and the sessions were, or course, easier to staff!). In an effort to increase Summer and Fall term enrollment, 4 New Student Information Sessions were implemented for the first time at the end of Spring term.
- ✓ **Advisor Visits to High Schools:** Advisors traveled with testing staff to local high schools. This was a great opportunity to provide academic advising services to students directly after testing in their own high school environment.
- ✓ **Presentations to High School Counselors and Aspire Conference:** This program was not part of past initiatives. Advisors were asked by high school counselors, and conference organizers to discuss the barriers which this population faces and what strategies they can use to assist these students in attending college, and finding financial resources.
- **Retention and Student Success Programming**
 - ✓ **SARS:** In April 2006, the Counseling Department implemented SARS GRID, a new scheduling program/student check-in-system. We are now in the process of implementing SARS-TRAK, an automated student check-in/check out system which will allow students to schedule their own appointments with counselors/advisors and self-register for unscheduled, same-day sessions. SARS TRAK will allow for easier student access to services, while at the same time reducing the staff workload needed to schedule these appointments.
 - ✓ **Access through Technology:** Web pages were improved and new ones added to allow for more accessibility to departmental information, as we began publicizing more of our web addresses in the term schedule and in Lane's new Aspire Magazine. We also added our CounDept email account, thus allowing students to receive (via email) more counseling and advising-related information in a timely manner.
 - ✓ **Peak Demand Adjustment:** Unrelated to planning initiatives from previous years, we did accomplish a planned readiness response to peak dates, based on tracking previous year peak dates.

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- ✓ **Interns:** Counseling Interns (OSU and UO graduate students) provided 640 hours of counseling and advising services to Lane students and potential students of the college. Services included academic advising, career counseling, personal counseling, and crisis intervention. In addition, counseling interns assisted faculty in teaching credit classes and co-facilitated several groups in the Transitions to Success program.
- ✓ **Credit Limit Appeals:** During the 2005-06 years, advisors and counselors in the Counseling Department at Lane Community College assisted students in 567 Credit Limit Appeals. From the phenomenological perspective of the advisor/counselor, the Credit Limit Appeal provides an opportunity to initiate, teach and model decision-making skills with the student. Many students do not arrive at college knowing how to make sound judgments. Developing good decision-making skills in students is one of the most important goals in Lane Community College's efforts to enhance student engagement. Informed academic advising occurs in ongoing relationships, and it progresses in a certain goal-oriented direction. The Credit Limit Appeal is an opportunity to initiate this relationship. The advisor/counselor assists the student in defining and clarifying impediments they are experiencing in their academic quest. By defining and clarifying the situation that the student sees themselves involved in, alternatives and solutions are generated and evaluated, while assessing the risks involved in each alternative plan. As the plan of action is clarified, a timetable is developed in order to follow through on that plan. The Credit Limit Appeal is seen as a process by advisors/counselors that helps students take responsibility for their own educations, course selection decisions and other aspects of their engagement with their college experience.
- ✓ **SAGA (Success and Goal Attainment):** SAGA was instrumental in getting the CCSSE administered in Spring 2005. We presented the results last year to the Board, ISSLT, the Faculty Assessment Team, Student Affairs Council, and at Faculty In-Service.
- ✓ **College Fair:** Four-year universities and colleges, as well as the Oregon Scholarship Commission, provided admissions and program information to students. The location was in a heavily trafficked student arena (cafeteria) and an indeterminate number of students participated. Typical students were Lane Community College attendees.
- ✓ **Community Partnerships, Medical Lab Technicians:** Three Lane divisions (Science, Family and Health Careers and Counseling) are working collaboratively with Portland Community College and Oregon Medical Laboratories (OML) to offer the Medical Laboratory Technology Distance Learning program. Jessica Alvarado and Shirley Lukacs from Counseling and Advising are working with this group to facilitate curriculum planning, aligning degree requirements and to prepare application and advising materials for students. Additional responsibilities include recruitment and advising of prospective students. This program will allow students to complete about one-half of their academic programs at Lane and the other half through PCC distance

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learning courses. Oregon Medical Laboratory facility will work with our Cooperative Education to provide Lane students their required clinical training. Students who successfully complete this program will be eligible to sit for Medical Lab Technician National Certification exams. Opportunities for employment are found in hospitals, independent laboratories and research and industry. OLMIS projected annual earnings range from \$25 to \$38,000. An increase of 25% growth is predicted within the next 10 years.

- ✓ **Community Partnerships, Oregon Consortium for Nursing Education (OCNE):** The Lane Nursing program agreed in the Spring of 2005 to evaluate initial proposals to become a participating member of the Oregon Consortium for Nursing Education (OCNE). A decision to become a participating member occurred in the Fall of 2005. Students who enter an OCNE institution at the community college level will have the option to complete an associate's degree and/or a bachelor's degree in Nursing. Lane would grant an Associate of Applied Science degree enabling a student to sit for the Oregon State Board of Nursing Licensing exam and become a Registered Nurse. OHSU would grant the Bachelor's upon completion of the four-year degree requirements. This degree provides expanded employment opportunities and also access to completing graduate levels of education in nursing. The goals of this consortium agreement are to ease the transition from a two-year to a four-year institution and to increase educational opportunities for students. An additional anticipated benefit is to increase the participating institution's ability to respond to the critical nursing shortage. Over the following two years a great deal of planning and collaborative multidisciplinary efforts have made it possible to start the first cohort in the Fall of 2007. Although the OCNE initiative was not proposed by Counseling and Advising the Health Career Advising team has been an integral participant from the beginning. The team has contributed by helping to prepare application and advising materials for students; providing student advocacy regarding potential impact of various decisions related to curriculum or admission criteria; aligning degree requirements between institutions and degree levels; advising students regarding options (e.g. AAS prior to OCNE and AAS with OCNE) both programs; preparing students to apply to multiple institutions; assisting students with detailed curriculum planning; providing unofficial transcript and progress evaluations; developing competitive criteria for entry; updating multiple divisions regarding the curriculum needs of the students; referring students as needed to departments for course substitutions and planning for application packet review sessions.
- ✓ **Referrals:** Referrals are frequently made to other resources both on campus and in the community. For example, advisors, in the course of an advising session may hear of a situation in the students' lives that may impede their ability to focus on academics. They might then refer the student to a counselor in the department who would assist the student

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by providing support and guidance so they are able to get back on track. When needs are such that resources are not available on campus both counselors and advisors refer out to the community.

- **Career Counseling**

- ✓ Turn around time on a popular career interest instrument, the Strong Interest Inventory has been reduced to just a day or two compared with the previous weeks it used to take because we are now able to scan the instrument “in house” rather than mail it out.

- **Academic Advising**

- ✓ **Advising Seminar:** Counselors and advisors met weekly for a training seminar as a unit. Staffs from the Counseling Department, other student service areas, and instructional areas were included in this meeting. Training of all college staff engaged in advising students assured consistency and quality of advising information across the college. Consistent information and training of advisors helped students receive more accurate information to ease their progression through registration and program planning. An additional accomplishment was the enhanced communication between advisors and other student service areas (including Financial Aid, Enrollment Services, Multicultural Center, and Disability Services). An additional accomplishment was the enhanced communication between advisors and instructional faculty (e.g., from Social Science, English, and Academic Learning Services).
- ✓ **Articulation:** Working closely with four-year institutions, advisors have developed articulation agreements with six OUS universities and four private universities. These articulation agreements encompassed 10 Direct Transfer General Education agreements and a total of 76 articulation agreements for various majors. Having these agreements ensures accurate advising and provides a seamless transition for Lane students.
- ✓ **Advance Registration:** Participation in Advance Registration increased to 7,809 credit students in 2005-2006. Each of these students met with a counselor or advisor and developed a course plan to achieve their educational goals. 94% of those students followed through and registered for credit classes. 98 % of those who registered completed at least one of their courses.
- ✓ **Oregon Community Colleges Online Advisor System:** The Oregon Community Colleges Online Advisor System (ACCOAS) is in place to aid students who are attending classes via distance education, as well as students who are planning to attend classes on campus. The number of students who accessed OCCOAS during 2005-06 is lower than in previous years. The reason for this is unclear; perhaps the system was not publicized to the extent it has been in the past, or maybe prospective students are now more adept at seeking out their own information about colleges and programs.

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- **Trainings**

- ✓ **Dependable Strengths:** In response to a Lane Board of Education initiative to strengthen linkages between K-12 and Lane CC, we developed a pilot "career development" program with Lane ESD. The end result was training 14 high school educators from Lane County high schools in the "Dependable Strengths" curriculum, which was developed by Bernard Haldane through the University of Washington and Center for Dependable Strengths at Highline Community College. The pilot training occurred in August 2005; Lane CC and Lane ESD are continuing to collaborate on the logistics and need for future DS trainings and/or other career development programs.
- ✓ **Statewide Teacher Education Pathways Project:** Representatives of the education advising/counseling team attend bi-monthly statewide videoconferences focusing on Oregon Education Pathways for Teachers. In addition, we attended the annual statewide conference at WOU last December. Professional development and department resources were used to pay for travel to WOU. The focus of this work has been to create common education courses, content course recommendations and advising materials for use in community college and universities in Oregon. An on-line advising guide was unveiled in December of 05, and we have been using it extensively with our education majors. LCC education instructors have submitted their syllabi for education courses in efforts to standardize the Foundations of Education courses statewide. Lane currently maintains transfer articulation agreements (which include both education courses and content courses) with University of Oregon, Pacific University, Northwest Christian College, Oregon State University. We are in the process of finalizing an agreement with Western Oregon University. The courses contained therein appear to reflect the recently released recommendations (October 06) for content areas.
- ✓ **Classroom and Community Presentations:** Our area was able to increase its participation internally and externally over the past academic year. Internal examples include presentation/advising for Fast Lane to Success students, study skills presentation at mid-term (ALL students), co-operative program presentation with 4-year institutions, collaboration with various departments across campus, taking a lead role with Lane Preview Night, Fall Kick Off and Early Orientation Advisement and Registration. Our area has also responded to a variety of critical incidences pertaining to our students and staff, providing both educational and counseling services. External accomplishments include Departmental participation at the following events: Lane County Fair, Country Fair, Library Presentations, and Lane Academy. Representing the college in our community allows us to showcase our services, expertise in our area and promote the Institution in general.

- **Outreach to Special Populations**

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- ✓ There are many special services provided for our diverse student population. The Multicultural Substance Abuse Prevention program, and Counseling and Advising staff focusing on services for Latino/a, African-American, ESL, and Guided Studies students provide these services.
- ✓ **Retention Counseling:** Retention Counselors support students with access to preparation for entry into Core College Connections; psycho-educational retention counseling; educational resources for ESL and at-risk students; and accurate and realistic referrals to community resources. Counseling instructors meet regularly with coaches and academic instructors, as well as with Adult Basic and Secondary Education (ABSE) instructors and Adult Learning Skills (ALS) division chairs to plan intervention services for students. Establishing a rapport with Lane staff involved with these students for the purpose of keeping abreast of the progress of each student is performed on a regular basis. Intervention services include personal and career counseling, and academic advising. These discussions serve as an evaluation tool that allows opportunity for verbal peer review. The Testing Office assesses ABSE and ALS student skills in a traditional manner. Counseling instructors meet with students for a one-on-one counseling session to determine the student's personal and academic standing, and meet multiple times throughout each term. Group counseling is also used for retention counseling. Coordinating services for the African American student population Latino/a and Guided Studies students (students who need to strengthen academic skills before entering college-level courses) who are transitioning to credit classes, requires an extensive investment in contact, communication and follow-up. Counselors provide mentorships for students of color. Due to the diverse growth (in particular Latino/a) of our community, there will be an increasing need to understand and serve these populations. Retention Counselors are bi-lingual/bi-cultural and have competency in working in multicultural settings and with a diverse student population. All of the counseling department counselors and advisors perform term-by-term planning and are members of an advising neighborhood. These services are especially crucial in retaining at-risk students. Term-by-term planners allow for students to plan their academic year, goal setting in the process. Advising neighborhoods allow multiple ways for students to access services, specialization in program areas and reducing errors in program planning. Whenever a student's academic standing is in jeopardy, we meet with the student or the student and their family to discuss and plan a course of action that would have a positive outcome for the student. Specialized Advisor work with ESL /ABSE students is administered by a specially trained advisor who is bi-lingual in Spanish. This special population receives a clearinghouse of information which the advisor provides, including information through presentations about credit and non-credit program, Lane program /Major opportunities, financial aid, immigration, and continuing education, and more.

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- ✓ **Multicultural Substance Abuse Prevention:** The Multicultural Substance Abuse Prevention program provides support to students experiencing transition from various cultural and class shifts; cultural, educational, economic, veterans, familial. The office disseminates 12-Step alternative ethnic and sexual minority cultural recovery frameworks. Cultural adjustment counseling is an on-going part of the practice. Economically, part of the “Addictive Behavior” series addresses financial planning for former gambling addicts and others in need of an introduction to financial literacy. Posttraumatic stress disorder is classically found in combat veterans. An office function for a few clients has been to walk them through combat related stress, flashbacks, and civilian re-entry issues. Part of long-term recovery support is enabling smooth family functioning or coping skills as well.
- ✓ **Workforce/ESL Partnership:** This program was not part of past initiatives. This was the product of an unexpected event. The already existing trade act program of the unemployment department is now increasingly receiving participants whom are also English Language learners. Such students cannot immediately enroll in an academic program as other trade act participants generally can, therefore a stronger partnership and case management was necessary to enable these students to take advantage of a sponsored academic program.
- ✓ **Latino/International High School Outreach:** Through outreach, an academic advisor provided Lane Community College admission and immigration information to three high school family audiences; international college students; and at-risk high school students, through conferences and workshops. This program was not part of past initiatives. Reached an alternative, underserved population and exposed them to the idea of attending college.
- ✓ **International Day:** This program was not part of past initiatives. It was planned by LCC staff and ESL students as a retention effort to bring students from all backgrounds together in a nurturing social environment, to share their cultural values, and lifestyles with the LCC community. This was the accomplishment.

2. How efficiently did you use the resources you were given? What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2005-2006?

- **Recruitment and Support for New Students**

- ✓ **Lane Preview Night:** Based on past attendance the estimated attendance for 2006 was 400-500, the actual attendance was over 1100. This would indicate that the marketing strategy used and the over design of the event was very effective in reaching the desired audience. **Early Orientation and Registration:** Early Orientation hired students to lead campus tours, give New Student Information Sessions and engage with the new students enabling over 1,700 students to register early for Fall Term.

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- ✓ **New Student Information Sessions:** The 57 students who participated in the 4 pre-summer sessions were also allowed to register early for Fall term. This likely increased the turnout for these sessions at this time of the year.
- ✓ **Presentations to High School Counselors and Aspire Conference:** No specific resources were given, other than the training given in an advisor role. No specific measure of success, other than a continued increase in the requests for presentations on this subject. In addition high school counselors have asked permission to volunteer in the targeted scholarship workshops so as to gather more information that they could then share with their students.

- **Retention and Student Success Programming**

- ✓ A Lane Data Report demonstrates that students who have attended Early Orientation and Registration (EOAR) have a higher persistence rate as well as a higher completion rate. Data from 2004-2005 suggests that by the end of Spring term, EOAR students are over 10% more likely to be retained than their non-EOAR counterparts. Data for 2005-06 is currently being pursued. Increased FTE is generated as a result of retention. For 2004-05: EOAR students registered:

Fall Term EOAR students	1,091
EOAR Credits retention	95.0%; end-of-term credits success 83.2%
Non-EOAR students	1,136
Non-EOAR Credits retention	94.4%; end-of-term credits success 77.7%

Winter Term EOAR students	825 (75.6% from fall)
EOAR Credits retention	93.2%; end-of-term credits success 80.2%
Non-EOAR students	960 (60.7% from fall)
Non-EOAR Credits retention	90.5%; end-of-term credits success 77.4%

Spring Term EOAR students	703 (64.4% from fall)
EOAR Credits retention	92.5%; end-of-term credits success 80.8%
Non-EOAR students	542 (47.7% from fall)
Non-EOAR Credits retention	90.3%; end-of-term credits success 70.0%

- ✓ **SARS:** When we purchased SARS GRID, the price included the necessary training for all staff members in the department. Because of the intensive training, when SARS GRID went live the transition was very successful. Staff was cooperative and helpful in assisting each other as we got used to a different system. We generated reports on the services we provided and discovered from FY 04-05 to FY 05-06 we increased our number of contacts by 3,870. The user friendliness of the new system has allowed for more consistent use by the entire staff, giving the department the ability to more accurately report on its services.

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- ✓ **Access through Technology:** We didn't incur any additional cost by improving our online services. With the implementation of SARS GRID (our scheduling/student check-in system) we're able to track data more efficiently. The user friendliness of this new system has allowed for more consistent use by the entire staff, giving the department the ability to more accurately report the services we provided.
- ✓ **Peak Demand Adjustment:** There were no resources allotted for this plan.
- ✓ **Interns:** Staff supervision time was counted for both group supervision (0.10 FTE) and individual supervision (0.10 FTE). Hours of service provided by Counseling interns were gathered from the work records (weekly logs) and from the Counseling Department intake system. The evidence supports the net positive output of the Counseling interns. For a total of 0.20 FTE staff time for supervision (8 hours/week x 30 weeks) = 240 total hours, the interns provided 640 hours of services.
- ✓ **Community Partnerships, medical lab technicians:** Assessment regarding this initiative is in the beginning stages. The Medical Laboratory Technology program will be listed in our check in system as "major" option so a count of contacts can be tracked. Fall of 2006 was the first opportunity for students to apply for this program. Approximately 20 students were referred Spring 2006 and made initial contact with the PCC program advisor. Two students began MLT specific course work. A number of these students have started Lane coursework to prepare for application in the Fall of 2007. Lane has requested six reserved slots for Lane students in the Fall of 2007. Competitive criteria are in the discussion phase with proposals being reviewed. PCC will be providing feedback regarding the number of students selected from Lane and the progress that these students are making.
- ✓ **Community Partnerships, Oregon Consortium for Nursing Education (OCNE):** Advising for students during the 05/06 year was complicated. Many of these students had applied for the Fall of '05 and were not accepted. The advising team helped students to develop competitive strategies for Fall 06 and also for Fall of 07. Since the degree requirements for math, writing and general education credits were changing significantly this proved to be a complicated process. Most students were seen on a one-on-one basis due to the need to carefully evaluate courses completed and also grades achieved. No other limited enrollment program at Lane has as many students (15 to 2400 unduplicated students per year) or as great of a need for intensive advising (42 to 6200 contacts per year). This data was derived from the Intake Check-In system that Counseling and Advising uses. The next largest limited enrollment group is Medical Office Assisting (240 unduplicated students and an average of 850 contacts per year).

- **Career Counseling**

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- ✓ Undeclared students are generally sorted to speak with counselors when choosing classes for a given term. The purpose for a counselor sort rather than an advisor is so counselors can begin generating career choice questions into the advising session. They can recommend career instruments and help with the interpretation. This allows students to make course choices with a mindset of becoming more goal- oriented. This helps students focus better so we are able to help more undeclared students be better able to make career decisions sooner and thereby more able to achieve their goals faster than if they were picking classes randomly.
- **Academic Advising**
 - ✓ **Advance Registration:** Participating students were entered into the Counseling Department database system after each contact. Participating students were entered into the Banner Student database when they were cleared to do Advance Registration. Evidence of student registration and course completion was gathered from a Banner report. A strength of our existing system is that all data entry was performed at the time of service, requiring no additional staff time for entering data. Group advising sessions, including class presentations, were used to maximize efficiency in specific academic programs.
 - ✓ **Advising Seminar:** Attendance was taken and minutes were recorded after each meeting. Minutes were distributed to all those attending the meeting. Meeting agendas were planned by the attendees to maximize the efficient use of the meeting time. Topics were selected by voting for the most important training needs as perceived by attendees.
 - ✓ **Oregon Community Colleges Online Advisor System:** One advisor is assigned to serve as administrator of this program for the college, and it comprises a small amount of this person's time each month to respond to student inquiries and update the general college information on the site for Lane.
- **Trainings**
 - ✓ **Classroom and Community Presentations:** The Counseling Department tends to make best use of the resources provided by the institution. Several staff members often volunteer on their time and their expertise presenting to a variety of community organizations, student and community groups. Responding to the needs of groups is an effective means of service delivery. Evidence of our effectiveness usually comes from student/participant satisfaction surveys distributed and maintained by the organization sponsoring the event. In addition we try to minimize print costs by using technology (multi-media) and requesting the sponsoring group print materials to be used. Our participation usually results in education to the population served and/or recruitment for prospective Lane students. This has a direct impact on future enrollment for the college.

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- **Outreach to Special Populations**
 - ✓ **Workforce/ESL Partnership:** No specific resources were given, other than the training given in an advisor role. This is an ongoing program where students receive sponsorship for up to three years. Absolute student success will of course be measured by the amount of these students who successfully complete their academic program or goal. However in the year and half that we have worked with these students we have had over a 90% retention rate. This is in a population with an average 40% retention rate. In addition we have successfully developed a strong partnership with the workforce network, as can be recognized in both the addition of the ESL program to the training options, and the fact that we have just acquired two additional large groups of English language learner trade act students from two different companies.
 - ✓ **Latino/International High School Outreach:** No specific resources were given, other than the training given in an advisor role. Anecdotal information was collected; verbal discussions with participants praised the program. For many of these students, the information received was the first ever that they had received and were grateful that they had been targeted. As for the scholarship workshop every student who was already enrolled in the credit system and who also attended the workshop received at least one scholarship. As for the presentation, the advisor received an immediate increase in phone calls from program participants in the days and weeks that followed the presentations.
 - ✓ **International Day: our ESL Advisor gave no specific resources, other than a time commitment.** Anecdotal information was collected; verbal discussions with participants praised the program.

3. How well are you utilizing current technology? What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2005-2006?

- **Recruitment and Support for New Students**
 - ✓ **Recruiting High School Students:** The assigned counselor in response to SB 300 will be using recruitment/enrollment and persistence numbers for 06/07 to assess strengths and weaknesses of current processes.
 - ✓ **Fall Kick-Off:** The students and family members that attended the event where introduced to the departments, services, that all lend to the supportive learning environment at Lane. By allowing for these introductions before the student is in need of the services we are fostering a proactive relationship, which will have a positive effect on the critical first year the student is on our campus. This event also allowed for student, faculty and staff engagement outside of the typical classroom environment. During the event the students were also introduced to the many student organizations and the many opportunities for student involvement. Tinto, Astin and others cite this type of involvement as being key in student persistence and overall success. The event was

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actually estimated to cost approximately \$18,000 but due to in kind and cash donations the actual cash outlay was only \$11,307. Both on and off campus resources secured these donations.

- ✓ **Early Orientation:** We were able to scan the survey results. We used smart classrooms when possible. We used the campus labs to help students register. We would like to use e-mail to contact all students (could amount to a large savings on staffing and postage).
 - ✓ **New Student Information Sessions:** are delivered using a PowerPoint presentation designed specifically for this purpose. In addition, a live demonstration on the use of ExpressLane (signing in, adding and dropping classes, accessing student account information, etc) is a useful and important component of these sessions, especially for students who are not yet familiar or comfortable with the use of computers.
- **Retention and Student Success Programming**
 - ✓ **SARS:** The staff in the following areas: Counseling & Advising, Testing, Career & Employment Services and TRiO are constantly using technology to provide counseling and advising services. This new system has enabled us to collect more accurate data on students and the services we provided. In addition, staff scheduling is being done more efficiently because all department staff is able to access staff schedules quickly. Counselors and advisors can make referrals to other staff members easily because of the availability of staff schedules on SARS GRID. The “Chat” feature of SARS GRID has proven to be very useful when the reception area needs to contact a counselor/advisor or notify a staff member of the arrival of an appointment. This feature has also been used during crises by allowing for quicker consultation with other staff members.
 - ✓ **Access through Technology:** Technology is being used to track services, such as the number of phone calls coming into the department, the quantity of calls made to students, and the number of email messages sent to students and potential students. We are currently in the process of implementing an online orientation program that will allow students to receive information relevant to the process involved in entering Lane as a successful student.
 - ✓ **Peak Demand Adjustment:** Student contact hours from drop-in, appointments, phone calls, emails, and informal personal contacts, have been recorded in the MS Access intake system (up until April 2006, when SARS-GRID scheduling and drop-in/appointment software was implemented). The numbers collected are compared to previous year numbers by date, and then a peak day schedule is predicted. The accuracy of the predictions allow for staffing of counselor/advisor staff, which then provides salary savings. Strengths are mentioned and there doesn't seem to be a weakness other than an adjustment by staff in learning the new software.
 - ✓ **Interns:** Interns were trained to use the Banner system to facilitate academic advising. The Counseling Department intake system was used

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to record all student contacts. Word processing software was used to record client case notes and diagnostic information related to personal counseling.

- ✓ **Community Partnerships, medical lab technicians:** Recruitment and retention during the Spring term of 2006 was completed informally since the application and advising materials for Lane students were in draft forms. Jessica Alvarado and Shirley Lukacs will be working with PCC collaboratively to have these materials finished by the end of Fall term 2006. These materials will then be posted on the FHC division website and will be made readily available to students. Counseling and Advising will work with students to assist them in academic planning and in the completion of the application process. Hosting student/PCC advisor sessions at Lane. Jessica Alvarado will feature this option in her Career and Life Planning class (Health Career Emphasis) and this major will be listed in the Lane Catalog as a “Suggested Course of Study.” PCC and Lane are working collaboratively with Financial Aid to allow students to receive funding while attending both institutions.
- ✓ **Community Partnerships, Oregon Consortium for Nursing Education (OCNE):** The demand for Nursing program advising regularly exceeds the availability of counselors or advisors to meet student needs. Wait times for advising sessions frequently exceeds 60 to 90 minutes. Application and degree requirements have become more complex and potentially confusing for students. Counselors and advisors are working with nursing program representatives to produce advising and application materials that are as clear and straightforward as possible.
- **Career Counseling**
 - ✓ The new SARS student check in system has been our method of data gathering for evidence of performance. One weakness to the system is that students are usually sorted into “academic advising” services. Upon meeting with a counselor the discussion often shifts to career choice kinds of questions. Unfortunately, counselors neglect to change the service to one of career counseling rather than academic advising so the data does not reflect the service provided.
- **Academic Advising**
 - ✓ **Advising Seminar:** Technology was used frequently, where appropriate, to provide access to information on the web and/or in Banner. Several sessions were devoted to specific training in the use of native Banner and ExpressLane to improve academic advising. Notes of the advising seminar are taken and sent out electronically to attendees and others who need to keep current.
 - ✓ **Advance Registration:** Staff cleared students to participate in Advance Registration by using a feature in ExpressLane (Banner) developed specifically for counselors and advisors. Counselors and advisors could clear students at their individual workstations immediately after

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providing services. This new feature replaced a labor-intensive process used in 2004-05 where a single administrative assistant had to do all the data entry to clear students to participate in Advance Registration.

- ✓ **Oregon Community Colleges Online Advisor System:** Oregon Community Colleges Online Advisor System is an online program designed for students to use to access information about Oregon community colleges. It gives students who may be place- or time-bound an opportunity to connect with a college, both for general information and on an individual advising basis. Students can ask specific questions about programs, procedures, classes etc. and receive a response from an advisor. Students are contacted using email, or phone – whatever method the student has indicated as the best way for him or her. This system is often the first contact a student has with the college.

- **Trainings**

- ✓ **Classroom and Community Presentations:** As a whole, our area can improve the use of technology in our presentational services. Development, implementation and training for multi-media use (smart classrooms) would allow for increased presentational effectiveness, greatly reduce the need for print materials, and maximize the delivery of services. We can also improve the documentation of services provided by using SARS GRID and Banner to its fullest capacity.

- **Outreach to Special Populations**

- ✓ Using our SARS check in system we are able to see notes counselors and advisors make on referrals to other sources.

4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?

- **Recruitment and Support for New Students**

- ✓ **Lane Preview Night:** By developing an early relationship between the student and the campus the program follows one of the best practices in enhancing student persistence. This event enhanced the opportunity to developed early Faculty/Staff and Student Interactions, as well as introducing the student and their families to the services and departments that that add to the supportive learning environment at Lane. The campus was able to gather the contact information from those in attendance, which enabled us to follow up with the students and strengthen the relationships that were formed at during event. As part of the event enrollment service advisors were present and assisted approx 20-25 students in completing their Lane Community College admissions application.
- ✓ **Recruiting High School Students:** In response to SB 300, participants have been flexible, proactive, and creative as shown by initiation of new processes, collaboration with existing systems and producing a synergy, which will serve students without taxing existing systems. We were

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given a very little time to develop a new program, market it to area schools, and design ways to recruit, orient and retain the student population.

- ✓ **New Student Information Sessions:** Strengths include ability to be flexible in scheduling, publicizing, and staffing sessions; presenting relevant information for new students in a concise manner. Sessions are very helpful to students who are new to the college experience, and especially for those who are not yet comfortable using a computer to find the information they need to successfully start their education at Lane. In addition, since the students can learn much of the basic information they need from NSIS, advisors and counselors can use their time to meet with students for program information and planning, class scheduling, etc.

- **Retention and Student Success Programming**

- ✓ **Early Orientation:** Students attending Early Orientation were placed into cohort groups where they could meet with other students in their major, learned about campus services, and qualified returning students were used to lead the new students. New students were able to meet with their assigned counselor and advisor to learn about their major/program and then were able to immediately go to a lab to register for classes (active and collaborative learning, faculty/staff and student interactions, support for learners and student effort).

Student survey for Early Orientation & Registration:

1. Student was more likely to successfully reach their academic goals			
Agree & Strongly Agree	2004-05	2005-06	2006-07
Total responses with %	163 78%	769 70%	575 73%
2. Know where to go at Lane if they need academic help			
Agree & Strongly Agree	2004-05	2005-06	2006-07
Total responses with %	163 90%	769 85%	575 73%
3. Am likely to, or already have enrolled for courses at Lane Community College			
Agree & Strongly Agree	2004-05	2005-06	2006-07
Total responses with %	163 90%	769 86%	575 87%
4. Would recommend participating in EOAR to other new students			
Agree & Strongly Agree	2004-05	2005-06	2006-07
Total responses with %	163 91%	769 77%	575 77%
5. Has a better plan to reach their academic goals			
Agree & Strongly Agree	2004-05	2005-06	2006-07
Total responses with %	163 72%	769 64%	575 69%

- ✓ **SARS:** Our staff continued to be creative and innovative in spite of the budget cuts we faced. We maintained a positive attitude during these difficult times and still provided excellent customer service. Because of the data we now collect, we're able to advise students more effectively.

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- ✓ **Access through Technology:** Innovation in using technology to increase the accessibility of many of the services we offer. In addition to expanding our services, we also have used new and improved technology to document the number of student contacts in our department, including the number of students who have seen an advisor or counselor, the number of phone calls received and returned, and the number of counseling and advising-related emails staff responded to.
- ✓ **Peak Demand Adjustment:** A streamlined scheduling process was achieved overall.
- ✓ **Interns:** Overall, the Counseling Intern program provided effective services to Lane students in a highly efficient manner. Counseling interns, because of their involvement in graduate-level training programs, bring fresh perspectives and up-to-date thinking on how our Department might improve our services to Lane students.
- ✓ **ACT Student Opinion Survey:** 83.6% of students reporting in Spring 2004 cited being satisfied or very satisfied with the quality of service provided by Lane counselors and advisors.
- ✓ **Community Partnerships, medical lab technicians:** Counseling representatives have demonstrated the ability to serve as student advocates in the planning process. Input has been provided to align PCC Associate of Applied Science requirements with the resources that Lane already has (e.g., Courses like Anatomy & Physiology; Math and Writing courses and Lane's Testing office and Counseling and Advising services).
- ✓ **Community Partnerships, Oregon Consortium for Nursing Education (OCNE):** Counseling and Advising submitted Perkins grant requests to cover this demand during the 05/06 and 06/07 school year. This enabled funding to be provided for a .49 advising position to continue to be a member of the advising team. With three regular team members and the addition of two relief members this allows for an average of 30 to 35 hours per week advising coverage. The Health Career Advising team meets regularly to continue training new members and to provide consistent advising information. Students have multiple avenues for gaining information about the nursing program. Term-by-term planning and regular follow-up by students helps them to stay on track and to increase their ability to meet their goals. Advance registration allows for equal access to courses and provides a "carrot" for encouraging regular contact with counselors and advisors. Students work to keep each other informed about changes in the program and they are good about checking in with a counselor or advisor when they are uncertain about a potential change related to degree requirements or application or admission changes. Efforts to provide coverage include utilizing group advising (e.g. application packet review sessions); providing on-line advising and application materials; e-mail and phone advising and cross training of other counselors and advisors to cover during peak times. Counseling and Advising representatives are successful in working collaboratively with administrative support staff

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from the Family and Health Careers Division and with Nursing program faculty. Due to changes in processing of applications for limited-enrollment programs the process was new for the administrative support staff. The Health Careers Departmental Counselor worked closely with the Health Career Admissions staff to train and ensure that student applications were being processed correctly. The number of student complaints regarding application-processing errors has decreased significantly from the two-years prior.

- **Career Counseling**
 - ✓ Our services were able to assist students in making timely career decisions allowing them to better able complete their educational goals.
- **Academic Advising**
 - ✓ **Advising Seminar:** Effective academic advising is one of the Counseling Department's primary missions. The weekly advising seminar played a significant role in ensuring that all staff that advise students follow consistent procedures and have accurate information. The advising seminar is an excellent venue for inviting guests from other service areas such as Enrollment Services and Financial Aid for training on updates in the system. In addition, Faculty from various areas promotes classes and various methods of instruction such as Learning Communities at the Advising Seminar as well.
 - ✓ **Advance Registration:** Overall, the Advance Registration system is one of the most successful efforts of the Counseling Department. By providing an incentive (opportunity to register early for classes), it creates the conditions whereby a large number of students voluntarily meet with their assigned counselor or advisor to develop an effective educational plan. Subsequent registration and retention data demonstrate its effectiveness in supporting student success. 95% of students responding in Spring 2004 cited satisfaction with the Advance Registration process.
 - ✓ **Oregon Community Colleges Online Advisor System:** The primary strength of this program is the opportunity it provides to students to connect with an advisor.
- **Trainings**
 - ✓ **Classroom and Community Presentations:** Areas of strength demonstrated by our area include an increase in community relation involvement and improved delivery of service to prospective, new and/or continuing students. We tend to find adequate representation when participating in community presentations and/or requests made by the Institution.
 - ✓ **Consultation:** Weekly consultations provide an opportunity to hear of additional campus and community resources that may have been missed by an individual.

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- **Outreach to Special Populations**
 - ✓ **Workforce/ESL Partnership:** This program not only underlines our ability to work well with other agencies, but also work well with other departments as the counseling, ESL, and ALS departments have all recognized the importance of this group of students and have developed academic plans and manipulated courses to better serve this group of students to facilitate their transition into the credit academic programs.
 - ✓ **Latino/International High School Outreach:** This program reached an alternative, underserved population and exposed them to the idea of attending college, which was by far the most valuable aspect of this effort.
 - ✓ **International Day:** This program was an incredible success as felt by the participating students, the ESL and counseling departments, and the individuals and news crew that came to witness the event. The event not only brought and bonded the international students and the resident students who participated in the program, but it also gave a large visibility to this student population, which is often invisible on this campus. There were an astounding number of approx 150 student and staff volunteers and participants. In addition an un-recordable number of attendees. Verbal discussions with participants praised the program and students want to repeat the program next year.

5. Overall, what challenges do you believe your unit faced in 2005-2006?

- **Recruitment and Support for New Students**
 - ✓ **Lane Preview Night:** This was the first time that Lane held an on campus event like this, thus there were a number of unknowns regarding attendance, facilities and campus participation which all added to the challenge of planning the event. We had underestimated the attendance; the event was crowded, food ran out, and we did not have enough handout literature on hand.
 - ✓ **Recruiting High School Students:** In response to SB 300, we needed to work within pre-existing systems both inside and outside the college. (Examples: state legislature, school districts, school personnel, and community college departments: Disability Services, High School Connections, faculty, Adult Basic and Secondary Education, Enrollment Services, and Testing.) Each of these integral players brought their own expertise and needs to light within the Expanded Options program.
 - ✓ **Fall Kick-Off:** This was the first time that Lane Community College had put on an event like this; thus there were a number of unknown factors regarding attendance, facilities and campus participation which all added to the challenge of planning the event. _An additional challenge was that faced in the initial stages of the planning was the lack of funding. Because the event had not been included in any of the unit plans for year funding had to be secure as the event was developed.

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- ✓ **New Student Information Sessions:** The primary challenge faced during 2005-06 was to staff the 4-5 sessions offered each term. The challenges in the area of pre-summer term NSIS are essentially the same as the strengths: Being able to schedule the sessions at times that were best for prospective students to attend, as well as arranging for rooms for the presentations during the last few weeks of spring term when classroom space is at a premium (and also rooms that have internet access for the ExpressLane demo); the ability to publicize the sessions at such a late date; and being able to staff all four sessions on short notice.
- ✓ **Presentations to High School Counselors and Aspire Conference:** The demand for these presentations is growing and overwhelming and we do not have the staff resources necessary to target these students. This information needs to be more readily available.
- **Retention and Student Success Programming**
 - ✓ **Early Orientation:**
 - Lack of reliable financial support, which created problems for hiring qualified students to work during orientation.
 - The cafeteria not being available to new students visiting campus for the Orientation experience
 - Finding classrooms
 - Practicing Best Practices while also attending to workload issues
 - ✓ **SARS:** Moving from one system to another can be stressful, but we did an excellent job getting trained one week and using the new system the following week. Gearing up for SARS TRAK was another challenge.
 - ✓ **Access through Technology:** The programs we are implementing will save the college money in the long run; the challenge has been to secure funding in our current financial environment. It was difficult and stressful trying to be creative and innovative knowing that budget cuts were going to happen.
 - ✓ **Peak Demand Adjustment:** Even with software, not all peak dates are predicted exactly.
 - ✓ **Interns:** Overall, the biggest challenge faced by the intern program in 2005-06 was providing sufficient personal counseling clients for each intern. The number of clients who failed to appear for appointments was also a problem.
 - ✓ **Community Partnerships, medical lab technicians:** Setting up a time to meet and being able to complete production of application and advising materials have provided the two biggest challenges. Coordinating the schedules of 4 to 5 people at one time is a rather difficult task. Fortunately the ability to transmit drafts and communicate through the Internet has eased some of the challenges. Waiting for responses has also been difficult - again due to the busy schedules of the parties involved. Fine-tuning requirements that vary by institution has led to delays in production of the finished advising and application documents. Understanding and clarifying the roles of representatives at each school is also a challenge.

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- ✓ **Community Partnerships, Oregon Consortium for Nursing Education (OCNE):** With a reduction in part-time hours the coverage for Health Career Advising continues to be a challenge. During peak times the demand for services still exceeds the team's ability to meet the need. The increased complexity of application and degree requirements for OCNE will continue to be a challenge. Lane will be expanding from having a two-year cohort group to three-year cohort groups (e.g. students completing their BSN degree requirements); with a potential of three cohorts at one time not including the prospective students preparing to apply to the program. Financial aid will become more complicated as some students may need to be taking courses through three institutions simultaneously to complete Lane, OHSU and upper division requirements not available at either school.
- **Career Counseling**
 - ✓ Reduced budgets meant counselors had to come up with their own finances to attend a training on interpreting a revised Strong Interest Inventory.
- **Academic Advising**
 - ✓ **Articulation:** Back logs of transcripts from other schools required having to take additional time to ensure students were on track for completing required courses toward goals at Lane.
 - ✓ **Advance Registration:** A major challenge was providing advising services to more students with fewer staff. Waiting times to meet with a counselor were often beyond reasonable limits, leading to student frustration and complaints.
 - ✓ **Advising Seminar:** Overall, the greatest challenge to the Advising Seminar was choosing what training topics to exclude from the training time. There was not enough time to provide training on each of the many advising topics that deserved attention.
 - ✓ **Oregon Community Colleges Online Advisor System:** No significant challenges were faced.
- **Trainings**
 - ✓ **Classroom and Community Presentations:** Overall challenges are likely to include retaining qualified staff (human) to maintain and develop community relations, adequate access to ALL participants for academic, counseling and career related needs. Should our area experience a reduction in human resources we may not be able to adequately respond to the needs and/or interests of the college or the community we serve.
- **Outreach to Special Populations**
 - ✓ **Personal/Social Issues:** Diminishing social services in the community means many more students are presenting with more complex issues.

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- ✓ **Workforce/ESL Partnership:** Lack of courses geared toward this population, lack of staff resource.
- ✓ **International Day:** Funding was a challenge. This was a collaboration between the ESL and counseling departments. However the ESL department has stated that the effort of the ESL advisor was essential in obtaining resident student participation. Losing the ESL advisor position would impact the program in the future.

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?

- **Recruitment and Support for New Students**

- ✓ **Lane Preview Night:** We are currently in planning stages for the 2007 event and have planned for improvements in the area of facilities to avoid the over grouping we experienced in 06. We are estimating a larger attendance than we experienced in 06 and thus are using more of the campus facilities. In attempt to defer the campus cost we have secured both in kind donations for marketing and financial sponsorships from off campus sources.
- ✓ **Recruiting High School Students:** In response to SB 300, it will be important to continue streamlining processes and defining roles so that we will be able to meet an increased demand for Expanded Options offerings. We then need to educate participating schools, districts, students and instructors better so that all parties are aware of the rights and responsibilities inherent in these educational opportunities.
- ✓ **Fall Kick-Off:** In 2005 the event was held prior to the commencement of classes, this year (2006) the date was changed so that the event was held during the 2nd week of school and because of weather related issue the event was held inside the cafeteria rather than outside like it was the previous year. These two factors added greatly to the success of the event. The change in timing and location of the event allowed for more student interaction with the staff and faculty. Although there was no conclusive measurement for the level of engagement comments from the students, faculty and staff that participated indicated that the event was success in bringing the campus community together. Because many of those in attendance did not register for the event it has not been possible to track their overall persistence. If it were possible it would have to be understood that Fall Kickoff is but one of many variables that can factor in the students success.
- ✓ **New Student Information Sessions:** With the planned implementation of Online Orientation, fewer sessions of NSIS will be required. It is still important, however, to offer at least one or two sessions each term to address the needs of students who are not yet comfortable using the computer. If we want to continue to offer pre-summer term NSIS, this decision needs to be made earlier in order to arrange for proper rooms for the presentation and be able to advertise the sessions in a timely manner.

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- ✓ **Presentations to High School Counselors and Aspire Conference:**
We will undoubtedly need to train more individuals on the topic if we desire to continue to offer statewide presentations on the subject.
- **Retention and Student Success Programming**
 - ✓ **Early Orientation:**
 - Early Orientation has proven to be an essential part of recruitment and retention
 - Campus support is absolutely necessary for a successful Orientation experience
 - The college needs to financially support the efforts in offering a successful orientation experience. The dollars generated by FTE and tuition from students who wouldn't have otherwise enrolled in credit classes is far greater than the college investment.
 - It is essential to have institutional support to gather necessary data to track retention/persistence of our students
 - ✓ **SARS:** We are a very creative staff; always striving to make improvements that positively effect students and staff. An important department goal for 2007-08 is to work with our I.T. Dept. and SARS GRID staff so we can begin transferring Banner data into our SARS system. , This would reduce the number of staffing hours by not having to input Student Orientation and Registration data into SARS. By capturing the data that has been updated in Banner, our data would also be more accurate.
 - ✓ **Access through Technology:** In order to better meet the needs of our student population, as well as those of the college, we need to increase electronic communication with current and prospective Lane students.
 - ✓ **Peak Demand Adjustment:** The predictability of peak dates is crucial and will continue.
 - ✓ **Interns:** No significant changes needed for 2007-08.
 - ✓ **Community Partnerships, medical lab technicians:** Despite the challenges listed above this initiative is a worthwhile endeavor with a lot of potential for meeting the needs of students and this community. The effort and investment required of Lane is really rather minimal since most of the administrative responsibilities will be handled by PCC. The academic planning responsibilities will be no greater than that of the other programs at Lane.
 - ✓ **Community Partnerships, Oregon Consortium for Nursing Education (OCNE):** Essential to completing a business process with students. Students will need assistance with planning for financial aid, enrollment and registration at up to three institutions, career counseling regarding this occupation and advising regarding meeting minimum application, fall entry, and degree requirements. The services provided by counseling and advising are essential for students desiring to apply to and successfully complete their educational and career goals in nursing. Essential to an effective educational experience. According to Oregon CIS website <http://oregoncis.uoregon.edu/webcis> In Oregon, the number

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of jobs for registered nurses is expected to grow faster than the average for all occupations through the year 2014. Excellent job opportunities are expected due to this being a very large and growing occupation in the state. Hiring Practices- Employers may prefer to hire registered nurses who have a BSN degree. Nursing supervisors are nearly always required to have a BSN degree. Providing this option for students will serve to increase employment options and educational opportunities. Legally mandated. Information from <http://oregoncis.uoregon.edu/webcis/> - Licensing, Certification, Registration: In Oregon, registered nurses must be licensed. There are 39,780 licensed registered nurses in Oregon. Applicants for a registered nurse license must: have a degree from approved registered nursing program; pass a national licensing exam; demonstrate English competency; and meet practice requirements for renewal. Students who complete their nursing education through Lane will meet all of these requirements. Counseling and Advising representatives assist in ensuring that the requirements for program completion align with the requirements for degree completion.

- **Career Counseling**
 - ✓ We might want to consider requiring, at least by the second term, for undeclared students to take a Career and Life Planning class.
- **Academic Advising**
 - ✓ **Articulation:** Continued training on course equivalencies from other schools through student records would be beneficial.
 - ✓ **Advance Registration:** If the number of students wanting to participate continues to grow, and the staff size remains constant or declines, we need to consider more efficient ways of delivering the advising services. Group advising services, at specific scheduled times (rather than our current drop-in individual advising sessions) may be necessary to accommodate more students.
 - ✓ **Advising Seminar:** We may need to consider other options for providing training beyond the weekly advising seminar. Online training, including use of web-based training materials, may be needed.
 - ✓ **Oregon Community Colleges Online Advisor System:** No needed improvements or changes are noted.
- **Trainings**
 - ✓ **Statewide Teacher Education Pathways Project:** New for 06-07 will be Lane's participation in a local Teacher Pathways program sponsored by Lane ESD. The focus of this program is to increase bi-lingual and bi-cultural teachers by recruiting current educational assistants into teacher prep programs. The program will begin this winter, with 6 students starting at LCC. We will be working closely with the LCC education faculty and Remie Calalang from 4J to provide advising and academic support targeted specifically for these students.

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- ✓ **Classroom and Community Presentations:** The Counseling Department is a vital contributor to the mission and goals of this institution and the community it serves. As a department we have the capacity to directly influence recruitment of prospective students and contribute to the development of our communities educational and developmental needs. In addition to retention and overall current/prospective student success, our area often cultivates confidence and support of the college. We have the capacity and responsibility to provide services in an effective manner and will continue to do so with the support of the Institution.
- **Outreach to Special Populations**
 - ✓ **Personal/Social Issues:** We may need to start offering more classes or group interventions to serve student needs.
 - ✓ **Workforce/ESL Partnership:** Although this population is unique in the fact that they have a three-year sponsor paying for their coursework, there are still a growing number of students in this situation. In addition there is an even larger number of ELL students looking to enter academic credit programs. A full time advisor that works with the ESL and GED students as they transfer into credit classes is definitely needed if we seek to retain and facilitate these students as they transition into the credit system.
 - ✓ **Latino/International High School Outreach:** As this underserved population grows, there are more requests for these services, and fewer staff resources to provide the service.