

*Unit Planning for Student Services  
Counseling/CES*

**For 2007-2008 Implementation**

## Section 1: Data Elements

### **Unit Effectiveness**

#### Enhances Student Engagement

##### Number of service contacts

	2003-2004	2004-2005	2005-2006
<b>Contacts with L numbers</b>	12647	10217	12328
<b>Contacts without L numbers</b>	11501*	4030	5461
<b>TOTAL SERVICE CONTACTS</b>	24148	14247	<b>17789</b>

\*The 0304 figure is disproportionately large due to a number of changes over the past two years in phone reception coverage, FWS hiring processes, technology, and decreasing numbers of CES student employees.

##### Number of unduplicated participants

	2003-2004	2004-2005	2005-2006
<b>Unduplicated participants</b>	9608	9985	8994

##### Tours/Classes in CES

	2003-2004	2004-2005	2005-2006
<b># of Students in Classes/Tours</b>	499	433	668

##### Outreach Activities, On- and Off-Campus

	2003-2004	2004-2005	2005-2006
<b># of Outreach Contacts</b>	Not available	Not available	1692

#### Enhances Student Learning

CES epitomizes the Lane vision of “transforming lives through learning” and the college’s focus on retention and student success. Through interactions with CES staff and services, students learn more about themselves, while exploring career options and clarifying education and career goals. By helping students and community members define their skills, interests, and career options, CES positively impacts people’s ability to be successful in college and their careers. Peer assistants (SSAs) model college success strategies and teach students how to navigate college procedures and processes. CES directly impacts student persistence by providing on- and off-campus employment programs, as well as scholarship resources and assistance to help students finance college expenses (removing financial barriers) and stay in school. CES staff are also instrumental during peak enrollment periods, teaching students how to use ExpressLane functions to register for classes and complete financial aid processes. In addition, CES supports classroom learning by providing a “lab” where students receive assistance on class assignments (Career & Life Planning, Show Me the Money, Transitions to Success, as examples); faculty from across campus regularly invite CES advisors to facilitate career-related workshops for their classes.

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#### Enhances Student Satisfaction

- In the Spring 2006 ACT survey, Question 46 reads, "Would the following things help you succeed at Lane to reach your academic goals?" A number of response categories are relevant to CES services: "Information about scholarships and how to apply" (40.6% YES, which was the second highest YES percentage); "Career information and counseling" (31.3% YES); and "Work experiences at Lane" (22.6% YES).
- Summary of Results from Spring 2005 Satisfaction Survey
  - "My CES advisor/peer assistant was approachable and easy to talk with" (97.3%, Agree or Strongly Agree)
  - "The amount of time I had to wait to see a CES advisor was reasonable" (91.7% Agree or Strongly Agree)
  - "My questions were clearly answered" (94.4% Agree or Strongly Agree)
  - "...I found career/employment/scholarship information relevant to my needs" (66.7% Agree or Strongly Agree)
  - "...I have a better plan for how I will reach my career/employment goals" (50% Agree or Strongly Agree)
  - "...I would recommend CES to other Lane students" (80.6% Agree or Strongly Agree)
  - "...I, overall, am satisfied with the career and employment help I received" (83.3% Agree or Strongly Agree)

#### **Unit Efficiency**

##### General fund budget

Classified Contracted	105,779.00
Classified Non-Contracted	2,063.00
Faculty Contracted	25,930.80
OPE	55,824.00
<b>Total</b>	<b>189,596.80</b>

##### Carl Perkins Funding (.49 Scholarship Coordinator)

Classified Non-contracted	14,410.00
OPE	4,482.00
<b>Total</b>	<b>18,892.00</b>

Three full-time advisors, one .49 Perkins-funded advisor, and a handful of Student Service Associates provide comprehensive career development, scholarship, and student employment services to the entire Lane student body, as well as community members. There continues to be an increasing demand for CES services and individual career advising; staff are extremely efficient in coordinating their workloads, cross training, and utilizing technology in an attempt to meet these needs. With the loss of the CES Coordinator position last year, as well as the loss of Perkins funding for SSA positions, this is a challenge.

#### **Unit Essentialness**

CES is essential to the college's vision, mission, core values, strategic directions, and learning-centered principles. CES services, resources, and individual assistance are essential to help students learn more about themselves while they explore options, clarify education and career goals, and plan for their futures. CES resources provide reliable, high quality information about careers, programs of study, and schools; staff teach students how to effectively find and use this information to make good career decisions. CES services are essential to student success and retention by providing on- and off-campus employment programs, as well as scholarship resources and assistance to help students finance college expenses and stay in school. In addition, CES supports essential "business" processes related to Learn & Earn coordination, the federal Job Location and Development program through Lane Job Connection, and support of the federal workstudy program. CES is an essential link and college entry point for high school students transitioning to college who want to continue their career and educational planning, as well as find scholarships and employment to meet their needs

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## Section II: Program Analysis

### 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?

#### Student Employment

- **Lane Job Connection.** Carl Perkins funds paid for part of the initial purchase of the JobX online software program [now called Lane Job Connection (LJC)] for the 05-06 year. TACT paid the annual license fee for the 06-07 year. Since its implementation in May 2006, 492 off-campus jobs and 248 on-campus jobs (Federal Work Study and Learn & Earn) have been posted on-line. As part of this implementation, 163 Lane employees from 55 departments were trained on how to post jobs and hire students through LJC. CES staff recorded over 1500 contacts for “off-campus” employment before LJC “went live.” Students and community members now have 24-hour access to job postings; after registering online with LJC, they can search for jobs and “get referrals” without having to come to CES. In one month, LJC recorded 1208 hits (38.97 daily). Students can apply for jobs online, as well as receive new job listings by email. This is huge accomplishment, both in terms of increasing students’ access to employment opportunities as well as allowing CES staff more time to provide individual assistance, redefine their own work assignments, and prioritize workloads in a new way. For example, in 04-05, CES staff gave 4888 off-campus job referrals, which involved over 1800 in-person contacts and 100s of phone referrals. Thus, time previously spent providing those job referrals, can now be spent facilitating more complex educational and career planning issues. In addition, Lori Kramer, CES Advisor, who leads the LJC/employer relations efforts, plans to spend more of her time promoting LJC to local employers and developing more jobs for students (beginning Fall 2006).
- **Job Location and Development (JLD).** These figures are for 2005-2006: Total expenditures for JLD were \$78,209. Lane’s portion was \$28,209; the federal program provides \$50,000. 75 students found jobs through JLD, with total earnings of \$188,186. As noted above, all JLD (off-campus) positions are now posted on Lane Job Connection.
- **Learn & Earn Program.** The goal of this program is to provide on-campus jobs to students, helping them fund their education, stay in school, and engage their personal and/or career interests in a positive work setting. Note that this is the only employment opportunity international students (with F-1 visas) have to work while in school. Jackie Bryson, CES Advisor, now coordinates the program, working with 32 campus departments who hire 300 students throughout the year. The program budget is \$120,000 and every penny is spent to fund student positions. Because Becky Patrick’s “coordinator” position was eliminated last spring, it was a major accomplishment to transition L&E program coordination to Jackie, who already had a full plate of responsibilities. CES staff recorded 2848 “on campus” employment contacts, which includes L&E and Federal Work Study. Learn & Earn jobs are posted on Lane Job Connection.
- **Federal Work Study Program.** At the same time that Lane Job Connection was being implemented, Becky Patrick’s CES Coordinator position was eliminated, and Shelley Evans in Financial Aid assumed coordination of FWS. All FWS jobs are now posted on Lane Job Connection. 229 FWS positions have been posted to date and approximately 175 hired through the site.
- **Career Fair.** Approximately 47 employers attended the April 2006 Career Fair, including several Lane departments. We estimate student/community member participants at 450 people. Two free 3-credit classes, one \$250 scholarship, and 100s of free latte coupons were awarded. The Career Fair has been a major CES-organized and led event for “decades”; in recent years, Workforce Development and Cooperative Education have contributed to a collaborative effort.

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### **Scholarships**

	2003-2004	2004-2005	2005-2006
Total "scholarship" contacts	837	1413	1706
Unduplicated participants	764	1148	1252

As the table shows, contacts for scholarship assistance in CES have more than doubled in the last two years. Luckily, for the past three years, Carl Perkins funds have supported a .49 Scholarship Coordinator position, held by Jackie Bryson. Accomplishments in 05-06 include:

- Scholarships created \$1,047,365 in revenue in 05-06, up from \$1,022,506 in 04-05.
- Lane students brought in \$643,637 in private scholarships (NOT Lane Foundation); this is an increase of \$105,736 over 04-05.
- For the past three consecutive years, a Lane student has earned the \$30,000 Jack Kent Cooke scholarship (annual award, up to three years); only one other college in the nation has this track record.
- 19 Lane students received the "Take Aim" scholarship (\$1000-\$3000/year). In comparison, only one PCC student received this scholarship.
- For the fourth consecutive year, a Lane student received the national Coca-Cola scholarship.
- The annual January "College Financial Aid & Scholarship Workshop" enrolled 300 participants, including high school students and parents (in- and out-of-state), college students, and community members.
- Nine additional workshops were offered; 100 students attended.
- Jackie Bryson collaborates with the Lane Foundation to organize their intensive scholarship selection process, reviewing 230 applications, selecting 42 recipients, and interviewing students for the top \$5000 scholarships.
- Lane has one of the highest number (27 currently attending) of Ford Family Foundation scholarship recipients of any Oregon community college. Ford scholarships pay 90% of a student's unmet need, including living expenses, tuition, books, childcare, and transportation.
- Jackie and other CES staff attended numerous outreach events to promote scholarship offerings, including Lane Preview night, Lane ESD Youth Career Fair, and high school counselor meetings.
- Jackie consulted with the Lane Foundation to edit and improve their application packet, containing over 220 scholarships.
- Jackie collaborated with the UO to offer the OSHER scholarships for Lane transfer students.
- CES staff assisted students in the "\$how Me the Money!" learning community (CG105 linked with WR105) with scholarship research, essays, applications.

### **Career Advising, Research, and Information**

- All three full-time CES advisors have completed the Global Career Development Facilitator training (120-hour curriculum), and are in the process of becoming certified "CDFs."
- All three full-time CES advisors completed 2.5 days of "Dependable Strengths" training, held on-campus in August 2005.
- CES purchases an annual Oregon Career Information System (CIS) license, which provides the campus with high quality information about careers, programs of study, schools, scholarships, and job search strategies, as well as online career assessment tools. Beth Landy, lead career counselor, is the current Chair of the CIS state board.
- By utilizing technology effectively (Lane Job Connection), CES staff can devote more time to meet students' high demand for one-on-one career advising.
- CES advisors participate in on- and off-campus trainings, workshops, and professional development activities to improve their career advising knowledge and skills.

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### **Student Service Associate (SSA) Program**

	2003-2004	2004-2005	2005-2006
Contacts with L numbers	5111	7501	4931
Contacts without L numbers	8334	2361	3120
<b>TOTAL SERVICE CONTACTS</b>	13445	9862	<b>8051</b>
<b>Unduplicated Participants</b>	3695	3916	3942

In both 04-05 and 05-06, Carl Perkins funds supported approximately three SSA positions, working ten to fifteen hours per week. Unfortunately, funding was not awarded for 06-07. Accomplishments in 05-06 include:

- In addition to the contacts in the above table, 1000s of students were assisted by SSAs at EOAR, Lane Preview Night, Fall Kick-Off, Career Fair, and New Student Information Sessions, to name a few events.
- SSAs play a direct and critical role in recruitment and retention. They 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.
- Tammy Simpson, CES advisor, “co-leads” this group with a counselor, developing and coordinating SSA training, supervision, hiring, evaluations, and mentoring.
- Two second-year SSAs functioned as “peer mentors” for the FYRED UP! First Year Experience Pilot, assisting students in the FastLane learning communities.
- Perkins funding allowed expansion of the SSA hiring pool to be more inclusive of Lane’s diverse student population; of the nine 05-06 SSAs, 3 identified as Latino/Chicano, 2 as LGBT, 1 was bilingual. Because SSAs represent the diversity of Lane students, they make students from diverse populations and under-represented groups feel welcome at Lane.
- SSAs empower students through “peer to peer assistance,” modeling strategies for college success and making a direct, positive impact on student retention.

### **ExpressLane Assistance**

- In 05-06, in addition to providing career and employment services, CES staff recorded 3391 contacts for enrollment/registration assistance in ExpressLane, and another 645 contacts for financial aid assistance (either through ExpressLane or completing the online FAFSA).
- Every year, we know (anecdotally from student comments) that hundreds of anxious, confused, frustrated students would have walked away from Lane and not returned to school were it not for CES staff helping them apply for admission, find classes, register, apply for financial aid, complete financial aid forms and processes, etc.
- Counselors and academic advisors rely on CES staff to provide these services, often walking students over from their offices, after advising, for assistance with their next steps.

## **2. How efficiently did you use the resources you were given?**

CES is extremely efficient with limited resources in terms of money and staff. CES advisors have “lead” roles in coordinating programs; however, all are cross-trained and can “cover” all areas when needed. Implementing Lane Job Connection increased efficiency, as students can search for and apply for jobs online, rather than meet individually with CES staff. Utilizing peer assistants (Student Services Associates) increases CES efficiency, as SSAs provided high quality peer-to-peer assistance and 1000s of contacts last year, allowing CES advisors time to coordinate programs and provide in-depth career advising. A .49 Perkins grant allowed CES to hire a part-time career advisor to backfill Jackie Bryson’s Scholarship Coordinator role/time, which is a critical campus position.

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#### **3. How well are you utilizing current technology?**

As mentioned previously, in 2005-2006, CES implemented Lane Job Connection, an online job posting site for both on- and off-campus student employment positions, which is an efficient and effective use of current technology. Campus departments are now loading their own jobs and hiring students through LJC. One of the intended outcomes of LJC was to “free up” Lori Kramer’s time to focus on employer relations and job development, which she started this Fall. Two years ago, CES contracted with Instructional Technology to oversee and maintain CES computers, which has also proven to be more efficient. CES continues to improve the CES website, especially the scholarship and career information links, making resources more accessible to students. Finally, CES, along with entire Counseling Department implemented a new scheduling and student check-in system last year; staff can update their schedules in an instant, facilitating increased communication throughout the department.

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

***For details about CES strengths, please refer to Question 1 in this section, “Accomplishments.”***

In addition, some overall themes are noted below:

- A major CES strength is its connection to, and integration with, the entire Counseling Department, especially Counseling/Advising services and Human Development courses. CES staff are instrumental in supporting Human Development classes, providing a “lab” to complete assignments and individual assistance. Counselors/advisors regularly refer students to CES for career/program of study/school/scholarship research, as well as registration assistance; in turn, CES staff help connect students with appropriate academic advisors and counselors.
- CES continues to play a direct role in Lane’s recruitment and retention efforts. Staff regularly attend high school events and workshops to promote CES and Lane, particularly regarding scholarship opportunities and career information. As demonstrated throughout this document, CES services positively impact retention by helping students explore and define career options, as well as removing financial barriers to reaching their educational goals.
- CES is the campus “center” for scholarship resources and application assistance. More and more students are seeking scholarships “year round” and CES continues to develop new ways to meet the demand, with limited staffing resources. It’s no surprise that ever since the .49 Scholarship Coordinator position has been funded through Perkins, hundreds more students are assisted each year, individually and in groups, continuing to increase the number of private scholarships awarded to Lane students.
- The collaborative effort, time commitment, and continual learning curve involved in implementing and maintaining Lane Job Connection was a major strength.
- CES staff play a major role in the training, supervision, and mentoring of the counseling department’s Student Service Associates, as SSAs work the majority of their hours in CES.
- CES staff showed adaptability, flexibility, and positive, collaborative attitudes in the face of challenges, change, and new roles.
- CES staff continue to strengthen relationships and collaborate with campus departments, community groups, and employers in an effort to improve services to students.

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

- In Spring 2006, Lane Job Connection was implemented campus wide. The challenges here included resistance from campus departments/classified staff due to perceived increase in workload, as well as time for CES advisors to learn the new system and corresponding changes in their work.
- Because CES computers are readily accessible from the Building One lobby and from the Counseling & Advising Center, and because friendly, helpful, “retention-focused” CES staff are also available, CES advisors are spending more and more of their time providing ExpressLane assistance to students. In the past, SSAs provided most of this assistance; decreased funding and hours for SSAs means that CES advisors are expected to meet the demand. This creates a huge dilemma for CES advisors: if they don’t help students with admissions, enrollment, and financial aid functions, many

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students and prospective students would simply leave campus frustrated and angry, never to return. However, providing this assistance takes advisors away from providing “core” CES services, such as scholarship assistance and career advising. It’s important to note that although ExpressLane functions are touted as “user-friendly” and “self-service”, hundreds and hundreds of students and prospective students need intensive individual assistance and instruction in order to be successful at Lane. This is a college-wide retention challenge that must be addressed outside of CES.

- As can be seen by the chart and narrative in Section II, Question 1, “contacts” for scholarship assistance have more than doubled in the past two years. Although the results of CES scholarship efforts are certainly noted as accomplishments and strengths, it is a challenge to meet the increasing demand with limited staff resources and uncertain funding.
- A related challenge is the increasing demand on Jackie Bryson’s time to assist the Foundation with their scholarship application and selection process; the Foundation relies on her leadership in these areas, yet this takes time away from her direct work with students.
- An on-going challenge is the need to increase job opportunities for students, both on- and off-campus. Related to this is the on-going need to accurately track hire and wage information for the federal Job Location and Development program.
- Marketing and promoting the annual Career Fair is challenging due the limited career fair budget. The fair is totally self-supporting through participating employers’ registration fees; no college funds are allocated to support the event.
- Last year, the Foundation approached CES/Counseling about supporting the “Club Lane” alumni association. CES/Counseling agreed to facilitate “career-related workshops” for alumni and association members during the year, yet these have yet to be developed and implemented. The desire is there; the challenge is workload and time.
- Over the past few years, CES advisors, along with other Counseling Department colleagues, have observed students’ challenges with money management, financial planning, and budgeting, focused on the difficulties in funding their college and living expenses. Many students request assistance with these concerns, which isn’t offered by the college, yet could go a long way in removing barriers and increasing retention. Addressing this need would take a collaborative effort among multiple departments, including CES; CES services already help students fund their education through scholarships and student employment.

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

- The college needs to support and fund a recurring 1.0 FTE Scholarship Coordinator. Having to rely on part-time, non-recurring Perkins funding for this essential college position is, quite simply, outrageous. If Perkins funding ever ceases, the .49 scholarship coordinator position would be eliminated and CES scholarship services would decrease significantly, negatively impacting retention, students’ ability to fund their education, the Foundation, and other campus departments who rely on this position. CES has more than demonstrated the critical need for a scholarship coordinator; the college now needs to step up and support it, even in the midst of budget cuts, for it directly impacts FTE and retention.
- The Student Service Associate (SSA) program needs to be expanded, both in terms of increasing the number of applicants/hires and funding for positions. Thus, CES is a major player and strong supporter of the Counseling Department’s efforts to develop a Spring 2007 Peer Mentoring course to train prospective student employees from a variety of student service departments and roles across campus. This proposed collaboration and expansion would better utilize resources, reduce duplication, increase efficiency, and augment retention efforts. Tammy Simpson, CES Advisor, would continue to play a major role in this program, leading, training, and supervising peer mentors. *Details about this proposal can be found in the Counseling Department’s Human Development Unit Plan.*
- Related to expanding the SSA program is the need to meet the constant demand for individual help with ExpressLane functions. If more peer mentors are available in CES, as well as in the Enrollment Services lobby, then students can be served more efficiently, without impacting the CES advisors’ workloads.

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- CES needs to improve and expand its employer relations and job development efforts. Plans are currently underway for Lori Kramer to focus on these areas during the 05-06 year, as the effective and efficient use of Lane Job Connection has allowed her to re-prioritize her workload.
- CES needs to ensure stable, on-going funding for the annual Lane Job Connection license.
- In the spirit of “leveraging technology,” CES should continue the conversation with Cooperative Education about posting their co-op/internship positions on LJC (they were included in the initial demonstrations of LJC two years ago). In addition, departments who hire students from other funding sources (non Learn & Earn, non FWS) should be contacted and encouraged to post their jobs on LJC. LJC should become a “core” resource of CES and the college; CES needs a strong marketing plan to promote LJC to students, employers, the community, and the entire campus.
- CES needs to determine if their current work with students (individually and in classes) can generate FTE for the department and the college.
- CES should collaborate with faculty teaching in the “Show Me the Money” learning community to determine ways to increase scholarship classes (credit and non-credit) for students and prospective students. *Details about increasing “Show Me the Money” sections can be found in the Counseling Department’s Human Development Unit Plan.*
- CES advisors, along with counselors, need to have a conversation with the Foundation about career services for alumni and develop a plan.
- CES needs to continue to utilize technology for service enhancement: PowerPoint presentations, internet resources, website improvement, using email to contact students, etc.
- CES should collaborate with other departments (Financial Aid, Counseling, Enrollment Services, and others) to develop resources and services to help students with budgeting, financial planning and money management. Investigating the “online budget portfolio” in Oregon CIS may be a place to start.
- CES should collaborate more closely with departments and programs (High School Connections, Pathways, etc.) who are creating linkages and building relationships with K-12 students, since career development, educational planning, and scholarships are at the core of what these students need to be successful in college.