

Unit Planning for Student Services Counseling/SAP

For 2007-2008 Implementation

Preamble: Planning parameters at the Institutional level

Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100
- *****

Section I: Data Elements (Distributed on September 13th)

This section will be completed by Student Services Directors in Summer 2006 and will be distributed at fall in-service department meetings.

	2003-04	2004-05	2005-06
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts	Maximum estimated 300	All Sources: 509 Quick Service Counts	744 Contacts Calendared contacts: 126 Multiplicand 3 contacts a day times 206 days
Number of unduplicated participants	300 client contacts	Does not include support groups	Does not include support groups
Demographics of individuals served	Largely in order of appearance White women, White men, African-American Students, Native American Students.	Largely in order of appearance White women, White men, African-American Students, Native American Students.	Largely in order of appearance White women, White men, African-American Students, Native American Students.
Other evidence of enhancing engagement			
<u>Enhances Student Learning</u>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)	Addiction Series African-American Experience Series	Addiction Series African-American Experience Series	Addiction Series African-American Experience Series
Enhanced student persistence			
Other learning enhancement data			
<u>Enhances Student Satisfaction</u>			
ACT student satisfaction data			
CCSSE satisfaction data			
Other evidence of enhancing satisfaction			

Unit Planning for Student Services
Counseling/SAP

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks			
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)	No Waitlists	No Waitlists	Governance activities of necessity cut into time which could be used for students
Total general fund budget			
Budget from other sources (i.e., student fees, grants, etc.)			
Other evidence of efficient use of resources	1 solo practitioner and sporadic workstudy students, 1 Perkins funded classified position.	<i>1 solo practitioner and sporadic workstudy students,</i>	<i>1 solo practitioner and sporadic workstudy students,</i>
Unit Essentialness			
Essential to completing a business process with students			
Essential to an effective educational experience			
Legally mandated			
Other evidence of essential service			

Comments/Clarifications to Student Services data elements

1. Unit Effectiveness
 - a. Enhances Student Engagement
 - b. Enhances Student Learning
 - c. Enhances Student Satisfaction
2. Unit Efficiency
3. Unit Essentialness

Unit Planning for Student Services Counseling/SAP

Section II: Program Analysis (Discussed September 13th)

This section will be compiled by Student Services Directors in Summer 2006 and will be distributed for discussion at fall in-service department meetings.

Key Question: Please review the planning initiatives that were identified in your annual planning cycle.

Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

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?

- *Reworking the Staff policy to include Prescription drugs. In light of the reality of Iatrogenic disease (caused by the actions or inactions of a physician), employees may easily be medicated to a condition of pharmaceutical chemical dependence, known to the lay person as addiction. While unintentional pharmaceutical addiction is not illegal, it is of concern, and more to the point it is preventable.*
- *Culturally Specific Prevention Models continue to be developed and disseminated.*
- *The Office has been more integrally involved in the Governance System particularly with Diversity Council.*

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?

Fairly efficiently given the office is a single practitioner, staffed only by workstudy students.

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?

I deliver two classes on live television. Utilizing powerpoint, starboard, and other technologies in instruction.

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

Resiliency I would think. Versatility in the face of changing conditions.

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

Balancing student services with various governance activities.

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

- *Funding to implement the peer counseling model that has been designed.*

Unit Planning for Student Services

Counseling/SAP

- *An assistant or another person who can do A&D counseling when the SAP Coordinator gets pulled away into work for the College (i.e., discrimination response team, search committees, etc)*
- *The third class in the Addictions Behavior series is intended to transform organizations. In that sense, it is pioneering work because there is no current training for Alcohol & Drug competent organizational change agents. The proposal is to complete the series with Transforming Addictive Organizations TAO.*
- *A class entitled Money Sadhana (Sadhana means spiritual discipline), is conceived to fuse life planning with financial skills relevant to surviving at Lane as well as in life.*
- *Develop new class called Money Sadhana. Sadhana is a concept of daily spiritual practice. This class would focus on financial literacy, recovery from money addictions, and creating a sustainable relationship with money, especially as it relates to Financial Aid, Student Loans, Credit Card offerings, and other encounters with the financial world. In the Counseling Department we have noted the fact that we lose students due to predictable and preventable financial problems.*
- *Deliver a new class called Transforming Addictive Organizations which comes from the program experience over more than a decade, applying principles from practice with individuals.*