

Unit Planning for Instruction, Student Services & CEWD
*Division: **Counseling***

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Division Priority: 1

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: ESL/ELL Advisor II

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development?

Last year this initiative was funded at .49 FTE as an ESL/ELL Advisor II. This challenging position requires staffing a daytime office for the main campus portion of the program and an evening office for student services at the Downtown Center. Only the presence of an exceptional and dedicated staff person with bilingual abilities enables this initiative to continue being successful. While the number of credit students of Latina/Latino American ethnicity has remained fairly stable over the past six years of advisor support, this is a credit to the excellent work of the individuals in this position. During those six years, the ESL/ELL program has instituted fees that did not previously exist, and undergone a partial relocation from downtown Eugene to the 30th Avenue campus that was somewhat traumatic for the local community. Only this fall has there been an increase in the main campus student population after the relocation that took place a year and a half ago, and a comparable increase in the evening ESL program enrollment at the DTC.

What program level outcomes do you expect to achieve?

Program Outcomes Analysis for that initiative is reflected in the semi-annual and final Perkins project reports (need to attach). Outcomes were partially achieved at funding remains on a part-time, annual and temporary basis that results in staffing being tenuous at best.

2. Describe the initiative

- *How does this initiative align with the college priorities?* This initiative is directed toward the Strategic Direction of Transforming Students' Lives. Specifically this initiative targets students' initial transitions into the greater Eugene community in addition to possible transitions into the Lane Community College ESL/ELL program and credit programs with subsequent return to the workplace with increased skills and knowledge. The Student Affairs Council 2004-05 Strategic Plan, Goal IV, B. encourages initiatives that "Create bridge programs and services for targeted populations e.g., ESL/IESL, GED, College Now, non-credit, under prepared students." A frequent subset of the student population is laid-off employees who are seeking retraining under the somewhat restrictive parameters of the Trade Act. These students are subject to time constraints and rigid plans for retraining that demand very knowledgeable and competent advisors.

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- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.* The product continues to be delivery of academic advising information and assistance with problem solving challenges ranging from community access of services to access of college programs for a student population with English language skills ranging from pre-literacy to college-level preparatory English skills. One half of all of the students presenting for academic advising are seeking Professional Technical program advising.
- *Given college resources, is it feasible? Is it an efficient use of college resources?* The Perkins semi-annual and annual reports itemize delivery of services to the ESL/ELL students and the reflected need. A College priority is to continue to direct resources toward either new positions or position conversions to address the growing need for bilingual staff to support student success. Funding this position will reflect an efficient use of resources as it will provide a competent staff person at the appropriate classification level.
- *What would be the campus location of this request/project?*
This ESL/ELL project continues to be located in building #11 for the daytime ESL/ELL program, and at the Downtown Center for the evening ESL/ELL program.
- *How many students (per year) will benefit? How will students benefit?* This change would maintain access to advising/counseling for almost 1,500 students per year, who otherwise would go unserved.

Location	Term Enrollment
Main Campus (A.M.)	206
Downtown Center (P.M)	166
Cottage Grove	48
Creswell	28
Springfield	45
Total	493

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Resources needed include staff funding (Level 11/step 2: \$33,946 @ .49 FTE = \$16,634 + OPE @ .311, \$5,173 = \$21,807) and maintenance of both existing offices.

4. List the possible funding sources

Can this project be partially funded?

The ESL/ELL project has been partially funded for the past 5 years.

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- Ideally, this seventh generation project would receive full-time recurring funding. The reality of year-to-year part-time funding is that four different persons have been hired into the ESL/ELL position and three of them have left for better positions in the community.
- *If so, what portion could be funded at what minimum cost?* NA

If the funding source is Carl Perkins:

- *How does the request meet one or two of the Carl Perkins act goals?*
 - Measurable Goal #2 - Special Populations, A & C. Now and throughout the prior years of this initiative, the goal has been improved access for this population to Technical training programs to enhance work skills.
 - The semi-annual and annual reports to Perkins identify the population served and the nature of these services.
 - There is institution-wide lack of data available about students from the ESL/ELL programs including how many enter Professional/Technical programs.
 - The central barrier is the way in which the College compiles and sorts data. It has not and does not collect data based on ESL/ELL background on application forms.
 - An additional barrier is the lack of historical data from the ESL/ELL program.
 - The IT resources necessary to track students from ESL/ELL to P/T programs are not readily available to allow for timely access.

5. Provide ORG & PROG codes:

515400/310000

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

The Counseling department's Management Steering Group (MSG) meets biweekly to discuss operational needs, including needs for this position. ESL has an active community advisory committee that meets once per month, except January and July. The committee is planning to work in subcommittees on membership, program and student advocacy and resource development after a new member orientation scheduled for the February 07 meeting.

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Division Priority: 2

Initiative Title: **SCHOLARSHIP COORDINATOR**

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

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

2. Describe the initiative

- *How does this initiative align with the college priorities?*

This initiative supports CES’ ability to positively impact student success and retention, by helping students find scholarships and other forms of financial assistance, which, in turn, helps them stay in school. It supports Lane’s professional/technical and transfer programs through collaboration with campus departments on scholarship opportunities and helping students find scholarships in their programs of study. It supports linkages with K12 and four-year institutions.

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

This initiative requests a 1.0 FTE Scholarship Coordinator position (Student Advisor 1). We realize that Carl Perkins funds only allow for a .49 position, yet we want to recognize the need for a full-time coordinator.

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

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

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Lane county high schools, to promote scholarship opportunities and information.

Lane students received 872 scholarships in 2005-2006 totaling \$1,242,921.90; this is up from 687 (\$922,196.70) in 2003-2004 and 798 (\$1,139,559.80) in 2004-2005. In 2005-2006, 1706 contacts in our student check-in system were designated for scholarship assistance, a 104% increase from 2003-2004. “Unduplicated participants” increased from 764 to 1252 in this same time period. With increased costs of attending college, demand for scholarship assistance will continue to increase as well; without permanent, on-going staffing, we will not be able to adequately meet this ever-expanding need for services.

Given college resources, is it feasible? Is it an efficient use of college resources?
Yes, it is a feasible and efficient use of college resources. In her Fall 2004 inservice address, Mary Spilde shared her dream of a “scholarship for every student”—this position continues to move the college toward that goal. The Lane Foundation relies heavily on this position for marketing, screening, processing, and interviewing scholarship applicants.

What would be the campus location of this request/project?
The position would be housed in CES.

How many students (per year) will benefit?
The services are promoted and accessible to ALL Lane students. In 2005-2006, 1706 contacts in our student check-in system were designated for scholarship assistance. “Unduplicated participants” increased to 1252. In addition, 100s of students and prospective students were served in workshops and outreach presentations promoting scholarships.

How will students benefit?
Students will benefit from increased access to scholarship resources and assistance, directly impacting Lane’s retention efforts through students’ ability to fund their college education.

3. Describe the resources needed

We are requesting a 0.49 FTE Scholarship Coordinator position (\$18,869.22; Student Advisor I, Level 8 ,Step 2).

What is *needed* is a permanent, stable, on-going Scholarship Coordinator position funded at 1.0 FTE (\$38,506.69; Student Advisor I, Level 8, Step 2).

4. List the possible funding sources

Carl Perkins.

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

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- *Can this project be partially funded? If so, what portion could be funded at what minimum cost?*

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

If the funding source is Carl Perkins:

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

This initiative supports Perkins goals II, VI, and VII. Because financial concerns are huge barriers for all students, including special populations, this position would increase access to scholarship information and services, helping professional technical students finance their college education. This position would establish strong connections with secondary programs, providing resources to high school students to help with college funding. And, this position would contribute to CES' ability to provide comprehensive career development services to students. It supports Lane's professional technical programs through collaboration with campus departments on scholarship opportunities and helping students find scholarships in their programs of study. *From July 2005 to January 2006, 1385 "scholarship" contacts were recorded in the CES check-in system; 1047 of those contacts were students enrolled in two-year programs (non-transfer majors).* This position works closely with the Lane Foundation, helping P-T students successfully apply for Lane scholarships in their programs. CES is in its fourth year of Perkins funding for this position, which is currently at 0.49 FTE.

5. Provide ORG & PROG codes

515200 & 310000

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes, the Counseling Department uses the Student Affairs Council as our Advisory Group. See the Student Affairs Plan for information about its plans for the coming year.

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Division Priority: 3

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Family and Health Careers (FHC) Advisor I

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Last year this initiative was funded at .49 FTE with Perkins monies. Program Outcomes Analysis is reflected in the semi-annual and final Perkins project reports. Outcomes were partially achieved at funding remains on a part-time, annual and temporary basis that results in staffing being tenuous at best. This position requires staffing a full-time position which we envision working out of the Counseling Center.

2. Describe the initiative

- *How does this initiative align with the college priorities?*
This initiative is directed toward the Strategic Direction of *Transforming Students' Lives*.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
This service is sought for a critical area of need. There were 1,768 declared majors for P/T programs in Health Occupations in 2004-05. The end result of this initiative will be greatly improved access to counseling and advising for FHC students, contributing to their academic success.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Less wait time for advising results in students that are happier with the service provided at Lane. Student satisfaction is a known factor for student retention. Snapshot student surveys highlight wait time as an area of concern because of the high demand. The 2004 ACT survey points to slightly higher dissatisfaction with counseling and advising services in this area, a likely result of the wait time for services.
- *What would be the campus location of this request/project?* The FHC Advisor would use shared office space in the Counseling and Advising area of the Counseling department.
- *How many students (per year) will benefit?*
In 2005-6, approximately 2,438 students visited Professional/Technical Family and Health program counselors advisors for a total of 5,516 visits. While we are

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just beginning to gather statistics on email and telephone contacts, in May 2006 alone, there were 900 email and 125 telephone call contacts by our FHC full time advisor alone. *How will students benefit?* Students will benefit through guided application of the College's Core Abilities and Outcomes to their goals in health related fields.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Resources needed include staff funding (Level 8/step 2: \$28,163 @ .49 FTE = \$13,800 + OPE @ .31, \$4,278 = \$18,078), and maintenance of an existing office.

4. List the possible funding sources

- *Can this project be partially funded?*

The project has been partially funded for a number of years. Ideally, the project would receive full-time recurring funding. There are currently two contracted and three part-time staff assigned to these majors. General Fund monies are required to establish this as a full-time position. Perkins funding to maximize staff availability is essential if permanent funding is not forthcoming.

- *If so, what portion could be funded at what minimum cost?* NA

If the funding source is Carl Perkins:

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

Counseling & Career Development Goal (number 7): FHC students in vocational and technical education programs have access to comprehensive counseling and career development services. This position would give them improved access to academic advising. Now and throughout the prior years of this initiative, the goal has been improved access for this population to ensure success in their professional technical program of choice.

5. Provide ORG & PROG codes:

515400/310000

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year? The Counseling department's Management Steering Group (MSG) meets biweekly to discuss operational needs, including needs for this position. The FHC advising team meets weekly and also discusses needs for this position.

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Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 4

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: College Success: Beyond the Field (For Lane student/athletes)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

2. Describe the initiative.

- How does this initiative align with the college priorities?

This initiative aligns with college priorities by redesigning the way we serve a special population, in this case, the student/athlete population. The proposed College Success course would serve to develop needed success skills. The curriculum would aid in recruitment and retention of student/athletes and would systematically prepare them for the unique challenges they face. The course would also allow for a consolidation and delivery of student services that student/athletes don't always access.

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

CG 100: College Success - Beyond the Field (3 credits, graded) would offer an opportunity for Lane student/athletes to develop skills using On Course principles for academic, athletic, career, and life success. Lane would be the only Oregon community college of which we are aware to offer a thoughtful approach to supporting new student/athletes with a curriculum that meets the unique needs of the community college student/athlete.

- Given college resources, is it feasible?

This course offering would be taught by a contracted faculty counselor who was himself a student athlete (Tennis at Texas Pan American University) and who has coached at the collegiate level. He would be released from the 3-credit course he usually teaches and we would hire a part-timer to teach that course tuition based. Therefore, the college would realize a net gain in FTE and the new FTE would be paid for at the part-time rate.

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CG 100: College Success is considered an elective course that is transferable to four-year schools and meets the AAOT and Direct Transfer elective requirements. Is it an efficient use of college resources and offers a service to a historically underserved population.

The On Course curriculum is nationally recognized and has a proven track record of increasing student success at Lane and at other community colleges. The curriculum helps students by: introducing principles and strategies for academic success; addressing effective self-management practices, teaching study skills; assisting with interdependence skills; developing personal responsibility and self-motivation; aiding in the exploration of career choice; helping with management of financial resources; providing scholarship and transfer information; provide education to help prevent substance abuse; and more.

▪ *What would be the campus location of this request/project?*

The location would likely be a designated classroom, preferably in the general local of the Athletic Department or in the Student Services Building, on the Lane main campus. This will allow for ideal access after or before athletic practice or competition. The time and day of the course offering will be determined by what is most convenient for the student/athlete. Scheduling of practices and competitions will be taken into consideration.

▪ *How many students (per year) will benefit? How will students benefit?*

Approximately 70 new Lane student/athletes will be enrolled in two offerings of College Success - Beyond the Field. An enrollment cap for 35 students will be established for both Fall '07 and Spring '08 course offerings. The faculty member who will teach this course has the full support of the athletic director and coaches at Lane and they have assured them that they can "more than fill" the class.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Resources needed are 70 hours of curriculum development funds to fully develop and prepare a curriculum tailored to the specific needs of the community college student/athlete. 70 hrs @ \$27.97/hr + OPE = \$2,567

4. List the possible funding sources: Carl Perkins Grant funds, Lane Curriculum Development Funds.

▪ *Can this project be partially funded?*

Yes, the project can be partially funded. However, to thoroughly develop the curriculum the full amount would be needed.

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- *If so, what portion could be funded at what minimum cost*

A reduction of curriculum development funds will reduce the relevance of the curriculum to the student/athlete population since it would result in less time for tailoring of the material to that population.

If the funding source is Carl Perkins:

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

This curriculum development request meets the following Carl Perkins act goals:

Measurable Goal #2 Special Populations. Athletes tend to over-represent the following special populations: economically disadvantaged, academically disadvantaged.

This class would address part “A” under the goal #2 by helping these special populations “*Overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations*”.

We don’t suggest that most student athletes are in professional technical programs. Anecdotal reports from the athletic department suggest that athletes are not more likely to be professional technical students than the average student. However, we are hoping that Perkins funds might be able to pay for some portion the curriculum development hours in this request since some portion of new athletes will be professional technical students.

5. Provide ORG & PROG codes

ORG = 515100

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes, the Counseling Department uses the Student Affairs Council as our Advisory Group. See the Student Affairs Plan for information about its plans for the coming year.

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Division Priority: 5

Initiative Title: College Success: On Course Curriculum Development

1. How is the initiative linked to your 2005-06 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

College Success: On Course addresses student retention and success needs in the best practice areas of First Year Experiences and Campus Climate/Supportive Learner Environment. This initiative will provide curriculum development funds to create more sections of *College Success: On Course*, or to integrate the *On Course* curriculum into other classes. These class sections could be offered as stand alone classes, or paired with other classes as part of a Learning Community. **The intended outcome is increased student retention and success.**

2. Describe the initiative

- *How does this initiative align with the college priorities?*

Adopting *On Course* **improves student academic success and retention.** A number of colleges and universities that use *On Course* have improved the academic outcomes of their students in the range of 20-30%. Three years ago Mount Hood Community College provided an *On Course* Workshop to their faculty and staff. The following fall term they filled 35 sections of *College Success: On Course* with nearly 600 new students. Their persistence rate from fall to winter term increased by 27% for students who completed *On Course* compared with other new students who did not participate in the class.

Last year, 150 hours of CD funds were awarded to develop *On Course* at Lane. These funds were awarded to faculty in several different departments and used to develop several different courses which either directly used or integrated the *On Course* curriculum. (1) Four Human Development Instructors collaborated with Financial Aid to develop *Back On Course*, a one-credit College Success class aimed at students who had their financial aid suspended. Students who enroll in *Back On Course* have their financial aid reinstated for future terms if they attain good academic standing (complete 75% of their enrolled credits with a 2.0 or greater). Sixty-eight percent of students in the fall pilot (4 sections with a total of 86 students) who completed *Back On Course* achieved good academic standing. (2) Garry Oldham, Social Science faculty, integrated *On Course* curriculum into HS150, *Personal Effectiveness for Human Service Workers*. She reported the students gave the fall course good reviews and she observed that it worked well for them. She plans to continue to use the curriculum she developed. (3) Jennifer von Ammon, integrated *On Course* curriculum into two Writing classes she is teaching as part of Learning Communities this Winter.

If Lane offers more sections of *College Success: On Course*, a greater number of students will develop skills, attitudes, and abilities that will increase their success at Lane and beyond. The *On Course* curriculum is an empowerment model that utilizes active learning methods and facilitates students' learning about how to be self-responsible, self-motivated, self-managed learners. The implications are great for not only their success at Lane, but in their future careers, and other parts of their lives as well. **Students report that it is a**

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curriculum that helps transform their lives.

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

The product will be up to 10 additional sections of *College Success: On Course* offered at Lane during 2007-08. At least half of these *On Course* sections will be in Professional/Technical programs, or reach students in Professional/Technical programs.

- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Because the *On Course* curriculum has been developed and utilized in various ways by at least nine instructors, it is feasible that an instructor could use 30 hours of curriculum development to adopt and adapt the curriculum to provide a *College Success: On Course* class in their department. \$7,328 could provide the means for ten instructors to adopt and adapt the curriculum for use next fall. That would reach 300 additional new Lane students in just one term. Increased retention and success of students has long-term financial and other benefits for the College.

In February, 2006, an *On Course* Workshop was provided for 50 Lane faculty and staff. The *On Course* Workshop taught learner-centered ideas and strategies to use in classrooms and in student service areas. Faculty evaluated the workshop very highly, and many seemed eager to adopt the *On Course* principals into their subject areas. Feasibility is increased by having faculty who were introduced to *On Course* by having participated in the workshop.

- *What would be the campus location of this request/project?*

The Counseling Department will put out the request for proposals for developing *On Course* curriculum. Various departments throughout campus would provide *College Success: On Course*, or adapted and revised courses that use *On Course* concepts.

- *How many students (per year) will benefit?*

At least an additional 300 students per year will directly benefit if the new sections of *College Success: On Course* are offered only in fall term. The possibility would exist to offer at least several sections in subsequent terms to new students. More students will indirectly benefit because of infusion of *On Course* principles and strategies into other curriculum and classrooms. It is possible more students would be impacted. For example, last year's CD funds allowed four instructors 60 hours total to develop the *Back On Course* curriculum which benefited 86 students in Fall term, over 100 students in Winter term, and it is assumed that 100 more will benefit in Spring term. This is a much greater impact than what was anticipated in the request for funding last year.

- *How will students benefit?*

Adopting *On Course* improves student academic success and retention. A number of colleges and universities that use *On Course* have improved the academic outcomes of their students in the range of 20-30%.

Why is *On Course* such a powerful intervention for improved student success? Before students can succeed in college, they need to become active and responsible partners in their own education. Additionally, many students need to master the challenges and conflicting priorities of their own complicated lives, including jobs, finances,

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relationships, children, and personal problems. In addition to presenting essential study skills, *On Course* offers students the opportunity to learn essential behaviors, beliefs, and skills for creating success in college and in life. *On Course* empowers students to take control of their lives by helping them apply eight essential success principles to their important decisions.

3. Describe the resources needed

Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be prioritized by division. The line items may be pulled out of separate initiatives and put in priority order.

The resources requested are Curriculum Development (CD) funds (7,328) through Carl Perkins and the general Curriculum Development account to allow 10 faculty who take the February *On Course* Workshop the opportunity to adopt and adapt the *On Course* Curriculum to provide the *College Success: On Course* class within their department. There has already been a fully developed *College Success: On Course* three-credit class curriculum and a one-credit curriculum designed for Lane students. These requested CD funds would allow faculty the time to customize the curriculum to their discipline and to meet their students' specific needs. 300 hrs CD @ \$27.97 + OPE = \$11,000

4. List the possible funding sources

Can this project be partially funded?

If so, what portion could be funded at what minimum cost?

Although it would benefit more students to be fully funded for the request, it is possible to fund less than the full amount and have fewer new sections of *College Success: On Course*.

▪ If the funding source is **Carl Perkins**:

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

Measurable Goal #5 – Professional Development

1. Comprehensive professional development for technical, academic, guidance and administrative personnel will be provided to improve student performance. (Staff development funds must be tied to students improving their performance.)

This initiative will provide faculty the means to adopt a success curriculum that has been demonstrated in various colleges to improve student retention and success. The *On Course* strategies and principles can be infused into any curriculum, and so will provide more active learning methods for students even if the entire *On Course* curriculum is not adopted within a department.

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5. Provide ORG & PROG codes

ORG = 515100

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes, SAGA uses the Student Affairs Council as our Advisory Group. See the Student Affairs Plan for information about its plans for the coming year.

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Initiative Title: STUDENT SERVICE ASSOCIATE PROGRAM

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

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

Because the Student Service Associate (SSA) program needs to be expanded, both in terms of increasing the number of applicants/hires and funding for positions, 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, including SSAs, 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.

2. Describe the initiative

- *How does this initiative align with the college priorities?*
SSAs, quite literally, "transform students' lives" and play a direct, critical role in college retention by providing support and resources to students, who otherwise might not persist at Lane. SSAs connect with hundreds, if not thousands, of new and prospective students at EOAR, Lane Preview Night, Fall Kick-Off, and New Student Information Sessions, to name a few events. SSAs empower students through "peer to peer assistance", modeling how to be successful in college. Last year, two second-year SSAs functioned as "peer mentors" for the FYRED UP! first-year experience program, assisting in the FastLane classes.

Unit Planning for Instruction, Student Services & CEWD
*Division: **Counseling***

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
The outcome of this initiative will be additional funding for Student Service Associate positions.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Yes, this is a feasible and efficient use of college resources. A group of high trained peer assistants to help new, prospective, and current students access resources, navigate complex procedures, and learn how to be successful in college, makes a positive impact on student retention. SSAs play a valuable and critical role in providing CES/Counseling services to students. In 2005-2006, SSAs accounted for over 8000 “in-person” contacts in CES, according to check-in system records, which we know are “under-reported”. They also accounted for 3942 of the “unduplicated participants”. Those figures are just for CES; they don’t include the hundreds, if not thousands, of students assisted by SSAs at other on- and off-campus events. SSAs increase CES efficiency, allowing CES advisors time to coordinate programs and provide in-depth, high quality career advising.
- *What would be the campus location of this request/project?*
SSAs are hired by the Counseling Department and CES.
- *How many students (per year) will benefit? How will students benefit?*
As the data shows, 1000s and 1000s of students each year benefit from interactions with and assistance from Student Service Associates. Students benefit from the personal attention, assistance, and support provided by SSAs. SSAs help anxious and frustrated students navigate complex college procedures, provide appropriate referrals to campus departments and community resources, assist with complicated enrollment and financial aid ExpressLane functions, help students utilize career information, employment, and scholarship resources, etc. Because SSAs represent the diversity of Lane students, they make students from diverse populations and under-represented groups feel welcome at the college. SSAs model strategies for college success, making a direct, positive impact on student retention.

3. Describe the resources needed

This initiative requests \$16,690 to help fund the SSA program. This funds approximately three positions working fifteen hours/week.

4. List the possible funding sources

Carl Perkins.

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

Unit Planning for Instruction, Student Services & CEWD
*Division: **Counseling***

- *Can this project be partially funded? If so, what portion could be funded at what minimum cost?*

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

If the funding source is Carl Perkins:

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

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

Assuming an adequate level of funding, a proposal is underway for 07-08, linking SSAs with the Office of High School and Community Relations. SSAs would assist with events such as high school visits, campus tours to prospective students, Lane Preview Night, the Youth Career Fair and Career Exploration Day. These outreach and recruitment efforts support Perkins goal IV. SSA involvement in the Youth Career Fair and Career Exploration Day in particular would further underscore the important role they play serving the needs of Professional/Technical students. (CES received Perkins funding for SSA positions in 04-05 and 05-06; our request was not funded in 06-07, which significantly decreased the number of SSAs currently employed.)

5. Provide ORG & PROG codes

515200 & 310000

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes, the Counseling Department uses the Student Affairs Council as our Advisory Group. See the Student Affairs Plan for information about its plans for the coming year.

Unit Planning for Instruction, Student Services & CEWD
*Division: **Counseling***

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 7

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Improve multimedia/audio-visual support for instructors in Building 1, Room 222 (Note: This smart class room request was previously approved by TACT. However, IT has told us that approved TACT requests expire if they are not completed in the year for which they were approved. We hope that this apparently new policy is being applied fairly and consistently)

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Numerous instructors utilize PowerPoint presentations, DVD and Internet resources to communicate effectively and increase student learning. Efficient use of technology allows material to be presented in a way that appeals to multiple learning styles (visual as well as auditory).

Improved technological resources would increase student/faculty interactions; would model proper and efficient use of technology for students; and would provide more opportunities for students to engage in meaningful conversations with each other and with faculty.

Improvements in utilization can be made. Currently, the computer and projector are on a cart that must be set up and taken down and secured before and after class. This activity takes time that could be spent answering individual students questions during this busy time. It also infringes upon the time available to the next instructor to get ready to teach (10 minutes between classes).

2. Describe the initiative

- *How does this initiative align with the college priorities?*

In addressing "Transforming Student's Lives", Human Development Curriculum by definition, are designed to "transform students lives". Therefore, this initiative addresses the ability for instructors to achieve this college priority through appropriate and innovative use of technology.

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In building #1 room 222 where Human Development courses are held, placement of audio/video devices, such as the requested equipment in this initiative, will meet the strategic direction of “transforming the learning environment”.

This initiative would help build organizational capacity and systems to support student success and effective operations. It would also support a technological self-service environment while maintaining responsiveness to student needs. It would improve overall efficiency of operations and optimize resources.

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

This initiative would allow more quality time for student/faculty interaction at the crucial times before and after class. Guest speakers will be able to use technology more spontaneously versus dependence on a portable unit that has to be pre-planned for use.

The following core abilities will be addressed:

- ✓ Communicate more effectively
 - ✓ Improve effective and respectful listening
 - ✓ Improve interpersonal, small group, and collaborative skills
 - ✓ Expand understanding of educational, employment, and career opportunities
 - ✓ Communicate more effectively among diverse populations
 - ✓ Develop new ways of seeing and understanding the world; points of view, and multiple perspectives
 - ✓ Increase understanding of the relationship between self and community, including self-awareness and personal responsibility
-
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Yes. We have consulted with IT to insure implementation and maintenance of the proposed system is feasible and saves money in the long run.
 - *What would be the campus location of this request/project?*
The location of this project would be at the main campus, building 1, room 222.
 - *How many students (per year) will benefit? How will students benefit?*
Approximately 1,000 students will benefit from this project each year.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Purchase and install multimedia projector in building 1 room 222.

Unit Planning for Instruction, Student Services & CEWD
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We asked Dennis Mills about a cost breakdown for a smart classroom. In an email on November 2, 2005 he indicated that he and Todd Lutz had developed a figure of \$15,000 for Patrick Lanning and Stephen Pruch per smart classroom as a minimum. This number includes all of the typical smart classroom equipment (projector, VCR, PC, elmo, etc.), instructor podium, network and control equipment.

4. List the possible funding sources

TACT

- *Can this project be partially funded?*

No. This project can only be partially funded if the existing portable multimedia cart is disassembled. If the initiative were fully funded, the cart would be available for portable use in other classrooms.

- *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:

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

5. Provide ORG & PROG codes

The Human Development department ORG code is 515100 and the PROG code is 310000

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes. We use the Student Affairs Council as our advisory committee. See the Student Affairs Plan.

Unit Planning for Instruction, Student Services & CEWD
*Division: **Counseling***

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Division Priority: 8

Initiative Title: ANNUAL OREGON CAREER INFORMATION SYSTEM (CIS) LICENSE

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

The Oregon Career Information System (CIS) is the state's designated Career Information System, licensed by almost 90% of Oregon school districts and community colleges. In CES, it is the foundation of our work with students who are researching careers, colleges, and scholarships, as well as the starting point for career assessments and job search activities. Once students login with Lane's username and password, they can create their own online portfolios for recording occupations, programs of study, and schools that interest them, as well as for saving the results of career assessments and scholarship searches. For "decades," the Counseling Department has purchased Lane's annual license, allowing all faculty, staff, students, and prospective students at both the main campus and outreach centers access to these programs. Because of cuts in the Counseling Department's budget, and because this technology is accessible to students and departments campus-wide, funding from a campus-wide source seems appropriate.

2. Describe the initiative

- *How does this initiative align with the college priorities?*

Because CIS is licensed by all Lane County high schools, this initiative supports strong linkages, relationships, and programs with K-12 institutions, such as Pathways, RTEC, and High School Connections. Students who have used CIS as an education and career planning tool in middle school and high school can transfer their "electronic portfolios" to Lane as they continue to pursue their goals. This initiative also supports retention, as students use this technology to research career options and develop their educational plans, as well as find scholarships to help finance their college education.

Please note that a variety of people/programs at Lane have voiced their support for CIS and for this initiative:

*Mark Williams (CIT/Pathways)

*Andrea Newton (Cooperative Education/High School Connections)

*Laurie Swanson-Gribskov (High School Connections/RTEC/College Now), who said, "...I support CES and their interface with CIS. Most of the high schools in Lane County are linked up with CIS as well. This will enable and encourage more collaboration and a better transition for students...."

*Kate Barry, Women's Program, who said, "All [our] programs and services refer students to CES to utilize CIS....It's an indispensable resource."

*Juanita Benedicto (Librarian), who said, "I use CIS with students who need background information on a career they are researching...I support [CES'] request and think it's a smart one."

*Jen Ferro (Librarian), who said, "I think the CIS database has been used by all librarians to help students find career and school information. It is a valuable database...."

Unit Planning for Instruction, Student Services & CEWD
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One important concern was noted as we solicited feedback on this proposal: Because CIS is so critical to programs, departments, and curriculum campus-wide, if the license gets converted to TACT funding, ideally, there would be an on-going commitment to continue funding. For all the reasons stated above and below, CIS must continue to be available at Lane.

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
This year's product will be support for the 2007-2008 annual CIS license fee. Ideally, TACT would commit to on-going funding, making the CIS annual fee a permanent TACT-supported program.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Yes, it is feasible and an efficient use of college resources. Because this technology directly (and positively) impacts ALL students and is utilized in campus-wide departments and programs, it seems reasonable to be funded through the Student Technology Fee, rather than from one department's budget.
- *What would be the campus location of this request/project?*
The CIS site coordination function is would continue to be "located" in CES/Counseling. Currently, Beth Landy, Faculty/Counselor, is the designated CIS Site Coordinator for Lane.
- *How many students (per year) will benefit? How will students benefit?*
CIS is accessible to ALL Lane students. ***In 2005-2006, the CIS website recorded 4,297 logins for Lane, with 2,587 active online portfolios.*** In 2005-2006, CES recorded 1694 contacts for career/college research and career assessments, which all involve CIS programs. In addition, CES recorded 1706 contacts for scholarship assistance; the majority of which involve CIS scholarship searches. Approximately 525 students per year enroll in Career & Life Planning courses, including Transitions to Success; CIS assessments and career research tools are a foundation of the curriculum. 668 students utilized CIS programs as part of special tours and presentations in CES. All these students benefit from having access to high quality, up-to-date, accurate information on careers, programs of study, nationwide colleges, and scholarships.

3. Describe the resources needed

We are requesting \$6650 for the 2007-2008 annual license fee. This fee includes the \$500 cost for access to the Peterson's Test Prep site for GED practice tests, should ABSE want to use this site. If not, the license fee will be reduced to \$6150.

4. List the possible funding sources

TACT.

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

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▪ *Can this project be partially funded?*

No.

▪ *If so, what portion could be funded at what minimum cost?*

NA.

5. Provide ORG & PROG codes

ORG = 515100

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes, the Counseling Department uses the Student Affairs Council as our Advisory Group. See the Student Affairs Plan for information about its plans for the coming year.

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Division Priority: 9

Initiative Title: ANNUAL “LANE JOB CONNECTION” (JobX) LICENSE

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

- Lane Job Connection (LJC) was implemented in May 2006. LJC is an online (web-based) program where students register for the service and search for listings with all three CES student employment programs: Job Location and Development (off-campus), Federal Work Study, and Learn&Earn. The challenge addressed is the high demand for CES services with limited staff resources as well as the need to improve the job referral program. This initiative continues to address this challenge by “freeing up” thousands of hours of staff time, allowing CES advisors and Student Service Associates time to provide individual assistance and career advising, helping students explore options, find scholarships, and conduct job searches more effectively. It also provide students with twenty-four-hour access to up-to-date job listings and referrals without having to call or come in to the CES office. All campus departments are using LJC to post positions and hire student employees. This system allows CES to track contacts, postings, referrals, hire, and wage information CES needs for its federal funding.

2. Describe the initiative

- *How does this initiative align with the college priorities?*
This initiative aligns with “leveraging technology,” “utilizing technology effectively, and streamlining work processes. It supports our ability to positively impact student success and retention, by helping students find employment, which, in turn, helps them stay in school. In addition, staff time can be focused toward quality career advising and individual assistance that literally “transforms students’ lives”, as they learn more about themselves while exploring options and clarifying education and career goals. It supports a collaborative campus climate, as all departments are utilizing this website for their student employee hires.
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
This year’s product will be support for the 2007-2008 annual license fee. TACT paid the annual license fee for the 06-07 year. Ideally, TACT would commit to on-going funding, making the LJC annual fee a permanent TACT-supported program.

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- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Yes, this is a feasible, efficient use of college resources, as it is accessible and beneficial to ALL Lane students (plus community members) who need access to current job postings. In addition, ALL campus departments are using this program to list and hire Federal Work Study and Learn&Earn positions. We will also continue the conversation with Cooperative Education about posting their placements on LJC. Not only is student access to job postings more efficient, but LJC also allows CES staff more time to provide individual career advising assistance and prioritize workloads in a new way. For example, Lori Kramer can spend more time focusing on employer relations and job development to increase the number of LJC job postings.
- *What would be the campus location of this request/project?*
The campus location is CES; however, the LJC (JobX) server is housed and maintained at Foresite Solutions.
- *How many students (per year) will benefit? How will students benefit?*
This initiative benefits ALL Lane students (and community members), who are seeking on- and off-campus employment. Students benefit from increased access to job listings, meeting their immediate needs for employment to fund their college education. In one sample month (August), LJC recorded 1208 hits. In the first six months of implementation, 492 off-campus jobs and 248 on-campus jobs were posted on LJC..

3. Describe the resources needed

We are requesting \$3000 for the 2007-2008 annual license fee.
(TACT funded the annual license fee in 2006-2007, which was \$6000.)

4. List the possible funding sources

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

- *Can this project be partially funded?* No.
- *If so, what portion could be funded at what minimum cost?* N/A.

5. Provide ORG & PROG codes

ORG = 515100

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes, the Counseling Department uses the Student Affairs Council as our Advisory Group. See the Student Affairs Plan for information about its plans for the coming year.

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 10

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Improve multimedia/audio-visual support for instructors in Building 1, Room 224

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Numerous instructors utilize PowerPoint presentations, DVD and Internet resources to communicate effectively and increase student learning. Efficient use of technology allows material to be presented in a way that appeals to multiple learning styles (visual as well as auditory).

Improved technological resources would increase student/faculty interactions; would model proper and efficient use of technology for students; and would provide more opportunities for students to engage in meaningful conversations with each other and with faculty.

Improvements in utilization can be made. Currently, the computer and projector are on a cart that must be set up and taken down and secured before and after class. This activity takes time that could be spent answering individual students questions during this busy time. It also infringes upon the time available to the next instructor to get ready to teach (10 minutes between classes).

2. Describe the initiative

- *How does this initiative align with the college priorities?*

In addressing "Transforming Student's Lives", Human Development Curriculum by definition, are designed to "transform students lives". Therefore, this initiative addresses the ability for instructors to achieve this college priority through appropriate and innovative use of technology.

In building #1 room 224 where Human Development courses are held, placement of audio/video devices, such as the requested equipment in this initiative, will meet the

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strategic direction of “transforming the learning environment”.

This initiative would help build organizational capacity and systems to support student success and effective operations. It would also support a technological self-service environment while maintaining responsiveness to student needs. It would improve overall efficiency of operations and optimize resources.

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

This initiative would allow more quality time for student/faculty interaction at the crucial times before and after class. Guest speakers will be able to use technology more spontaneously versus dependence on a portable unit that has to be pre-planned for use.

The following core abilities will be addressed:

- ✓ Communicate more effectively
 - ✓ Improve effective and respectful listening
 - ✓ Improve interpersonal, small group, and collaborative skills
 - ✓ Expand understanding of educational, employment, and career opportunities
 - ✓ Communicate more effectively among diverse populations
 - ✓ Develop new ways of seeing and understanding the world; points of view, and multiple perspectives
 - ✓ Increase understanding of the relationship between self and community, including self-awareness and personal responsibility
-
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Yes. We have consulted with IT to insure implementation and maintenance of the proposed system is feasible and saves money in the long run.
 - *What would be the campus location of this request/project?*
The location of this project would be at the main campus, building 1, room 224.
 - *How many students (per year) will benefit? How will students benefit?*
Approximately 1,000 students will benefit from this project each year.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Purchase and install multimedia projector in building 1 room 224.

We asked Dennis Mills about a cost breakdown for a smart classroom. In an email on November 2, 2005 he indicated that he and Todd Lutz had developed a figure of \$15,000

Unit Planning for Instruction, Student Services & CEWD
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for Patrick Lanning and Stephen Pruch per smart classroom as a minimum. This number includes all of the typical smart classroom equipment (projector, VCR, PC, elmo, etc.), instructor podium, network and control equipment.

4. List the possible funding sources

TACT

- *Can this project be partially funded?*
No. This project can only be partially funded if the existing portable multimedia cart is disassembled. If the initiative were fully funded, the cart would be available for portable use in other classrooms.
- *If so, what portion could be funded at what minimum cost?*

If the funding source is Carl Perkins:

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

5. Provide ORG & PROG codes

The Human Development department ORG code is 515100 and the PROG code is 310000

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Yes. We use the Student Affairs Council as our advisory committee. See the Student Affairs Plan.

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INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

The following “initiatives” are important to the Counseling Department; yet, because we know they will not be high division priorities, it does not make sense to write full initiative proposals. However, they are listed here to demonstrate the on-going need for these positions should funding be available in the future. For details, refer to Counseling/CES’ 2006-2007 initiative proposals.

STUDENT FINANCIAL PLANNING ADVISOR

The challenge being addressed is high numbers of students who are unable to effectively manage their finances and budgets, resulting in high debt, withdrawal from classes, financial aid disqualification, payment default, records sent to collection agencies, etc. Currently, there is no place/people students can go to get help with these critical financial issues, which directly impact retention and their ability to persist in their college education. Because CES staff help students with “financial/money issues” such as finding employment, financial aid, and scholarship issues, they report increasing numbers of students who are unable to effectively manage their income and expenses. In various departmental meetings and events over the past years, numerous counseling department staff have reported similar concerns and the “unmet” need in providing financial management and budgeting assistance to students.

GRADUATE JOB SEARCH SERVICES COORDINATOR

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

JOB DEVELOPER/EMPLOYER RELATIONS COORDINATOR

The challenge being address is three-fold: a) the need to cultivate relationships with local employers to develop more job opportunities for students; b) the need to continue to expand, improve, and coordinate the annual Careers Conference & Job Fair; and c) the need to ensure accurate hire and wage data. Due to workload efficiencies created by the Lane Job Connection implementation last year, Lori Kramer, CES advisor, is devoting more of her time to these efforts. The person in this position would strengthen relationships with local employers, both organizations and private parties, promoting our job listing services and increasing job opportunities for students. Because of the position’s linkages with employers, the person would also take a lead role in coordinating the annual career fair to broaden the types of career opportunities and employers represented, as well as coordinate marketing, fundraising, planning, and implementation efforts. Fully funded, this person would expand the number and scope of career fairs offered each year. In addition, this position would work closely with CES staff to ensure accurate gathering of wage and hire information from employers who use our service.