Unit Planning for Student Services
Women's Program

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.

Please note that since the Women's Program integrates instruction and student services data & narrative about Transitions to Success will appear in __both__ the student services & instructional templates.

	2003-04	*2004-05*	*2005-06*
Unit Effectiveness			
Enhances Student Engagement			
Number of service contacts			
Women's Center user counts			
Center phone calls	24,840	19,895	20,669
Center computer use	6,663	4,782	5,183
Center financial aid peer assistance (Jan – June 06)	7,146	6,718	7,526 749
ACCESS Program student contacts	362	377	456
Center video /brown bags		129	200
Number of unduplicated participants			
Women Starting College workshops	67	92	405
Transitions to Success(TTS) orientations	579	496	361
Transitions to Success participants (see also instruction)	300	285	272
ACCESS mentorship participants	6	9	8
Taste of TTS			161
Demographics of individuals served TTS students F05:			82% high school diploma or equivalent: 15% women of color Age:38% 18-30 31%31-40 17%41-50 14% 50+ Economic status: 67% unemployed 71% low income
Other evidence of enhancing engagement			

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	2003-04	2004-05	2005-06
Women's Center services survey			79% respondents rated Center as very important to their success
Enhances Student Learning			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)			Yes see narrative
Enhanced student persistence			See Center survey
Other learning enhancement data			
Enhances Student Satisfaction			
ACT student satisfaction data			
CCSSE satisfaction data			TTS summer
Other evidence of enhancing satisfaction Women's Center services survey		98% good or excellent	98% rated service as good or excellent
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks			Center minimally staffed
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			Center is high use with 20,699 student/visitor contacts in 05/06
Total general fund budget			W Program Admin $202,552.75 W Center $102,793.42
Budget from other sources (i.e., student fees, grants, etc.)			$98,723.45
Other evidence of efficient use of resources			Use of students as peer assistance
Unit Essentialness			
Essential to completing a business process with students			
Essential to an effective educational experience			Yes see narrative
Legally mandated			Yes (director)
Other evidence of essential service			

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Comments/Clarifications to Student Services data elements

1. Unit Effectiveness
   a. **Engagement:**
   ➢ Women's Center has very high usage: visitor count increased by 4% from 04/05. Rapid rise in Women's Center contacts 03 -04 coincides with the introduction of the student module with most students needing additional Express Lane assistance.
   ➢ Center use rose steeply (163%) when Student Service moved to Building One due to proximity and visibility of all services.
      - User count for Center 2000-2001   7,849
      - User count for Center 2005-2006   20,669 - increase of *163%*.

   ➢ The Center is the hub for Women's Program services and programs; it provides direct support and services for students, access and information about instructional programs, and acts as a *home base* where students connect and build community. Connection to and engagement in the institution is a basis for both student persistence and learning.

   ➢ Data from the 2006 *Women's Center user/visitor survey* provides evidence of this engagement:
      - Survey respondents each had multiple reasons for their visit with an average of 3.7 reasons per person.   This shows that the **students consider the Center a multi-use area**. They can get several tasks done in one spot.   It is a place to socialize, do homework and get information and support. Students often **study together** in the Center and that is ranked #4 on the list of reasons they visited.

      - **Socialization and peer support** were ranked #1 and #5 out of 11 reasons for using the Center which shows how important it is to students to have a place to make social connections. The front desk staff are trained to provide a supportive, respectful and welcoming environment. Ideally each person is greeted upon entering and if they become a regular visitor we learn their names. Visitors feel accepted, safe and that they "belong."

      - 83% of respondents used Center services when they started at Lane. 92% of these rated the Center as important or very important to their success.

   ➢ New entry process for Transitions increased the points of contact with new TTS students prior to program registration. Increased engagement reduced student attrition between application and enrolment. (see also Instruction).

   Note: demographics information is for Fall 2005 Transitions students.

   b. **Learning**
      Student learning takes place in many ways through Women's Program services:
   ➢ Women Starting College workshops –these are orientation/advising workshops for entering students that are focused for women's needs. These workshops were also offered in Spanish. Pre and post tests of participants indicate:
      - 72% improvement in confidence
      - 81% improvement in knowing where to get help

- 71% improvement in answering questions about financial aid correctly
- 85% improvement in knowledge about study/homework required per credit
- Overall workshop rating 82% excellent & 18% very good

➢ Transitions to Success orientations provide the opportunity to learn about Transitions as an integrated first year entry program for women, the benefits of learning communities, support and resources for students, and have engagement with current transitions students as peer mentors.

➢ Center financial aid peer assistance: The three **computers are used heavily** both for tasks that require staff assistance and for tasks students can work on independently. **More than one fourth of our visitors come with questions about Financial Aid** processes or for assistance with the application process. Student workers are trained extensively by the Women's Center Coordinator before they assist with these tasks. Ongoing training is also provided by Financial Aid Advisors.

➢ Women's Center student staff are trained using a checklist of needed competencies and progress rates for each part time and student worker to better serve students and monitor student worker learning.

➢ Student workers in both the Women's Center and Transitions are in Cooperative Education placements

➢ Center also directly supports learning through entry & retention services and counseling, workshops, and events; faculty refer students for services. Women's Program philosophy is grounded in students' empowerment so interactions are also learning experiences.

➢ Entry, persistence, advising and support services for Transitions students are geared to student development and learning.

Learning activities meet/enhance all 5 of the CCSSE benchmarks

c. Satisfaction
  ➢ Women's Center visitor/student users
    - Services day of visit: 98 % of visitors ranked the services they received as very good to   excellent, with fully 80% indicating an "excellent" rating.
    - Services in general: 100% very good to excellent with 82% excellent

  ➢ Women Starting College workshops: Overall workshop rating 82% excellent & 18% very good

  ➢ Student evaluations of the Transitions to Success program are done each term in addition to the online course evaluations. Students are highly satisfied with the program. Sample data from fall 2005 indicates that 100% of students report they achieved or made progress on personal/career goals, and an average of 95% plan to continue education at Lane. The majority if students indicate they would not have enrolled at Lane without the Transitions program.

2. **Unit Efficiency**
   - ➢ Very high student demand for Women's Center services (*20,699 users on 05/06*) with a minimal number of staff who assist students with a wide variety of needs. The Women's Center front desk is the hub of Women's Program services and classes. Center assists so many entry-point students many of them need staff assistance with learning Express Lane and financial aid functions (*7,526* student computer log- ins 05/06). Most of the coverage at the front desk and student assistance is provided by student workers. Total Women's Center contracted staffing is *1.85FTE*.

   - ➢ Array of programs and services offered compared to general fund allocation accomplished through use of student workers as peer assistance, part time staff, and other funding sources. Two programs, ACCESS a program for students in or exploring non traditional careers, and Transiciones, a program for Spanish speaking women have only part time staff and are totally funded through Perkins and student fees.

3. **Unit essential**

   - ➢ Research on student learning, persistence and retention (Pascarella, E. T. and Terenzini, P.T. (2005). *How college affects students: A third decade of research)* shows that combining academic and social interactions, integrating student services and instruction, increasing engagement, front loading services are all important to student learning and success. The Women's Program exemplifies these principles as well as providing community and connection.

   - ➢ Provides a supportive and welcoming climate for women students : a SAGA best practice.

   - ➢ The Council for the Advancement of Standards(CAS) in Higher Education has set standards and benchmarks in student services since 1979: the Women's Program *meets CAS standards for programs & services for women.*

   - ➢ *CAS standards* include seeing the student as a whole person. The student is seen as a unique individual, with a specific culture and life history. From this perspective, services must be comprehensive and recognize *diverse needs.*

   - ➢ American Association of Community Colleges Leading Forward project also emphasizes the importance of attending to difference:
     - Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.
     - A welcoming community that engages all of its diversity in the service of student and organizational learning. (AACU)

   - ➢ All students are not the same and effective retention, persistence and student success programs and services mean that students need services focused for their specific needs: *diverse students need diverse services*

➢ There are no legal requirements for having Women's Program: The director's role in harassment compliance, ADA compliance, Title IX, meets legal requirements. Role in coordinating student code/student complaints/student judicial system is required for accreditation.

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?**

WOMEN'S CENTER

Provided adequate front desk coverage:

➢ Hired a pool of part time workers to supplement hrs provided by .5 receptionist
➢ Allocated dept funding from student fees and M&S savings to provide supplemental hours for timesheet employees
➢ Added a bilingual (Spanish and English) work study student to the staff to improve services to Latinas
➢ Recruited, hired and trained work study students to provide reception services when .5 FTE receptionist is not working

Diversified offerings in the Women's Center

➢ Hosted Women's Center presentations on a variety of topics, targeting different audiences
➢ Hosted weekly video series focusing on diversity issues
➢ Acquired additional posters for Center displays depicting diverse women not previously represented in the Center's collection
➢ Posted a rainbow sticker at the entry to welcome LGBT visitors
➢ Increased library holdings that focus on issues/concerns for Latinas, some written in Spanish (20 books added)
➢ Acquired more brochures in Spanish and designated an area on our brochure rack for all the Spanish language brochures

Provided support for Reading Together (RT) and Learning Communities

➢ Acquired the RT books for the Women's Center library
➢ Informed RT Coordinator of RT-related events in the Center so they could be included in RT publicity and the RT web page
➢ WC Coordinator continued as a member of the Learning Communities Leadership Team
➢ Learning Community faculty made presentations in the Center as a way to market their upcoming classes

Supported development of Transiciones

➢ Hired and trained a bilingual (Spanish and English)
work study student to work at the front desk providing information and referral.

➤ Women's Center Coordinator acted as a resource person & mentor for the Transiciones Advisor in developing workshop presentations for Spanish speaking women "Latina Women Starting College

➤ Collaborated with Transiciones Advisor on improving the workshop handouts

➤ Co-presented with Advisor in the bilingual presentations. Attended Spanish presentations as a resource to the Advisor doing the presentations.

TRANSITIONS TO SUCCESS (see also instruction)

Transitions continued to provide a highly successful first year experience learning community for women in transition.

➤ Transitions to Success had 272 student participants in 2005/06; Transitions 2 classes enrolled an additional 41 students

➤ Total FTE generated was 43.75, a 37.5% increase over 2004/05 with no increase in number of sections.

➤ Class completion rate and success rate for all Transitions' offerings from IRAP data was very high, 91.72% completion rate and 90.02% success rate.

➤ Transitions Coordinator and staff and the Women's Center Coordinator developed a new entry process for the Transitions students. This process which involved more required student steps and contact points with staff (increasing engagement) began summer 2005 for fall entering students. This increased engagement with students has reduced the student attrition rate that had existed from the first point of contact with the student until program advising and entry.

➤

ACCESS

ACCESS program provided programs and activities to assist students explore and succeed in non traditional careers.

➤ Provided panel presentations on nontraditional careers and career exploration to 272 Transitions students

➤ Organized computer modules each term for TTS students with 111 participants.

➤ Organized Women in Information Technology networking meetings with 20 participants.

➤ Provided a mentorship program linking students with professionals in their field for 16 students.

➤ Program advisor participated in R Tech

TRANSICIONES

This new and developing program

➤ Offered "Latina Women Starting College" workshops

➤ Developed and offered non credit classes in life and career development spring and summer 06

➤ Networked with key campus and community contacts

➤ Advised Latina students

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?

Resources were used extremely efficiently (see data element narrative).

➢ In 2005-6 the Women's Center had 20,669 visitors a 4 % increase from 2004/2005. The center had 7526 student computer users (for Express Lane functions, online financial aid applications, homework) an increase of 12% from 2004/05 and from January to June logged 749 appointments for peer assistance with financial aid applications. This level of service is only possible through continuous training and supervision of peer student workers. In addition group entry services were provided to 405 students through Women Starting College workshops. The workshops are evaluated on a 5 point scale, overall 82% of student participants rate the workshops as excellent with the remaining 18% rating the workshops as very good.

➢ The 2006 Women's Center visitor survey shows that Center services are rated highly by visitors, ninety eight percent of visitors ranked the services they received as very good to excellent, with fully 80% indicating an "excellent" rating and seventy two percent of the visitors use the Center frequently, at least several times a week.

➢ Student evaluations of the Transitions to Success program are done each term. Students are highly satisfied with the program. Sample data from Fall 2005 indicates that 100% of students report they achieved or made progress on personal/career goals, and an average of 95% plan to continue education at Lane. The majority if students indicate they would not have enrolled at Lane without the Transitions program. Student headcount and FTE for the program has increased and the new entry process for Transitions has ensured that a greater proportion of students who contact the program end up enrolling. Perkins funds are used for student support and to provide exposure to non traditional careers.

➢ Collaboration and team work by staff are the essential support that allows programs to operate when only part time staffing is possible. Both the ACCESS program and Transiciones are staffed by part time advisors; neither program receives general fund dollars.

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?
There are strengths and challenges in the use of technology. While all staff are computer literate, many reception and service processes are in the form of paper records. Staff are working to change this to move to more efficient systems.

➢ In 05/06 the Women's Center began the process of converting the library check out procedure and cataloguing to a computerized system from a paper record system. This process will be completed in 06/07 with fully computerized check out beginning winter 2007.

➢ Front desk appointments are still made using paper calendars, but converting the front desk appointment system to an electronic system is a priority for 06/07.

➢ The creation of program shared drives in 06/07 will assist the sharing of key information and documents.

3. **Overall, what strengths do you believe your unit demonstrated in 2005-2006?**
   ➢ Good use of student workers
   ➢ Increased points of engagement and entry through group advising
   ➢ A strengthened learning community
   ➢ More services and outreach to Latinas through Transiciones
   ➢ Curriculum modification
   ➢ SAGA best practices: learning/engagement/satisfaction

4. **Overall, what challenges do you believe your unit faced in 2005-2006?**
    - Loss of staff position
    - More functions handled by Express Lane, so more requests for help
    - Keeping up with changes in processes/policies/information
    - Running program with part time staff
    - Building capacity work with Latina students
    - Native Banner
    - Develop/structure learning community so it is institutionally seen as "first year experience"
    - Less time for connection/networking
    - More FTE with same resources or less
    - Our Program is both instructional and student services, "out of the box"
    - Technology (support, and keeping up with it)
    - Have more proactive/interventionist/early warning advising
    - Fraying of social fabric in our community
    - Acquiring education is an increased burden on students
    - Still need staff positions

5. **What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?**
    - Reorganize program work to cope with loss of staff position
    - Develop Transiciones
    - See Transitions with a new eye as a learning community:
        - Mapping program for student advising
        - Develop more interventionist advising e.g. early warning
    - Assess where the Women's Program can generate/ collect non-credit FTE
    - Increase outreach/marketing: connections as feeder with ABSE/ALS/ESL/Workforce Training Center/high schools
    - Assess training needs for student workers e.g. train on Moodle
    - Streamline processes to ensure efficiency & that they add value
    - Front Desk Coverage – Full time position is still needed to replace current .5 FTE receptionist/front desk position