

## **Counseling 2008-09 Initiative: Student Service Associate (SSA) Program**

### **Summary:**

This initiative financially piece-meals a team of Student Service Associates together, to provide peer student services as a team. This initiative would fund approximately six positions working fifteen hours/week.

### **Description:**

SSAs are hired by the Counseling Department and housed in the Career & Employment Services (CES) unit. 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 Student Orientation and Registration (SOAR), Lane Preview Night, campus tours, 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. Two years ago, two second-year SSAs functioned as “peer mentors” for the FYRED UP! first-year experience program, assisting in the FastLane classes. New students find a confidant in the peer SSA when they meet. An SSA is “on the same page” as the new student, allowing the SSA to support the new student in a way that a non-student can’t easily recreate. Many SSAs have said themselves, that when they first came to Lane, it was the interaction and support of an SSA that inspired them to persevere when they were disillusioned. The SSA program is a feasible and efficient use of college resources. A group of highly 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 department services to students. In 2006-2007, each SSA accounted for approximately 900 “in-person” contacts in CES, according to check-in system records, which we know are “under-reported”. Those figures are just for CES; they don’t include the hundreds of other students assisted by SSAs at other on- and off-campus events.

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### **Strategic Direction**

- Build organizational capacity and systems to support student success and effective operations.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.

## Learning Plan Goals

- Enhance student success and retention
- Increase support for innovation in instruction.
- Recognize the need for training "front-line" student support such as tutors and lab aides.

## Student Affairs Plan Goals

- Create a Welcoming, Inclusive, and Responsive Environment.
- Develop policies and practices to increase student persistence.
- Ensure success-oriented systems and experiences.

## College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention
  - 3. Efficiencies
  - 4.2 Responding to unit plans/council plans: Curriculum Development
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## Questions and Answers

*How is the initiative linked to the Unit Plans most recently submitted?*

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

*How is this initiative linked to the efficiencies and productivities plans you had last year?*

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

It is a continuing initiative. Retention and student success are strong components of all six of the units within the Counseling Department's Unit Plans. The SSA program is based on student success and retention. The other link would be the link to supporting student diversity in the Counseling Department.

- It is a continuing plan. Student employees do peer work. Peers helping peers help students succeed and be retained. 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 student success. Not having to rely solely on scarce 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 peer staffing and the SSAs needs for adequate part-time employment. More SSAs with more hours would help meet the peer service demand in the Counseling Department, 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 instructional efforts to develop a Fall 2008 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 through peer student services.

*Describe the resources needed:*

This initiative requests \$25,920 to help fund the SSA program. This funds approximately 6 positions paid at student worker wage \$8.00 per hour, 15 hours per week for 36 weeks each SSA = \$25,920.

*What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.*

Through the use of SSAs as mentors, SSAs will be able to help career and technical students overcome barriers, allowing them access to their education programs, as well as to comprehensive counseling and career development services.

*Department Priority:*

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*Unit Resources:*

The Counseling department is willing to supplement the SSA budget by pursuing Learn & Earn funding, and Federal Work-Study funded students. Counseling also commits a Career Advisor and a Counselor to coordinate and manage the program.

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**Carl Perkins Funding Request**

*Is this a Career & Technical Education program approved by the state and offered through Lane for credit?*

No

*If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?*

Yes

*Do you have an advisory committee that meets 2-3 times per year?*

Yes

*If request is for personnel, will funds be used to replace an existing position?*

No

*How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?*

Student Service Associates (SSAs) are peer mentors and information specialists who assist students, including career and technical students, with support services designed to help students succeed academically. They:

- Provide scholarship guidance for retention
- Are knowledgeable of Lane Community College policies and procedures
- Are familiar with FAFSA, ExpressLane, and other computer programs
- Assist the Counseling Department with special projects as needed, such as Student Orientation and Registration (SOAR), New Student Information Sessions, presentations and group tours
- Assist Counseling Department with special retention focused projects such as Lane's Preview Night for high school recruitment, Lane's annual Scholarship Workshops
- Assist with pilot retention projects as class mentors
- Assist students navigating ExpressLane registration, FAFSA, entrance advising, Direct Loan entrance advising, and in enrollment and registration processes

*How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?*

Student Service Associates also assist career and technical students with career center resources; researching jobs, assisting in resume writing, and career exploration. These services support preparation for employment. They:

- Provide mentorship and contribute to the career development of students in our career and technical programs

- Are familiar with Oregon CIS, Voc Biographies, and WinWay Resume
- Assist Career Center Advisors with special career-related projects such as presentations and CES group tours
- Assist Career and Employment Services with the annual Career Fair, assisting employers in linking with graduates from Lane's career and technical programs

*EQUIPMENT \$*

Question Not Answered

*COMPUTER HARDWARE \$*

Question Not Answered

*COMPUTER SOFTWARE \$*

Question Not Answered

*MATERIALS & SUPPLIES \$*

Question Not Answered

*CURRICULUM DEVELOPMENT (Hours)*

Question Not Answered

*PART-TIME FACULTY \$*

Question Not Answered

*TIMESHEET STAFF \$*

25920.00

*TRAVEL \$*

Question Not Answered

*Can this initiative be partially funded?*

Yes

*EQUIPMENT \$*

Question Not Answered

*(E) Explanation of effect of partial funding:*

Question Not Answered

*COMPUTER HARDWARE \$*

Question Not Answered

*(CH) Explanation of effect of partial funding:*

Question Not Answered

*COMPUTER SOFTWARE \$*

Question Not Answered

*(CS) Explanation of effect of partial funding:*

Question Not Answered

*MATERIALS & SUPPLIES \$*

Question Not Answered

*(MS) Explanation of effect of partial funding:*

Question Not Answered

*CURRICULUM DEVELOPMENT (HOURS)*

Question Not Answered

*(CD) Explanation of effect of partial funding:*

Question Not Answered

*PART-TIME FACULTY \$*

Question Not Answered

*(PF) Explanation of effect of partial funding:*

Question Not Answered

*TIMESHEET STAFF \$*

4320.00

*(TS) Explanation of effect of partial funding:*

This initiative could be partially funded; however, the result would be risking the loss of student achievement and career services. The timesheet staff \$ shown here is for 1 student paid at student worker wage \$8.00 per hour, 15 hours per week for 36 weeks. The full request is for 6 students.

*TRAVEL \$*

Question Not Answered

*(T) Explanation of effect of partial funding:*

Question Not Answered

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### **Curriculum Development Funding Request**

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### **Technology Fee Funding Request**