

Unit Planning during 2008/2009

(For 2009-2010 Implementation)

Counseling & Advising Department: **Counseling & Advising**

Section II: Data Elements to Inform Planning.

DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING

Enhances Student Engagement

	05/06	06/07	07/08
Number of service contacts	69,838	76,177	95,163
Number of unduplicated participants	18,775	15,964	11,551
Demographics of individuals served	Students, community members, high school students, and staff.	Students, community members, high school students, and staff.	Students, community members, high school students, and staff.
Other evidence of enhancing engagement	Enrollment figures	Enrollment figures	Enrollment figures

Narrative:

The Student Engagement numbers shown above, include the Counseling and Advising Department services offered via drop-in, 1-on-1 appointments, email, telephone, informal in-person “quick” contacts, and group activities such as workshops and group advising. They reflect service contacts in Academic Advising; Retention Counseling; Crisis Intervention; Career Counseling; ESL Academic Advising and related activities (International Day, Latino Family Night, Workforce Network/Trade Act and Professional Technical Programs); Student Orientation and Registration (SOAR); College Fair; Credit Limit Appeals/Financial Aid Disqualifications; and High School Advising. While overall number of contacts has increased in every area, unduplicated contacts have only slightly increased. This is consistent with flat enrollment numbers of the past few years, coupled with an increase in demand for Counseling and Advising Department services. As the surge in demand for counseling/advising services occurs, coupled with increased enrollment, a concern is raised about the quality of services that the present Counseling and Advising Department staff can provide. In turn, it raises concerns about how our minimal student services might negatively impact accreditation efforts by the College overall.

Academic Advising; Retention Counseling; Crisis Intervention; Career Counseling; ESL Academic Advising and related activities (International Day, Latino Family Night, Workforce Network/Trade Act and Professional Technical Programs); Student Orientation and Registration (SOAR); College Fair; Credit Limit Appeals/Financial Aid Disqualifications; and High School Advising all have their own statistics and numbers but in the spirit of keeping this Unit Plan simplified, they are all combined here.

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)

Student Effort and Support for Learners	Student Effort and Support for Learners	Student Effort and Support for Learners

Narrative:

From a student service perspective, much of the influence academic advising has on enhancing student learning comes in the form of professional academic advising which assists Lane and high school students to choose proper courses, resulting in the achievement of their educational goals with minimal financial burden and as quickly as desired.

Enhances Student Satisfaction

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ACT student satisfaction data			See narrative
CCSSE satisfaction data			
Other evidence of enhancing satisfaction	Survey	Survey	Survey

Narrative:

The CCSSE survey stated that there were no areas where the Support for Learners (See CCSSE Support for Learners 9b-f, 13a1 and 13b1) provided by the Counseling and Advising Department fell notably above or below the mean of our comparison group. In addition, at SOAR, a random sampling of students was taken. Students felt strongly that the event could be shorter, and that much of the information presented could be distributed to them in other manners. Our SOAR committee is listening and making changes that are in line with best practices for student success and retention.

DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING

	05/06	06/07	07/08
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks			
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			
Total general fund budget	See narrative	See narrative	See narrative
Budget from other sources (i.e., student fees, grants, etc.)	\$30,072	\$31,063	\$29,654
Other evidence of efficient use of resources	Interns hired at .20 FTE produced 640 hours of services. 16 Counselors and Academic Advisors met weekly for advising training.	Interns hired at .15 FTE produced 310 hours of service. 15 Counselors and Academic Advisors met weekly for advising training.	Interns hired at .15 FTE produced 310 hours of service. 14 Counselors and Academic Advisors met weekly for advising training.

Narrative:

The general fund budget for the Counseling and Advising Department is complex. The only unfunded mandated event we do is SOAR. SOAR has been costing approximately \$12,000 per year to operate.

The “budget from other sources” has been funded by Perkins for two part-time academic advisors: one for ESL, and one for Health Careers.

Counseling Interns from the University of Oregon, and Oregon State University, are supervised by our counseling staff. For each hour, each week that our counselors supervise an intern, we gain approximately 5 hours of retention counseling per week. Our Academic Advising Seminar is held weekly as a way to keep our professional staff updated on any changes that may occur in the world of academic advising. Weekly meetings are efficient to keep up with advising changes as they often occur on a weekly basis.

Unit Essentialness			
Essential to an effective educational experience	NA: Our old intake system did not keep accurate statistics for this entry.	22,107 student contacts were made where students received effective academic advising.	24,351 student contacts were made where students received effective academic advising.

Narrative:

To keep up with growing need of counseling and advising services, minimally, we must keep the present staffing patterns we have. The need continues for the two Perkins funded part-time ESL and Health Careers Advisors. A record demand of 1,290 Perkins funded (ESL/Guided Studies/Trade Act/, etc) students were served at the ESL office by our part-time ESL Advisor. Approximately 3,400 Perkins funded Health Careers students were served by our Health Careers Advisors in 5,635 contacts. Note that this is a solid 23% of all academic advising contacts. The increase in advising demand responding to increased enrollment as the economy weakened should be reflected in this year's advising numbers. The increase in advising demand for the Governor's Strategic Investment Fund initiatives should be reflected in the near future.

In our recent redesign efforts, a strong effort was made towards the making SOAR more essential by implementing best practices. We plan to continue to improve the SOAR program with a focus on student success and retention best practices.

The use of technology, in particular, email and telephone communication with students, continues to be another very large part of essential service contacts with students.

Section III: Unit Planning Goals (by Division)

LIST GOAL-----	ACTIVITIES-----	TIMELINE---	BUDGET IMPACT----
Evaluate present academic advising services, with the intention of redesigning as needed.	<ul style="list-style-type: none"> • Engage and comply with new Title III guidelines. • Manager meets with CES staff, academic advisors, and counselors for input on direction; uses input from the Manager's Steering Group (MSG); meets with Kate Barry on a regular basis for executive level input. 	Began 07-08, on-going.	Unknown, but the budget impact is likely to be minimal as the creation of new positions is not an activity of this goal. What is likely to be impacted is workload of present staff.
Improve presently occurring heavy workload conditions while improving the capacity of student access to services that will enhance their success at Lane.	<ul style="list-style-type: none"> • Title III will compliment these efforts • Continue to evaluate counselor/advisor roles for efficiency and benefit to student success. • Possibility of redefining some job roles. 	Began 07-08, on-going.	Unknown, but the budget impact is likely to be minimal as the creation of new positions or the reclassification of present positions is not an activity of this goal.
Continue with ESL and Health Careers student access to academic advising geared towards their special needs.	Keep records of demand for student access; apply for Perkins support.	January 31, 2009	None, Perkins.
Create new initiatives reflecting the increased advising needs responding to SIF initiatives and overall increased enrollment, particularly in programs serving the unemployed workforce returning for new career training, which is mostly landing in the CIT and Health Career areas.	Keep records of demand for student access; apply for Perkins support.	January 31, 2009	None, Perkins.