

# UNIT PLANNING: STUDENT SERVICES FOR 2009-2010

## Department: Women's Program

### Section I: Data Elements – RW DRAFT Updated 11/26/08

	2005-06	2006-07	2007-08
<b>Unit Effectiveness</b>			
<b>Enhances Student Engagement</b>			
<b>Number of service contacts</b>			
Women's Center user counts- Visits	20,669	15,740	17,739
Center phone calls	5,183	5,323	5,986
Center computer use	7,526	7,153	5,894
Center fin. aid peer assistance (Jan-June 06)	749	1,029	924
ACCESS Program student contacts	456	610	645
Center video /brown bags	200	86	0
<b>Number of <u>unduplicated</u> participants</b>			
Women Starting College workshops	405	411	0
Women in Transition (WIT) orientations	361	305	482
Women in Transition participants – <u>unduplicated</u> (see also instruction)	272	244	256
Transiciones participants	--	46	44
ACCESS mentorship participants	8	6	0
Taste of TTS workshops	161	69	31
<b>Demographics of students served</b>	<u>TTS students F05</u> <u>Education:</u> 82% high school diploma or equivalent <u>Ethnicity:</u> 15% women of color <u>Age:</u> 38% 18-30 31% 31-40 17% 41-50 14% 50+ <u>Economic status:</u> 67% unemployed 71% low income	<u>TTS students Fall 2006</u> <u>Education:</u> 14% no HS diploma 66% HS diploma/GED 11% trade school 5% AA degree or higher. <u>Ethnicity:</u> 13% self report as women of color. <u>Age:</u> 29% 18-30 (20% 18-25) 27% 31-40 30% 41-50 14% 50+ <u>Household data:</u> 57% report as single parents 22% self report as displaced homemakers <u>Economic status:</u> 63% unemployed	<u>TTS students Fall 2007</u> <u>Education:</u> 12.5% no HS diploma 73% HS diploma or GED 5.7% trade school 8% AA degree or higher. <u>Ethnicity:</u> 16% self report as women of color. <u>Age:</u> 36% 18-30 (17% 18-25) 27% 31-40 24% 41-50 11% 50+ <u>Household data:</u> 50% report as single parents 22% self report as displaced homemakers <u>Economic status:</u> 57% unemployed

	2005-06	2006-07	2007-08
Other evidence of enhancing engagement			
Women's Center services survey	79% respondents rated Center as very important to their success	81% respondents rated Center as very important to their success (2% increase over prior year)	94% respondents rated Center as very important to their success (12% increase over prior year)
<b><u>Enhances Student Learning</u></b>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)			
Enhanced student persistence	See Center survey	See Center survey	See Center survey
Other learning enhancement data			
<b><u>Enhances Student Satisfaction</u></b>			
ACT student satisfaction data			
CCSSE satisfaction data	TTS summer		
Other evidence of enhancing satisfaction	98% rated service as good or excellent	98% rated service as good or excellent	96% rated service as good or excellent
Women's Center services survey			
<b>Unit Efficiency</b>			
	Center minimally staffed	Center minimally staffed, staff absorbed functions from budget reductions	Center minimally staffed, staff absorbed functions from budget reductions
(Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)	Center is high use with 20,699 student/visitor contacts in 05/06	Center is high use with 15,740 student/visitor contacts in 06/07, a <u>101%</u> increase since 2000/01. Fewer contact #s since prior year corresponds to change in validation of enrollment status (see narrative)	Center is high use with 17,739 student/visitor contacts in 07/08, a <u>12%</u> increase over 2006/07.
	W Program Admin \$202,552.75	W Program Admin \$190,820	W Program Admin \$79,862 (large reduction in director)
	W Center \$102,793.42	W Center (salary +OPE) \$141,536	W Center (salary +OPE) \$163,414
Total general fund budget		Total \$332,356	Total \$243,276
		\$ 23,653 (ASLCC fees)	\$ 26,572 (ASLCC fees)
		\$ 558 other fees (coffee)	\$ 184 other fees (coffee)
		\$ 18,156 ACCESS Perkins	\$ 13,626 ACCESS Perkins
Budget from other sources (i.e., student fees, grants, etc.)	\$98,723.45	\$42,367 TOTAL	\$ 40,382 TOTAL
Other evidence of efficient use of resources	Use of students for peer assistance	Use of students for peer assistance	Use of students for peer assistance

	2005-06	2006-07	2007-08
<b>Unit Essentialness</b>			
Essential to completing a business process with students			
Essential to an effective educational experience	Yes, see narrative	Yes, see narrative	Yes, see narrative
Legally mandated	Yes (director)	Yes (director role in complaint processes)	
Other evidence of essential service			

## Additional Comments/Clarifications to Student Services Data Elements

### 1. UNIT EFFECTIVENESS

#### a. Engagement:

- Women's Center has very high usage. Rapid rise in Women's Center contacts in 03 -04 coincides with the introduction of the student module with most students needing additional Express Lane assistance.
- Center use rose steeply 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 2006-2007 15,740 (increase of 101%)
  - User count for Center 2007-2008 17,739 (increase of 12.7% over 06-07)
- 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 2008 *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 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 #3 on the list of reasons they visited.
  - **Socialization and peer support.** The Center provides a place for students to make social connections. **27% listed socialization and peer support** as their reason for visiting the Center. The front desk staff is 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."
  - 87% of respondents used Center services when they started at Lane. **87% of those who used the Center when they first started rated it as "very important" to their success.**

b. **Learning:** Student learning takes place in many ways through Women's Program services:

- 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. (5,894 student computer log-ins during 07/08).
- **19% of our visitors come to us 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. In 07-08 the Center **assisted 924 students in applying** for Financial Aid.
- Women's Center student staff members 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 and retention services and counseling, workshops, and events. Faculty refer students for services. The Women's Program philosophy is grounded in students' empowerment so interactions are also learning experiences.
- Women in Transition 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.
- 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: 97 % of visitors ranked the services they received as "very good" to "excellent," with fully 84% indicating an "excellent" rating.
  - Services in general: 96% very good to excellent with 83% of those indicating an "excellent" rating.
- Student evaluations of the Women in Transition program are done each term in addition to the online course evaluations. Students are highly satisfied with the program. Sample data from Fall 2007 indicates that 100% of students report they achieved or made progress on personal/career goals, and an average of 98% plan to continue education at Lane. 62% of 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:  
**17,739 visitors in 07-08** (up from *15,740 users in 06/07*), 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. The Center assists many entry-point students, most

of whom need staff assistance with learning Express Lane and financial aid functions. **Total Women's Center contracted staffing is 1.85 ????** (Marci, Jill, .35 Cara)

- Programs and services offered through use of student workers as peer assistants, part time staff, and other funding sources. Two of our programs have only part time staff and are totally funded through Perkins and an allocated portion (\$1 per term) of the ASLCC student fee.
  - Our Career and Technical Education Advisor assists our Transition students in exploring the CTE programs offered at Lane. The advisor provides information, advising, group activities, workshops and other experiences that assists students as they learn about one and two year training programs and other avenues to high-wage, high-demand employment.
  - Transiciones, a program for Spanish speaking women, empowers Latino women in a holistic and culturally sensitive manner. The program provides advising, support, orientations and classes in Spanish.

### 3. UNIT ESSENTIALNESS

- 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*. The Women's Program meets this standard.
- American Association of Community Colleges Leading Forward project also emphasizes the importance of attending to difference for student success:
  - Attention to the cultural differences that 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*.

## **SECTION II: ACCOMPLISHMENTS**

**This was submitted online.**

### **SECTION III: PLANNING FOR EFFICIENCIES, PRODUCTIVITY AND REVENUE ENHANCEMENTS:**

#### **2009-2010 (FY 10)**

##### **1. Efficiencies and Productivity: (Include impact, consequences, and comments)**

- The position of Coordinator of the Transitions Program was cut effective FY07 through the budget reduction process resulting in reduced administrative costs for the program. Program staff have reorganized work processes to absorb this administrative reduction so there is the least impact on students.
- FY08- the director assumed the responsibilities of acting AVP for Student Services and Director of Workforce Development. Her time allocated to the whole Women's Program was reduced to 10 -15% of her FTE. In addition administrative support for the program was cut from 1.5 administrative support positions to .875FTE. The Women's Center Coordinator has assumed lead responsibilities for the program. Given the reductions, staff have worked to integrate services provided by the Women's Center and Transitions. The program continues to provide model services for student success as well as a model first year experience for women students.
- FY08- the Administrative Coordinator continues to work with front desk staff and student staff to shift routine tasks to them, in order to perform the Coordinator tasks in .875 which previously were accomplished by a full time position
- FY09- The management of the Women's Program will continue to be part of a manager's load so the savings from the reductions in administration and administrative support will continue.

##### **2. Revenue Enhancements: (Include impact, consequences, and comments)**

- The Program is considering a request to ASLCC for a \$1-2 increase in the \$1 allocated to the Women's Program. This would provide \$26,000 -\$50,000 additional revenue which could be used for program expansion, including stabilization of the Transiciones program.

## **SECTION IV: INITIATIVES**

**This section is targeted to the three funding sources: Carl Perkins, Student Technology Fee, Curriculum Development, Deadline: January 31, 2009**

Initiatives will be online.