

# Unit Planning during 2009/2010

(For 2010-2011 Implementation)

## Counseling & Advising Department: **Career & Employment Services**

### Section II: Data Elements to Inform Planning.

#### **DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING**

##### **Enhances Student Engagement**

	06/07	07/08	08/09
Number of service contacts	31,175	32,901	27,644
Number of unduplicated participants (drop-in and appointment only)	4,339 (see narrative)	4,860 (see narrative)	6,288
Demographics of individuals served	LCC & community demographics	LCC & community demographics	LCC & community demographics
Other evidence of enhancing engagement: Number of students receiving scholarships/dollars awarded	908/\$1,265,082	1,035/\$1,356,046	1,039/\$1,516,817

##### **Narrative:**

The total number of service contacts includes phone, email, in-person, tours, drop-in, appointments, group workshops, student job applications submitted, Oregon CIS logons, scholarship information activities, and other career development activities. For 2006-07 & 2007-08, web contacts were counted in Lane Job Connection instead of job applications submitted, creating larger contact numbers.

Of the total service contacts, at least 2,297 were related to scholarship information activities. Student engagement and best practice is to offer student employees on-campus jobs and financial means of sustaining themselves. The college has \$160,771 more income from scholarships than the previous year.

##### **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)	Support for Learners	Support for Learners	Support for Learners

##### **Narrative:**

CES epitomizes the Lane vision of “transforming lives through learning” and the college’s focus on retention and student success. Through interactions with CES staff and services, students learn more about themselves, while exploring career options and clarifying education and career goals. By helping students and community members define their skills, interests, and career options, CES positively impacts people’s ability to be successful in college and their careers. Peer assistants known as Student Service Associates (SSAs) model college success strategies and teach students how to navigate college procedures and processes. CES directly impacts student persistence by providing on- and off-campus employment programs, as well as scholarship resources and assistance to help students finance college expenses (removing financial barriers) and stay in school. SSAs are also instrumental during peak enrollment periods, teaching students how to use ExpressLane functions to register for classes. In addition, CES supports classroom learning by providing a “lab” where students receive assistance on class assignments (Career & Life Planning, Show Me the Money, Transitions to Success, as examples); faculty from across campus regularly invite CES advisors to facilitate career-related workshops for their classes.

2008-09 marked the beginning of cross training CES Advisors in academic advising as 25% of their workload, providing them access to students in a more holistic way.

##### **Enhances Student Satisfaction**

ACT student satisfaction data

(see narrative)	(see narrative)	(see narrative)	(see narrative)

**Narrative:**

- In the Spring 2006 ACT survey, Question 46 reads, "Would the following things help you succeed at Lane to reach your academic goals?" A number of response categories are relevant to CES services: "Information about scholarships and how to apply" (40.6% YES, which was the second highest YES percentage); "Career information and counseling" (31.3% YES); and "Work experiences at Lane" (22.6% YES).
- Summary of Results from Spring 2005 Satisfaction Survey
  - "My CES advisor/peer assistant was approachable and easy to talk with" (97.3%, Agree or Strongly Agree)
  - "The amount of time I had to wait to see a CES advisor was reasonable" (91.7% Agree or Strongly Agree)
  - "My questions were clearly answered" (94.4% Agree or Strongly Agree)
  - "...I found career/employment/scholarship information relevant to my needs" (66.7% Agree or Strongly Agree)
  - "...I have a better plan for how I will reach my career/employment goals" (50% Agree or Strongly Agree)
  - "...I would recommend CES to other Lane students" (80.6% Agree or Strongly Agree)
  - "...I, overall, am satisfied with the career and employment help I received" (83.3% Agree or Strongly Agree).

**DATA ELEMENTS FOR STUDENT  
AFFAIRS/STUDENT LEARNING**

	06/07	07/08	08/09
<b>Unit Efficiency</b>			
Faculty/Staff to student ratios relative to benchmarks			
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			
Total general fund budget	\$190,000	\$190,000	\$116,379
Budget from other sources (i.e., student fees, grants, etc.)	\$14,410 Perkins plus OPE	\$14,029 Perkins plus OPE	\$18,559 Perkins plus OPE
Other evidence of efficient use of resources			

**Narrative:**

Three full-time advisors, one .49 Perkins-funded advisor, and Student Service Associates provide comprehensive career development, scholarship, and student employment services to the entire Lane student body, as well as community members. There continues to be an increasing demand for CES services and individual career advising; staff are extremely efficient in coordinating their workloads, cross training, and utilizing technology in an attempt to meet these needs.

Previous years we added 10% of a counselor's assignment cost to the total general fund budget line item, because counselor Beth Landy was assigned as a CES counselor. She no longer has that assignment, thus the reflection of less general fund dollars for CES.

<b>Unit Essentialness</b>	
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**Narrative:**

CES is essential to the college's vision, mission, core values, strategic directions, and learning-centered principles. CES services, resources, and individual assistance are essential to help students learn more about themselves while they explore options, clarify education and career goals, and plan for their futures. CES resources provide reliable, high quality information about careers, programs of study, and schools; staff teach students how to effectively find and use this information to make good career decisions. CES services are essential to student success and retention by providing on- and off-campus employment programs, as well as scholarship resources and assistance to help students finance college expenses and stay in school. In addition, CES supports essential "business" processes related to Learn & Earn coordination, the federal Job Location and Development program through Lane Job Connection, and support of the federal work-study program. CES is an essential link and college entry point for high school students transitioning to college who want to continue their career and educational planning, as well as find scholarships and employment to meet their needs.

**Section III: Unit Planning Goals /Initiatives (by Division)**

LIST GOAL-----	ACTIVITIES-----	TIMELINE-----	BUDGET IMPACT----
Continue with present level of scholarship support for students.	Hire .49 scholarship coordinator	Spring of 2011	Perkins grant
Continue with present level of Student Service Associate (SSA) support for students.	Hire SSAs	Spring of 2011	Perkins grant
Collaborate with Workforce Development on employment services with workshops, late start classes, and sharing teaching of CIS OMLS; create common web links on both websites; connect to a shared drive for information sharing; hold Career & Life Planning (CLP) classes in Workforce; create a late start CLP 1-2 credit class with the instructor of record with other staff doing different pieces.	Streamline CES operations. Reduce duplication of services; operate more efficiently; possibility of redefining some job roles	In progress, on-going.	Reduced cost