

# Unit Planning during 2009/2010

(For 2010-2011 Implementation)

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

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

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

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

	06/07	07/08	08/09
Drop-in/Appointment Contacts	25,699	28,172	33,884
<i>Number of unduplicated participants</i>	<i>15,964</i>	<i>11,551</i>	<i>12,802</i>
Quick Service Contacts: email, in-person, phone	39,247	71,266	85,687
Total Contacts	64,946	99,438	119,571
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 have been corrected this year. The “quick service” contacts have been separated. Over the years, the record-keeping has vastly improved and numbers are becoming more accurately representative of actual numbers of students served. Numbers being collected include 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; New Student Information Sessions; Group Advising; and High School Advising. Even though enrollment figures have been relatively flat during these years, overall number of contacts have increased in every area, indicative of the strategic, intentional counseling and advising interventions the department has participated in recent years, increasing the focus on student success and retention.

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.

##### **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
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##### **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**

ACT student satisfaction data  
 CCSSE satisfaction data  
 Other evidence of enhancing satisfaction

	See narrative	
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**

	06/07	07/08	08/09
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.)	\$31,063	\$29,654	\$48,201
Other evidence of efficient use of resources	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.	Interns hired at .15 FTE produced 310 hours of service. 14 Counselors and Academic Advisors met weekly for advising training.

**Narrative:**

The “budget from other sources” has been funded by Perkins for two part-time academic advisors (\$39,855 one for ESL, and one for Health Professions) and Student Service Associate funding (\$8,346).

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.

Unit Essentialness			
Essential to an effective educational experience	24,080 student contacts were made where students received effective academic advising.	24,339 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 Professions 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. In 07-08, 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. In 08-09, that number continues to increase as all of the Perkins funded Health Professions students were served by our Health Professions Advisors in 6,447 contacts. That this is an increase from 23% of all academic advising contacts to 27%. 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 is also reflected for 08-09.

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, Moodle, 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"> <li>Engage and comply with new Title III guidelines.</li> <li>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.</li> </ul>	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"> <li>Title III will compliment these efforts</li> <li>Continue to evaluate counselor/advisor roles for efficiency and benefit to student success.</li> <li>Possibility of redefining some job roles.</li> </ul>	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 CIT and Health Professions 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 Professions areas.	Keep records of demand for student access; apply for Perkins support.	January 31, 2009	None, Perkins.