

Counseling 2010-11

Career Technical Science/CIT Academic Advisor I

Summary:

Increase capacity to meet the increased and growing academic advising demands of Career Technical students in the Science and Math academic advising area.

Description

Requesting a .49 classified Advisor 1 position to cover the increased and growing academic advising demands of Career Technical students in the Science and Math academic advising area.

This service is sought for a critical area of need. Just in the last four school years student interest in and enrollment in Career Technical Science/CIT programs has steadily increased. The largest shift has been noted starting with the Hynix layoffs in spring of 2008 and subsequent surge in unemployment including other large corporation layoffs. An increase in academic advising for 10/11 is also expected in Science/CIT due to the new online sustainability course offerings in Water Conservation and Energy Management, beginning in FY10, provided by Strategic Investment Fund dollars. Local and regional trends suggest that the highest areas of interest are in health professions, computer information technology, business transfer and energy renewal career pathways. The end result has been a strain in our ability to provide needed services to prospective students. Our current method for collecting data has not been distinguishing contacts between Science Transfer and Career Technical students. So a review of IRAP data is being used to study the trends in Energy Management and CIT programs. An example in the new growth: Fall 2007 FTE was 121.59 compared to fall 2008 which was 183.36 FTE. FTE is limited by the instructional department's ability to meet demand. Counseling data indicates that fall 07/08 to fall 08/09 advising contacts have increased by 30% for Science students and have tripled for CIT students.

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.

This initiative satisfies the goals of student success and retention of previous years and is clearly in stride with those efforts. This is a second year initiative. Program Outcomes Analysis is based on a review of the student population served by the Science/Math Counseling and Academic Advising team over the last three years including comparing this fall with previous fall terms. A dramatic growth in students being served is noted due to significant shifts in the economy â€” specifically higher unemployment and a number of recent layoffs from large corporations. Most of the present academic advising responsibilities are completed by one full time Academic Advisor and one full time Counselor with some additional help provided by a part time Academic Advisor. The Counselor is also responsible for academic advising with the International Student population and coordinates the Counseling Intern program. This limits the total amount of resource she can offer Science/CIT students. The person in this position would be trained to work solely with Career Technical students in the Science and Computer Information Technology areas.

This initiative is feasible and an efficient use of college resources. Comprehensive and accurate two to three year academic plans allow students to stay focused and on track toward their personal, academic and career goals. Helping students to obtain Trade-Act funding benefits both benefits the individual students and the college by allowing students to be retained who would otherwise not have the ability to pay for school on their own.

With the funding of this initiative, Career Technical Science/CIT students will continue to move through their academic goals in a â€”more, better, fasterâ€” way, with the support of this advisor. Students will save time and money.

Through continued funding, with continued and growing demand for Career Technical Science/CIT advising, achievement will continue.

This is a continuation and the goals of this position do not change at all, other than recognizing that the demand for this area of academic advising will be even larger than it was the last year the position was funded.

Describe the resources needed:

Perkins funds are being requested. The cost is \$18,705 (Level 8/3: \$29,096 @ .49 FTE=\$14,257 + OPE @ .312, \$4,448= \$18,705).

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.

IRAP data and internal data (as shown in the â€”descriptionâ€” section) collected through SARS-GRID will be used to compare numbers of Career Technical Science/CIT students served from previous years to 09-10.

In 2007-08, approximately 3,244 student contacts were recorded for Science/CIT academic advising. This represents a 43% increase from the previous year. In 2008-09, approximately 4,337 student contacts were recorded for Science/CIT academic advising. This represents a 33% increase from the previous year. With the continued growth of interest in the CIT/Science programs, an increasing demand will occur in the 10/11 school year for students in the CIT/Science advising area.

Department Priority:

1

Unit Resources:

Office space, computer, and supplies will be devoted by the Counseling department for this position. No other resources would be needed, and faculty workload would not be impacted, other than to relieve the growing workload pressure from the present Counselor/Advisor staff.

Funding Request: Carl Perkins

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

Yes

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

No

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?

This is not a position that directly impacts a student's GPA.

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?

Students who receive accurate and comprehensive academic advising dramatically increase their chances of degree/certificate completion and getting access into competitive limited enrollment programs.

This initiative satisfies Perkins goal number 7, **◆◆ Counseling & Career Development Goal:** Postsecondary students in vocational and technical education programs will have access to comprehensive counseling and career development services. **◆◆** It is directed toward supporting student accessibility to Career Technical Science and Computer Information Technology programs including limited enrollment sustainability programs. This will be accomplished by providing **◆◆** best practice **◆◆** academic advising designed to address student success and retention. This academic advising will provide accurate and comprehensive information that improves student course planning regarding program application, prerequisite and degree requirements, and thus, their academic success. Increasing the capacity of the number of students served face-to-face from year-to-year, will be a measurable outcome. In addition to direct face-to-face services this commitment will translate into an increased ability to provide timely phone and email academic advising responses to advising inquiries, which are also measurable.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

18705

TRAVEL \$

Can this initiative be partially funded?

No

EQUIPMENT \$

(E) Explanation of effect of partial funding:

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

MATERIALS & SUPPLIES \$

(MS) Explanation of effect of partial funding:

CURRICULUM DEVELOPMENT (HOURS)

(CD) Explanation of effect of partial funding:

PART-TIME FACULTY \$

(PF) Explanation of effect of partial funding:

TIMESHEET STAFF \$

(TS) Explanation of effect of partial funding:

TRAVEL \$

(T) Explanation of effect of partial funding:

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

Can this initiative be partially funded?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee

1. Category of request

- **Maintain existing technology**
- **Increase student access to technology**
- **New technology**

Please type in the category of the request in the field below.

2. Campus location

- **Main Campus**
- **Downtown Center**
- **Florence**
- **Cottage Grove**
- **CLC (list specific locations)**

Please type in the location of the request in the field below.

3. Names of the person(s) with more information (if needed):

4a. Budget ORGN

4b. Budget PROG

5.How many students will benefit per year?

6. Describe the benefit?

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

STAFFING \$

INSTALLATION \$

LICENSING \$

Can this initiative be partially funded?

No

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

STAFFING \$

(S) Explanation of effect of partial funding:

INSTALLATION \$

(I) Explanation of effect of partial funding:

LICENSING \$

(L) Explanation of effect of partial funding: