

# Unit Planning during 2010/2011

(For 2011-2012 Implementation)

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

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

#### **OPTIONAL DEPARTMENT/DIVISION SPECIFIC DATA ELEMENTS**

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

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

	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>
Number of service contacts	32,901	27,644	18,949
Number of unduplicated participants (drop-in and appointment only)	4,860	6,288	5,396
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	1,035/\$1,356,046	1,039/\$1,516,817	1,271/\$1,828,358

Narrative: The total number of service contacts includes phone, email, in-person, tours, drop-in, appointments, group workshops, student job applications submitted, Oregon CIS accounts, scholarship information activities, and other career development activities. For 2007-08, and 2008-09, web contacts were counted in Lane Job Connection instead of job applications submitted, creating skewed statistics.

Of the total service contacts, at least 1,936 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 **\$311,541 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)

<b>07/08</b>	<b>08/09</b>	<b>09/10</b>
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 myLane 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  
CCSSE satisfaction data

07/08	08/09	09/10
(see narrative)	(see narrative)	(see narrative)

#### **Narrative:**

From the Title III *Engaging Students* “Lane Student Satisfaction with Services and Processes” survey conducted in 2008-2010, when asked “How satisfied are you with the information you receive from the college about Scholarship and Student employment opportunities?”, there was an overrepresentation of dissatisfaction. One of the goals in response to this dissatisfaction is to create a “MyPlan” career portfolio in 11/12; market both the job search tool “Lane Job Connection” better; and advertise scholarship access and opportunities better.

**AFFAIRS/STUDENT LEARNING**

Unit Efficiency				
Total general fund budget  Budget from other sources (i.e., student fees, grants, etc.)		\$190,000 with OPE	\$116,379	\$179,772 with OPE
		\$14,029 Perkins with OPE	\$18,559 Perkins with OPE	\$15,644 Perkins with OPE
	Narrative: Beginning in 08-09 (not adjusted in the total general fund budgeted above), the three full time staff (3.0 FTE) began to provide 25% of their assignment to academic advising. Therefore, with the three full-time advisors and one .49 Perkins-funded advisor, an equivalent of 2.74 FTE provides career advising services for the entire Lane population and community. Perkins-funded Student Service Associates also provide peer support for students visiting CES. 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.  In 07-08 we added 10% of a counselor’s assignment cost to the total general fund budget line item, because a counselor was assigned as a CES counselor. Post 07-08, due to unfilled vacant counselor positions, there is no longer a counselor available to support that assignment, thus the reflection of less general fund dollars for CES.			
Unit Essentialness				
		<b>Narrative:</b> 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 09/10 and 10/11 goals for the division as needed. Please note that you already have 09/10 planning goals/ data from last year, so bring forward as appropriate. Use data elements to inform goals.

LIST GOAL-----	ACTIVITIES-----	TIMELINE-----	BUDGET IMPACT----
1. Improve marketing of jobs and scholarship services and availability.	Actively advertise on LCC FaceBook; create a website with “scholarship search” capabilities to allow for increased access; improve Career Fair and Lane Job Connection promotion through various marketing best practices.	Summer 2011	None. Using present staff
2. Continue with present level of Student Service Associate (SSA) support for students.	Hire SSAs	Spring of 2011	None. Perkins grant
3. Collaborate with Academic Advising in creating a career portfolio for Undeclared students as part of participating in Title III Student Engagement goals.	Participate in “SAGA” meetings to gain direction needed to participate in Title III goals fully; Investigate Portland Community College model called “MyPlan”; Explore the use of CIS as part of the portfolio template.	Summer 2011	Little or no impact: Re-assign work as needed within the existing budget.