

Unit Planning during 2010/2011

(For 2011-2012 Implementation)

Counseling Department: **Counseling & Advising**

Section II: Data Elements to Inform Planning.

OPTIONAL DEPARTMENT/DIVISION SPECIFIC DATA ELEMENTS

DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING

Enhances Student Engagement

	07/08	08/09	09/10
Drop-in/Appointment Contacts	28,172	33,884	44,280
Number of unduplicated participants	11,551	12,802	14,421
Quick Service Contacts: email, in-person, phone	71,266	85,687	16,704*
Total Contacts	99,438	119,571	75,405*
Demographics of individuals served	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	

*The discrepancy in this number in comparison to previous years is related to a new method of collecting data, dependent more on staff entering their numbers only in SARS. This new method has less room for “ballpark” figures to be used, and will ultimately result in improved accuracy in reporting as staff realize the importance of accurate reporting due to the discrepancy and difference in numbers from the previous method of collecting. For example, if counselors and advisors do not enter numbers into SARS from their email, phone, and other numbers such as from Moodle, they will not show here. Therefore, numbers could easily vary quite a bit since some staff participate fully, some not at all, and some partially.

Narrative:

The numbers reflect contacts in Academic Advising; Retention Counseling; Crisis Intervention; Career Counseling; ESL Academic Advising; 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 has 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
---	---	---	---

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	See narrative	
		See narrative

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. The SOAR committee is listening and making changes that are in line with best practices for student success and retention. 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 Academic advising (degrees, programs, classes)?", dissatisfaction was only minimally worse than the dissatisfaction portrayed throughout the survey, but they could be better. It is concluded that the dissatisfaction is a reflection of higher enrollment using the same and in some cases, fewer full time staff.

DATA ELEMENTS FOR STUDENT AFFAIRS/STUDENT LEARNING

	07/08	08/09	09/10
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	
Budget from other sources (i.e., student fees, grants, etc.)	\$29,654	\$48,201 w/OPE	\$37,880 w/OPE
Other evidence of efficient use of resources	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 (\$37,880, one for CIT, and one for Health Professions).

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

24,339 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 CIT and Health Professions Advisors. In 08-09, a record demand of 1,384 Perkins funded Computer Information Technology (CIT) students were served at the CIT office by our part-time CIT Advisor, and more that were not documented were seen by others, and the demand is growing for this major on a daily basis. The demand for Health Professions students also continued to climb given the poor job market and increased demand for health professionals as our population ages.

In our on-going redesign efforts, a strong effort was made towards 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. With each passing term we are moving towards more academic advising information to be accessible via Moodle.

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"> Engage and comply with new Title III guidelines. Manager meets with CES staff, academic advisors, and counselors for input on direction; uses input from the Manager's Steering Group (MSG); meets with Executive Dean of Student Affairs on a regular basis for executive level input. 	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"> Retool the Advance Registration process on an as needed basis. Continue to evaluate counselor/advisor roles for efficiency and benefit to student success. Possibility of redefining some job roles. 	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, 2011	None, Perkins.
Create new initiatives reflecting the increased advising needs responding to overall	Keep records of demand for student access; apply for Perkins support to improve the capacity to advise Career Technical	January 31, 2011	None, Perkins.

increased enrollment, particularly in areas where students are not progressing and completing.	students in Business, Early Childhood Education, and Human Services certificate programs.		
--	---	--	--