

UNIT PLANNING: STUDENT SERVICES FOR 2011-2012

Department: Women's Program

Section II: Data Elements – RW DRAFT Updated 11/9/10

	2007-08	2008-09	2009-10
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
Number of service contacts			
Women's Center user counts- Visits	17,739	18,802	25,939
Center phone calls	5,986	7,271	8,179
Center computer use	5,894	6,499	8,050
Center fin. aid peer assistance	924	1,053	1,580
CTE Program student contacts	645	790	1,381
Number of <u>unduplicated</u> participants			
Women in Transition (WIT) orientations	482	655	681
Women in Transition participants – <u>unduplicated</u> (see also instruction)	256	306	389
Transiciones participants	44	29	28
College Success in Spanish participants	0	30	31
Demographics of students served	<u>WIT students Fall 2007</u> <u>Education:</u> 12.5% no HS diploma 73% HS diploma or GED 5.7% trade school 8% AA degree or higher. <u>Ethnicity:</u> 16% self report as women of color. <u>Age:</u> 36% 18-30 (17% 18-25) 27% 31-40 24% 41-50 11% 51+ <u>Household data:</u> 50% report as single parents 22% self report as displaced homemakers <u>Economic status:</u> 57% unemployed	<u>WIT students Fall 2008</u> <u>Education:</u> 7.1 % no HS diploma 78.8 % HS diploma or GED 2.4 % trade school 10.6 % AA degree or higher. <u>Ethnicity:</u> 15.3 % self report as women of color. <u>Age:</u> 38.8 % 18-30 (20 % 18-25) 24.7 % 31-40 29.4 % 41-50 7.1 % 51+ <u>Household data:</u> 43.5 % report as single parents 14.1 % self report as displaced homemakers <u>Economic status:</u> 56.5 % unemployed	<u>WIT students Fall 2009</u> <u>Education:</u> 7.3 % no HS diploma 77.3 % HS diploma or GED 5.5 % trade school 9.1 % AA degree or higher. <u>Ethnicity:</u> 13.6 % self report as women of color. <u>Age:</u> 35.5% 18-30 (21.8 % 18-25) 22.7 % 31-40 25.5 % 41-50 14.5 % 51+ <u>Household data:</u> 40% report as single parents 20 % self report as displaced homemakers <u>Economic status:</u> 70.9 % unemployed

	2007-08	2008-09	2009-10
Other evidence of enhancing engagement Women's Center services survey	94% respondents rated Center as very important to their success (12% increase over prior year)	95% respondents rated Center as very important to their success	94% respondents rated Center as very important to their success
<u>Enhances Student Learning</u>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)			
Enhanced student persistence	See Center survey	See Center survey	See Center survey
Other learning enhancement data			
<u>Enhances Student Satisfaction</u>			
ACT student satisfaction data			
CCSSE satisfaction data			
Other evidence of enhancing satisfaction Women's Center services survey	96% rated service as good or excellent	96 % rated service as good or excellent	97 % rated service as good or excellent
Unit Efficiency			
(Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)	Center minimally staffed, staff absorbed functions from budget reductions	Center minimally staffed, staff absorbed functions from budget reductions	Center minimally staffed, staff absorbed functions from budget reductions
	Center is high use with 17,739 student/visitor contacts in 07/08, a <u>12%</u> increase over 2006/07.	Center is high use with 18,802 student/visitor contacts in 08/09, a <u>6%</u> increase over 2007/08.	Center is high use with 25,939 student/visitor contacts in 09/10, a <u>38%</u> increase over 2008/09.
	W Program Admin \$79,862 (large reduction in director)	W Program Admin \$ 96,047 (33% of new director included)	W Program Admin \$ 99,932 (33% of director included)
	W Center (salary +OPE) \$163,414	W Center (salary +OPE) \$ 166,657	W Center (salary +OPE) \$ 167,253
	Total \$243,276	Total \$262,704	Total \$267,195
	\$ 26,572 (ASLCC fees)	\$ 36,315 (ASLCC fees)	\$ 75,465 (ASLCC fees-shows increase to \$2)
	\$ 184 other fees (coffee)	\$ 349 other fees (coffee)	\$ 200 other fees (coffee)
	\$ 13,626 Perkins \$ 40,382 TOTAL	\$ 55,162 Perkins CTE \$ 91,826 TOTAL	\$ 57,253 Perkins CTE \$ 132,918 TOTAL
Other evidence of efficient use of resources	Use of students for peer assistance	Use of students for peer assistance	Use of students for peer assistance
Unit Essentialness			
Essential to completing a business process with students			

	2007-08	2008-09	2009-10
Essential to an effective educational experience	Yes, see narrative	Yes, see narrative	Yes, see narrative
Legally mandated			
Other evidence of essential service			

Additional Comments/Clarifications to Student Services Data Elements

1. UNIT EFFECTIVENESS

a. Engagement:

- Center use rose steeply when Student Service moved to Building One due to proximity and visibility of all services.
 - User count for Center 2000-2001 7,849
 - User count for Center 2006-2007 15,740 (increase of 101%)
 - User count for Center 2007-2008 17,739 (increase of 12.7% over 06-07)
 - User count for Center 2008-2009 18,802 (increase of 6 % over 07-08)
 - **User count for Center 2009-2010 25,939 (increase of 38 % over 08-09)**
- The Center is the hub for Women's Program services and programs; it provides direct support and services for students, access and information about instructional programs, and acts as a *home base* where students connect and build community. Connection to and engagement in the institution is a basis for both student persistence and learning.
- **Data from the 2010 Women's Center user/visitor survey provides evidence of this engagement:**
 - Survey respondents each had multiple reasons for their visit with an average of 3 reasons per person. This shows that the **students consider the Center a multi-use area**. They can get several tasks done in one spot. It is a place to socialize, do homework, use a computer and get information and support. Students often **study together** in the Center and that is ranked #2 on the list of reasons they visited.
 - **Socialization and peer support.** The Center provides a place for students to make social connections. **86% listed socialization and peer support** as their reason for visiting the Center. The front desk staff is trained to provide a supportive, respectful and welcoming environment. Ideally, each person is greeted upon entering and if they become a regular visitor we learn their names. Visitors feel accepted, safe and that they "belong."
 - **91%** of respondents used Center services when they started at Lane.
88% of those who used the Center when they first started rated it as **"very important" to their success in starting at Lane.**

b. Learning: Student learning takes place in many ways through Women's Program services:

- Center financial aid peer assistance: The three **computers are used heavily** both for tasks that require staff assistance and for tasks students can work on independently.
(8050 student computer log-ins during 09/10, an increase of 23.9% over 08-09).
- **23% of those who completed the Women's Center Survey come to us with questions about Financial Aid** processes or for assistance with the application process. Student workers are trained extensively by the Women's Center Coordinator before they assist with these tasks. Ongoing training is

also provided by Financial Aid Advisors. In 09-10 the Center **assisted 1580 students in applying** for Financial Aid, a 50% increase from the previous year.

- Women's Center student staff members are trained using a checklist of needed competencies for each student worker to better serve students and monitor student worker learning.
- Student workers in both the Women's Center and Women in Transition are in Cooperative Education placements.
- Center also directly supports learning through entry and retention services and counseling, workshops, and events. Faculty refer students for services. The Women's Program philosophy is grounded in students' empowerment so interactions are also learning experiences.
- Women in Transition orientations provide the opportunity to learn about Transitions as an integrated first year experience program for women, the benefits of learning communities, support and resources for students, and have engagement with current transitions students as peer mentors.
- Entry, persistence, advising and support services for Transitions students are geared to student development, learning and program completion.

LEARNING ACTIVITIES MEET/ENHANCE ALL 5 OF THE CCSSE BENCHMARKS

c. Satisfaction:

- Women's Center visitor/student users
 - Services day of visit: 99 % of visitors ranked the services they received as "very good" to "excellent," with 85 % indicating an "excellent" rating.
 - Services in general: 97 % very good to excellent with 82 % of those indicating an "excellent" rating.
- Student evaluations of the **Women in Transition program** are done each term in addition to the Student Evaluations of Instruction. Students are highly satisfied with the program.
Sample data from Fall 2009 indicates that :
 - **98.8 % of students report they achieved or made progress on personal/career goals, and**
 - **an average of 85.2 % plan to continue education at Lane.**
 - **60.5 % of students indicate they would not have enrolled at Lane without the Transitions program.**

2. UNIT EFFICIENCY

- Very high student demand for Women's Center services:
25,939 visitors in 09-10 (up from 18,802 *users in 08/09*), with minimal staff who assist students with a wide variety of needs. The Women's Center front desk is the hub of Women's Program services and classes. The Center assists many entry-point students, most of whom need staff assistance with learning Express Lane and financial aid functions.
- Programs and services offered through use of student workers as peer assistants, part time staff, and other funding sources. Two of our programs have only part time staff and are totally funded through Perkins and an allocated portion (\$2 per term) of the ASLCC student fee.
 - Our Career and Technical Education Advisor assists our Transition students in exploring the CTE programs offered at Lane. The advisor provides information, advising, group activities, workshops and other experiences that assists students as they learn about one and two year

training programs and other avenues to high-wage, high-demand employment. Workshops include “Intro to Web Design”, “Computer/Internet Basics”, and “Intro to Engineering.”

- Transiciones, a program for Spanish speaking women, empowers Latino women in a holistic and culturally sensitive manner. The program provides advising, support, orientations and classes in Spanish (including Computer Skills, Transitions, and College Success).

3. UNIT ESSENTIALNESS

- Research on student learning, persistence and retention (Pascarella, E. T. and Terenzini, P.T. (2005). *How college affects students: A third decade of research*) shows that combining academic and social interactions, integrating student services and instruction, increasing engagement, front loading services are all important to student learning and success. The Women’s Program exemplifies these principles as well as providing community and connection.
- Provides a supportive and welcoming climate for women students: a SAGA best practice.
- The Council for the Advancement of Standards (CAS) in Higher Education has set standards and benchmarks in student services since 1979: the Women's Program *meets CAS standards for programs & services for women*.
- *CAS standards* include seeing the student as a whole person. The student is seen as a unique individual, with a specific culture and life history. From this perspective, services must be comprehensive and recognize *diverse needs*. The Women’s Program meets this standard.
- American Association of Community Colleges Leading Forward project also emphasizes the importance of attending to difference for student success:
 - Attention to the cultural differences that learners bring to the educational experience and that enhance the enterprise.
 - A welcoming community that engages all of its diversity in the service of student and organizational learning. (AACU)
- All students are not the same, and effective retention, persistence and student success programs and services mean that students need services focused for their specific needs: *diverse students need diverse services*.

1. Efficiencies and Productivity: (Include impact, consequences, and comments)

- The position of Coordinator of the Transitions Program was cut effective FY07 through the budget reduction process resulting in reduced administrative costs for the program. Program staff continue to strategize to absorb this administrative reduction so there is the least impact on students.
- FY10- Oversight of the Women's Program continues under the Associate Dean of Student Affairs, Student Life and Leadership Development, Multicultural Center and the Women's Program. Management time allocated to the Women's Program is 33% of her FTE and savings from this reduction will continue. Previously, administrative support for the program was cut from 1.5 administrative support positions to .875 FTE. The Women's Center Coordinator has assumed lead responsibilities for the program. Given these reductions, staff continue to integrate services provided by the Women's Center and Transitions. The program continues to provide model services for student success as well as a model first year experience for women students.
- FY10- the Administrative Coordinator continues to work with receptionist and student staff to shift routine tasks to them, in order to perform the Coordinator tasks in .875 which previously were accomplished by a full time position.
- FY10- The Women's Program continues to serve increasing numbers of students with the same amount of staff. In FY10 the Women's Center served 31% more students than in FY09. The classified receptionist position was increased by .2 which is covered by ASLCC funds to help meet these demands
- FY10- The Transiciones Program Student Advisor position was converted to .6 classified, covered by the additional \$1 in ASLCC funds, which were designated for Transiciones support. This will help stabilize and expand the Program.

2. Revenue Enhancements: (Include impact, consequences, and comments)

- FY10- The Program received a \$1 increase to the ASLCC allocation for the Women's Program. This provides \$26,000 -\$50,000 additional revenue which is used for program expansion, stabilization of the Transiciones program, and increase of the Women's Center receptionist by .2 using Fund 9 to respond to increased student demand.

Section III: UNIT PLANNING GOALS—BARB?

Planning for efficiencies, productivity and revenue enhancements:

List your goals for the division. Bring forward previous goals that you are still working on. Use data elements to inform goals.

Complete this table with faculty/staff input by November 30th 2010 at 5:00 p.m. to Anna Kate with a copy to your Executive Dean.

LIST GOAL	ACTIVITIES	TIMELINE	Projected Net Effect of Revenue and Costs