<table>
<thead>
<tr>
<th>Submission Date</th>
<th>2017-10-11 15:39:12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Name</td>
<td>Coaching for Academic Success</td>
</tr>
<tr>
<td>List all staff involved in the preparation of this workbook.</td>
<td>Eric Tammes, Director, Academic Success</td>
</tr>
</tbody>
</table>

**State the department's formal mission:**

Coaching for Academic Success intervenes to help students maximize their potential, collaborates with faculty and staff to develop solutions, and engages students with college resources and programs. Academic coaches inspire students to achieve course success and persistence through effective communication, critical reflection, self-advocacy and resiliency.

Academic coaches help students with:
- Understanding academic progress in class and communicating with faculty
- Developing effective time-management and study skill strategies
- Connecting with relevant CLC resources
- Identifying problems and implementing solutions
- Maximizing their college experience through campus involvement, career development and goal setting.

The department mission is formally documented and published (e.g. website, intranet, posted in the office, etc...).

**How does the department mission align with CLC's institutional mission, vision, values, and goals?**

The Coaching for Academic Success department mission delivers the promise of CLC's institutional mission "to advance student success." CLC's institutional vision "to be an innovative educational institution that delivers high quality, accessible learning opportunities" is also directly aligned with the vision of how CAS directly supports student learning through personal communication, timely outreach and offering a coaching program. Coaching is still relatively new in higher education, particularly with a focus on developmental education.

Related to values and goals, CAS aligns directly with all of the institutional values but most notably with learning, quality and service through hands-on support of student engagement and academic success. The institutional goals to "advance student learning, success and completion" and "maximize educational opportunity and equity in student outcomes" are the foundation for the creation of CAS in 2014 and serve as a guidepost for how the academic coaches approach their work with students.
The essential duties, functions, program and services provided by CAS rest within several general categories:

**Early alert follow up for students in developmental education classes**
- Receive early alert referrals from faculty and follow up with students via email, phone and text
- Meet with students to identify areas for improvement, strategies to better manage time, set goals and identify opportunities for greater academic success
- Strengthen connection between students and faculty through communication, office hours and attendance/participation
- Refer students to college resources and make active connections with colleagues whenever possible
- Communicate updates and outcomes with faculty
- Record activities in student tracking systems

**Academic coaching for students in developmental education classes**
- Assign each student to an academic coach per term
- Introduce students to coaching through an in-class introduction, handout and emails
- Interact with students via phone, email, text and meetings to identify areas for improvement and opportunities for academic success
- Communicate every four weeks with students in developmental education courses to seek questions and concerns

**Academic coaching for students in non-developmental education classes**
- Receive early alerts and provide coaching support for students co-enrolled in PSY 121 and ENG 109
- Receive referrals from faculty and staff for students needing additional support for classwork, executive functioning and general check-in/follow-up
- Support students by request who have transitioned into college-level math and English

**Support for college programs and activities**
- Present scheduling/time management workshop for all new student orientation sessions
- Plan, implement and evaluate student success programming for summer Jump Start program
- Participate in Succeed at CLC major events (Freshman Welcome, Succeed Conference)
- Coach students in CLC Promise Program
- Outreach to students in coaching caseload regarding registration and tuition payment for subsequent term

The essential duties, functions, program and services provided by CAS support several key dimensions of the college:

- Fulfills the institutional mission to advance campus success
- Actualizes the college's vision to be an innovative educational institution by deploying a unique coaching focus and structure
- Supports the college's values, particularly learning and service
- Directly links to all four of the college's goals and objectives within the strategic plan.
The College of Lake County led the way with launching an academic coaching program among our peer institutions. Based on an informal review, CAS is the largest program of its kind in the area and unique in terms of the scope of work, assignment of coaches and interaction with faculty.

In 2015, Harper College added two coaches to their student success programming -- with a model of having 80-100 students assigned to each coach. The students were assigned based on prior institutional outcomes and the coaches were to meet with students individually, follow up on academic performance and help students build relationships with the institution. Since that time, the program has been discontinued.

In late 2017, McHenry County College hired two student success coaches and intended to deploy a similar model. The coaches have been developing a plan and strategy during spring 2018 and recently informed the CAS staff that the institution is going to pilot a structure similar to CAS by focusing on certain developmental classes.

Carthage College has created a peer-based academic coaching program within their academic services units. Students can self-select into the program and coaches offer assistance very similar to CAS: time management, note taking, study skills and linking to institutional resources. Coaches are supervised by the tutoring center and are paid student employees.

The most evident function that the department could offer is an early alert/faculty referral program for all students at the college. While the scope of the CAS program in its current form is significant (2200-2800 students per fall and spring semester that are assigned to a coach and eligible for alerts/referrals), the majority of students do not benefit from an alert or referral system. The focus on CAS has been on developmental education but the functions are easily adapted to all students.

Another potential function is administering a student assessment, such as the College Student Inventory, to all developmental education students and having each student meet with an academic coach to review the results. Not only would this provide useful data about the students but it would also craft programming and outreach within individual classes. More important, it would provide a time for each student to personally with a coach and deepen the student's connection to the college and her/his education.

The college's academic coaching structure/organization is unique compared to peer institutions. The department has the great fortune of being created as an initiative to improve student success and was funded to support six new full-time staff. The staff size and scope of work are larger than peer institutions.

Training and models of general coaching programs are readily available, including one developed by a CLC faculty member (and all of the CAS staff were trained when the program launched). Many coaching models build off a career or personal success coach framework of assessing where people are, identifying opportunities and areas for improvement, determining a path to achieve a goal, deploying the strategy and assessing success. CAS uses that framework from a macro perspective, but staff have developed a model specifically for the program's focus on college students in developmental coursework.
Who are the department's primary stakeholders (e.g. students, faculty, staff, community members, other)?

The primary stakeholders for CAS are students enrolled in developmental education classes (MTH 101, MTH 102, MTH 104, MTH 105, MTH 108, MTH 114, ENG 108 and ENG 109) and faculty who teach those classes. The program is designed to support students and student learning specifically for these classes. A secondary stakeholder are non-developmental education students who formerly were enrolled in a developmental course or were referred from an office or department for academic coaching.

List key internal collaborative relationships:

Key internal relationships include the following departments and offices:
- Faculty (most frequent referral by coaches; coaches strongly encourage students to communicate with faculty, ask for feedback, seek clarification and request help)
- Tutoring Center (second most frequent referral; coaches often walk students to the tutoring center to receive assistance)
- Advising (third most frequent referral; coaches encourage students to meet with an advisor or counselor every semester, coaches also present a class scheduling workshop at each new student orientation session)
- College Readiness and Dual Credit (collaborate actively on summer Jump Start program)

Other collaborative relationships have been established with athletics, financial aid, women's center, multicultural student center, veterans resource center, student activities, Office for Students with Disabilities and the Career and Job Placement Center. Coaches maintain connections with these departments to understand resources available for students and refer students whenever possible.

List key external collaborative relationships:

Externally, the main collaboration has been with professional associations. CAS staff have presented at the National Association of Student Personnel Administrators (NASPA) Region IV-E conference and national conference, the Illinois Latino Council on Higher Education (ILACHE) annual conference, the Midwest First Year Conference (MFYC), the Illinois Academic Advising Association (ILACADA) annual conference, the Illinois Council of Community College Administrators (ICCCA) annual conference and the Illinois Community College Board (ICCB) Forum for Excellence. CAS staff are members of NASPA.

How does your department assess stakeholder satisfaction?

Coaching for Academic Success seeks feedback from its primary stakeholders (students and faculty) through these channels:
- student point-of-service survey; emailed to students after meeting with a coach for the first time
- faculty end-of-term survey; emailed to faculty with an assigned coach at the end of a term each year (term varies but conducted at least once a year)
- student end-of-term survey; emailed to students who were faculty-referred to a coach or self-referred (term varies but conducted at least once a year).

CAS staff seek informal feedback on an ongoing basis from faculty by asking where coaches can help support students, offering to visit classes during the term, requesting referrals from faculty and participating in math and English department meetings during faculty development week.

Upload the Staffing table:

CAS org chart-staffing table spring 18.pdf
Based on the data provided on the Staffing table, is your department adequately staffed to fulfill the department mission, duties, and functions listed in Part I? Explain.

How do your department staffing levels compare to those at peer institutions and industry standards?

Do you anticipate staff turnover in key positions over the next 5-years?

List new and replacement staffing needs for the next review cycle (5-years). Rate the urgency of each on a 1 (least urgent) to 5 (most urgent) scale.

Upload the Technology, Systems, Equipment, and Facilities Inventory table:

Based on the data provided on the Inventory, is your department adequately equipped to fulfill the department mission, duties, and functions listed in Part I? Explain.

Based on the current design and practices of CAS, the department is adequately staffed to meet the mission, duties and functions. The size of the staff allows for the program to be nimble in addressing student concerns, provide support for college activities such as New Student Orientation, and deploying new strategies that support student learning. Expansion of coaching into college-level classes, expansion of the early alert function and/or expansion of programs such as the Promise Program will necessitate changes in the design and practices of CAS or additional staffing support.

Given the unique design and focus of CLC’s academic coaching program, it is difficult find comparable models both in terms of staffing and caseload. Harper College hired two success coaches in 2015 and were assigned to a targeted caseload of approximately 100 students. Since that time, the program has disbanded. McHenry County College hired two student success coaches in November 2017 and is utilizing the coaches for early alert follow up.

Yes

The academic coach position description is designed as an entry-level position or a position for an employee with a few years of experience. Given this structure, we anticipate that coaches will remain in the position for no more than five years. Two of the five coaches hired in the first year of the program have moved into new roles since that time: one promoted within the college and one who moved out of the area. Additional vacancies are anticipated and will be addressed as needed. The most recent search yielded an applicant pool of 95 candidates with four being selected for interviews.

CAS technology-equipment-facilities inventory spring 18.pdf

The technology, systems, equipment and facilities currently provided for CAS provides appropriate support to fulfill the mission, duties and functions of the program. The department currently uses Student Success Plan (SSP) software for early alert notifications from faculty and case management records. While SSP is a fine system, it is not integrated with PeopleSoft such that faculty and staff in related departments can view the records easily. It also has limitations with reporting and generating data at the class level. CAS will soon cease use of the SSP product and shift the alert and case management functions into PeopleSoft as part of a larger retention case management and communication project.

Faculty will submit alerts from their course rosters and case notes will be kept in the notes module inside of PeopleSoft. The college will also be able to assign specific points of contact to students through the assigned advisor function, allowing students to easily know their key "points of contact" for support and assistance.
How do your department technology, systems, equipment, and facilities levels compare to those at peer institutions and industry standards?

A diverse array of early alert and case management systems are available in the marketplace and are used at peer institutions. The AQIP student success project in 2013-14 investigated several of these tools and identified SSP as the most appropriate for the college's business practices. Some systems in use at peer institutions, such as Starfish, offer robust predictive analytics and tracking -- but require that faculty are consistently taking attendance and tracking grades in the learning management system to maximize the system's functionality. The college's shift to tracking alerts and case management notes in PeopleSoft will help streamline internal communication, provide a student-facing channel for sharing information, and improve reporting and queries on a range of data.

Equipment and facilities used by CAS are comparable to other offices at the college and, based on awareness of peer institutions, are similar to other colleges.

List your department's technology, systems, equipment, and facilities needs for the next review cycle (5-years). Rate the urgency for each on a 1 (least urgent) to 5 (most urgent) scale.

The most pressing need is the aforementioned PeopleSoft notes and assigned advisor project. With implementation expected in FY19, additional needs may be discovered once the coaches begin using the PeopleSoft solution. Urgency: 5

Staff laptop computers will need replacement on the standard college replacement cycle. The current laptops are 3.5 years old. Urgency: 3

Staff cell phones were recently upgraded at no cost and are expected to last for three years. Urgency: 1

Describe your department's major funding sources (i.e. revenues; e.g. student fees, grant funding, fundraising, etc...).

The CAS department budget is funded through two sources: the general fund (generally referred to as fund 01) and the restricted student success fee (generally referred to as fund 27). All operational expenses (technology, travel and supplies) and two coach salaries are paid from the general fund. The director and three coach salaries are paid the restricted student success fee.

The Promise Program budget are paid by the Promise Program restricted fund. The fund has been allocated by the board of trustees through prior year institutional surpluses. The Academic Success Coach for the Promise Program is funded through the institutional fund.

Describe your department's budget process (i.e. who is involved and how in preparing the budget):

The CAS department budget is prepared annually by the Director of Academic Success and reviewed by the Dean for Library, Testing and Academic Success. Expenditures from the prior year are reviewed and the budget request is prepared based on past performance, anticipated needs and opportunities to realign financial resources with departmental initiatives. The dean's administrative support staff member generates a monthly update of actual and anticipated budget expenditures to ensure that the department is within budget and allocations are distributed properly.

CAS budget FY18.xlsx
### What cost-saving steps has your department taken over the past 5-years?

The following strategies have been deployed to reduce department costs:
- reduced travel only to non-overnight conferences (or only attend overnight conferences if we are presenting about CAS)
- focused on email communication to reduce postage expenses
- eliminated a cell phone assigned to the director to reduce cell expenses
- committed to moving the department's case management and alert tracking into PeopleSoft, resulting in the impending elimination of the SSP software system and realizing license savings
- collaborating with other departments to participate in events, professional development and student outreach and, subsequently, reduce duplication of expenses, resources and time.

### What is your department's contingency plan for reduced revenues? How will you decide which areas to make cuts in your budget, if necessary, in the future?

The department's contingency plan for reduced revenues is to reduce expenditures in the following areas:
- travel (only when deemed necessary to meet performance goals for the program)
- publications and dues (eliminate any non-mission critical expenses)
- conference and meeting expenses (eliminate any non-mission critical expenses that do not adversely affect student engagement).

### List key departmental policies, procedures, and processes:

**Departmental policies:**
- Students are assigned an academic coach based on their enrollment in a developmental education class. Coaches are assigned to sections/instructors and case management/alert systems are updated accordingly.
- Students may request a specific coach based on a prior relationship or referral.

**Department procedures:**
- Coaches visit each class at the beginning of the term. Some classes receive a second visit prior to midterm.
- Students receive four or five emails from their coach each term. Emails provide tips and announcements along with an invitation to contact their coach with any questions or concerns.
- Faculty are encouraged to either submit an alert using the SSP alert system or communicate a concern to a coach. Faculty referrals are converted to alerts and entered into SSP. Upon receipt of an early alert notification from a faculty member, coaches strive to contact the student within 24 hours via email, phone and/or text.
- Coaches attempt to contact non-responsive students at least three times.
- Coaches provide updates to faculty as frequently as possible.

**Department processes:**
- At the end of each term, coaches complete a summary of their active caseloads (students who were faculty-referred or self-referred). The report includes the number of interactions, primary interaction channel, level of engagement with coach, primary reasons for working with a coach and referral source.
- Data in the Student Success Plan system is captured at the end of each term for archival and data collection purposes. Caseloads are reset before each term begins and students are assigned using a batch assignment process.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What percent of your department's key policies, processes, and procedures have been formally documented and shared (e.g. manuals, process maps, etc..)?</td>
<td>80%-89%</td>
</tr>
<tr>
<td>Describe any professional standards/organizations or legal/accreditation responsibilities that guide the department's policies and processes:</td>
<td>Professional coaching certifications, training programs and organizations are available, but CAS has not subscribed to a particular organization or set of practices. Academic coaches are members of the National Association of Student Personnel Administrators (NASPA) and have participated in the organization's regional conference and webinars. Day-to-day professional standards are guided by college policy and required compliance (FERPA, Title IX, Clery Act, etc.). Staff actively participate in institutional-sponsored professional development events and programs. The department schedules regular opportunities to learn about other college departments/programs and receive updates (e.g., financial aid, Career and Job Placement Center, math and English departments, advising and student life).</td>
</tr>
</tbody>
</table>
| What are the department's key performance indicators?                    | The department utilizes several key performance indicators, mainly focused on students enrolled in developmental education classes:  
- completion rates (earned grade vs. withdrawal)  
- success rates (earned A, B or C vs. other grades)  
- persistence into next term  
- student response rates involving faculty referrals (measuring if student communicated with coach as a result of being alerted/referred)  
- level of interaction students have with a coach (measured each term by coach)  
- frequency of interaction with coach in a given term  
- number of students alerted/referred by faculty to CAS  
- number of faculty who submit an alert/referral  
- faculty alert/referral rates based on student grade outcome (measuring if students who earned lower course grades were every alerted/refferred)  
- percent of coach caseload that is active vs. assigned  
- rates of faculty-referred vs. self-referred students  

Many of these KPIs have been segmented by key demographics (ethnicity, age, gender, campus, course) to identify areas of growth, concern and opportunity. |
| What methods and tools are used by the department to assess its performance (e.g. surveys, data sets, systems, etc...) | Department staff completed a comprehensive summary at the end of each term to college several KPI data points. This data, combined with existing data in PeopleSoft, allow the IEPR staff to generate summaries of outcomes and performance measures. CAS staff have sought to focus on different measures each term, such as outcomes by ethnicity, engagement and referrals by faculty, and persistence from term-to-term.  

CAS staff, with active support from IEPR, deploy two different student surveys and a faculty survey to gather feedback on the department's performance. Student surveys include questions to measure student growth based on the department's learning outcomes.  

CAS coaches have also participated in the college's overall assessment of college learning outcomes. Coaches completed the appropriate CLO rubric based on interactions with students who have been active in the coaching program. |
Describe how department leaders use the results of your department assessments for decision-making. How has the department used the assessment results to make improvements?

The department has used KPIs and assessment outcomes in several aspects:

- By assigning a level of interaction between the student and coach, staff have determined that a “moderate” amount of interaction (approximately one significant contact a month) has yielded more positive outcomes for students who were faculty- or self-referred. More contact did not necessarily equate to better outcomes.
- Persistence rates from term-to-term are higher for students who respond to faculty referrals versus those who do not (essentially avoiding the academic coach). This data has been incorporated into conversations coaches have with students and in class presentations, specifically to encourage higher response rates and student engagement with the coach.
- Participating in the College Learning Outcomes end-of-term rubric assessment helped academic coaches connect with how their work links to overall college learning goals. Results helped coaches understand how CAS students’ performance measured against other students.
- Most recently, a review of faculty-referred students based on ethnicity has shown some differences with response rates by students and referral reasons. This information will be helpful for the college’s outreach and success committees as well as for departmental interactions with students.

Describe any quality improvements or modifications made since the last review period.

This is the first review for the department since it was created.
List the department's student learning outcomes:

Learning outcomes and learning outcome strategies:

Students will identify areas of strength and challenge related to academic, employment and personal responsibilities
  • Student explains how to prioritize immediate tasks/assignments versus longer term goals
  • Student identifies impact of hours worked per week against academic and personal responsibilities
  • Student articulates alignment or misalignment of stated goals versus demonstrated behaviors
  • Student constructs weekly time management schedule/plan

Students will demonstrate skill in navigating college culture and utilizing College of Lake County resources
  • Student demonstrates ability to navigate Blackboard and check grades
  • Student demonstrates ability to read and respond to CLC email at least three times per week
  • Student completes meeting with advisor/counselor to create/update Academic Completion Plan
  • Student completes meeting with instructor during office hours or before/after class

Students will demonstrate the ability to effectively and professionally communicate
  • Student demonstrates ability to communicate at least once per month with instructor
  • Student completes at least one face-to-face meeting with coach
  • Student demonstrates ability to compose clear, concise and professional email message

Students will recognize challenges as they arise and proactively develop alternative plans, considering the resources available
  • Student explains a challenge, problem or concern and identifies at least one plan for resolution
  • Student identifies at least three CLC programs, offices or departments that support student learning and success

The department's learning outcome assessment plan is up to date.

List the goals from your last review and explain whether each goal was achieved and why/why not:

This is the first time that Coaching for Academic Success is engaged in the non-academic department review process. The initial goals for the launch of CAS in August 2014 have been achieved:
- deploy an early alert system for developmental education courses
- assign an academic coach to each section of developmental education courses
- intervene when faculty refer students to a coach through the early alert system
- assess and evaluate areas of strength and improvement.
Based on the current review, what are the department’s strengths?

Areas of strength within the Coaching for Academic Success department include:
- active, committed academic coaches with a passion for supporting student success and general stability within the staff (two resignations within four years; one due to an internal promotion and one due to a relocation out of the area)
- collaborative and collegial relationships established with many developmental education faculty as well as other departments and offices at the college (e.g., tutoring, advising, college readiness, student activities, athletics and student resource center)
- outcome data indicating areas of positive impact on student persistence and success (primarily with students who are referred and work with a coach and students who self-refer to a coach)
- capacity to support programs, activities and events within the college (e.g., new student orientation, EMC outreach and success committees, Promise Program) as well as students who move into college-level coursework and request to maintain a connection with a coach

Based on the current review, what areas for improvement has the department identified?

Areas for improvement within the Coaching for Academic Success department include:
- increasing faculty referrals/early alerts, both percent of faculty and timeliness of faculty submitting referrals/alerts (data analysis shows that an average of 75% of developmental education faculty will submit at least one alert per term and approximately 50% of students earning a D, F or W in courses were not referred to an academic coach)
- increasing the response rates and engagement levels of students who are referred/alerted (typically 50-60% of students respond to a coach when following up about an alert and data analysis indicates that students who have approximately one interaction with a coach per month have shown greater success rates)
- expansion and institutionalization of the CLC Promise Program through adding dedicated staff to support the program, implementing a cohort-focused curriculum and assessing student outcomes and satisfaction as well as district needs/demographics

Upload the Goals worksheet: CAS goals worksheet.docx

What structure and personnel changes will your department need to make in order to achieve its goals for the next 5 years?

One of the significant areas of change is the launch and anticipated scaling-up of the Promise Program. This exciting program will provide access and support to students in the district and will require staff support to maximize student learning and success. The college is supporting the program through a new coach position and program funding. Increased investment in the program will be needed as the programs grows and matures.

Adjustments in scope of the CAS program (such as offering an early alert program to all students) will change staffing and resource needs.

What financial support will your department need in order to achieve its goals for the next 5 years?

Support for effective staffing levels will be needed to meet anticipated growth of the Promise Program. Future program focus for the CAS program may also require shifts in personnel and, thus, financial support. Support will be needed for technology to support the Promise Program (specifically case management and event tracking solutions).
What additional resources (e.g. technology, equipment, space, systems) will your department need in order to achieve its goals for the next 5 years?

With any adjustments to staffing levels, adjustments in office space, desktop technology and professional development support will be needed.

What factors (internal and external) could impact your department’s ability to meet its goals for the next 5 years?

Factors that can impact goals for Coaching for Academic Success and the Promise Program include:
- Enrollment declines which translate to lower fees collected through the student success fee. The budget associated with four CAS employee salaries is funded by the fee.
- A shift in the college’s vision and priorities to focus on support for students in developmental education classes. This could include deploying co-requisite coursework instead of developmental coursework.
- Changes in vision, scope and/or financial support of the Promise Program.

I concur with the findings in this department review without exception.

Signature

[Signature]

Mark as FINAL