5-Year Non-Academic Department Review

IEPR Webpage - NADR Resources

Department Name

Counseling

List all staff involved in the preparation of this workbook.

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Part I: Department Background

Section 1: Mission

State the department's formal mission:

a. State the department's formal mission.

Mission: The Student Development Counseling (SD Counseling) department advocates for, supports, educates, and empowers students to be successful by helping them define and achieve their goals at CLC and beyond.
Student Development (SD) counselors fulfill this mission by:

- Using their unique breadth of knowledge for CLC programs and policies, as well as transfer, career processes and transition from secondary education through post-baccalaureate studies, SD counselors focus on the individual needs of each student by applying a holistic and developmental approach.

- Providing academic advising and educational planning.

- Working with students individually to develop academic plans, select appropriate classes, meet academic proficiencies, and achieve and maintain good academic standing.

- Assisting in students’ educational development by delivering individual meetings, workshops, and classes focused on helping students develop academic and personal success strategies.
Assisting students with choosing a transfer institution and providing transfer planning services.

Providing career counseling to assist students with choosing a major or career.

Working collaboratively with colleagues to effect change by sharing the potential impact of institutional policy and procedures on student success.

Vision: The SD Counseling department strives to ensure all students achieve success by developing a well-defined plan suited to their unique aspirations.
How does the department mission align with CLC's institutional mission, vision, values, and goals?

The SD Counseling department touches on all six strategic pillars. The strongest alignment is with Pillars 1, 2 and 5 through our work with each students' unique aspirations, collaborative work with other departments and breadth of knowledge that we bring to policy and procedural changes which impact student success. We provide teaching and learning opportunities in our counseling meetings with students it's important to note that Pillar 3 is most strongly addressed through the Academic Department review of our PDS courses.

Section 2: Duties and Functions of the Department

List the essential duties, functions, programs, and services performed/offered by your department:

- Provide counseling and educational planning for students with 25+ credit hours related to degree completion, transfer or through completion of student goal (degree, certificate, single course, transfer). Advise and counsel all students at Lakeshore and Southlake campuses during non-peak times.

- Counsel new students with low-basic skills holds or those transferring to CLC.

- Provide career counseling which includes career assessment, interpretation and planning for a variety of students, not limited to, but including: undecided students, those changing their major, WIOA/TAA, displaced workers, career changers.

- Provide transfer planning with students using a variety of resources to identify transfer institutions.
and meet requirements

Teach Personal Development (PDS) courses

Counsel students with social and life transitions related to educational attainment which may include goal setting, time management, school/life balance, problem solving, identifying strengths/barriers, sources of support and financial concerns

Counsel students who are not meeting Academic Standards and/or Satisfactory Academic Progress leading to continuous enrollment toward academic success

Provide educational planning related to academic progress and enrollment decisions such as: credit hour load, withdrawals, repeats and audits

Offer outreach presentations to the campus community on topics such as: transfer, career, success strategies, stress management, etc.

Participate in campus wide committees providing student, Student Development and faculty perspectives
Maintain accurate student records by using PeopleSoft

Collaborate with college-wide colleagues regarding the advisement of students

Provide email advising to students

Provide referrals to students to campus and community resources

Participate in outreach events, such as open houses, campus fairs, etc.

Collaborate with instructional faculty, as requested, to explore effective approaches to support student success in the classroom setting

Participate in evaluation of counseling services via student surveys, individual counselor evaluations, and classroom evaluations

Support the department during development and review of annual Counseling Department goals

Continue and promote
Why are these duties, functions, programs, and services important for the college?

All the functions that SD counselors provide support the students in meeting their personal goals, which may include: earning a certificate(s) and/or degree(s), learning about transfer requirements in order to transfer smoothly, completing a few courses for personal interest, for employment purposes, or for admission to post-baccalaureate programs. Counseling services include a holistic approach to address student needs in each meeting: advising, career counseling, transfer planning, and discussing and releasing academic holds in relation to the goals the student has identified.

How do these duties, functions, programs, and services compare to those offered at peer institutions or to industry best practices?

Community College Counseling
Department models vary from school to school. California Community college counselors have a similar role to CLC SD counselors (Standards of Practice for California Community College Counseling)
Faculty and Programs 2008). While there is not a standard model used at our peer institutions in Illinois, all of the peer institutions replying to our inquiry for services indicated they assist with students on academic/probation and/or suspension, as well as campus-wide committee service.

The majority of the institutions replying indicated they provide the following to students: academic advising, career counseling, transfer planning, guidance to students not meeting Financial Aid’s Standards of Academic Progress, outreach presentations, and personal counseling within a wellness framework. A few schools also indicated that they provide mental health counseling, which is not a service within the SD Counseling department, but is offered at CLC via the CAPS area. The models for teaching vary as some have it within load and others have the option to teach outside of load.

The complexity of the touchpoints that a student may present and the time to address them as interrelated topics is best done when more time is allotted for meeting with students. According to the Center for Community College Student Engagement best practice indicates that each student meeting should be longer than 30 minutes.

Are there any functions that the department could offer that it does not currently offer? Please explain.

Adequate time with each student during drop-ins. The directive over the past few years has been to limit the wait-time for students and to restrict the time with students to 20 minutes during drop-ins. Appointments and/or more time with students on
drop-ins could be offered during peak times in order to meet best practices.

Additional counselor coverage if more office space were available. Not having an adequate number of student development counselor offices requires sharing of offices which results in a loss of workflow time with student or other job duties due to the transition of one counselor leaving and another counselor needing to log-in to start seeing students.

Additional sections of PDS courses could be offered.

With current staffing levels, we are unable to mirror the Grayslake hours of service at Lakeshore and Southlake campuses.

Outreach- SD counselors receive requests for outreach and presentations that we are not always able to fulfill due to limited number of SD counselors.

Operational Transfer Center which will allow for SD counselors to:

- increase transfer services to include assistance with school search, housing, tuition information, admission requirements beyond coursework, financial support, etc.
increase transfer services focusing on application process to include assistance with essay, record gathering, sending transcripts, letters of recommendation, etc.

work more closely with the transfer school representatives to assist students with application/planning

Section 3: Structure

Upload a current department organization chart:

![pdf]

Student Development (Dean Counseling Adv...

Upload a current department succession plan:

![docx]

Succession Plan counseling.docx

How does your department structure/organization compare to that of peer institutions or industry best practices?

Community College Counseling Department models vary from school to school.

However, for structure there is similarity. Peer institutions in Illinois who responded to our inquiry, have full-time counselors that are faculty (and only CLC uses the term SD counselor). Other similarities: report within Student Development area, most provide services at more than one campus location, and work a 9 month contract with option/expectation to work in summer. One noted difference at a local large community college is they do not have adjuncts in the counseling department.
Who are the department's primary stakeholders (e.g. students, faculty, staff, community members, other)?

- Current and Prospective Students
- Reverse Transfer Students
- WIOA/TAA
- Advising Department
- Faculty/Academic Divisions
- Financial Aid
- Testing
- Transfer Institutions

List key internal collaborative relationships:

- Academic Success Coaches
- Admissions and Recruitment
- Adult Basic Education (ABE, GED, ESL)
- Adult Education
- Advising & NSO
Athletics department

Career and Job Placement

Center International Education

College Foundation

Counseling and Psychological Services

Disability Services

Dual Credit and College Readiness

Educational Affairs

Enrollment Services

Financial Aid

Lakeshore Support Staff

Registrar and Records

Southlake Support Staff
List key external collaborative relationships:

- Prospective Students
- Transfer Institutions
- Peer Community Colleges
- Lake County High School Counselors
- Lake County Counselors Association
- Lake County Job Center
- Illinois Community College Counselor Consortium

How does your department assess stakeholder satisfaction?

The process for assessing stakeholder satisfaction is done in multiple ways:
Collect student feedback through internal surveys developed with IEPR

- Review college wide student satisfaction surveys provided by IEPR

- Required faculty evaluations as required in the Fulltime and Adjunct faculty contracts

- Required faculty classroom student evaluations

Part II: Resources

Section 1: Human Resources

Staffing Table Template

Upload the Staffing table:

- SDC Staffing Table Template.docx
- non-sdc staffing.docx

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.

No; there has been reduction in full-time faculty SD counselors over the past few years at the same time the
How do your department staffing levels compare to those at peer institutions and industry standards?

All community colleges in IL have a different structure of service, so it is very difficult to compare how our staffing levels compare. Peer institutions who responded to our inquiry indicated 9 month contract with summers being optional but with expectation to work.

California Community college counselors have a similar role to CLC SD counselors (Standards of Practice for California Community College Counseling Faculty and Programs 2008). California has a law that the ratio of counselor to students must be 1:370 (What Matters for Community College Success 2013).

IEPR Fall 2017 ratio indicated to reach a 1:500 ratio counseling FTE would need to be 20.88 (21).

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

Yes

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.
We know of one FT student development counselor retiring by July 2023; however, another student development counselor may submit for retirement within five years. We currently have three term-limited full-time SD counselor positions that end after spring 2020 semester. We do anticipate turnover with adjunct student development counselors as they often seek full-time employment.

Urgency 5: FT tenure track faculty – replace those not hired in last few years (reduction from 13 to 8).

Urgency 5: Post positions for tenure-track FT SD counselors vs term-limited (currently 3 through May 2020)

Urgency 4: Hire additional adjunct SD counselors, as needed, to meet student needs.

Section 2: Technology, Systems, Equipment, and Facilities Resources

Technology, Systems, Equipment, and Facilities Inventory Template

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.

No, the department is not adequately equipped to fulfill the department mission, duties and functions.
There is inadequate office space/facilities for current staff and there is no room to expand when we create additional positions. We have been informed that that additional offices cannot be created within the current counseling space (A124). More office space is needed at Grayslake campus which includes a need for additional computer/monitor and phone and furniture/office.

An Innovation grant was put forward for remote assistance for students in the GLC counseling office but is not feasible due to a lack of space.

Due to a lack of counselor office space, counseling services are being provided in a room used to store supplies. Having a designated storage space at Grayslake would be beneficial and would provide greater work-flow, less interruption and a professional work environment:

- Adjuncts store job related materials in shared counseling offices which results in interruption of counseling meetings with students.

- Counselors needing office supplies must wait until shared office is vacant to access needed supplies.
The break room items are currently behind the check-in space a storage space would permit for a private place for those to be stored.

How do your department technology, systems, equipment, and facilities levels compare to those at peer institutions and industry standards?

Peer institutions who responded to our inquiry about facilities stated that full-time counseling faculty, as well as adjunct, have their own dedicated office space. Full-time counselors do not need to adjust their schedule to accommodate space for the adjuncts thus not impacting workflow and student experience.

At CLC SD counselors are required to share our offices with adjuncts which as noted elsewhere in document, it impacts scheduling and continuity of work by both full-time and adjunct counselors. To our knowledge, we are the only full-time faculty group that shares office/computer/monitor/desk/phone with adjuncts.

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.

**Urgency 5:** Additional office space

**Urgency 5:** Additional storage space

**Urgency 4:** Space for remote service
Section 3: Financial Resources

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

Mostly general fund; however, received innovation grant to assist with developing increased transfer services/resource awareness.

Attach a copy of your department’s most recent budget document outlining major expenditure categories:

pdf CATC Budget.pdf

What cost-saving steps has your department taken over the past 5-years?

The budget item in counseling is staff. College has reduced FT counselors.

Counselors have increased use of scanning of documents vs. printing.

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?

As previously noted, our budget dollars mostly go towards paying staff and faculty salaries. Should we face additional cuts, we would need to reduce service to students.

Part III: Quality

Section 1: Policies, Procedures, and Processes
List key departmental policies, procedures, and processes:

Advising:

35th hour hold/ Opt-Out

Academic Restriction

Academic Suspension

Academic Advisement Report

Associate of General Studies

Course Progress

Email Advising

Faculty Referral

Financial Aid- Ineligible Classes

Forgiveness Petition

IAI Audit- Illinois classes only

Low Test Scores
Math
Advising

Military-
Degree Plan

New Student
Orientation COU

Override Credit
Limit- needs updating

Pre-Requisite
Verification Form

Prospective
Student

Request for
Evaluation of Prior College

Satisfactory
Academic Process

SARS

Test Referrals for COU, ELI, CRWR

Update Program/Plan in PSFT
Career Counseling and Planning:

Undecided – traditional and non-traditional

Decided students

Career changers

Inventories & Career assessments

WIOA-TAA

Social-Emotional Development (Wellness Framework):

Pre-Screen to determine student need

Referral to CAPS

Referral to community services

Support students facing barriers to academic success
Transfer:

- Foreign Credential Evaluation of Transcript (HS & College)
- Transfer Credit Shortage
- Guaranteed Transfer Agreements
- IAI/IAI audit form
- Transcript review – unofficial for advising
- Transfer of AAS

Use of resources: Transfer guides, Transferology, 4 year college websites

What percent of your department's key policies, processes, and procedures have been formally documented and shared (e.g. manuals, process maps, etc.)?

Less than 50%

Upload a copy of your department's cycle/plan for reviewing and updating key processes (e.g. which process are updated when and by whom):

[docx Process map review plan.docx]

Describe any professional standards/organizations or legal/accreditation responsibilities that guide the department's policies and processes:

American Counseling Association
American College Counseling Association

Illinois Articulation Initiative

Community College Counselor Consortium

National Career Development Association

Required Graduate Counseling course in Career Counseling

Required Graduate Counseling course in Test and Measurement

Section 2: Measurement, Analysis, and Assessment

Upload a copy of the department's current performance assessment plan

What are the department's key performance indicators?
Current:

Maintain 90%+ students being satisfied with the Student Development Counseling staff expertise and knowledge (via Student Satisfaction Survey (IEPR))

Once baseline data collected, increase percent of satisfaction noted by students via POS survey and Pre-Post sdc survey

Future considerations:

General:

ASN – met with sdc & out of ASN or GPA improvement

Number of students we assist (via email, in office, phone etc.)

Other department Satisfaction (FA/SAP)
What methods and tools are used by the department to assess its performance (e.g. surveys, data sets, systems, etc...)
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?

Data is reviewed as needed for new initiatives annually or per assessment plan with the Dean and Full-Time SD counselors to guide decisions on process changes, marketing, and coverage to better serve students.

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

Improvements:

In the 2015 NADR the prior Dean noted action items related to the personal counseling role. Since that review the college has developed a new department Counseling and Psychological Services thus the 2015 goals are no longer applicable to this department.
SD counselors have been proactive in developing surveys in collaboration with IEPR to better understand how students use the counseling department services.

SD counselors have increased outreach to students, staff and community via CLC Days, classroom visits, student success expo, transfer fair tables, faculty expo, Open House and various presentations.

SD counselors have focused on developing a deeper knowledge of the three of the more complicated transfer schools that students often seek for transfer in order to better serve students to assist them in taking correct courses for timely transfer.

Modifications to services:

Since 2015, NADR the number of FT SD counselors
has decreased by a total of five (13 to 8). During 2015 two FT counselors were housed at SLC, with this reduction there is only one housed at SLC and others need to rotate to SLC which impacts consistency for the students and coverage at GLC.

In that same time 5 of 9 adjuncts SD counselors have left CLC and we have hired adjuncts to a staff of 12. Each time of hire requires a great deal of training and observation in or to ensure counselors are prepared to provide students with accurate information.

**Co-Curricular Areas Only:**

**List the department’s student learning outcomes:**

The Counseling Department is also undergoing Academic Department Review. All references to student outcomes will be addressed via ADR.

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

**Part IV: Strategic Planning**

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

Goal 1- With the transition of Career and Placement Services to the Counseling, Advising and Transfer Department, the counselors have worked to develop a universal career counseling process that will promote career counseling to the student, alumni, and community stakeholders who have a need for some assistance and guidance. New students to the College of Lake County attend New Student Orientation and meet with advisors who assess the student’s educational goals. If a student expresses confusion or the desire to clarify a career goal, the advisor immediately
connects the student to a career counselor in the Counseling, Advising and Transfer center. An intake session with a career counselor is conducted and follow up appointments are scheduled.

Goal 1 Achieved. Advisors are referring students to counseling; counselors are providing career counseling.

Goal 2: The area of students in crisis is rising significantly nationally among community colleges and College of Lake County is no exception. Personal and crisis counseling conducted by our counseling faculty is increasing. The counseling department has presented a goal of developing a formal process for working with students in distress. The development of an informed consent document as well as the process on how to provide this to students is being discussed with implementation proposed by fall of 2016. With an increase in students who express suicidal ideation or are transported due to suicidal expression, the counseling department has adopted a goal of establishing an after care plan for those students who return to campus. Providing a supportive process that offers educational information, follow up support, and personal guidance to these at risk students is an essential component of meeting our students’ goals of resuming a healthy life and assistance toward reaching their educational and career goals.

To address the overall college community needs, the counselors have been an integral part in providing information and assistance in development of an emergency crisis plan that identifies the counselor role in assisting students and community should an emergency arise on campus.

Goal 2: Partially achieved: Created informed consent. Goal related to personal counseling were halted when the partnership was formed with CYN. Since CAPS was being developed and established on campus this goal is no longer relevant to the role of Student Development Counselors.
Based on the current review, what are the department's strengths?

We touch everything that happens on a student’s academic path.

Breadth of knowledge related to advising, transfer, career counseling, college programs, processes and policies as well as community resources.

We work with new and continuing students, provide career counseling, provide transfer planning, assist students on restriction often all in the same meeting which is holistic advising.

Holistic advising incorporated into educational planning, career counseling, transfer and success strategies prevents students being referred to different departments.

Transfer knowledge and expertise regarding transfer requirements and implications.

All SDCs have graduate level training in career counseling.

SDCs advocate for students in office and on campus wide.
Based on the current review, what areas for improvement has the department identified?

Developing an effective data gathering methodology

Expand the availability of career exploration and career counseling services with intentional focus on new students

Develop an operational transfer center

Adequate office space for SDCs

Creating stronger collaborations with divisions and departments to scale our services to touch more students.

Increase meeting times for updates/training related to: division training/programs, internal policies, transfer and career
Goals Worksheet Template

Upload the Goals worksheet:

- [docx] Long Term Goals.docx
- [docx] Short Term Goals.docx

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

Need to replace SDCs lost over the last few years to return to 13 FT Transfer Center space and staff

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

Budget for replacing FT SDCs to 13

Budget for operational Transfer Center

What additional resources (e.g. technology, equipment, space, systems) will your department need in order to achieve its goals for the next 5 years?

Office Space for Full-Time Student Development Counselors and adjuncts SDC
Space for remote assistance from SDC working at the LSC and SLC campuses to assist students at GLC during peak registration periods

Computer/furniture/phone, etc. for Transfer Center

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

- Budget
- Research findings
- Institutional changes

Summary

Please detail all major findings resulting from the current review.

We recognize our processes are critical to the student and the college policies. That in order to enhance our services to help student define and achieve their goals, we need more full-time sdc. With more FT we can continue our service in teaching, career counseling, transfer and educational planning and on committees to bring our breadth of knowledge to the student and to campus as a whole. We also need dedicated and increased space to provide these services.

Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

We intend to follow our plan for Short-term and Long-term goals.

Part V: Division Dean or VP Response
The division dean or VP should complete this section after reviewing the responses provided in Parts 1-4 and discussing the NADR with department leadership.

Please select ONE of the following three options:

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

Provide a narrative explaining the basis for each exception in the space below:

Provide a narrative explaining the reason(s) you do not concur with this review:

Signature

[Signature]