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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision**

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Unit Mission**

The SVCC Counseling program acknowledges and respects the right of each individual to realize his or her fullest potential. Staff strive to provide timely information in a supportive, caring, and confidential learning environment while encouraging each person to take initiative and responsibility for his or her total development.

**Identify the major functions carried out by this Unit** (include as many are appropriate):

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| Counselors and advisors, with the support of student workers, faculty/staff and the community, are committed to providing quality services and programs. All but one of our counselors/advisors holds a Masters degree and that one person will have her Masters degree in May 2011. Who? **The Counseling Program facilitates success in the following areas:*** Educational Planning
* Academic Counseling and Articulation
* Career Counseling and Exploration
* Personal/Social/ Life Transition Counseling Are these appropriate in light of mission?
* PSY 100 Orientation
* Veteran Counseling
* College Transfer Resources

**Departmental Goals/Objectives:*** To offer professional services in the areas of academic counseling, career counseling and personal/social counseling to support and facilitate student learning and development.
* To provide and promote access to resources to enhance student success.
* To use technology to improve the quality and efficiencies of programs, services, and operations.
* To improve student persistence in classes through the end of the semester with the assistance of the Retention Office.
* To improve student retention from one semester to another with the assistance of the Retention Office.
* To increase the number of program completions with the assistance of the Retention Office.
* Emphasize student success in all marketing promotions.

**Departmental Goals/Objectives: (cont.)*** Increase the number of non-traditional students.
* Expand and strengthen programs and services for community members/organizations.
* Maintain communication with organizations that have a strategic importance to the College, and act upon information received from those organizations.
* Redesign the counseling office for better utilization, efficiency, and handicap accessibility.
* Maintain a high level of emergency responsiveness.
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| **SECTION A: FINANCES** |

1. Describe what was done to improve the program’s financial viability during the past five years.

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| ICCB reported budget for cohort schools

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Median\*** | **FY06 $$** | **FY06 % of Total Exp.** | **Median\*** | **FY07 $$** | **FY07 % of Total Exp.** | **Median\*** | **FY08 $$** | **FY08 % of Total Exp.** | **Median\*** | **FY09 $$** | **FY09 % of Total Exp.** | **Median\*** | **FY10 $$** | **FY10 % of Total Exp.** |
| **Carl Sandburg** | 8 | 283,059 | 17.71% | 7 | 345,776 | 19.27% | 7 | 428,176 | 22.76% | 7 | 418,298 | 22.28% | 7 | 422,769 | 24.67% |
| **Danville Area** | 3 | 678,653 | 40.81% | 2 | 758,509 | 42.77% | 3 | 641,111 | 38.00% | 3 | 760,842 | 41.67% | 3 | 929,184 | 46.14% |
| **Highland** | 4 | 562,485 | 16.58% | 5 | 561,384 | 18.10% | 6 | 589,992 | 17.34% | 6 | 666,751 | 16.26% | 6 | 626,369 | 11.54% |
| **John Wood** | 1 | 990,412 | 49.05% | 1 | 823,939 | 40.95% | 1 | 955,872 | 45.53% | 1 | 1,179,323 | 47.71% | 1 | 1,127,429 | 45.52% |
| **Kishwaukee** | 2 | 761,595 | 51.87% | 3 | 721,754 | 46.03% | 5 | 614,495 | 38.52% | 4 | 718,296 | 43.04% | 4 | 823,586 | 37.36% |
| **Richland** | 6 | 417,679 | 19.42% | 6 | 461,228 | 21.53% | 2 | 740,788 | 35.21% | 2 | 799,599 | 35.34% | 2 | 941,496 | 39.62% |
| **Sauk Valley** | **5** | **557,624** | **42.66%** | **4** | **594,160** | **46.66%** | **4** | **631,922** | **46.10%** | **5** | **670,761** | **46.03%** | **5** | **768,583** | **48.34%** |
| **Spoon River** | 7 | 399,728 | 16.41% | 8 | 151,024 | 13.39% | 8 | 143,743 | 13.75% | 8 | 215,003 | 18.90% | 8 | 112,518 | 8.67% |
| **Mean (Average)** |   | 581,404 | 31.81% |   | 552,222 | 31.09% |   | 593,262 | 32.15% |   | 678,609 | 33.90% |   | 718,992 | 32.73% |

**SECTION A: FINANCES** During the last five years, Counseling / Advising has remained cost-effective and in-line with state averages based on cohort school comparisons. The chart above shows the ICCB reported budget for the total state reported expenditures in Counseling and Career Guidance Services. Services included in this area by state definition are placement, career guidance, and personal counseling.Additional funded items included in this area for SVCC are Student Support Services grant, High School relations, Student Recruitment, Perkins Grant, and the General Education Degree. See the breakdown below of SVCC line items included in the ICCB Student Services Counseling reported budget. The inclusion of these budget line items, especially grants, have a direct impact on mean and median results used for program comparisons. For example, Carl Sandburg and Spoon River do not include the Student Support Services grant on their campus. Numbers that only compare counseling program costs with cohort schools are not available through ICCB. Furthermore, due to differences in services offered, number and type of staff employees as well as additional program responsibilities, it is difficult to compare actual line items costs for counseling programs/ services with cohort schools. Based on the chart provided below, an evaluation of counseling programs/ services alone can be reviewed over the past five years**.**

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| **Areas included in SVCC Counseling and Career Guidance Budget as reported to ICCB:** |  |
|  |  |  |  |  |  |
|  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** |
| **SSS Grant** | 237,858 | 258,961 | 252,578 | 226,569 | 289,028 |
| **High School Relations** | 0 | 51,447 | 68,725 | 93,841 | 96,873 |
| **Student Recruitment** | 0 | 0 | 23,350 | 30,132 | 30,966 |
| **Perkins Grant** | 16,274 | 33,777 | 6,348 | 13,710 | 28,160 |
| **General Education Degree** | 0 | 0 | 13,903 | 11,937 | 8,800 |
| **Counseling** | 303,492 | 249,975 | 267,018 | 294,572 | 314,756 |
|  |   |   |   |   |   |
| **Counseling % of Total** | 23.22% | 19.63% | 19.48% | 20.22% | 19.80% |
|  |   |   |   |   |   |
| **Total Student Services Program** | 1,307,117 | 1,273,478 | 1,370,620 | 1,457,191 | 1,589,801 |

Counseling/ advising actual expenditures over the past five years have been within budget each year with one exception. During the past five years, the counseling budget was continually decreased due to change in staffing. During the year of exception (FY09), the initial budget was based on a lower amount of staff than actually was utilized during the year. This amount of expenditures over budget was discussed with the SVCC business manager when the total actual expenditures were nearing the budgeted amount during the year. For the following year (FY10), the budget was increased again according to actual staffing. During FY 06, 07, 08, and 10, the counseling program has remained fiscally responsible by remaining within or slightly under the allotted budget. See the chart below for actual expenditures versus budget.

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| **Counseling** |
|  | **FY06** | **FY07** | **FY08** | **FY09** | **FY10** |
| **EXPENDITURES** | 303,492 | 249,975 | 267,018 | 294,572 | 314,756 |
| **BUDGET** | 355,399 | 343,807 | 282,295 | 277,098 | 326,742 |

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1. **Describe how the program’s financial viability may be improved during the next five years.**

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| During the next five years, the counseling/ advising office will continue to analyze their financial needs and plan the budget accordingly. The budget will be continually monitored and adjusted according to changing needs. |

1. **Describe the program’s efforts to go “green” during the past five years.**

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| During the past five years, the following efforts have been made in the counseling office to go “green”. In the past, post cards were sent out to students reminding them of upcoming registration periods. Also, post cards were sent to students enrolled in PSY 100 to remind them of their upcoming class because of the non-traditional offerings of this class. The use of these post card reminders has now been eliminated as of Fall 2009 as students are now reminded via their Sauk student email of upcoming registration periods and students are called to remind them of upcoming PSY 100 classes. Previously, all academic plans prepared by students in PSY 100 were copied before mailing to the student and kept in our office. Starting Summer 2009 these academic plans are now all scanned in the File bound system and accessed by all counselors and advisors electronically.Effective Fall 2009 an electronic system was implemented to allow faculty and staff to report early alert concerns for students in need of assistance. This system replaced a paper system. Daily schedules for the counseling staff in the past had been copied each day, and starting fiscal year 07 we have now moved to an electronic scheduling system which allows all counselors and advisors to access their daily schedule electronically. The counseling office has moved to utilizing web resources including semester schedules and the college catalog. This office has been encouraging students to use these electronic resources as the paper copies are no longer available (semester schedule starting Spring 2008 and catalog starting Fall 2010) and we work with students to educate them on the use of the schedule and catalog both in our office during appointments as well as in PSY 100. Placement testing when administered by the counseling office was changed from a paper and pencil exam to an electronic exam fall 2006. The counseling office has encouraged students to increase usage to utilize SOAR and view information electronically as well as register electronically. Counselors/ advisors work with students to educate the students on how to view their grades, how to review transcripts and schedules, and how to register using SOAR. Pre and post assessments in PSY 100 are now being given to students electronically using Clickers as opposed to paper and pencil assessments as of Spring 2010.  |

1. **Describe new efforts for the program to go “green” during the next five years.**

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| In the next five years, the counseling/ advising office will work toward offering transfer guides for the most widely sought after majors and transfer schools via the counseling website. This will eliminate the current paper version available for students. We will also start working to use an instant messaging system to allow for electronic communication between the staff in our area to eliminate paper messages.The counseling office staff will work with the other departments of the college to implement the Campus EAI project (My Campus portal) which will allow the office to electronically contact the students as well as do surveys electronically.  |

1. **Summarize activities to improve the Unit’s financial viability, or to “go green”, as described above, in the operational plan under Goal 3. Indicate below if activities will be included in the operational plan.**

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|  During the past five years, Counseling/ Advising has remained financially viable. SVCC has remained in-line with state averages based on cohort school comparisons. The Counseling/ Advising actual expenditures have remained within budget for the past five years with one exception which was discussed with the Business Manager throughout the year of exception. Over the next five year, counseling/advising will continue to analyze their financial needs and plan the budget accordingly.During the past five years, the counseling/ advising area has made many efforts to go “green”. Many items which were previously handled with a “hard” copy version are now taken care of electronically including reminders to students, academic plans, early alert concerns, daily schedules, and assessments completed in PSY 100. The counseling/ advising area has also encouraged student use of overall campus resources which are now electronic including semester schedules, college catalog and SOAR resources. In the future, we will continue to work toward using more electronic information and provide support for campus wide initiatives in this area.  X Activities will be included in the operational plan. Activities will not be included in the operational plan. |

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| **SECTION B: STAFF** |

1. **What proportion of the Unit’s staff has participated in professional development activities during the past five years?**

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| **Year** | **Number of Employees** | **Percent in Professional Development** |
| **FY10** | 2 Full-Time, 4 Part-Time | 100% |
| **FY09** | 2 Full-Time, 3 Part-Time | 100% |
| **FY08** | 2 Full-Time, 3 Part-Time | 100% |
| **FY07** | 3 Full-Time, 3 Part-Time | 50% |
| **FY06** | 3 Full-Time, 1 Part-Time | 25% |

 (See Appendix F)

1. **Describe any *specialized* professional development that may be required during the next five years, why it may be required, and how many may be affected; *OR* indicate “None.”**

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| In the next five years, the counseling office will continue making an effort to remain up-to-date by attending articulation conferences hosted by state universities in Illinois. All staff will be affected by this as it is critical for the office to attend and receive transfer updates, and to be informed of changes in programs or requirements. Also in our efforts to stay up-to-date, we feel it’s crucial to belong to professional organizations in our field.During the past five years, one of our counselors in the office has belonged to ACA (American Counseling Association) and has had the dues paid by the counseling office. We would like to continue this membership. The academic advisors in our office would like to join NACADA (The National Academic Advising Association). An institutional membership to NACADA will begin in March 2011 to address this need. It has some useful webinars on retention, advising athletes at community colleges, and several other topics that pertain to this office. In the next five years, we would like to look into institutional membership for other professional organizations and compare the costs.We also try to stay current within our local departmental curricular areas. We invite faculty members from various departments to educate our counselors/advisors regarding upcoming changes and important issues in their department to better serve the students in our office.  As the student population continues to grow and our services continue to expand, we believe it is important to stay current in the field. As stated in the operational plan, we would like to continue hosting guest speakers from different community organizations (i.e. Sinnissippi Center, YWCA) to educate our staff on current services being offered in the community. On top of hosting guest speakers and departmental faculty, we feel it is important to participate in webinars and professional development opportunities to remain current in our field.  |

1. **Describe any proposed staffing changes along with a rational; indicate any announced retirements, and submit a completed *Personnel Change Request* form, *OR* indicate “None.”**

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| In the next five years, our goal is to increase our staff in the Counseling Office. We would like to move a part-time position to being a full-time position. Since the end of FY 2010, we have 3 full-time counselors/advisors. However, these 3 full-time employees have many other duties that limit the amount of time spent advising students. One counselor is also the Veterans Coordinator, the career counselor, and helps with new student orientation. Another counselor is also the Transfer Coordinator, provides new and continuous training for the advising and counseling staff, serves as the primary back-up for the Dean of Student Services in his absence, is in charge of catalogue and publication updates and changes, works with the student success grant, and is the Illinois Community College Online (ILCCO) representative for SVCC, just to name a few duties. Finally, the last full-time advisor maintains a comprehensive advising program and evaluates advising services including the advising of special needs students, oversees the Crisis Alert System and Crisis Assessment Team, organizes, schedules, and participates in special events and off-campus outreach activities, and serves as the liaison for the High School Relations Office. Needless to say, the full-time staff members in the counseling office carry numerous administrative duties while still managing to meet with students regarding personal/social and career counseling in addition to educational planning. (See Appendix I)Increasing full-time staff in the SVCC counseling office will lead to greater commitment to Sauk. As the student population increases, more counseling staff is needed to meet the needs of our students. During the past five years, there was a great deal of turnover in the Counseling Office. Our goal in the next five years is to decrease the amount of turnover by offering more permanency to part-time staff. At some point, our concern is that our part-time staff may turn to opportunities of full-time employment elsewhere for the fringes and benefits. The idea of permanency versus costs needs to be evaluated during the next five years.  |

1. **Summarize activities that the department will perform to address professional development needs, or to propose staffing changes as described above, in the operational plan in the (under Objective 1.6); Indicate below if activities will be included in the operational plan, and indicate if a completed *Personnel Change Request* is attached.**

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|  X Activities will be included in the operational plan. Activities will not be included in the operational plan. A *Personnel Change Request Form* is attached.In order to address the Counseling Office’s professional development needs, we plan on participating in webinars, attending professional development opportunities, and belonging to professional organizations. We plan on inviting in guest speakers from the community to stay up-to-date on community resources as well as staying current within the Sauk Community by inviting in faculty to remain current in departmental changes.The Counseling Office proposes to increase staff in the office by moving one part-time employee to full-time. As the Sauk student population continues to grow, our office needs to meet the needs of the growing student body by increasing staff. Again, the idea of permanency versus cost needs to be evaluated in the next five years. |

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| **SECTION C: FACILITIES** |

1. **Identify facility deficiencies that negatively impact this Unit, *OR* indicate “None.”**

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| Currently in the counseling office area we have: a waiting area for students, 6 small counselor/advisor offices, 4 administrative assistant workstations, 2 work study stations, 3 small offices for Student Support Services staff, one conference room, one student needs office, one Dean of Student Services office and one small office for the coordinator of dislocated workers. We are using all available space and have no room for expansion should we add staff. At one point we had part-time advisors sharing office space. This was not appropriate especially in our busy registration times. As of today, all advisors/counselors have their own office space. Currently we are seeking a part-time academic advisor to service the learning community students; however, do not have office space for that person once hired. We will need to either relocate someone currently in our office space, have the new hire work out of a different office, or have two advisors share the same space.With some of our advisor offices in the back hallway, away from sight of students entering the counseling office, work studies are required to either walk back to the back hallway to notify advisors that their appointment has arrived or call them. This layout is far from ideal, but we are making it work as best we can.Most often, the counseling office is the first main office new potential students enter when considering Sauk Valley Community College as a place to further their education. We know the importance of first impressions. New carpeting in the entire office area is needed. Current carpet is worn and soiled. There has been discussion that it may make sense to wait if counseling area is going to be restructured in Phase 2 of the renovation plan with planning commencing more than five years from now. If it appears that the counseling office will not be renovated five years out, then replacing the carpeting now would be advisable. |

1. **Identify anticipated facility improvements and/or additional facilities that will be required during the next five years on-campus, *OR* indicate “None.”**

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| None during the next five years unless it is determined that the counseling office will not be renovated in Phase II. If it is determined that the counseling office will not be renovated in Phase II, then new carpeting should be seriously considered during the next five years. |

1. **Summarize activities to initiate on-campus facility improvements and/or additions as described above, in the operational plan (under Objective 5.1) *AND/OR* submit a completed *Major Project Request Form.* Indicate below if activities will be included in the operational plan, and if a *Major Project Request Form* is attached.**

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|  X Activities will be included in the operational plan. Activities will not be included in the operational plan. A completed *Major Project Request Form* accompanies this program review. |

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| **SECTION D: SERVICES**Additional resource: Operational plans |

1. **Describe the efforts used by the Unit to evaluate the quality of services, the findings of those efforts, and how the Unit responded to the findings (include Unit surveys and graduate follow-up surveys); *OR* indicate “None.”**

Services provided by the Sauk Valley Community College Counseling office include education planning, career counseling, personal/social/life transition counseling, and PSY 100 college orientation course. Evaluation of Service Quality was collected through annual operational planning, periodic student surveys and graduate follow-up surveys.

**Findings of the Quality Service initiatives include: some of the following data should be used for routine marketing**

***Additional staffing needs were identified -***

* Although the number of students served through PSY 100 increased along with the instructor base, a need was identified for additional teaching staff. (05-06OP)
* Decreased staffing resulted in fewer students who were able to access counseling services including personal, social and life transition counseling – 313 in FY 05 compared to 212 in FY 06. (05-06 OP)
* Decreased staffing resulted in fewer university transfer articulation conferences attended (three attended, decreased by 50%). (05-06 OP)

***PSY 100 analysis generated revision of learning outcomes -***

* Learning outcomes, as assessed through pre- and post- testing in PSY 100 were reevaluated and updated. (05-06 OP)

***Placement testing analysis indicated high satisfaction -***

* Placement testing survey indicated high student satisfaction with placement services. (05-06 OP)

***High School registration assessed and revised -***

* High School Registration assessed and revised through individual assessments with high schools served. (05-06 OP)

***Data collection, i.e. logging of student contacts, increased -***

* BANNER data extrapolation noted walk-in services increased by 6%; scheduled appointments decreased by 7%; overall student contact increased by 5% from FY 06 to FY 07. (06-07 OP)
* BANNER data extrapolation noted 95% of appointments logged; scheduled appointments increased by 10%; walk-in contacts decreased by 6%; overall increase of 2% from FY 07 to FY 08. (07-08 OP)
* Assess BANNER logging of telephone and email contacts. Telephone logging increased by 58% and email contact logging increased by 51% from FY 08 to FY 09 (08-09 OP)
* BANNER assessment indicated increased student registration preapprovals by 243% from FY 09 to FY 10 (09-10OP)
* BANNER assessment indicated increased alternative registration pins assigned by 24% from FY 09 to FY 10 (09-10 OP)

***Student satisfaction survey indicates a high level of overall student satisfaction over time -***

* Student Satisfaction survey administered to assess satisfaction with counseling services. Survey results indicated a satisfaction rating of 4.8 on a 5.0 scale. (07-08 OP). Survey repeated in FY 10 with a 99.9% satisfaction rate. (09-10 OP).
* Student satisfaction survey conducted in fall 2010 collected data from 41 student appointments and yielded 5.0 of 5.0 regarding helpfulness of the counseling staff; 4.97 of 5.0 indicating the extent to which students increased knowledge or developed skills as a result of their visit; and 5.0 of 5.0 with overall satisfaction. Data was collected from 329 student walk-in visits and yielded 4.79 of 5.0 regarding helpfulness of the counseling staff; 4.69 of 5.0 indicating the extent to which students increased knowledge or developed skills as a result of their visit; and 4.79 of 5.0 with overall satisfaction

CAS( Course Applicability System) workshop evaluations indicated an overall satisfaction of 4.74 on a 5.0 scale. (07-08 OP)

***PSY 100 Analyses indicate consistent increases in student understanding of key learning outcomes -***

* Analysis of pre- and post- assessment data collected in PSY 100. Summary results indicated 100% overall increase in student knowledge and acclimation to SVCC. (07-08 OP, 08-09 OP)
* Students’ good/solid understanding of college expectations and responsibilities increased from 45.5 to 90% (Spring/Summer ’10 PSY 100 pre-/post-assessment)
* Students’ good/solid understanding of resources, services & opportunities available increased from 21 to 82% (Spring/Summer ’10 PSY 100 pre-/post-assessment)
* Students’ good/solid understanding of degree requirements increased from 35 to 73% (Spring/Summer ’10 PSY 100 pre-/post-assessment)
* Students’ good/solid understanding of the career development model increased from 4 to 55% (Spring/Summer ’10 PSY 100 pre-/post-assessment)
* Students’ good/solid understanding of the skills necessary to be a successful student increased from 62 to 87% (Spring/Summer ’10 PSY 100 pre-/post-assessment)

***Graduate Survey (November 2010 – non-SSS respondents) assessed utilization and satisfaction –***

* Respondents primarily utilized the counseling office for “choosing courses for class schedule” (90.9%).
* Approximately half of the respondents utilized the counseling office to “drop/add classes” (61.4%), “choosing a career/major” (56.8%), “academic planning” (54.5%), “personal counseling” (45.5%).
* Fewer students utilized the counseling office in need of “accessing transfer information” (36.4%), “career planning (job search, resume writing, application process, interviewing)” (15.9%), “struggling with coursework” (15.9%), and “other” (15.9%).
* Slightly under half of the respondents utilized counseling services more than once per semester: 11.4% monthly and 34.1% twice per semester.
* The vast majority of respondents were aware of counseling services including “personal/social/life transitions counseling” (79.5%), “career counseling” (81.4%), and “educational planning” (93.2%)
* Students indicated that they were aware of services available primarily due to “SVCC Counseling Staff” (69.8%) and PSY 100 orientation (62.83%). Approximately one-third also cited “word of mouth” (34.9%) and the “SVCC website” (39.5%)
* Student satisfaction with counseling services yielded a mean of 4.139/5 with the mode being 5/5 (17 respondents); 5 being highly satisfied.
* Over half of all respondents indicated that they received no assistance from the counseling staff in their transition to the workforce or onto another campus (58.7%).
* Of those who were assisted with transition services, 84.2% of respondents indicated a high satisfaction of 4 or 5 (of 5); 5 being highly satisfied.
* Of those who were not assisted with transition services, 83.3% of respondents indicated that it would have been beneficial.
* Respondents indicated that their counselor/advisor answered questions clearly and concisely (95.7%) and in a timely manner (97.8%)
* Respondents felt that their counselor/advisor viewed them “as a person” (84.8%).
* Respondents felt that their counselor/advisor was “qualified to help” them through the educational process (97.8%).

**The Counseling Office responded to these assessments by developing and expanding programs to students, including:**

***Enhancing and increasing availability of PSY 100 sections -***

* Increasing availability of PSY 100 for degree seeking students early in their college career (05-06 OP)
* Increase PSY 100 sections offered including alternative delivery and special topics (05-06 OP)
* Increase qualified instructors to teach additional PSY 100 sections (06-07 OP)
* Assessing the value of the PSY 100 orientation class as it applies to students’ academic success (05-06 OP)

***Aiding new student recruitment and transition into college -***

* Improving the quality of and availability of placement testing opportunities for students (05-06 OP)
* Developing a mini-orientation to connect with placement testing (05-06 OP)
* Updated promotional literature to target “how to enroll”. (05-06 OP)
* Identified specific dates for new student registration to better serve that population. (05-06 OP)
* Increased marketing tools distributed in high schools and on-campus during peak registration times, increasing student contact by 5% from previous year. (06-07 OP)
* Alternative DISCOVER SAUK! Program piloted at Sauk with Rock Falls HS which incorporated testing administration. (08-09 OP)
* Participation in student recruitment efforts including SVCC Student Leadership Conference (11/09), Farm Expo (12/09), specialized HS Discover Sauk (10/09, 12/09, 2/10, 5/10), Non-traditional student week (11/09), Guest DJ (3/10). (09-10 OP)
* Identifying and participating in recruitment efforts on/off campus (05-06 OP)

***Increased efforts to increase student utilization of Sauk Online Access to Records (SOAR) -***

* Monitoring student usage of SOAR (05-06 OP)
* Marketed SOAR online registration to continuing students. SOAR registration increased by 3% in Fall 08, decreased by 1% in Spring 09, and increased by 3% in Summer 09. (08-09 OP)
* Utilized student e-mail to disseminate registration/SOAR information (08-09 OP)

***Increased community awareness of Counseling services through participation in community and campus events -***

* Marketed Counseling services, including personal counseling, to students through material distribution at all-campus Free-for-Fall event and Spring In-Service. (07-08 OP)
* Personal counseling services marketed through faculty/staff in-service. (08-09 OP)
* Partnered with and/or administered workshops for students, including Men in Nursing, Women in Engineering and Strong administration and interpretation. (05-06 OP, 06-07 OP, 07-08 OP)
* Counselors prepared and/or delivered presentations for the following community groups/events: AAUW, Business Women’s Association, regional superintendents, GED classes, and high school counselor breakfast. Also assisted with college night, adult information night and dual enrollment parent night. (05-06 OP)
* Enhanced linkages to community resources/agencies through regular once/semester meetings with invited service partners. (05-06 OP, 06-07 OP, 07-08 OP, 08-09 OP, 10-11OP)
* Counselor participation in Sauk Area Rapid Response Team to assist plant & facility closures in the district. (08-09 OP)
* Mental Health Awareness week highlighted by Sauk’s Healthy Living Fair. (08-09 OP, 09-10 OP)
* Expanding the working knowledge of SVCC departments for the Counseling Office Staff (05-06 OP) (09-10 OP), including visit to off-site Tech Zone (08-09 OP)
* Marketed DISCOVER online tool for career exploration. (06-07 OP)

***Enhanced crisis assistance and intervention services -***

* Sauk Valley Crisis Assistance Team (SVCAT) refined referral process and presented to faculty/staff in order to increase awareness and utilization of services.(08-09 OP)
* Created SVCAT manual which included staff information/consultation, referral/assessment process, intervention strategies and forms/resources. (09-10 OP)
* Participation in campus crisis response training. (08-09 OP)
* Marketed & implemented Early Alert System to assist with student retention. System marketed to faculty through in-service meetings, SIMS meeting. Specialized IT training was offered to increase usage. (09-10 OP)
* Suicide prevention training attended by two staff members. (09-10 OP)

Counselors/advisors have been tracking counselor contacts using the BANNER system since 2002-2003. There have been a number of revisions to that system. We use a set of codes when documenting the counselor/advisor contact. Those codes are found in the Appendix. I would strongly suggest that the counselor contacts documented minimally represent what truly takes place in the counseling office. At times when the office is at peak levels and students are waiting to get in to see a counselor/advisor a counselor/advisor may not take the time to document the visit so that students who are waiting can be more quickly serviced. This is true especially when students are serviced in the walk-in format rather than a scheduled appointment. (Appendix H)

**Documented Counseling Student Visits**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Personal** | **Career** | **Educational** |
| 2005-2006 | 213 | 285 | 2565 |
| 2006-2007 | 95 | 321 | 2593 |
| 2007-2008 | 97 | 582 | 2984 |
| 2008-2009 | 106 | 525 | 3257 |
| 2009-2010 | 115 | 477 | 3297 |

 **Program Evaluation Findings**

**Overall Findings of Program Effectiveness**

**2010-2011**

The SVCC Counseling Program completed its review during the 2010-2011 academic years. The purpose of the evaluation was to collect information on how well the Program is meeting the needs of the students and staff. The focus was on both determining the strengths of the program and identifying opportunities for growth. These results will assist the Counseling Program in making improvements and modifications to our services. Refer to the Appendix for more details regarding the data collected.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Survey** | **Data Collected** | **Summarized By** | **Years** | **Sample Surveyed** | **Sample Size** |
|  A | Noel-Levitz | Student Satisfaction Inventory | Noel-Levitz | June 2010 | Students in randomly selected classes | 299 students |
| B | Counseling Office Survey | Level of satisfaction with various counseling services | Counseling Program Review Team Members | Oct. 2009- Nov. 2009Oct.-Nov. 2010 | Students following walk-in or scheduled counseling appointments | 541 students372 students |
| C | PSY 100 Pre and Post-Assessments | Students’ comfort and confidence levels; overall preparedness; understanding of various course topics | Counseling Program Review Team Members | Summer 2009Fall 2009 | Students enrolled in PSY 100 class; Pre-test completed first class; Post-test completed last class | Approximately 358 students |
| D | Online Student Survey | Student awareness of services provided and satisfaction with services | Counseling Program Review Team Members | Fall 2010 | Sent to 699 students who graduated in Spring 2010, Summer 2010, or will graduate in Fall 2010 | 61 |
| E | Illinois Community College Trustees Association Survey | Comparison of community college extended orientation courses | IL CC Trustees Association &Counseling Review Team | Fall 2010 | 15 colleges/districts in Illinois | 15 colleges/districts |

**Additional Documentation**

* F - Staff Flowchart
* G - SVCAT Crisis Referrals
	+ 2008-2009
	+ 2009-2010
* H - Counseling Student Visits
	+ 2005-2006
	+ 2006-2007
	+ 2007-2008
	+ 2008-2009
	+ 2009-2010
* I - Full-Time Counselor/Advisor Duties Listing
* J – National Survey of Counseling Center Directors 2009
1. **Describe the results of the Unit’s efforts to improve efficiencies, *OR* indicate “None.”**

|  |
| --- |
| Increased efficiencies yielded through:* Regular, monthly meetings held with Deans, Tech Prep Coordinator, Career Development Coordinator, Director of Admissions, Special Needs Coordinator, Financial Aid Director & Student Support Services to improve the communication and efficiency between departments (05-06)
* Explored placement tools and evaluated for appropriateness and cost effectiveness. Effective 09/01/06 utilized COMPASS tool for all placement testing including reading and English. (05-06 OP)
 |

1. **Describe changes to improve efficiencies or services that will be proposed during the next five years; *OR* indicate “None.”**

|  |
| --- |
| During the next five years, the Counseling Department proposes to enhance and expand “Transition Services.” The recent graduate survey indicates that less than half of the students surveyed utilized the Counseling Office for transition assistance into the workforce or to another college/university, with only 16% specifically citing that they utilized the Counseling services for career planning services (job search, resume writing, application process, interviewing, etc.). Of those not utilizing this service, 83% stated that it would have been beneficial. Thus, the data supports that transition services are a high need and of strong importance to students. Within the past year, one Counselor had career services added to the position responsibility. However, all Advisors and Counselors will need additional training to more adequately enhance this great need for our transitioning student population. Once adequately trained, targeted correspondence through e-mail for “green” efficiency, will make these services evident and available to the target population of graduating students.Another seemingly underutilized service involves students “struggling with coursework” (16% of respondents who consult the Counseling office for assistance). The Counseling Department proposes to partner with the new Retention Specialist on campus to identify and direct students toward services that would improve their ability to be academically successful. Indirect intervention can be enhanced by faculty in-service training to outline services available on campus through existing departments. Assessment tools can be better utilized within the Counseling Department with students who do self-identify as struggling with their course-load. An additional targeted area of improvement involves the delivery options of the college orientation course, PSY 100. The Counseling Office proposes to increase the number of sections offered to targeted populations, such as students with undecided majors, career intent, or veteran’s status, for example. Due to the institutional tendency to add content requirements to the orientation course, the Counseling Department will seek to maintain the current level of “required” course information. In other words, if additional course content is required, then another area previously considered as mandatory-coverage would need to be removed. This substitution policy would keep the content manageable for the one-credit hour course in order to adequately cover all mandated content areas.Over the course of the next five years, the Counseling Department will need to increasingly meet the needs of our student population and serve them as they enter the college (through PSY 100), as they work their way through the institution (with any academic struggles) and as they transition to their next level of opportunity, whether that be into the workforce or onto the campus of a baccalaureate institution. The Counseling Office must continue to be at the forefront of identifying and enhancing student development for the benefit of our students’ needs.  |

1. **Summarize changes that will be made to improve efficiencies as described above, in the operational plan under Objective 1.4, or 1.6, or 3.3. Indicate below if activities will be included in the operational plan.**

|  |
| --- |
|  X Activities will be included in the operational plan. Activities will not be included in the operational plan. |

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| **SECTION E: FUTURE DIRECTION** |

1. **Describe possible changes that may be imposed on the college that could impact the Unit, such as changing laws, regulations, demographic or environmental changes; *OR* indicate “None.”**

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| The education department on our campus has recently been impacted by new ISBE requirements and regulations. All directed general education, professional education and content-area coursework must have been passed with a grade no lower than a “C” or equivalent to be counted towards fulfillment of the requirements effective for students completing student teaching Spring 2012 or later. In addition, the cut scores needed to pass the “new enhanced basic skills test” increased as of September 2010. Students are now limited to five attempts to pass the test. For education courses that require classroom observation, students now must have an acceptable background check on file. These changes for our prospective education majors present a new challenge to our advising/counseling faculty and staff. More time and energy will be needed to effectively guide these students through these new requirements. Coordinate with HR?While budget issues in the state of Illinois are nothing new, it appears those concerns are at a crisis level. It is apparent that the SVCC Board has been fiscally responsible; however, when state revenues are either delayed in arrival or non-existent that presents serious concerns for the viability of the counseling department along with the college in its entirety.Regionally, the number of high school students is diminishing; thus, the number of potential traditional students could also be diminishing. As enrollment numbers decline, so do some of our revenue sources. In a time when we would like to be considering adding new programs, especially those programs that could best serve the needs of the people of our communities; we may be faced with limited resources to consider such additions. |

1. **Describe the future vision of the Unit.**

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| Our future vision is dependent upon continuing to develop a holistic approach to serving our students and staff to include: personal/social/life transition counseling, career counseling, and educational planning. Viewing the counseling department as the core component of Sauk Valley Community College, we will continue to develop a budget that supports the need for growth in the department as our student population needs continue to grow. We see a need for both full-time and part-time staff in the counseling department.  As reported by the National Survey of Counseling Center Directors (2009) serious mental health issues on college campuses are on the increase. (Appendix J) The Early Alert System and the Crisis Assistance Team currently in place are attempts to address student issues at the onset so as to intervene at the earliest possible time. (Appendix G) There has been some discussion by the SV Crisis Assistance Team about considering having a venue for students to make referrals. Further discussion is needed regarding this possibility.Life transitions counseling is a constant need for our students. Students indicated that they are in need of assistance when transitioning into the workforce or onto that next campus. The counseling office staff will work to improve on career services and provide additional services to students as they transition to the next phase in their lives.Educational planning is and will continue to be a strong need for our students. 97.8% of students surveyed electronically indicated they felt their counselor/advisor was qualified to help the student with their educational plan. We expect this need to continue and will work to maintain our highly trained faculty/staff to meet those needs. |

1. **List the top five priorities to strengthen the Unit during the next five years.**

|  |
| --- |
| 1. Enhance services to our students as they transition from SVCC to either the workforce or baccalaureate colleges/universities.
2. Strengthen the career services offered, i.e. interview skills, resume building, career exploration, etc.
3. Continue to monitor and provide services to all students and staff in need of mental health support.
4. Explore different delivery options for PSY 100 Orientation for specialized populations.
5. Assuming that a viable, effective counseling program is based on a quality staff providing those services, continued professional development over and above articulation conferences is a necessity.
 |

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| **SECTION F: KEY QUESTIONS** |

1. **List two key questions that the Unit will research and answer for this program review.**

|  |  |
| --- | --- |
| 1 | To what extent does the Counseling Program provide awareness and access to information/resources in the following major service areas: personal/social/life transition counseling, career counseling, educational planning; and, how satisfied are students with the level of services provided? |
| 2 | When a student enters SVCC as a new student, to what degree does PSY 100 help students understand the knowledge and skills necessary to be a successful college student? And, to what degree does the counseling office assist students in knowing how to transition either into the workforce following completion of a certificate/AAS degree or onto the campus of a four year college/university? |

1. **For each question, discuss why the question is important to answer, the data that was collected, conclusions drawn, and actions that will be taken in response to the conclusions. Limit discussion to one page or less per question.**

In response to key question # 1:

***To what extent does the Counseling Program provide awareness and access to information/resources in the following major service areas: personal/social/life transition counseling, career counseling, educational planning; and, how satisfied are students with the level of services provided?***

A counseling office survey was conducted from October – November 2009 and then again October – November 2010. Students were asked to respond to the following three questions upon arrival for their appointment or walk-in time.

* 1) Was the counseling office staff helpful?
* 2) During your counseling visit, to what extent did you gain knowledge or

 develop skills to meet your needs?

* 3) Please rate your overall level of satisfaction with your counseling visit.

On a scale of 1 to 5 with 1 meaning very dissatisfied and 5 meaning very satisfied students indicated the following:

|  |  |  |
| --- | --- | --- |
|  | **October – November 2009** | **October – November 2010** |
| **Question #1** | 4.838 | 4.798 |
| **Question #2** | 4.665 | 4.691 |
| **Question #3** | 4.821 | 4.792 |

(See Appendix B)

In fall 2010 an electronic survey was sent to SVCC graduates of spring 2010, summer 2010 and upcoming graduates of fall 2010. 80% of non-SSS students responding indicated they access services in the counseling office at least one time per semester with over 11% accessing assistance on a monthly basis. 79.5% of non-SSS students responding indicated they are aware of services/resources for personal/social/life transitions counseling with 57.9% indicating they were very satisfied with the services provided. Only 15.9% of students utilized the counseling office for career planning and 36.4% accessed information for transferring to a baccalaureate college. Focusing on providing quality career planning and transfer advising is a future goal for the counseling department. (See Appendix D)

In June 2010 the Noel-Levitz Student Satisfaction Inventory was given to 299 students. High satisfaction vs. other community colleges were in the following areas: convenient class times, safe campus environment, policies and procedures regarding registration and course selection are clear and well publicized, and the ability to register for classes with few conflicts. Challenges included: having knowledgeable academic advisors/counselors about transfer requirements, displaying a caring attitude toward students, and having adequate career services. (Appendix A)

In response to key question #2:

***When a student enters SVCC as a new student, to what degree does PSY 100 help students understand the knowledge and skills necessary to be a successful college student? And, to what degree does the counseling office assist students in knowing how to transition either into the workforce following completion of a certificate/AAS degree or onto the campus of a four year college/university?***

According to the results of the PSY 100 Orientation course Pre and Post assessment results a growth of awareness/understanding of knowledge necessary for success at SVCC was evident. On a scale of 1-5 with 1 indicating little to no knowledge to 5 meaning good/solid understanding results in summer 2009 indicated a positive growth from 3.48 at the beginning of PSY 100 to a 4.46 at the conclusion of PSY 100. On a consistent basis students are commenting how valuable PSY 100 is to their understanding of what they need to do to become a successful SVCC student. Likewise, in the fall 2009 statistics indicated a positive growth from 3.59 at the beginning of PSY 100 to a 4.57 at the conclusion. (See Appendix C)

In fall 2010 a comparison study of 15 community colleges/districts was completed regarding what type of a first-year experience or extended orientation course was offered on each campus.

Thirteen of the fifteen colleges offered some form of first-year experience/extended orientation course. Sauk was one of four colleges that required all degree-seeking students to take the orientation course. Some colleges have attempted to offer the course online but with limited success. (See Appendix E)

In fall 2010 an electronic survey was sent to SVCC graduates of spring 2010, summer 2010 and upcoming graduates of fall 2010. The results of the survey indicated that PSY 100 is a strength area of the counseling program. Compared to other community colleges and what they offer Sauk’s PSY 100 course offering is fundamental in establishing a strong foundation for beginning students. The department is pursuing ways in which this course can be more efficiently offered. One thought is to assign students to sections by need; i.e., undecided majors, returning adults, etc.

Also from that same survey students indicated to us that we could be doing a better job in offering career services to our students. Assistance for the student transitioning into the workforce by providing career services is needed. Likewise, we found that students need assistance in deciding on a baccalaureate college and how to make application and complete the necessary steps to that next college/university.

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW**

**SUMMARY REPORT**

***Required* ICCB Report**

**Sauk Valley Community College Academic Year 2010-2011**

|  |  |
| --- | --- |
| **Service Area** (Unit) | Counseling/Advising |

**Major Findings and Improvements/Modifications**

|  |
| --- |
|  |

**Statewide Program Issues (if applicable)**

|  |
| --- |
| For education courses that require classroom observation, students now must have an acceptable background check on file. These changes for our prospective education majors present a new challenge to our advising/counseling faculty and staff. More time and energy will be needed to effectively guide these students through these new requirements.While budget issues in the state of Illinois are nothing new, it appears those concerns are at a crisis level. It is apparent that the SVCC Board has been fiscally responsible; however, when state revenues are either delayed in arrival or non-existent that presents serious concerns for the viability of the counseling department along with the college in its entirety. |