



2015-16 SERVICE UNIT REVIEW

SERVICE UNIT NAME:

SERVICE UNIT REVIEW

The timeframe of unit review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to the Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

Are We Doing the Right Things?

This introductory section requires a description of unit/staff effort in service, outreach and engagement, and collaboration across the district/campus. It should be a comprehensive and functional depiction which sets the context of the service unit and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional initiatives.

This section is not meant to be merely a descriptive narrative of demographics. For example, reporting service figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in service demand, substantial increase or decrease in the number of students with unmet service needs; a disruptive technology impacting service delivery). This is also not meant to be a statement which establishes the level of quality of the unit or services delivered. It should be focused clearly on what is done in the name of the service unit.

1. WHAT DOES YOUR UNIT DO?

Points to consider:

- Primary services provided by unit staff
- Primary products produced by unit staff
- Service across the campus by unit staff
- Outreach and engagement efforts by unit staff
- Areas where the unit is working in an isolated silo

2015-16 SERVICE UNIT REVIEW

- Identified barriers to effective service

- **A. What is the service unit and its context? Provide evidence to make the case for each assertion made.**

Counseling & Career Services (CCS) provides a broad spectrum of services to students at Collin College in support of the department mission *“to promote the personal growth of students within an environment that encourages empowerment through responsibility and appropriate choice.”* CCS assists students who have personal issues that impact their college experience, offers a variety of services to enhance career development, and features key steps to assist with career decision-making and building skills for the job search process. The following is a listing of the services offered by the department under 3 subheadings:

I. COUNSELING: MENTAL HEALTH / CAREER

a. Personal Counseling

- i. Goal-oriented individual counseling and psycho-educational experiences are provided by licensed professional counselors and licensed professional counseling interns in support of students who may seek assistance for a variety of life problems and transitional challenges that require professional intervention. These appointments are confidential, occur in a non-judgmental setting, and involve exploration of such concerns as discovering internal strengths and resources; achieving clarity of thoughts and feelings; managing overwhelming situations, improving communication and coping skills; promoting optimal mental health; identifying avenues of learning, growing, healing, and changing; enhancing educational and academic success; and exploring career plans and goals. Counselors are also trained in crisis intervention and assist students who report a significant and immediate level of distress due to a variety of life experiences.

b. Career counseling

- i. Career counselors help students to increase their self-awareness related to career development, their knowledge of the world of work, and the skills needed to identify and pursue their educational and career goals.
- ii. Career counselors are trained in the use of psychometrics such as interests, personality, and values inventories; in determining when such use is beneficial and appropriate; and in assisting students with the interpretation of assessment information as applied to the student’s career development process and planning.

c. Educational workshops, seminars and classroom presentations.

2015-16 SERVICE UNIT REVIEW

- i. CCS staff facilitate and present workshops and seminars in a variety of settings, including specific classrooms and the student body as a whole. These seminars and workshops assist students with identification and acquisition of the necessary skills to meet their educational, career and personal goals. Examples of these skills include time and stress management, resume writing and interviewing, healthy relationships, resiliency and positive psychology.

d. Consultation services to faculty, staff, and students.

- i. Licensed counselors provide consultation to assist faculty and staff with discerning the difference between stressed and distressed students, assisting faculty with methods of referral to counseling services and supporting faculty when managing distressed students in the classroom.
- ii. Licensed counselors provide consultation to students concerned about family members, friends or colleagues; and to students requesting referrals to community resources for basic needs and other services.

e. College and Community Collaboration.

- i. CCS is an integral part of the campus and local community providing support and professional knowledge to various organizations. Examples include Active Minds and Psi Beta (student organizations); Open Doors, Open Minds, and the Dignity Initiative (college committees); and Collin County Family Violence Conference and Northern Metro Counseling Association's Annual Conference (community groups).

II. CAREER SUPPORT SERVICES

a. Student Employment Services (off-campus positions).

- i. CougarStudent Jobs (powered by Symplicity) (Job Database): This database of local employers and job openings is maintained and updated daily using Symplicity, a comprehensive web-based career services management tool. Symplicity is an internet job database that allows students 24/7 access to jobs ranging from entry-level positions to professional-level jobs.
- ii. On-Campus Recruiting: Human resource professionals from local businesses visit campuses throughout the year to interact with students, highlight company information and take employment applications and résumés for jobs within their companies.
- iii. Job Bulletin Boards: Job advertisements from area employers are posted on bulletin boards throughout the campuses and are updated weekly.

2015-16 SERVICE UNIT REVIEW

iv. Job Fairs: CCS sponsors a large annual job fair each spring; CCS also collaborates with other organizations and departments on-campus to offer career fairs throughout the year.

b. Support services for job search, resume writing, and interviewing coaching.

i. These services are provided in three formats: individual appointments, brief staff-assisted support, and/or self-help services accessed through the department's website.

III. RESOURCES

a. **Internet resources.** CCS posts a variety of personal and career related resources on its website. The following are examples of the resources this department has been instrumental in obtaining for Collin students.

i. Personal/Mental Health Resources

1. Online Screenings- Educational, not diagnostic, confidential questionnaires for depression, generalized anxiety, eating disorders, alcohol use, post-traumatic stress disorder and bipolar disorder. Students with significant scores are referred to CCS for further assessment.
2. Student Health 101 - monthly virtual magazine delivered via text message, social media, email.
3. Kognito's At-Risk and Veterans on Campus - interactive training designed to assist with facilitation of recognizing and connecting someone in distress with appropriate support.
4. Quick Referral List - List of local community resources for Basic Needs, Homeless Shelters, Support Groups, Counseling Services, Domestic Violence Services, Drug Treatment, LGBT Resources, Hot Lines, Medical and Legal Resources for low income populations.

ii. Career Resources

1. MyPlan – An Internet resource for career & college information including on-line career assessments
2. Career Coach – Data driven online resource for local education and training, employment, and job postings
3. InterviewStream – Innovative and interactive web-based learning tool to enhance job interviewing skills

B. Briefly summarize the topics that are addressed in this self-study:

SUMMARY

The following self-study describes the department's multi-layered services; the rationale and evidence to support the role this



2015-16 SERVICE UNIT REVIEW

department provides to students and the college as a whole; and the staff and resources necessary to accomplish these services. This study will also address areas of concern and methods for improvement, including the need for increasing student awareness of services offered and implementing better methods for tracking data of student need and use of services.

2. WHY WE DO THE THINGS WE DO: UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN

The question of “why we do the things we do?” is one which focuses on the mission of the unit, goals and priorities, and the role of the unit within its division and college. Describe unit-level actions that demonstrate the college mission, impart the core values or contribute to the strategic goals. Provide unit-specific evidence of actions that support the case that the unit and its staff contribute to fulfillment of the college mission, core values, and goals.

Poor example: The unit supports the college mission to be student-centered in all that we do.

Better example: The unit supports the college mission to be student-centered by providing financial aid to qualifying students.

Best example: The units supports the college mission by providing financial aid for higher education to more than 8,000 students per term within 45 days from the date the application is received. (This is verifiable evidence of how the unit supports the college mission.)

A. Make a unit-specific case that shows the unit supports the college [mission](#).

Mission: Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

B. Make a case that the unit and its staff contribute to fulfillment of the college [core values](#).

In 2014-15, 1427 unique (unduplicated) students requested services to enhance the student’s personal, career, and educational development. The number of attended counseling appointments (which may include multiple appointments per client) indicate a 5.4% increase between AY 2013-2014 and AY 2014-2015 (2965:3125). The number of unique counseling clients demonstrated a 4.3% increase (921:961).

Career support services such as resume writing, interview coaching and job search served 246 unique individuals in AY 2014-2015 with a total of 467 appointments. Data for use of CougarStudent Jobs for AY 2014-2015 indicated 1705 new jobs submitted by employers, 2434 student log-ins, and 1065 estimated off-campus placements.



2015-16 SERVICE UNIT REVIEW

In AY 2013-2014, approximately 3402 students were reached in 132 presentations; in AY 2014-2015, approximately 3107 students were reached in 116 presentations.

The AY 2014-2015 Student Health 101 statistics indicates 15,143 visits to the on-line health magazine from 9,624 unique visitors. The on-line Screening for Mental Health show a total of 914 students took the screening during the same time period.

	AY 2013-2014	AY 2014-2015
Counseling: Individual Appointments	2965	3125
Counseling: Unique Clients	921	961
Career Support Services: Appointments		467
Career Support: Unique Clients		246
Symplicity Use: New Job Postings		1705
Symplicity Use: Student Log-ins		2343
Symplicity Use: Estimated Placements		1065
Presentations: Student Use	3402	3107
Presentations Offered	132	116
MyPlan: Student Use	1638	1893
Interview Stream: Student Use	124	158
Student Health 101: Collin Use: Unique Use/Total Use		9624 / 15,143
Kognito: Student Use	176	356
CCS Job Fair Attendance: Employers/Students Use	72 / 500	84 / 400
Mental Health On-line Screen: Student Use		914

C. Make a case that the unit supports the college [strategic plan](#).

The college’s Strategic Plan, specifically goals 1 and 2, focuses on assisting students with the strategies and programs necessary to complete their educational and career goals and to enhance the College’s community presence. The college is aware of the interaction between personal development, emotional wellness and success in academic pursuits. CCS operates on the principle that problems common to students, and people in general, are best resolved in a supportive and holistic environment. When people experience difficulty, they may feel discouraged, the decision-making process may become more challenging, routine tasks may



2015-16 SERVICE UNIT REVIEW

become burdensome, and crises may erupt. Feeling less effective and at times, helpless, a person's relationships become strained, enjoyment of life may wane, and their academic work may suffer.

According to departmental data, the majority of students reported that CCS services assisted them in regaining self-control and empowerment in the varied aspects of their lives. In addition, the majority of students also reported that counseling helped them understand how education fits into their path to opportunity and was instrumental in their academic motivation.

In addition, CCS addresses goal 4 by having developed a positive presence in the local community by building partnerships with agencies and entities that foster personal growth and empowerment such as Turning Point, Hope's Door, and the Council on Family Violence. CCS continues to maintain a listing of off-campus resources and referrals for students. While there is no direct data demonstrating a relationship between a student's college success and these off-campus referrals, anecdotal comments from students to counselors have indicated that these services were instrumental in the student being able to make healthy decisions regarding academic pursuits.

3. WHY WE DO THE FUNCTIONS WE DO?

A. Make a case that the functions of the unit are necessary, should be modified, or should be deleted.

Points to consider:

- What is the origin of, and reason for, the function?
- Has the function evolved over time? Is it continuing to fulfill the original reason or has the reason also changed over time?
- What would happen if the unit no longer provided these functions?
- What unit functions require the most staff time?
- Are the functions that require the most time the same functions that add the biggest value for the college?
- What are the interdependencies with other unit functions and other units of the college? Is the unit duplicating any functions with other units? Is there a clear line of communication with other units involved in or supporting each of these functions?
- Does the unit or the college have alternate ways of providing any of these functions?
- Are the functions as automated as possible?

Review two or three peer colleges for the way they accomplish these functions. Are there any lessons to be learned? Any new ideas for service improvement?



2015-16 SERVICE UNIT REVIEW

3. Why We Do the Functions we do?

a. Make a case that the functions of the unit are necessary, should be modified, or should be deleted.

I. COUNSELING SERVICES: MENTAL HEALTH / CAREER

Over the last decade there has been a steadily increasing demand for mental health services on college campuses, including at the community college level. In the 2010 National Survey of Counseling Center Directors, respondents reported that 44 percent of their clients had severe psychological problems, a sharp increase from 16 percent in 2000. The most common of these disorders were depression, anxiety, suicidal ideation, alcohol abuse, eating disorders, and self-injury. According to the 2013 National College Health Assessment, about one-third of US college students reported difficulty functioning in the last 12 months due to depression and almost half said they felt overwhelming anxiety in the last year. As reported by Active Minds (a national mental health association), studies also indicate the mental health issues in college students are associated with lower GPA and greater probability of dropping out.

Personal counseling through CCS is the founding, and remains the predominant, function of the department. During AY 2014-2015, approximately 5% of Collin's credit students sought services from CCS for mental health concerns. While the number of students served by CCS continues to increase, the present number served at Collin is lower than the national number of those in need. This discrepancy could be interpreted in several ways, including students seeking off-campus services, students not being aware of on-campus services, and/or students not seeking services in general. According to the Fall 2014 Collin Student Survey and a service awareness survey conducted by Collin's Phi Theta Kappa in November 2015, approximately 60-65% of Collin students indicated their awareness of CCS services. As indicated elsewhere in this program review, CCS has as one of its goals the need to improve methods for increasing student awareness.

Another primary function of CCS is to assist students in developing, evaluating, and/or implementing career, education, and employment plans. Most community college students are in a transitional phase of their life, whether from high school, from selected or forced unemployment, or re-careering. Career counselors are trained professionals skilled at helping students develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies and personal characteristics. Career counselors are also trained in understanding and identifying any internal and/or external obstacles to student's career development or career choice process. In conjunction with individual career counseling appointments, students also have access to specialized career assessment instruments (Strong Inventory, Myers-Briggs Type Indicator, and MyPlan) that are designed to increase student's self awareness of their interests, personality characteristics, and work-related values.



2015-16 SERVICE UNIT REVIEW

The data to support the above assertions is primarily gleaned from CCS departmental surveys conducted during Spring 2014, Fall 2014, and Spring 2015. CCS administers a unit survey each semester to all students with an open case file. The anonymous survey is processed through Survey Monkey and includes self-report questions and an opportunity for comments. The survey has been used consistently since 2011, allowing for comparative analysis by semester and year. It includes the type of clinical service received, the level of distress at the outset and at completion of counseling, satisfaction with various aspects of the program, and demographics. The average number of surveys sent is between 400 and 500; typical response rate is approximately 10%.

Most respondents (40%) indicated that they received individual counseling while 12-15% received career counseling. Data showed that 25-40% indicated an extreme level of distress at the beginning of counseling, while 30-50% indicated a high level of distress. These levels dropped following the ending of counseling with over 40% of students rating their current distress level as moderate.

The majority of respondents (65-86%) reported that the problem for which they initially sought counseling through CCS had at some point interfered with their progress as a student. The majority also saw CCS as a necessary resource on campus; believed that what they learned had an impact on their education; assisted in their decision-making process and hope for the future; strengthened their self-management and coping skills; and increased their self-confidence and emotional awareness.

	Spring 2014 % Agreed	Fall 2014 % Agreed	Spring 2015 % Agreed
The problem for which I initially sought counseling has at some point interfered with my progress as a student.	71.67	64.70	85.18
I regard Counseling Services as a necessary resource offered by Collin College.	91.67	82.36	100
What I learned/am learning through counseling is an integral part of my education.	75.00	67.65	81.48
I am better able to make decisions.	78.33	79.41	88.89
I feel more hopeful about my future.	72.42	76.47	88.89
I strengthened one or more self-management skills (time, stress, anxiety, etc.).	66.67	76.47	81.48
I learned one or more strategies to deal/cope with problems.	75.87	76.47	70.37
I learned one or more ways to manage relationships.	60.00	61.77	59.26
My self-confidence has increased.	61.01	67.65	70.37
I have greater understanding of my emotions and behaviors.	65.00	73.53	70.37
I have a greater understanding of my interests/personal preferences related to career choice.	54.23	65.63	62.96



2015-16 SERVICE UNIT REVIEW

II. CAREER SUPPORT SERVICES

Students may elect or require employment during their college experience and employers can be a vital partner in the educational process. According to the American Association of Community Colleges, 62% of full-time students are employed either full or part-time and 73% of part-time students work either full or part-time.

Career professionals provide individual support and guidance to students learning skills used in the job search process. Students may obtain information on employment opportunities and prospective employers through job listings and job fair events hosted by CCS. During the AY 2013-2014, 10,820 students utilized the CCS employment database and 1,673 obtained employment*. Approximately 7,490 student utilized the employment database in AY 2014-2015 and 1,169 student obtained employment*. (*The number of students obtaining employment through the database is an approximation based on employment database formula supplied by Symplicity.) There is no exact data showing employment figures; this may be a future departmental goal.

During this same period of time, the CCS departmental survey showed that 88-100% of students agreed that Career Services is a necessary resource offered by Collin College; 67-100% agreed that the information learned through Career Services is/was an integral part of the student’s education; 77-100% agreed that they now felt more hopeful about the future; and 67-100% agreed that they have greater understanding of their interests and personal preferences related to career choice.

	Spring 2014 % Agreed	Fall 2014 % Agreed	Spring 2015 % Agreed
I regard Career Services as a necessary resource offered by Collin College.	88.89	100	100
What I learned/am learning through Career Services is an integral part of my education.	66.66	100	100
I am better able to make decisions.	77.77	100	100
I feel more hopeful about my future.	77.78	100	100
My self-confidence has increased.	66.66	66.67	100
I have greater understanding of my interests and personal preferences related to career choice.	66.66	66.67	100

Data collected from the Collin College Student and Faculty surveys between 2010 and 2014 indicated that the majority reported that CCS services were convenient, appointments were available in a timely manner, staff were courteous and knowledgeable, and that overall services were satisfactory. However, this data can be problematic in that the comments sections indicate that students seem

2015-16 SERVICE UNIT REVIEW

to confuse Academic Advising and CCS departments. The terms “academic advising” and “counseling” are often considered as synonymous by students and therefore survey results can be misleading. A future goal of CCS may be to explore the facilitation of clearer survey language in order to obtain more accurate data.

Faculty Survey	Spring 2011 Counseling & Career	Spring 2012 Counseling & Career	Spring 2014 Counseling & Career
User Friendly	85.4% agree and strongly agree	83.7% agree and strongly agree	87.7% agree and strongly agree
Efficiency	81% agree and strongly agree	76.6% agree and strongly agree	84.2% agree and strongly agree
Timely Fashion	84.7% agree and strongly agree	84% agree and strongly agree	89.1% agree and strongly agree
Courteous	N/A	89.8% agree and strongly agree	94.6% agree and strongly agree
Knowledgeable	89.5% agree and strongly agree	84.4% agree and strongly agree	89.2% agree and strongly agree
Overall Satisfaction	N/A	87.6% agree and strongly agree	92.4% agree and strongly agree
Awareness	70.4%	69.4%	65.4%
Used	30.6%	25.5%	22.2%

Student Survey	Fall 2010 Career Only	Spring 2012 Career Only	Fall 2014 Counseling & Career
Service hours	77.2% agree and strongly agree	80.8% agree and strongly agree	87.2% agree and strongly agree
Timely service	79.6% agree and strongly agree	78.8% agree and strongly agree	88.4% agree and strongly agree
Courteous	89.7% agree and strongly agree	87.2% agree and strongly agree	91.4% agree and strongly agree
Knowledgeable	84.5% agree and strongly agree	84.1% agree and strongly agree	90.3% agree and strongly agree
Overall Satisfaction	82.4% agree and strongly agree	83.2% agree and strongly agree	86% agree and strongly agree
Awareness	49.3%	45.7%	61.6%
Used	19.9%	16.8%	18.3%

Complete survey details are located in attached appendix.



2015-16 SERVICE UNIT REVIEW

B. Make a case that each of the primary services should, or should not be, outsourced.

CCS is an integral part of the educational mission of Collin College and counselors are involved with faculty consultation, student advocacy, program development, outreach programming and other means to support the efforts of faculty and staff in enhancing the college environment. Counselors are knowledgeable of issues specific to the college student, are experienced in the college setting, and understand the overall perspective of college functions and processes. In addition, counselors have completed professional development specific to the college student.

CCS counselors provide timely consultation to faculty and administration particularly for crisis intervention. CCS staff are also an important resource for administrative teams that address programs, policies, and key issues such as student retention and campus violence. Since a focus at Collin College is providing excellent customer service to our students, CCS counselors can provide the Collin community a greater understanding of developmental and adjustment issues that impede effective student learning strategies and ultimately student success. Counselors help students identify obstacles and barriers to their academic and career success; teach strategies for managing these obstacles and barriers; and help students access campus and community resources available to further assist students. Students who have an identified educational goal typically have greater retention; services provided by CCS can be critically important in helping students with tools to develop and achieve their goals.

CCS offers students services that might not be available off campus. Based on anecdotal comments from Collin students attending counseling, many of the students seeking services through CCS lack or have limited behavioral health insurance coverage to assist them in accessing off-campus professionals, while other students elect not to use their family's insurance. In addition, off-campus mental health agencies are often in transition and/or have a waiting list for services. CCS is also able to help educate and assist students in accessing information on community and agency referrals, including behavioral health and basic needs resources.

Developing and maintaining relationships with local business and industry is important to providing employment services to Collin students as well as meeting the workforce needs of local business. CCS staff, by working in the educational environment, are able to understand the needs specific to the college student and can provide these critical resources to students at no charge, at their home campus and in a timely manner.



2015-16 SERVICE UNIT REVIEW

PEER COLLEGE REVIEW

Historically, CCS presents a unique structure when compared to other community colleges. At the time of inception of the department, Collin was contracting with community providers for mental health services until the need for on-campus services proved more efficient and relevant to the college's growing population. At this time, other community colleges were merging the academic advising process with personal counseling that often led to referral off-campus. Collin proved an innovator by separating the functions of advising and counseling, not only to offer better service to students but to by-pass ethical and legal dilemmas that can occur when either unlicensed individuals provide service or licensed individuals wear multiple hats and their roles are not clearly defined. CCS is grounded in the philosophy that one's career development is not separate from students' emotional, psychological and developmental health, so Collin's Career Services department was later merged with Counseling Services to provide better continuity in services.

Because of the variety in organizational structure, research with peer schools for this report proved difficult. For this service review, most Texas community colleges of like size as well as a dozen other community colleges in Florida, Georgia, Louisiana and California were researched and compared. The two peer colleges chosen for their comparable enrollment and services are Richland College, a Dallas County Community College, and Columbus State in Columbus, Ohio.

Richland College has a credit enrollment of 19,287 students. Their Counseling Services department includes a licensed professional counseling staff of three full-time, three part-time, and one faculty counselor. Their hours of availability are similar to Collin with evening hours Monday-Thursday, no weekend hours, and no 24-hour on call coverage. Richland counselors provide short-term, solution-focused personal counseling for concerns such as adjustment issues, relationship and family concerns, death or loss, drug and alcohol abuse, depression and anxiety, conflicted life choices, anger management, stress and time management, test anxiety and community referrals.

Richland's Career Services department consists of two full-time professional staff including a director, one part-time staff person, and multiple student assistants. They are currently understaffed by one full-time employee. They assess 1,000 students per semester using a computer guidance program called Choices, hold a job fair every semester and provide Internet interview support, resume writing, computer assisted job search and outreach programs.

Columbus State, another single campus site of 24,664 credit students, has a counseling services department consisting of three full-time counselors and one support staff. Their office is open Monday-Friday 8:00 to 5:00 p.m. with no weekend hours or 24-hour on



2015-16 SERVICE UNIT REVIEW

call services. They provide crisis intervention, consultation services and work with students to address anxiety, panic, phobias, depression, family conflict, loss and grief, adjustment issues, relationship problems, test and math anxiety, anger management and conflict resolution skills. They also participate in outreach workshops and classroom presentations.

Columbus State's Career Services department employs four licensed professional counselors and four other professional staff including one MBA, MA, BBA, and AAS. They provide services such as career counseling and assessments to alumni and currently enrolled students. They also provide on-campus recruiting, job search skills, off-campus employment and outreach to the campus community including workshops and classroom presentations.

Lessons Learned / Ideas for Growth

Richland College has had a long tradition of separating their counseling and career services departments under two different directors; both the counseling and the career services directors at Richland felt their departments had two different focuses. Within the last few years, Collin's Counseling & Career Services has taken on a more holistic perspective in seeing the connections and flow between personal counseling, career counseling and job search skills. Richland's Counseling Services employes faculty counselors who teach and counsel students within their discipline; this practice of dual roles is problematic and is being phased out. As was stated elsewhere, CCS also concurs with a singularity of roles in providing counseling to students.

Richland's Career Services department works closely with their Academic Advising and takes a more mandatory approach about their students taking career assessments; a pre and post-assessment survey is given to students to assess for career/major changes. While CCS believes that counseling, whether personal or career, remains a voluntary action on the part of the student, incorporating a similar type of formal pre and post survey may be useful in improving the career support process. CCS is also considering a reassessment of its career center in utilizing more modern technology.

Richland is part of the Dallas County Community College District and the counselors are each of the DCCCD colleges have begun monthly informational meetings to enhance communication. While CCS continues to foster communication between the CCS departments housed on its 3 main campuses, CCS may consider a more structured schedule of monthly meetings.

2015-16 SERVICE UNIT REVIEW

4. WHY DO WE PRODUCE THE PRODUCTS WE DO?

A. Make a case that products of the unit are necessary.

Points to consider:

- What is the origin of, and reason for, each of the products?
- Have the products evolved over time? Are the products continuing to fulfill the original reason or has the reason also changed over time?
- What would happen if the unit no longer produced these products?
- What unit products require the most staff time?
- Are these the same unit products that add the biggest value for the college?
- What are the product interdependencies with other unit functions and other units of the college?
- Does the unit or the college have alternate ways of producing any of these products?
- Are there competing products that do the same job? What are the advantages and disadvantages of the unit's product and the competition?

Because of the nature of the department, CCS views our functions as our product. Our services and products, such as actual counseling sessions, presentations, and consultation are intertwined and difficult to discuss on a separate basis. Therefore, information on Products has been included under the heading of Functions. Information on Unit Public Communications is discussed below.

B. Make a case that the production of the products should, or should not be, outsourced.

Unit Public Communications: List all Unit literature and other public communications (brochures, web presence, catalog entries, etc.) and provide the last date each was updated. All Unit public communications must be reviewed and updated no earlier than three months prior to the Unit review due date or provide a schedule to demonstrate that a review is periodically conducted to keep the contents current.

Table I-C: Unit Public Communication

Title	Type	Last Updated
Student Health 101	Electronic Newsletter-Educational	Monthly, January 2016
Quick Referral List	Resource/Referral Information Sheets	Quarterly; last update on 8/15

2015-16 SERVICE UNIT REVIEW

CCS Website	Educational/Information Website	Quarterly; last update on 10/15
CCS Marketing Brochures and Materials	Information	Annually; last update on 10/15
CCS Faculty Newsletter	Educational/Information	Monthly, November 2015
Educational brochures on topics relevant to the health and well-being of student	Educational	Quarterly, Last purchased Fall 2015
Posters, flyers, kiosks, bulletin boards, flat screen TV	Educational/Information	Monthly at a minimum, currently updating

1. **Student Health 101** is an electronic newsletter and provides education on a variety of topics designed specifically for the college student. The AY 2014-2015 Student Health 101 statistics indicates 15,143 visits to the on-line health magazine from 9,624 unique visitors.
2. **Quick Referral List** is a resource and referral base for students, including information on basic needs and off-campus agencies. This list is utilized during appointments when appropriate and when faculty/staff request information for their students.
3. The **CCS Website** provides information to Collin College and the community on its services and processes.
4. **CCS Faculty Newsletter** was created within the last few years to better inform and help connect CCS with the Collin Faculty.
5. **Educational brochures** on topics such as anxiety, depression, procrastination, and alcohol abuse/substance use offer students information in written form that they are able to take with them to read in private. Brochures are reordered based on usage.
6. **Marketing:** Information on CCS events and relevant topics are displayed using posters, flyers, kiosks, bulletin boards, and CougarVision.

5. INSTITUTIONAL DATA TO CONSIDER

A. Gather any relevant, available information for the unit. Possibilities include:

1. Student Satisfaction Surveys

- a) IE Student Service Unit Satisfaction Survey 2010 and 2012. 2014 student survey data will be available on a unit basis by December 2014.
- b) Noel-Levitz Student Satisfaction Surveys

2. IE Faculty/Staff Service Unit Satisfaction Surveys 2010, 2012, and 2014.



2015-16 SERVICE UNIT REVIEW

3. IPEDS Data
4. Unit-level Data, if available
 - a) Audit Reports
 - b) Periodic Unit Reports for supervisory chain
 - c) Point-of-Service Unit Surveys
 - d) Number of delivered service units by function
 - e) Cycle or response time for service or product delivery completion
 - f) Number and types of complaints
 - g) Time to resolution of complaints by type

2015-16 SERVICE UNIT REVIEW

6. UNIT RESOURCES WE HAVE AND THEIR STATUS

A. Partnerships Resources: List any unit partnerships with university/business and industry partnerships and briefly describe them. If a contract is involved, indicate its duration.

Table 6-A: Partnership Resources.

University/Business & Industry	Partnership type	Contract, if any	Benefits to unit and/or college
Collin County Council on Family Violence an initiative of Junior League of Collin County	Collaboration with Dignity Initiative to bring national speakers to campus. CCS staff retains membership and leadership role on the Council.	N/A	Provides networking with community agencies committed to fight family violence. Builds connections and referrals.
The Turning Point	Ongoing relationship that provides sexual assault recovery and prevention resources and education to the campus community and to individual victims.	N/A	Psychoeducational programming at Collin as well as community referral source for rape crisis intervention and support. Provides Title IX resources and education.
Texas Muslim Women's Foundation	Ongoing relationship that provides family violence intervention and prevention resources and education to the	N/A	Provides resources for family violence issues, specializing in immigrant and muslim populations. Offers shelter.

2015-16 SERVICE UNIT REVIEW

	campus community and to individual victims.		
Frisco Police Department	Close association with victim advocates provides connection for crime victims. Collin staff and students receive training and professional development	N/A	Relationship provides a connection for Collin student who have been victims of crime and community victims who attend Collin are referred to CCS. Collin staff and faculty receive training.
Hope's Door	Ongoing relationship that provides family violence intervention and prevention resources and education to the campus community and to individual victims.	N/A	Psychoeducational programing at the college as well as referral source for domestic violence concerns. Agency offers a batterers intervention program as well.
Adapt of Texas	Referral resource for mental health/psychiatric treatment for students without medical/mental health insurance	N/A	Referral source for mental health assessment for students without insurance
Collin County Social Services Association	Networking resource to build community connections	N/A	Provides networking opportunities resulting in new and updated local non-profits organizational information for student referrals. Ie. food pantries, substance abuse

2015-16 SERVICE UNIT REVIEW

			treatment, basic needs, counseling services, assistance with social security disability enrollment etc.
LifePath Systems		N/A	Referral source for mental health assessment for students without insurance

B. Employee Resources: List Unit employees (full- and part-time), their role, credentials, and professional development activity during the last four years.

Table 6-B: Employee Resources

Employee Name	Role in Unit	Credentials	Professional Development since last Unit Review
Linda Qualia	Assoc. Dean of C&CS	PhD., LPC-S	*See below paragraph
Carolyn Braswell	Counselor	M.A., LPC-S, LMFT	*See below paragraph
Pam Heliste	Counselor	M.S., LPC, NCC, MCC	*See below paragraph
Joane Davis	Counselor	M.A., LPC, NCC	*See below paragraph
Matthew Geracie	Counselor	M.A., LPC	*See below paragraph
Pamela Love-White	Counselor	M.S., LPC, NCC	
Yajaira Suarez	Counselor	M.S., LPC Intern	*See below paragraph
Virginia Topfer	Counselor	M.A., LPC, NCC	*See below paragraph
Amy Lenhart	Counselor	M.A., LPC, NCC	*See below paragraph
Elizabeth Muto	Counselor-Part time	M.S., LPC, LCDC	*See below paragraph



2015-16 SERVICE UNIT REVIEW

Colleen Reilly	Counseling & Career Services Assistant	B.S.	*See below paragraph
Teresa Danner	Career Specialist	BAAS, Economic Modeling Specialist International Certification (to assist with major selection)	*See below paragraph
Elaine Stewart	Coordinator of Job Development	BFA, MBTI Master Practitioner	*See below paragraph
Brittany Morgan	Clerk – part time	BA	*See below paragraph
Laura Duran	Clerk – part time	BS	*See below paragraph
Suzanne Moreno	Clerk – part time		*See below paragraph
Pratik Dabhi	Clerk – part time	BA	*See below paragraph
Irma Santiago	Clerk – part time		*See below paragraph

Many, if not all, of the Counseling & Career Services professional staff are members of the following organizations:

- CCMH Center for Collegiate Mental Health
- TCA Texas Counseling Association
- TCCA Texas College Counseling Association
- ACA American Counseling Association
- ACCA American College Counseling Association
- ACHA American College Health Association
- NASPA National Association of Student Personnel Administrators
- CCSSA Collin County Social Services Association
- NAFC National Association of Forensic Counselors
- TASSA Texas Association Against Sexual Assault



2015-16 SERVICE UNIT REVIEW

NACE	National Association of Colleges and Employers
NSEA	National Student Employment Association
MAC3	The Metroplex Area Consortium of Career Centers
SOACE	Southern Association of Colleges and Employers
NRWA	National Resume Writers Association
NCDA	National Career Development Association

*Documenting the professional development for each employee would prove cumbersome and therefore a summary has been provided instead. All licensed professional counselors are required to attend 24 hours of continuing education every two years, four (4) hours of which pertain to ethical training (including a jurisprudence exam). In addition, all licensed professional counselors are members of the Texas and national counseling organizations and chapters and the majority have held officer positions within the local organizations/chapters. Most professional staff have attended numerous seminars on a yearly basis provided by professional development conferences and webinars on a variety of topics relevant to mental health, emotional intelligence, supervisory skills, career counseling and guidance, assessment interpretation, and job search skills. All professional and support staff are currently required to have training on House Bill 300 (a Texas law that extends HIPAA compliance to all entities in the state that retain Protected Health Information and electronic records). Support staff are also encouraged to attend webinar training on customer service skills.

C. Facilities Resources: List/describe any facility resources dedicated to the unit’s use.

Table 6-C: Facilities Resources

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any N” answer in columns 5 or 6.
SCC – D134 suite			Suite of 6 offices with private reception and waiting area; access to conference room	Y	N	Offices are completely full so there is no space to add additional staff.

2015-16 SERVICE UNIT REVIEW

CPC – B122C, B122D			2 offices in a large suite with 2 Academic Deans which brings in a large number of faculty and of non-counseling students.	N	N	Privacy and confidentiality are concerns, along with space and storage. Support staff desk is in open area. Students waiting to be seen by counselor may be seen by faculty and administrators.
PRC – F117, F119			2 offices for counselors; semi-private waiting area and non-private reception area; located on the ARO side of Student Development	N	N	Privacy and confidentiality are concerns. There is one office available for growth, but that would mean loss of private, confidential space for testing.
SCC G103 back area and G 126			1 office and outer waiting area; computer station for students to take career assessments	N	N	No confidential, quiet or private space for testing. Individuals often congregate in the area while waiting to see other departments. Location is separate from the rest of CCS department. No space for growth.
CPC- D117 N			1 office and outer area for part-time support staff. Outer testing area for assessments	N	N	No confidential, quiet or private space for testing. Individuals often congregate in the area while waiting to see other departments. Location is separate from the rest of CCS department. No space for growth.

D. Equipment and Supplies: List all equipment valued at \$5,000 or more each. **CCS does not use equipment valued at \$5,000 or more each.**

Table 6-D: Equipment and Supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
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2015-16 SERVICE UNIT REVIEW

N/A			
N/A			
N/A			

E. Financial Resources: List all financial resources in the table below.

Table 6-E: Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
Counseling budget 221115	N	N	<p>The department has 1 part-time support staff whose salaries are budgeted with operating funds. Due to across the board raises that were not available, the department is short a total \$6100 for FY 2015-16.</p> <p>The operating budget for CS is only .04% of the total allotment and most of it is used for professional memberships and training and software. SOBI expenses (which are minimal) are also paid for from CS budget. With the 10% cut that was required this year, the department will be pressed to fund usual operations.</p>	none

2015-16 SERVICE UNIT REVIEW

Career Services budget 356412	Y	N	<p>The department has 4 part-time support staff whose salaries are budgeted with operating funds. Due to across the board raises that were not available, the department is short a total \$6100 for FY 2015-16.</p> <p>The operating budget for CS is only .15% of the total allotment and most of it is used for professional memberships and training and software. SOBI expenses (which are minimal) are also paid for from CS budget. With the 10% cut that was required this year, the department will be pressed to fund usual operations.</p>	none
SAFAC Counseling 880008	Y	Y		
SAFAC Career 880007	Y	Y		

7. UNIT PLANNING

A. Use the Institutional and Unit Data and Resources to respond to the following questions.

1. Strengths: What strengths can this unit build on in the near future?

1. **Value and convenience of service:** student survey comments noted elsewhere in document indicate that the services they receive have been instrumental in their personal and educational progress. 90% of students surveyed reported a satisfaction with office hours and timely service, including evening hours and no wait list. As noted by the increased

2015-16 SERVICE UNIT REVIEW

percentage of satisfaction over time, this department has been active in monitoring this level of satisfaction and taking steps to make improvements. (See appendix for expanded survey results)

2. **Employee Resources:** as noted, this department has a diversity of staff, including licensed professionals, and a diversity of expertise necessary to meet the personal and career needs of Collin students, both with individual appointment sessions and with classroom and open workshop presentations. The department continues to diversify its staff, including the addition of a bilingual counselor.
3. **Partnerships:** this department has strong off-campus partnerships including agencies, community referrals, and employment resources. CCS continues to develop these ties by inviting organizations to speak on campus about their services and by hosting and participating in on-campus conferences involving these organizations. These partnerships are essential for the department to maintain a leadership role in our community and to have a broad range of opportunities and connections for Collin students.

2. Weaknesses: What unit weaknesses must be addressed in the near future?

1. **Marketing:** As seen by the number of students surveyed who were aware of CCS (approximately 60%), there is a need to increase awareness for the other 40%. Innovative approaches to marketing all of the department's services become necessary to not only maintain our presence and provide information, but to have a process for reaching new students and those not aware of the resources.
2. **Data Collection:** As seen throughout this program review, there is a need for more efficient and effective tracking methods in order for the department to better analyze services offered.

3. Consequences of Weaknesses

Increased awareness of our services, both through marketing and departmental collaboration, will assist students with their personal, career, and job search concerns. Student's lack of this knowledge may affect their personal concerns, their career decision-making process, and potentially their academic retention and success.

In addition, revisions and enhancements to data collection procedures will increase relevance to changing processes as well as consistency of reporting.

4. Threats & Opportunities

1. **Technology Threats:** CCS will be addressing technology issues such as distance counseling and tele-counseling and methods for utilizing these trends appropriate to meet the needs of students.



2015-16 SERVICE UNIT REVIEW

2. **Increasing and Diversified Student Body:** CCS is uniquely positioned and qualified to provide much needed career counseling and development services and programs to thousands of in-coming freshmen and existing students with no clear, defined educational or career objective. With the appropriate alignment with strategic goals and activities, the department can significantly increase the numbers of students reached with career development, job readiness activities, as well as strategies for academic success.
3. **Privacy Issues:** CCS holds in high regard its adherence to legal and ethical standards surrounding confidentiality and privacy. Recent state laws have produced challenges especially surrounding electronic communication. In addition, facility logistics at all three campuses have called into question the level of privacy and confidentiality appropriate to both satisfy these legal mandates and provide for student needs in these areas.

- Legal
- Political
- Demographic
- Educational
- Technological
- Economic
- Environmental
- Social
- Cultural

- B. Complete the next Continuous Improvement Plan form that follows. This plan will be implemented the academic year following this Unit Review.
- C. Use the available data and any Unit Review Committee conclusions to justify/support the new action plan.
- D. Summarize expectations and general plans for the next five years. Under ideal circumstances, how might this unit move the college forward in terms of effectiveness, efficiency or customer satisfaction?



Continuous Improvement Plan (CIP) Documentation

Date: AY2016 Name of Administrative or Educational Support Unit: Counseling & Career Services

Contact name: Linda Qualia Contact e-mail: lqualia@collin.edu Contact phone: 972.881.5126 Office location: D

Unit Mission:
 “To promote the personal growth of students within an environment that encourages empowerment through responsibility and choice”

The primary mission of Counseling & Career Services is to provide goal focused assistance in order to facilitate students’ college adjustment and success.

Key Institutional Outcome Indicators: Overall Satisfaction, Completers, Efficiency, Effectiveness

PART I: Might not change from year to year. If this is an academic or workforce program, you must have 3-4 long-term student learning outcomes. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

A. Program Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
Increase student awareness of Counseling & Career Services.	Collin Student Survey; Point of Service Survey	Increased student awareness: up by 10% (from 60%).
Develop and implement more effective Data Tracking Methods.	Monitoring System: To be developed.	Working, effective Data Collection System.



Continuous Improvement Plan (CIP) Documentation

PART II: For academic year _____ (enter year, i.e. 2015-16)

From Part I

A. Outcomes(s) Results expected in this department	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
Increase student awareness of Counseling & Career Services.	1. Utilize student focus groups to address best practices for increasing awareness.	Implement plan and collect data.	Collin surveys showed 60% of students aware of CCS services.	Students unaware of CCS services will not benefit from the various services offered.
	2. Form faculty/staff committee to address marketing practices.			
Develop and implement monitoring system of services used.	1. Form departmental committee to investigate areas of insufficient data.	Implement plan and collect data.	2015-2016 Program Review revealed data sources insufficient to inform administrative decisions.	Services offered not based on empirical data.
	2. Explore effective working data collection system.			

UNIT REVIEW REPORT PATHWAY:

Completed Unit Review Reports will be evaluated by the appropriate deans and Unit Review Steering Committees. Following approval by the Steering Committee, Unit Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.