

Sabbatical Leave Presentations

1998-1999

Parkland College Board of Trustees

Parkland College Student Service Directors

&

Counseling Center Faculty

**Sabbatical Presentation to Parkland College Board of Trustees
Given by Kathy Frizzell, Parkland Counselor (since 1989)
Sabbatical semester: Fall, 1998**

- I. Components of sabbatical experience:**
 - A. Literature search of current issues in college counseling centers.**
 - B. Illinois community college listserv survey and focused discussion.**
 - C. Telephone interviews used to select counseling center visit sites.**
 - D. Five day-long visits at community college counseling centers (three in Illinois, one in Iowa, and one in Massachusetts) selected for their degree of difference and similarity to Parkland's counseling center.**
 - E. Assembly of compendium of "good ideas."**

- II. Community college counseling center visitation sites:**
 - A. Lake Land College (two visits including a new student orientation session)
Mattoon, Illinois
Host: Tina Stovall, Director, Counseling Center**
 - B. Belleville Area Community College (BACC)
Belleville, Illinois
Host: Ray Moddrell, Counselor**
 - C. College of Lake County (CLC)
Grayslake, Illinois
Host: Dr. David Ross, Counselor**
 - D. Kirkwood Community College
(League of Innovation Community College)
Cedar Rapids, Iowa
Host: Bob Burnes, Dean, Student Development & Counseling Center**
 - E. Bunker Hill Community College
Boston, Mass
Host: Amelia Irvin, Assistant Dean & Director of Advising/Counseling Office**

- III. Best parts of sabbatical experience:**
 - A. Visiting other colleges and counseling colleagues. Seeing how equivalent positions and responsibilities are organized in vastly different ways.**
 - B. Being relieved of daily duties and experiencing different activities. This contributed to a sense of rest and professional rejuvenation.**
 - C. Having a chance to think and reflect on just how we got to certain points and acquiring a collection of ideas on how we might do things differently.**
 - D. Always feeling proud of Parkland and of our Counseling Center. We struggle to maintain a balance of quality services in the areas of academic, career, and personal counseling, but each makes a valuable contribution to our students and to our college. It is an appropriate and worthwhile struggle.**

**Parkland's Counseling Center presents
a noon seminar:**

When a Parent Dies...

- Overview of the grief process
- Unique age/stage/situational issues
- Effects on family dynamics
- Views of recovery
- Community resources

Presented by: Dennis Cockrum, L.C.S.W.

Mental Health Center/Centerpoint

April 8, 1999 • Noon - 12:50 p.m. • Room C118 in College Center

Perhaps you have experienced this loss yourself.

Maybe recently, maybe a while ago.

Perhaps you are anticipating this loss in the near future.

In any case, please join us to learn more about this significant life event.

Students, staff, faculty, and community members are invited to attend.

Classes are welcome.

Feel free to bring your lunch.



Parkland College
Start here. Get there.

Sabbatical presentation for student service directors
Focus: new student orientation programs

Presented by Kathy Frizzell
Friday, January 28, 1999

I completed day visits in the counseling centers of the following community colleges:

Lake Land College (two visits including a new student orientation session)
Mattoon, Illinois
Host: Tina Stovall, Director, Counseling Center

Belleville Area College
Belleville, Illinois
Host: Ray Moddrell, Counselor

College of Lake County (CLC)
Grayslake, Illinois
Host: Dr. David Ross, Counselor

Kirkwood Community College
(League of Innovation Community College)
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Bunker Hill Community College
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It is interesting to note that in all of these schools except Belleville, the faculty play a major role in the academic advisement of students. The College of Lake County seemed to have the most comprehensive faculty and professional advising system and Lake Land College seemed to do a commendable job given no extra resources. Both of these systems were well supported from the top --> down. Both stated that the faculty wouldn't have it any other way as they want contact with their students and they value the role they play in assisting students' academic planning and achievement. AT CLC, one advisor estimated that it took 1/4 of her time to teach the faculty how to advise, how to use the computer and the transfer guides, and how to do the graduation audits. All of the counseling centers have in the past or currently utilize a cadre of part-time workers to better manage the busier times. I believe all the counselors have faculty appointments (except conflicting notes about BHCC).

“GOOD IDEAS ” that relate to our work in student services with a special focus on new student orientation programs.

1. At Lake Land, two staff people handled the orientation/registration group of 18 previously tested new students that I witnessed but can also handle larger groups. The presenters took turns presenting different parts & seemed to keep interest alive with the changes in voice, style, & animation. The room's arrangement is critical. Students sat at tables all facing forward with enough room to walk between the tables to deal with students' questions as they raised their hands. The counselors did a final check to approve their selections before they proceeded to the computer.

2. Lake Land does a good job of keeping the presentation focus on what the students need to know now to plan for the first semester. They don't bother overloading them with the stuff that we think they should know as they truly are only listening to the “now” stuff. Bunker Hill Community College offers “New Student Orientation Sessions” 2-3 weeks into the semester as the students are ready to hear it then. At Parkland, we have our brochure series to rely upon as a way to cover the other important material.

3. MOST SCHOOLS I VISITED GAVE AWAY FREE COPIES OF THE STUDENT WEEKLY PLANNER AND THESE INVARIABLY INCLUDED HELPFUL INFORMATION, RESOURCES & PHONE NUMBERS, POLICIES, AND KEY CALENDAR DATES (ADD/DROP, WITHDRAW, REFUNDS, BREAKS, ETC) WORKED RIGHT INTO THE CALENDAR. THIS PRACTICE PROBABLY ALLAYS WORRIES ABOUT DISSEMINATING IMPORTANT INFORMATION.

4. All presenters at Lake Land infuse the students with the confidence they need to believe they can accomplish their course registration TODAY. They provide some motivation by saying that if they listen well and understand the presentations, then they will have a more successful stay at Lake Land and they will be able to finish earlier that afternoon. Once the organization of the catalog is explained and the students see the list of requirements for every program, then they are told they know as much as anyone in the college about what they need to take. Once the class schedule and the “Closed Class List” are explained, they are told they have the up-to-date information to build their schedule. The computer center provides the presenters with enough copies for each attendee and it is run just minutes before the session begins.

5. I didn't take a copy of an assessment report at Lake Land but it seems to be a straightforward read of what courses they assessed into and what courses they were eligible to take. Coming as a shock to me, College of Lake County students are exempt from assessment if they have minimum scores of 17 on the ACT in reading, writing, and math or if they rank in the top 1/3 or their high school class.

6. When the students at Lake Land were building schedules during the group advising session, they were asked to select 2-3 acceptable class times for each course just in case when they got to the computer they discovered their first choice was filled. No one seemed to be whining about getting the 10-2/MWF perfect schedule!

7. At Lake Land, a student worker set up a laptop computer during the group advising session and registered the new students on the spot. Great service and assistance, but given our telephone registration system, we would probably want to teach them how to do it for themselves by telephone. We could have 1-2 student workers posted at the phone banks.

8. Lake Land's gen ed page in the catalog does a nice job of integrating the LAI schema into one understandable list of gen ed requirements. No 3RD world/NW cultures requirement is listed -- is this just a PC requirement?

9. One Day & Two Day Models: Lake Land offers their orientation programs in two models which differ only in terms of same-day assessment testing. For the one-day model, students listen to the orientation presentation from 8-10 am and then leave for the testing battery. They meet again at 12:30 and receive their test scores and the closed class list to accomplish the course selection/registration piece. Students who have previously tested come for either a morning or an afternoon session (8-12 noon or 1-5 pm) to do the orientation, course selection, and registration pieces.

10. Kirkwood gears up to handle approximately 300 late registrants all in one day, two days prior to the start of the semester. BUT it is a college-wide effort with all faculty, counselors, advisors, and administrators participating in the process. Bunker Hill does something similar and asks for faculty volunteers to help advise. All late registrants (those who register the week before and the week of start of classes) at Kirkwood receive a letter inviting them to come in during the early weeks of the semester for an individual appointment. Bunker Hill holds their orientation sessions during the second and third weeks of classes as they believe that students are ready to listen to it then and this system has the added advantage of covering the late registrants.

Kirkwood's Counseling Center is organized very differently compared to our's at Parkland. Their counselors do not have the main responsibility for academic advising in their college. The Advising Center does it for new students and the faculty does it for continuing students. The counselors "help" on those last days with the last minute students along with everyone else in the college. The counselors are seen as the primary retention agents in the college and each is closely aligned with a specific department including having their office in the department wing. The counselors are currently putting together a proposal to create and teach their own 8-week orientation course and they are thinking they may require that all late registrants take it during their first semester at Kirkwood. Bob Burnes is currently doing a research project to compare the academic performance of late registrants compared to a similar group of non-late registrants.

11. Kirkwood has a wonderful system for computerized graduation audits. At the end of every semester, a degree audit is automatically run for every student and kept on file in the Advising Center. The student can pick up a copy for their own use or use it with the help of an academic advisor. There is never a mystery about what remains for degree completion.

12. The College of Lake County has just started a new summer orientation program. Their multi-media presentation is co-lead by a counselor and a student (as we all know students listen

better to other students!). Student workers are available to teach/help the new students build schedules once the group advising process, with individual assistance if necessary, has identified the recommended courses.

13. Seems like it would be a dream: At College of Lake County during orientation week, all continuing students are referred to faculty advisors for course advising. Faculty members from each department and program are assigned to cover these advising periods. The College also sends out postcards to all students as they complete their 19th & 41st hour reminding them they are required to meet with their faculty advisors (names, phone numbers, office numbers on the postcards!) and recommend early appointments.

A reminder of our lost vision

Let me remind you of our ideal model "as if" we could have done what we wanted to do when we invented SOAR last year and remind you of the compromises that shaped it into its present form. The first compromise had to do with space. Remember we originally wanted space where students could be seated at tables in the same room as the presentation and we could walk around amongst them providing assistance when they raised their hands indicating they needed it? By not having such space, it has necessitated that we have to assign them to groups (TAKES TIME), prepare in advance to advise them (TAKES TIME); and keep the groups manageably small (TAKES PERSONNEL & MORE SOAR DATES). All of this subtly increases our expectations of ourselves in terms of thoroughness as it seems we hold ourselves to the same individual counseling standard even though we are doing group advising.

THE CLOSED CLASS LIST

When it came time to build a schedule, I watched a group of 18-year-old first time college students work with Lake Land's class schedule and the Closed Class List and put their schedules together with very little assistance from the two counselors who were roaming the room. It seemed like a miracle to me! As we progressed closer to August, many of us felt that it was easier to take our students back to our offices and to build the schedule for them rather than putting them through the frustration of trying to use the phone system at that point.

Also, remember when we were told that with the advent of the telephone system that we would have student computer kiosks where students could look up courses and find the available sections? College of Lake County has a bank of computers available for student registration right in the admissions area (see photo). Again, it is a limitation of the college which has made us respond in these time consuming ways. I'm not expecting the kiosks any time soon, but it would seem like we could get a closed class list!

As I thought about all of this, I realized our problems began when the only space available was our very beautiful theater. I gave myself the task of finding suitable space from the non-existent space that we have available for our use and I came up with the Gallery Lounge. We could use

one or both wings and have students seated on the back side of rectangular tables facing forward. This would work for the power point presentation (is it dark enough?) and would facilitate the counselors and advisors moving amongst them during the assistance phase.

Lake Land schedules these in a block of 3-4 hours in the morning and/or the afternoon; does not offer them a break (inhumane!) nor lunch/snacks/drinks. They have streamlined their presentation down to the bare bones of "what they need to know now to get registered" which seems to me was our philosophy at one time!

My notes don't make it clear if Lake Land ever uses their model in the following way, but we could at Parkland College. The group orientation session could be from 8-10am for previously-tested and untested students. The untested students could leave at 10 to complete their assessments from 10-1 pm. The previously-tested students would continue in the morning session to the point of course selection and registration. The counselors could plan to meet again with the students who had just taken their assessments that day at 2 pm to take them through to the point of registration. If it ever became necessary, the afternoon session could be structured to meet with a new, small group of previously tested students from 12-2 or 1-3 pm (with a new team of counselors, of course) and the same-day testers could link up with them for the last two hours to take part in the group advisement, scheduling, and registration pieces. This probably wouldn't be necessary to have such intensive booking, but it could be done.

I saw and learned about lots of things that could be potentially useful to us in counseling and, as you can see, useful in many areas of student services. Visiting the schools always made me proud of us here at Parkland because we have many good ideas here as well. Perhaps it might find it worthwhile to just borrow an idea here and there to make us even better!

Sabbatical Leave

Fall, 1998

Final Report:

**Proposal
&**

Two Presentation Summaries

Submitted by:

**Kathleen Frizzell
Parkland College
Counseling Faculty**

Sabbatical Leave Proposal

Submitted, Fall, 1997

SABBATICAL LEAVE PROPOSAL

NAME Kathy Frizzell
DEPARTMENT Counseling

Description of current job responsibilities: (25-50 words)

I am a full time (215-day contract) counselor who meets with students individually, in groups, and in classes providing academic, personal, and career counseling.

Indicate the length of time that you think is necessary to accomplish your objectives. Also include the semester, proposed date of your intended leave, and any alternate plans:

Length of time proposed: One semester, preferably Spring, 1999

Dates of leave: January 1, 1999 to May 17, 1999

Alternate date: Fall, 1998 (August 17, 1998 to January 4, 1999)

Proposal Summary: (a brief description, 50-100 words)

I am requesting a sabbatical leave to study different models of delivering counseling services in community college settings. This would extend my professional knowledge, expertise, and versatility as I have only worked in one community college, Parkland. During my graduate training, I did several practica and a year-long, full time internship in several four-year college counseling and career centers. These settings were great for training purposes, but they differ from Parkland's Counseling Center as each was responsible for providing only one domain of counseling, i.e., personal, career, or academic counseling. At Parkland's Counseling Center, we have a responsibility -- and a tough balancing act -- to provide all three types of counseling as well as a little intermittent crisis management and suicide evaluation or intervention thrown in to keep us on our toes!

The Counseling Centers's organizational system and methods of service delivery have

been in place for decades even though we have added services, extended coverage, taken on new responsibilities, and the complexity of student lives and needs continues to grow. I would like to learn more about other models of counseling services delivery to increase my professional competence and versatility. Trying to study community college counseling centers requires ingenuity as we are not as well represented in the professional literature or at national counseling conferences compared to the four-year schools which tend to dominate the focus. I will explain how I intend to accomplish this study in the body of this proposal.

I am also looking forward to a sabbatical leave to accomplish the goals of professional renewal and reinvigoration. My daily work life at Parkland involves being booked almost every hour from 8-5 (with time off for lunch!) for appointments, presentations, walk-ins, college committee responsibilities, etc. I believe I am experiencing the point of the adage which describes not being able to see the forest from the trees. Time away and an interruption in routine would be very beneficial to me in terms of professional perspective and a renewed interest and eagerness as regards my work.



11/25/97

Signature of Department Chairperson/Director

Date

(The signature indicates that this person has knowledge of your proposal and acknowledges its general validity.)

DIRECTIONS: Please follow the format suggested (use other paper if you need more room). Be as specific as you can when supplying the information. If you would like to include items other than those listed, please do so under the last item (Item 9) "Additional Considerations."

Items 1-5 represent the major emphases the members of the committee will use to evaluate the proposal.

1. In what ways will the proposed sabbatical leave contribute to your professional growth and renewal?

I would directly benefit in three ways:

A. From the stimulation and enjoyment I would experience as I obtained current, state-of-the-art knowledge through my proposed avenues of research (professional journals, on-site visitations, and the Internet list serve) focused on effective models of service delivery in community college counseling centers. I would enjoy the opportunity to gain knowledge and expertise studying this area of counseling as it particularly interests me and directly relates to my responsibilities at Parkland. I believe the experience would enhance my professional competence and versatility.

B. From the break in my (then) nine year routine of providing daily counseling services. I love it, but I have become very thinly stretched and I think I am beginning to exhibit symptoms of burnout as I try to continue to meet my professional responsibilities given the intensity and complexity of needs of current students.

C. From the anticipated benefits of professional renewal and reinvigoration which would improve the quality and satisfaction of my everyday work experience at Parkland College upon my return and for my remaining years at Parkland (at least another decade!).

2. Identify the specific goals of the proposed sabbatical leave.

I have three goals for this sabbatical leave:

Goal A. Through several methods of research, I want to become more knowledgeable, versatile, and competent as regards community college counseling center models and service delivery methods. I would create a reference compendium as a way to organize and present the information I would acquire.

Goal B. I want an opportunity for professional renewal which would come from an interruption in my daily routine and time away from the constant giving to others which comes with the territory of counseling. This sabbatical leave would be a time and opportunity for me to continue my professional growth and development as a counselor.

Goal C. I would expect that I would return to work with an increased sense of professional interest and re-invigoration. I would hope that I would return to work with a "can't wait" attitude which I recall having early in my employment at Parkland.

3. Explain how the activities of the proposed sabbatical leave will help achieve the goals of the sabbatical.

Goal A: Increasing knowledge about community college counseling center models and methods of service delivery and creating a reference compendium.

I would accomplish Goal A through four avenues of research and preparation of a reference compendium:

A. I would first conduct a review of the professional literature. I'm not hopeful about this being very effective as so little is written about community college counseling centers, but this would be a necessary first step.

B. I would make use of the Counselors of Illinois Community Colleges list serve to collect information and conduct focused surveys to select appropriate and interesting sites for visitations.

C. I would visit 5-7 community college counseling centers whose mission and responsibilities are similar to Parkland's Counseling Center. I would specifically like to visit representative colleges in the northern, middle, and southern parts of Illinois. As so much is ingrained within the state, I would also like to cross Illinois' borders and select one or two colleges in Wisconsin, Michigan, or Indiana. In order to make the best use of my time, I would make these selections based on the literature review, List serve information, and preliminary phone contacts.

D. All input from the four research methods would be collated and summarized in an integrated research report which I am thinking would take the form of a reference compendium of information.

Goal B: Opportunity for professional renewal.

I would accomplish Goal B through:

1. An interruption in my daily routine and an opportunity for a more relaxed, less intense schedule.
2. An opportunity to gain more knowledge about an area which truly interests me, will add to my professional competence as a counselor, and is directly related to my professional responsibilities at Parkland. I would experience the visitations as "fun" and this is not to diminish their value: I expect that I will reap the best, most

useful information through them.

3. An opportunity for reflection and integration as regards the information I will obtain. I truly believe that I'm too caught up in our current system of operation at Parkland and that distance will aid perspective and integration of new information.

Goal C: Reason to hope that I would experience a sense of increased professional interest and re-invigoration.

I would accomplish Goal C through:

To me, this comes as one of the primary benefits of the sabbatical. I don't believe that you can make this happen, but I think you can almost count on it happening if there is a rich array of sabbatical experiences and study planned. I would imagine that I would be excited to share what I learned and try some new things that I discovered or integrated. I am a curious person, and I would be curious about what I had missed and anxious to get back into the routine.

4. Explain how the proposed length and workload of the sabbatical leave is justified by the proposed activities.

I am proposing that I be away from Parkland and my counseling responsibilities for one semester in order to reap the full rewards of a sabbatical experience: professional study, renewal, and reinvigoration. I have developed the following time line taking into consideration all three goals of this proposed sabbatical leave:

January:	Library research and List serve contact.
February - Mid-March:	Community College visitations.
Mid-March to Mid-April:	Interviews with Parkland's counselors.
Mid-April to Mid-May:	Integration and preparation of the reference compendium.

5. Describe your plans for sharing the results or impact of the proposed sabbatical activities.

I would make the proposed compendium of reference information available to my Counseling Center colleagues at Parkland, Parkland's administrators, all participating community college counseling centers, and all members of the Counselors of Illinois Community Colleges network. I know that I would be expected to make a presentation to Parkland's Board of Trustees.

As I would become something of an "expert" on the topic of effective models of service delivery in community college counseling centers, I would offer to make a presentation to our new statewide counseling organization. This would be an additional opportunity for professional growth as I have never done this professional activity before.

Items 6-9 are primarily informational:

6. What is the length of your full-time service at Parkland College?

I was hired as a full-time counselor in December, 1989 which means I will have completed nine (9) years of full-time service prior to taking this sabbatical leave during the Spring, 1999 semester.

7. When, if ever, was the date of your last sabbatical leave at Parkland College?

This is my first application for a sabbatical leave.

8. Describe any expenses that you think the college should consider supporting which are in addition to the salaried amount you will be receiving if on sabbatical leave.

I would have modest travel expenses associated with the 5-7 on-site visitations. Those at a distance (Wisconsin, Michigan, possibly Indiana, southern and Northern Illinois) might require one night's lodging and meals which I would estimate to total no more than \$500 (\$100 each). The only other expenses would be typical staff expenses associated with telephone, minimal postage, computer access, duplication of report, etc.

9. What other items for additional consideration would you like included in this proposal?

During my presentation opportunity, I was asked if I was aware of the opportunity to apply for project release time. I responded briefly that I had done a project in the past and that I felt that project time would not be adequate for what I needed. I would like to explain: I agreed to write three brochures to better organize college information for students. I was given 120 hours which I structured as 4 hours per day for six weeks. I completed the task and the brochures have been well-utilized by the college, but I experienced increased stress throughout the time period. I was still doing my job and committee work AND I had a time-limited task to be completed. My time was not replaced in the Counseling Center so I was constantly aware of when my colleagues were overworked and I would become torn between what I was supposed to be doing and what I felt like I should do to help carry the load. I feel the need for a sabbatical leave in order to enhance my own professional competency through the opportunities for focused study and research. I would experience professional renewal and reinvigoration given the break in routine and time away from Parkland.