

Unit End of Year Report	
Report includes: <ul style="list-style-type: none"> • 2019-2020 Annual Goals • 2019-2020 Assessment Plan • Key Performance Indicators • 2019-2020 Points of Pride • 2020-2021 Annual Goals • 2010-2021 Assessment Plan 	Unit: Prevention and Outreach Services, Hazen Center for Integrated Care Director: Cheryl Van Lare
UNIT OVERVIEW	
Unit Mission: Providing quality outpatient health, psychological, and prevention services is the primary focus of the Hazen Center for Integrated Care. The staff of the Health Center, Counseling Center, and Prevention and Outreach Services desire to enable a diverse student population to pursue the primary goal of acquiring an education with minimal lost time or distraction due to physical, emotional, or social issues. The collaborative nature of these programs enhances the overall health and development of the College at Brockport student.	

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Provide The College at Brockport with services, programs, and interventions that address the biological, psychological, and social factors that impact the health of individuals, students groups, and the campus community.	2,3,6	1.1

SECTION ONE: 2019-2020 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
1. Consolidate both Student Health Advocate office and Center for Select Respect office down to one location.	Goal Met
2. Ensure all programs offered are inclusive in their language of nontraditional student experiences.	Goal Partially Met
3. Strengthen peer education curriculum to ensure prevention messages are accurate and evidence/research informed.	Goal Partially Met
4. Complete the Alcohol and Other Drug CAS Assessment	Goal Not Met
5. Complete the Sexual Violence-Related Programs and Services CAS Assessment	Goal Not Met

SECTION TWO: 2019-2020 Assessment Plan

Unit Goal #1		College Mission Alignment:
Consolidate both Student Health Advocate office and Center for Select Respect office down to one location.		Providing Brockport students with one location to contact and navigate for all their Prevention & Outreach Service's needs.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
All programmatic functions are located out of 1 office instead of 2 Office set up is conducive to two peer education programs functioning out of one location	Visual assessment of space Layout of space Student/collaborator feedback	Goal met. Move was executed in summer of 2019 Prevention and Outreach Services held an Open House to draw attention to new location and raise awareness of resources that the entire department provides. Over 50 people attended, and foot traffic dramatically increased after Increased ordering of condoms due to amount of foot traffic of students coming in knowing department is in one location Through conversations at committee meetings, feedback from campus collaborators explained that it was more efficient now that POS had a meeting location to be able to collaborate across department and with other groups POS professional staff became more accessible to student body Increased collaboration between GAs and 2 different peer education programs

CLOSING THE LOOP

Resources Used:

Human resources were needed to complete this goal:

- Associate Director of Prevention and Outreach Services and (2) Graduate Assistants collaborated to consolidate the office into one location
- Conference Room B129 was acquired in the move, allowing for more space between Prevention & Outreach Services | The Center for Select Respect

Key Findings:

- Foot traffic increased once Prevention & Outreach Services was setup as one unified location, rather than being split between Hazen Hall and Seymour Student Union

- Ability to collaborate between Prevention & Outreach Services and The Center for Select Respect increased, as the two GAs are now located in one location
- Acquiring Conference Room B129 has given Prevention & Outreach Services the ability to more easily collaborate with different campus groups and departments
- Prevention & Outreach Services now has the space to setup screen/projector, allowing for more trainings and workshops for professional staff, student employees, and graduate assistants

Dissemination/Discussion of Key Findings:

- Prevention & Outreach Services hosted an open house to announce the “opening” of our one centralized location, where 50+ people attended.
- Announcement of new centralized location was shared in the Daily Eagle
- Announcement of new centralized location was shared in various committee meetings

Summary Sentence for EMSA Briefing Book:

Prevention & Outreach Services was able to move to one centralized location, allowing the department to provide more resources to the Brockport campus, easily work with campus partners, and provide a space for our student-workers that facilitated collaboration and creativity across POS and The Center for Select Respect.

Unit Goal #2		College Mission Alignment:
Ensure all programs offered are inclusive in their language of nontraditional student experiences.		By assuring that our programs offered are inclusive in their language of nontraditional student experiences, we can commit to making the Brockport experience equitable, as well as engage with more of the Brockport community.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Eliminate programs that are outdated, as well as duplicate programs</p> <p>Update other programs to be more intentional</p> <p>Update programs to include relevant data and inclusive language</p>	<p>Internal self-assessment utilizing peer educators to provide their review</p> <p>Work with GAs and POS Assistant Director to make final review of programs</p>	<p>Goal partially met:</p> <p>All student-workers reviewed programs offered by Student Health Advocates and The Center for Select Respect and made updates when necessary</p> <p>Total programs offered were reduced from 120 to 84, accounting for programs with duplicate information and programs that were deemed outdated in their data and relevancy</p> <p>POS Assistant Director and GAs updated 84 programs to use neutral terms related to biological sex, gender, race, ethnicity, and sexuality to make programs accessible and relevant to a broader audience</p> <p>Prevention & Outreach Services messaging made steps to make our programs equitable, but there is still work that needs to be done to make sure wording is neutral across the board. Messaging still targets traditional first-year and second-year students typically living in residence halls, and not non-traditional learners.</p>

CLOSING THE LOOP

Resources Used:

Human resources were needed to complete this goal:

- Student Health Advocates and Select Respect Peer Educators were assigned specific programs to evaluate for relevant data usage, neutrality of terms used, and duplicate data across programs
- GAs and Prevention & Outreach Services Assistant Director made final review of programs

Key Findings:

- Review of programs found that Prevention & Outreach Services was offering multiple programs that were duplicates in the message they were trying to convey, leading to eliminating these programs to leave only those that are relevant to the experience of the current student.

- Eliminating programs allowed for student-workers to spend more time with the remaining 84, gaining a deeper understanding of the information being conveyed.
- Programs were stripped of terminology that is specific to biological sex, gender, race, ethnicity, and sexuality (when appropriate), making them more accessible/relevant to a broader audience.
- Prevention & Outreach Services messaging made steps to make our programs equitable, but there is still work that needs to be done to make sure wording is neutral across the board. Messaging still targets traditional first-year and second-year students typically living in residence halls, and not non-traditional learners.

Dissemination/Discussion of Key Findings:

- Updated programs were shared with all student-workers and GAs upon completion. Prevention & Outreach Services staff have full access to all updated programs, digitally and in hard copy form.
- Mechanism was created for Residence Life staff to request new, updated programs. All 84 updated programs are summarized for Residence Life staff to review and request for their specific needs.
- As a result of updating and eliminating programs, Prevention & Outreach Services student-workers were able to locate and use intentional resources to update data, as well as have meaningful discussions about the importance of neutral terminology for campus programs.

Summary Sentence for EMSA Briefing Book:

Prevention & Outreach Services has updated their available programs to foster a learning environment that is more equitable and relevant for the Brockport campus. By doing so, they have enhanced the development of their student leaders and created messaging that is more accessible for the Brockport community. Work is continuing to make wording neutral across the board and ensure that messaging encompasses all student groups.

Unit Goal #3		College Mission Alignment:
Strengthen peer education curriculum to ensure prevention messages are accurate and evidence/research informed.		By strengthening our curriculum, we can help student employees grow in their own knowledge of the material. This will improve engagement with their fellow students.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Student Health Advocate training and continued education manual</p> <p>Select Respect Peer Educator training and continued education manual</p> <p>100% of Student Health Advocates and Select Respect Peer Educators will score a 90% or higher on the assessment.</p>	<ul style="list-style-type: none"> Student employee assessments utilizing MachForms End of semester evaluations utilizing MachForms 	<p>Goal partially met:</p> <ul style="list-style-type: none"> Current BIRDS, 60 min programs, and campus wide programs were analyzed to determine effectiveness of meeting office objectives. Common trends, topics and gaps were identified. This included identifying the information pertaining to each health topic our BIRDS and Programs cover & students should be familiar with. The curriculums are used to provide all incoming staff members with the same baseline knowledge. Gaps that were identified, were the need to streamline some of our programs and eliminate programs that were not commonly requested or relevant. A curriculum manual was created for the material Student Health Advocates and Select Respect Peer Educators are expected to know. Resources utilized for the two curriculums included reputable government and educational web resources. Material was not widely distributed to Student Health Advocates and Select Respect Peer Educators An assessment was not created or given to assess effectiveness of material due to significant staffing changes.

CLOSING THE LOOP

Resources Used:

Human capital was needed to pursue this goal:

- The Director of Hazen, Associate Director of Prevention & Outreach Services, and two Graduate Assistants worked collaboratively to create the training and continued education manuals.
- Online databases and research material
 - Research material found from reputable sources were utilized to develop the education manuals.
 - Mayo Clinic, CDC, NIH, NCADD, Planned Parenthood, RAINN, Willow Center, etc., as well as other national, international, and regional online sources guide the development of education manuals.

Key Findings:

- All student employees identified at least one area that they needed more education on. These curriculum manuals, when introduced, will help address those content areas.
- Many student employees identified wanting more structure for in-office time. These manuals and educational strategies will help structure this.
- The students who did review these materials verbally gave positive feedback during office hours and 1:1s.

Dissemination/Discussion of Key Findings:

- These findings were shared among the Prevention & Outreach Services supervision team (Assistant Director, College Prevention Coordinator, and Graduate Assistants) during weekly leadership team meetings.
- Further development of the manuals will occur, an implementation strategy and an effective assessment tool developed.

Summary Sentence for EMSA Briefing Book:

Training and Curriculum Manuals continue to be developed and updated to help with on-boarding of new Student Health Advocates and Select Respect Peer Educators. The manuals will provide consistency with outreach and education as well as enhance their development as student leaders.

SECTION FOUR: STUDENT LEARNING OUTCOMES

Institutional Student Learning Outcomes

- | | |
|-----------------------------------|---|
| 1. Written and Oral Communication | 4. Critical Thinking and Information Literacy |
| 2. Quantitative Reasoning | 5. Civic Engagement |
| 3. Intercultural Competence | |

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
Yourselves: Student employees of Prevention & Outreach Services will demonstrate personal and professional growth through the activities, programs, events, and services the office provides for the college community.	X		X	X		2019-2020
Others: Students who engage with Prevention & Outreach will be able to identify the impact their individual behaviors have on the overall health of themselves and their community.		X		X		2020-2021
Community: College at Brockport Students will be able to describe campus norms related to the prevention of high-risk behaviors, and behaviors associated with positive health behaviors.				X		2021-2022

Departmental Learning Outcome Measured in 2019-2020: Student employees of Prevention & Outreach Services will demonstrate personal and professional growth through the activities, programs, events, and services the office provides for the college community.		
Strategies/Programs	Assessment Tools/Data Sources	Results
<ul style="list-style-type: none"> Student Health Advocate Curriculum Select Respect Peer Educator Curriculum Program facilitation guides developed EagleCHECK (General bystander intervention) 	<ul style="list-style-type: none"> Students who facilitate EagleCHECK provide feedback on how program went, how many attended, and their effectiveness as facilitators. Student employees complete program reports for feedback on program improvement and how many students they 	<ul style="list-style-type: none"> Identified a need to use Baseline instead of Mach Forms for assessments Student-workers took lead on presentations for APS classes Graduate Student was trained for BASICS assessments and implementation

<ul style="list-style-type: none"> • Healthy Monday Campaign • Brockport Influencing Responsible Decision Making (45 programs included under this model) • Conduct workshops (alcohol education, responsible hosting, marijuana education) • BASICS • Outreach in Dining hall, Union, Residence Halls, and large scale events • 60 minute workshops – requested by various groups 	<p>spoke with during program (BIRDS, Wisdom for the Weekend, Healthy Monday, and 60 minute programs).</p> <ul style="list-style-type: none"> • One minute assessment for 60 minute workshops with captive audiences. • Students will be able to list resources, programs, and services available to them through Prevention and Outreach Services. • Student employees will fill out a semester pre/post self-assessment 	<ul style="list-style-type: none"> • Collaboration between GA and student-workers lead to updating Marijuana Conduct Workshop • Student-workers updated programs available in POS for relevancy, neutrality of terms used, and data to be aligned with Brockport students' needs • GAs and student-workers worked to streamline program request mechanism with Residence Life • Virtual programs and campus-wide events were offered through different platforms such as Instagram and Teams Live as a response to COVID-19 • Change in professional staff impacted gathering of student learning outcome data
<p>Summary of Findings and Next Steps:</p> <ul style="list-style-type: none"> • During summer of 2020, all assessments will be moved into Baseline • Student-workers and GAs demonstrated personal and professional growth through updating programs and working with their direct supervisor • Define strategies for assessing the “others” category • Continue momentum to assure POS student-workers continue personal and professional growth 		

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																																				
 <p>Student Health Advocates Annual Outreach Hours</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Outreach Hours</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>192</td> </tr> <tr> <td>FY19</td> <td>206.75</td> </tr> <tr> <td>FY20</td> <td>223.5</td> </tr> </tbody> </table> <p>Programs Facilitated by Student Health Advocates</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Programs Facilitated</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>103</td> </tr> <tr> <td>FY18</td> <td>130</td> </tr> <tr> <td>FY19</td> <td>139</td> </tr> <tr> <td>FY20</td> <td>86</td> </tr> </tbody> </table> <p>Select Respect Peer Educator Annual Outreach Hours</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Outreach Hours</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>170</td> </tr> <tr> <td>FY19</td> <td>184.75</td> </tr> <tr> <td>FY20</td> <td>237.75</td> </tr> </tbody> </table> <p>Programs Facilitated by Select Respect Peer Educators</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Programs Facilitated</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>42</td> </tr> <tr> <td>FY18</td> <td>161</td> </tr> <tr> <td>FY19</td> <td>124</td> </tr> <tr> <td>FY20</td> <td>75</td> </tr> </tbody> </table>	Fiscal Year	Outreach Hours	FY18	192	FY19	206.75	FY20	223.5	Fiscal Year	Programs Facilitated	FY17	103	FY18	130	FY19	139	FY20	86	Fiscal Year	Outreach Hours	FY18	170	FY19	184.75	FY20	237.75	Fiscal Year	Programs Facilitated	FY17	42	FY18	161	FY19	124	FY20	75	<p>The Student Health Advocates were able to increase outreach hours by having more student-workers at each program, workshop, and campus-wide event. Virtual programming also contributed to this. Programs facilitated by Student Health Advocates decreased due to COVID-19.</p> <p>The Select Respect Peer Educators were able to increase outreach hours by having more student-workers at each programming, workshop, and campus-wide event. Virtual programming also contributed to this. Programs facilitated by Select Respect Peer Educators decreased due to COVID-19.</p>
Fiscal Year	Outreach Hours																																				
FY18	192																																				
FY19	206.75																																				
FY20	223.5																																				
Fiscal Year	Programs Facilitated																																				
FY17	103																																				
FY18	130																																				
FY19	139																																				
FY20	86																																				
Fiscal Year	Outreach Hours																																				
FY18	170																																				
FY19	184.75																																				
FY20	237.75																																				
Fiscal Year	Programs Facilitated																																				
FY17	42																																				
FY18	161																																				
FY19	124																																				
FY20	75																																				

SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
The OASAS College Prevention grant was able to develop an educational program that was presented in 100% of the APS classes within the first 6 weeks of classes.	To be a Great College at which to Learn
K.I.S.S. (Keep It Sexually Safe) Day collaborated with community partners and saw 100+ participants in the event	To be a Great College at which to Learn, To be a College Engaged with its Community
POS was able to transition students into a virtual platform, allowing for programming to still be provided during COVID-19	To be a Great College at which to Learn, To be a College Engaged with its Community
Campus wide events such as Fresh Check Day and Denim Day still happened in Spring 2020 semester through virtual platforms during COVID-19	To be a Great College at which to Learn
Prevention & Outreach Services staff were able to consolidate all of Hazen Center for Integrated Care social media to create a unified “Hazen” voice	To be a College Engaged with its Community
The OASAS College Prevention grant was able to provide University Police with 100 Deterra Drug Destruction kits to be used in Community Policing program.	To be a Great College at which to Learn, To be a College Engaged with its Community
The OASAS College Prevention grant was able train 5 professional staff members, as well as Graduate Assistants, on motivational interviewing to be used for BASICS program	To be a Great College at which to Work
Hazen Student Leadership Award – awarded to Sydney Przybysz-Jennison for her excellence as a leader, student worker and advocate in POS.	To be a Great College at which to Work, To be a Great College at which to Learn, To be a College Engaged with its Community

SECTION SEVEN: 2020-2021 UNIT STRATEGIC GOALS

Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Move all assessments into Baseline	2	1.1	<ul style="list-style-type: none"> Assess which Mach Forms are still being used Transfer Mach Forms to Baseline 	Summer 2020
Complete the Alcohol and other Drugs CAS assessment	2	1.1, 1.8	<ul style="list-style-type: none"> Assemble CAS review group Work through CAS cycle calendar Develop a functional timeline for completing assessment 	Spring 2021
Adapt programming to account for new health guidelines after COVID-19	5, 6	1.1, 3.4	<ul style="list-style-type: none"> Re-evaluate which programs have to be done in close proximity to others Use health guidelines to create a concrete policy when doing in-person programming 	Fall 2020

SECTION EIGHT: 2020-2021 Assessment Plan

Unit Annual Goal:		
Complete the Alcohol and Other Drug CAS Assessment		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<ul style="list-style-type: none">• Complete the CAS self-assessment study• Develop 5 action items to address areas of improvement identified from the assessment	<ul style="list-style-type: none">• CAS self-assessment• Student feedback through bi-weekly meetings and online forms• Current office resources, facilitation guides, and other programming• Residential Life/Learning Communities Mid-Year Survey• OASAS College Prevention Grant UB RIA Survey• Office of Student Conduct data	<ul style="list-style-type: none">• Human resources and time• Baseline

Action Plan:

- Listing of strategies
- Develop a CAS Self-Assessment team for Alcohol and Other Drugs by September 2020. This team will include professional staff, para-professionals, and students.
- Set bi-weekly CAS assessment meetings to work on the CAS project
- Create a timeline for completion of report
- Analyze data, define findings
- Complete report and identify needs

Goal Rationale:

Prevention and Outreach Services, in collaboration with the OASAS College Prevention grant, is in the CAS cycle 3 group assigned to complete the self-assessment guide. This assessment will be able to help guide the work that Prevention and Outreach Services does in regards to alcohol and other drug prevention and education on Brockport's campus.

Unit Annual Goal:		
Move all assessments into Baseline.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<ul style="list-style-type: none"> • Transfer all MachForm assessments into Baseline • Utilize centralized Baseline assessments for reporting and tracking purposes 	<ul style="list-style-type: none"> • Campus Labs/Baseline data • MachForms data 	<ul style="list-style-type: none"> • MachForms • Baseline • Human resources and time

Action Plan:

- Create surveys through Baseline that mirror surveys that were housed in MachForms
- Complete project by end of Summer 2020
- Analyze data gathered through Baseline for reporting and educational purposes

Goal Rationale:

Prevention and Outreach Services uses data collected from MachForms to assess a wide variety of topics. Moving all surveys all into Baseline will create one centralized location where data is more easily accessible and can be used in different ways to generate reports that can be used for educational and reporting purposes.

Identify 1-2 Functional Goals and 1-2 Annual Goals, determine your proposed component and plan for assessing.

Unit Annual Goal:		
Adapt programming to account for new health guidelines after COVID-19.		
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<ul style="list-style-type: none"> Adapt educational programming to account for guidelines amidst COVID-19 Identify which programs can be delivered in a virtual setting 	<ul style="list-style-type: none"> CDC outlined guidelines for social distancing and face coverings SUNY outlined guidelines for social distancing and face coverings CDC outlines guidelines for sanitation and proper handwashing techniques 	<ul style="list-style-type: none"> Human resources and time Zoom/Microsoft Teams

Action Plan:

- Develop a team of POS student-workers and Graduate Assistants to update program facilitation guides to include instructions for virtual learning
- Identify which programs have to be done in person; amend programs to abide by social distancing guidelines
- Create a set of policies specifically for in-person programming using CDC and SUNY defined guidelines for social distancing to be adhered to
- Complete project by end of Fall 2020

Goal Rationale:

With new guidelines amidst COVID-19, Prevention and Outreach Services will have to tailor the way educational programming is delivered on campus. Programming will be adapted to adhere to social distancing and face covering guidelines.