



Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report	
<p>Report includes:</p> <ul style="list-style-type: none"> • 2020-2021 Annual Goals • 2020-2021 Assessment Plan • Key Performance Indicators • 2021-2022 Annual Goals • 2021-2022 Assessment Plan • 2020-2021 Points of Pride 	<p>Unit: Counseling Center</p> <p>Director: Cheryl VanLare Associate Director: Darlene Schmitt</p> <p>Assessment Team Representative: Darlene Schmitt</p>
UNIT OVERVIEW	
<p>Unit Mission The Counseling Center at The College at Brockport promotes the personal development and psychological well-being of all students by providing quality mental health services.</p>	

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
<p>Provide care to students in both individual and group formats who are seeking assistance with emotional, psychiatric or behavioral concerns and/or facilitate the referral to an appropriate community resource for student's whose mental health needs are beyond the scope of practice provided at the Counseling Center.</p>	<p>3-Provide support and administrative services that anticipate and respond to student needs and enhance quality of college life</p>	<p>1.1 – To be a Great College in which to Learn- “We will expand, develop and assess academic, co-curricular, and operational activities proven to elevate the ability of both graduate and</p>

		undergraduate students to create their best Brockport experience and shape their futures as engaged citizens and alumni.”
Coordinate with student’s primary home mental health provider and facilitate referrals to local resources, if needed.	3	1.1

SECTION ONE: 2020-2021 UNIT STRATEGIC ANNUAL GOALS

Unit Strategic Annual Goals	Outcome/Status
The Counseling Center will increase their interactions with underrepresented students.	Goal Met
Staff will report an increase in their job satisfaction and be able to identify the Counseling Center as a great place to work.	Goal Met
Improve access to mental health services for non-traditional students who have barriers to accessing services at the counseling center in Brockport.	Goal Not Met

SECTION TWO: 2020-2021 Assessment Plan

Unit Goal		College Mission Alignment:
The Counseling Center will increase their interactions with underrepresented students.		Goal 1 – “A Great Place in which to Learn.”
Outcomes and Criteria	Data Sources and Methods:	Assessment Data:
1. The percentage of students of color, especially men of color, utilizing counseling services (including individual and group counseling) at the Counseling Center, as well as participation and engagement with CC outreach events, will be consistent with or exceed the percentage of students of color enrolled at the college for the 2020-2021 academic year.	1. Data collected from Institutional Research regarding the percentage of students of color, especially men of color, enrolled at SUNY Brockport,	<p align="center">Goal Met/Ongoing</p> <p>1. Data was provided by IRA re: the sex, and race/ethnicity, and academic level of the students who participated in counseling during the academic year, compared to the overall student population.</p>

<p>2. The Counseling Center will offer a Diversity, Inclusion, and Belonging Group, for underrepresented students. There will be more participants in the both the Fall 2020 and Spring 2021 Semesters, respectively, as compared to the number of participants during the Spring 2020 Semester.</p>	<p>will be compared to the number of students of color, especially men of color seen at the Counseling Center.</p> <p>Our Electronic Medical Record System allows us to pull data re: utilization of CC services and breaks down aggregate demographic data.</p> <p>2. Counselor Issha Travers utilized the fall semester to build connections and relationships with students and other professionals in EMSA through her partnership with the Intercultural Center.</p> <p>3. Counselors will report during staff</p>	<p>Of the 7924 enrolled students, 23% were underrepresented; 25% identified as being from a diverse race/ethnic background (i.e., Black/African American; Hispanic/Latino; Asian or Mixed Race). Of the 504 students seen in the CC, 25% identified with an ethnicity/race other than Caucasian, which is consistent with the college population.</p> <p>It is worth noting that of the clients responding to the spring client satisfaction survey which was sent to students who utilized CC services during the spring semester:</p> <ul style="list-style-type: none"> - 17% identified as Black, Hispanic or Biracial - 2% identified as non-binary re: to gender. - 89% agreed, or strongly agreed that their —counselor was “culturally responsive to my needs.” <p>Some comments from clients on client satisfaction surveys to the question, “My counselor was sensitive to my cultural needs”:</p> <p><i>“My counselor is extremely attentive and understanding of all backgrounds. I truly feel I am in a judgement free zone when we are in session.”</i></p> <p><i>“My counselor is respectful in every way possible. She makes it feel like it is a safe place to share anything.”</i></p> <p><i>“My counselor is willing to work hard to help me in the areas that I need, and he is not judgmental.”</i></p> <p><i>“Good with pronouns”</i></p> <p><i>“My counselor took the initiative and asked me what my thoughts were about him being white and if I felt comfortable with him as my counselor. He addressed a hard topic for most in a great way. I appreciated that.”</i></p> <p><i>“My counselor is respectful of religion.”</i></p> <p>2. The initial plan was to run the group during the spring semester, however Issha left Brockport in early February, leaving the clinic down one FT staff member. As such, we did not have the resources to dedicate to building this resource, as the counselors picked up extra clients and met ongoing demands for services.</p>
--	---	--

<p>3. Counseling Center Staff will build relationships with underrepresented students. Each counselor will participate in at least 2 campus events focused on acknowledging and/or celebrating underrepresented students (i.e., EOP Events, Town Hall Events, Club Events hosted by students of color and/or other underrepresented groups).</p>	<p>meetings, which events they participated in and one take away to continue building connections with underrepresented students.</p>	<p>3. As part of their performance evaluation, CC staff provided a list of EDI activities, workshops and professional development opportunities attended. In addition, the topic of EDI was on the agenda for each of our weekly staff meetings, and different topics and issues were discussed. The team completed the Kirwan Modules as well as several of the Harvard Implicit Bias tests. Counselors reported doing various readings on their own time. Books include “White Fragility”; “My Grandmother’s Hands” and “How to Be an Anti-Racist.”</p> <p>Issha Travers, Julie Pettit and Darlene Schmitt had conversations with EOP Leadership early in the academic year, but no formal program was put in place. It is important to note that EOP counselors have reached out to CC staff re: increasing engagement with the incoming class of fall 2021 and will be reflected in next year’s goals.</p> <p>A collaboration was developed between CC staff Julie Pettit and the staff in SUA and Community Development. Focus group of students formed, which included solely students from underrepresented populations. Questions were asked specific to Counseling Center Services and mental health were asked.- Results from the focus groups are pending.</p> <p>Julie Pettit, Frank Noll, and Darlene Schmitt completed the Equity, Diversity, and Inclusion in the Workplace Certificate from USF Muma School of Business</p> <p>Katie Cariola served on the Accessibility Committee</p> <p>Darlene Schmitt began an 8-week anti-racism group being offered through a professional organization for therapists who identify as white. This is a weekly 90-minute group that runs from May 14th through July 2nd.</p> <p>CC staff exceeded the goal of attending/participating in 2 campus events focused on acknowledging and/or celebrating underrepresented students.</p> <p>Examples of the trainings, workshops and outreach done by CC staff include:</p> <ul style="list-style-type: none"> • Webinar: “Microaggressions and Implicit Bias: Anti-Bias Strategies for Targets, Allies, and Bystanders” • Dr. Turner doing "Live Teams" event/presentation to discuss structural racism for all staff in Hazen
--	---	--

		<ul style="list-style-type: none"> • Webinar: “Racism is a Public Health Crisis” • Brown Bag discussion, “Levels of Racism - Organizational/Systemic Racism”, facilitated by Dr. Lorraine Acker • Attendance at The Diversity, Equity and Inclusion Conference • CELT: “The Racial Wealth Gap” • Brown Bag EDI workshop "Opportunity" • The Athletic Dept. Liaison, Katie Cariola, attended NCAA Education Session: “Student-Athlete Mental Health Status Report: Coping with COVID-19 and Addressing Racial Justice” • Webinar: "Communicating with Students of Color" • Diversity Learning Series: “The complexity of the "x" in Latinx: How Latinx/a/o students identify and understand the term Latinx” • Staff participated in the “21-Day Racial Challenge” • Brown Bag Discussion: “Racial Wealth Gap” with Dr. Shema • Webinar: “Care for LGBTQIA People of Color” • Deliberative Dialogue: “Communicating with Students of Color” • Webinar: “The history of Racism in Psychiatry” • Online seminar: “National LGBTQIA Health Education” • Implicit Bias- Search training • Online training: “Trauma informed Care for LGBTQIA+” • Unconscious Bias/Eagle Employ • Diversity Learning Series: “What’s my Role?” • “Black Girl Magic” <p>Katie Cariola and Darlene Schmitt along with Health Center and POS administrators, attended a meeting with several students on the OEDI Student Advisory Board in December, during which we sought feedback re: services and gathered feedback on how we can how we can improve our services.</p> <p>Darlene Schmitt attended the Multi-Cultural Mixer, as well as the BSG Town Hall meeting and engaged in conversations around supporting students of color.</p> <p>Consistently, we heard the following feedback:</p> <ul style="list-style-type: none"> • <i>“Show up”; don’t just say you support, ACT; create space; show up to support, don’t just tell us about resources; get comfortable being uncomfortable.</i> • <i>Be very specific with conversations. Be careful re: who we put in these privilege positions to support other students; many students already have a lot on plates, we tend to</i>
--	--	--

		<p><i>go to those who are higher profile on campus. Look at engaging with other groups that have been marginalized and not been at the table.</i></p> <ul style="list-style-type: none"> <i>Trust is imperative; meet students informally, where they are. Get to know them and let them know us outside of a clinical setting.</i> <p>It is our intention to develop goals for the upcoming academic year based on some of this feedback.</p>
--	--	---

CLOSING THE LOOP

Resources Used:

Human resources were utilized to pursue this goal, including the time spent engaging in learning and professional development. Some staff used their own financial resources to purchase books and, in some cases, to pay for professional development opportunities.

Key Findings:

Staff from the Counseling Center actively engaged with students, however opportunities to do so in meaningful, in-person ways were limited due to COVID-19 restrictions. Collaborative campus partners were utilized to assist in our efforts to better understand what underrepresented student groups need re: meeting their mental health needs. In addition, staff prioritized being available to attend professional development opportunities related to increasing their cultural competence as well as improving services to students from underrepresented populations.

Dissemination/Discussion of Key Findings:

Associate Director shared updates with the Director of Hazen as well as Hazen Leadership during scheduled meetings.

Summary Sentence for EMSA Divisional Report:

The staff in the Counseling Center staff has actively engaged in improving their cultural competency as therapists and as members of the campus community by attending trainings, workshops, seminars, and discussions focused on EDI issues as well as increasing collaborative relationships with campus partners and students.

Unit Goal		College Mission Alignment:
Staff will report an increase in their job satisfaction and be able to identify the Counseling Center as a great place to work.		Goal 4 – “A Great Place in Which to Work”
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
80% of the staff in the CC will report an increase in their overall job satisfaction.	Feedback was solicited during individual	Goal met and is ongoing.

<p>At the beginning of the academic year, the Counseling Center was staffed by the Associate Director and a total of 5 mental health counselors who completed the survey. One staff member resigned in February 2021, therefore, only 4 counselors completed the survey in the spring of 2021.</p>	<p>administrative supervision with Associate Director and Group Supervision, facilitated by Dr. Scharf, consulting psychiatrist.</p> <p>A Counseling Center Staff Satisfaction Survey in Baseline was developed by Julie Pettit and implemented by Frank Noll. Survey results went directly to Hazen Director, Cheryl Van Lare during the Fall 2020 semester and again in the Spring 2021 semester.</p>	<p>Consulting Psychiatrist, Dr. Scharf, facilitated monthly group supervision meeting throughout the fall semester, but only once during the spring semester as Dr. Scharf was on medical leave and the team decided not to continue without him. The Associate Director was not present for these meetings to enhance the level of “safety” the team felt when processing concerns and feedback. Per the staff’s report, these meetings were helpful in clarifying problem areas as well as coming up with solutions where possible.</p> <p>CC Associate Director met 1:1 with each staff member monthly to identify what individuals needed in order to feel satisfied in their work as well as to review their performance programs and discuss progress. Feedback from staff was that they liked regularly reviewing their individual goals outlined on their performance programs as it kept them on track and focused. They all appreciated the flexibility and work-life balance afforded to them, however missed being together as a team. Each meeting, the AD asked how she could be supportive of them, or if they had any needs not being met. Overall, the staff identified feeling increasingly supported by AD as the year went on and noted benefiting from the increase in communication provided to them regularly.</p> <p>For the staff satisfaction surveys, a Likert scale (0=strongly disagree; 4= strongly agree) was used for #20 individual questions. Optional comments were also endorsed. The goal was to receive a score of at least 3.0 out of a 4.0 Likert scale for individual items as well as overall.</p> <p>The overall score for the fall 2020 survey was – 2.3, below the desired score of 3.0.</p> <p>The overall score for the spring 2021 survey was 2.75, while still below the desired score of 3.0, it did reflect an increase over the 2.3 from the fall survey.</p> <p>There was a 20% increase in overall staff satisfaction from the fall to the spring semester. However, 100% of staff reported seeing improvements in specific areas of concern and reported feeling satisfied. Overall dissatisfaction remains a concern based on several factors out of the AD’s control, primarily related to compensation.</p>
--	---	---

CLOSING THE LOOP

Resources Used:

This goal required human resources as far as scheduling time for meetings and reviewing/interpreting survey data. Corrective and improvement actions were recommended and implemented. The AD engaged in leadership training exercises through the BizLibrary educational platform offered through HR and attended numerous virtual sessions on a variety of topics pertaining to EDI and leadership.

Key Findings:

The staff in the Counseling Center report increased satisfaction re: Hazen leadership, however, they continue to note dissatisfaction with compensation and recognition.

Dissemination/Discussion of Key Findings:

The Director of Hazen received the survey responses and subsequently shared them with the Associate Director. Specific areas were discussed, and guidance was provided on ways to improve certain aspects of the AD's leadership style. The AD shared results with the CC staff both via email and during staff meetings. The team was given an opportunity to verbalize thoughts and reflect on their overall satisfaction in the workplace.

General trends were shared with all Hazen staff following completion of the survey in the fall. The full results were shared with the Hazen Leadership Team and the Continuous Quality Improvement (CQI) Team.

Summary Sentence for EMSA Divisional Report:

Hazen leadership continues to prioritize and strive for improved staff satisfaction and are implementing changes to support staff development and retention.

Unit Goal		College Mission Alignment:
Improve access to mental health services for non-traditional students who have barriers to accessing services at the counseling center in Brockport.		Goal 1: "A Great Place in Which to Learn"
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
Increase utilization of Counseling Center services for online, graduate, students who typically utilize Brockport's Downtown Campus by 50% in 2020-2021. The hope was that the availability of telehealth counseling services would increase accessibility for all students, particularly those who	Continue implementation of Telemental Health sessions for students who are unable to	Goal not met 100% of Counseling Center services were provided via Telemental Health using a HIPPA compliant platform in 2020-2021. All clients who participated were required to complete a specific consent form which complied with all regulations

<p>were engaged in on-line programs; non-traditional aged students who lived off camps and graduate students who only took classes downtown.</p> <p>During the 2019-2020 academic year, the CC saw 108 graduate students for a total of 584 visits, 36 of those students' primary location was Downtown. The Counseling Center will strive to serve at least 50% or more of these students with the implementation of Telemental Health.</p>	<p>access in person sessions, that are within the scope of the Counseling Center and who meet necessary criteria showing appropriateness for Telemental Health services.</p> <p>Demographic data will be pulled from Mediat and/or Institutional Research and Analysis by the 3rd week of classes during fall 2020.</p>	<p>and best practices set forth for Telemental health services by the National Board of Counselors and SUNY.</p> <p>Using our Electronic Medical Record system, we were able to pull data re: students' "school", including Brockport main campus, MetroCenter, and SUNY Learning Network. This information is uploaded into our system by BANNER and updated nightly.</p> <p>Counselors actively engaged with campus partners, including academic and residential life liaisons as well as additional partners such as ASC, EOP, and Athletics, to disseminate specific information re: how to refer students to the Center, what services were being offered and how services were being provided.</p> <p>Per information gathered from the reporting feature in our Electronic Medical Record, Mediat, we saw 86 graduate students for a total of 573 total attended visits, which is down slightly this year from 2019-2020. As such, this goal was not met.</p>
--	---	--

CLOSING THE LOOP

Resources Used:

Human resources and time were needed to collect data and run reports. Assistance from IR^A was sought out.

Key Findings:

Telemental health services remain a valuable resource and option for all students and is particularly helpful for those who may not live on campus or are non-traditional age. Although we did not meet the goal of increasing the number of graduate students whose primary affiliation was with the Downtown campus, a fair number of those students did utilize services and it is anticipated they will continue to do so.

Dissemination/Discussion of Key Findings:

Ongoing conversations took place with the CC team during the academic year, and the final report will be shared at the staff retreat in August.

Summary Sentence for EMSA Divisional Report:

Telemental health services remains a valuable resource and option for all students, however, has not proven to have had an impact on utilization by students who are primarily based in the downtown campus.

SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
NA	

Standards under review	Summary of Initial Findings	Recommendations
NA		

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	
1. Students will meet their identified treatment goals in counseling, and be able to effectively implement healthy coping skills (Individual Counseling Sessions)	X					2020-2021
2. Students will support peers by participating in a therapy group while also exploring and learning more about themselves through feedback from others. (Group therapy)	X			X	X	2019-2020

3. Students will be able to identify mental health resources and services available at the Counseling Center for themselves and others (Outreach)				X		2019-2020
---	--	--	--	---	--	-----------

Departmental Learning Outcome Measured in 2020-2021:		
Students will meet their identified treatment goals in counseling and be able to effectively implement healthy coping skills.		
Strategies/Programs	Assessment Tools/Data Sources	Results
<p>Students participating in counseling will engaged in goal setting with their counselor; goals are reviewed and assessed via client self-report; decreased scores on assessments; and at the time of discharge.</p> <p>Students will identify two skills learned during counseling via client satisfaction surveys. 80 % of students who attend counseling will meet their identified treatment goals in counseling and be able to identify 2 new skills acquired during their time at the Counseling Center. (Individual Counseling Sessions)</p>	<p>The “Counseling Center Assessment of Psychological Symptoms” (CCAPS) is given to all clients at the time of intake and again at the end of their episode of care, or the semester, whichever comes first. Counselors review the subscale scores with clients, focusing on areas of concerns as they progress through treatment.</p> <p>Current progress is also measured by counselor observation; client self-report; and client satisfaction and outcome surveys which are given twice during the academic year. All termination summaries are coded to reflect whether-or-not the client met their goal(s) for counseling or not. We also track the number of clients who drop out with no further contact.</p>	<p>The CCAPS report is generated out of Penn State and is distributed to participating campuses the following year. As such, we do not have data for this academic year to assess whether clients participating in counseling demonstrated a decrease in identified areas of concern as well as overall distress index. For 2019-2020, what we do know is that of the 3962 completed CCAPS assessments, 22% indicated an elevated score while 56% had a low score. It can be assumed that the remaining 12% were moderate.</p> <p>Results from the client satisfaction and outcome surveys are as follows:</p> <ul style="list-style-type: none"> • Fall 2020: • 51 respondents • 34 responded to the statement “list two things you have learned while in counseling”, listing 64 specific skills • 94% indicated they will continue to use these skills in their everyday life • Spring 2021: • 53 respondents • 45 responded to the statement “list two things you have learned while in counseling”, listing 87 specific skills

		<ul style="list-style-type: none"> • 98% indicated they will continue to use these skills in their everyday life. <p>Termination summaries for the 2020-2021 academic year:</p> <ul style="list-style-type: none"> • 1 or more goal(s) met = 44% • Goal(s) not met = 22% • Lost to contact = 34%
<p>Summary of Findings and Next Steps:</p> <p>Data shows that most students who participate in counseling meet at least one of their counseling goals, however we saw a decrease in the percentages this year. Data from the 2019/2020 academic year indicated that 57% of students met one or more of their counseling goals, while 12% did not meet their goals, and 31% of students were lost to contact. However, for the 2020-2021 academic year:</p> <ul style="list-style-type: none"> • 1 or more goal(s) met = 44% • Goal(s) not met = 22% • Lost to contact = 34% <p>Lost to contact refers to students leaving counseling before it could be assessed whether their goal(s) were met or not. The percentage of students meeting one or goal decreased this year; while students who did not meet their counseling goals increased, and the percentage of students lost to contact also slightly increased.</p> <p>It is hard to identify a definitive a reason for the changes in percentages of goals not being met, or students being lost to contact. It is likely that the move to telemental health because of the COVID-19 Pandemic, contributed to these changes. We know it is anticipated that the mental health needs of our students returning next academic year will be greater than ever. As such, the Counseling Center will be looking at innovative and creative ways to promote services and engage with students. We will also explore how to increase response rate to satisfaction surveys.</p>		

SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

Key Performance Indicators and Benchmarks	Analysis																				
<div data-bbox="163 386 730 797"> <p>Counseling Center Total Visits</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Total Visits</th> </tr> </thead> <tbody> <tr> <td>FY 18</td> <td>4332</td> </tr> <tr> <td>FY 19</td> <td>4071</td> </tr> <tr> <td>FY 20</td> <td>3098</td> </tr> <tr> <td>FY 21</td> <td>3149</td> </tr> </tbody> </table> </div> <div data-bbox="163 927 730 1338"> <p>Unique Students Served by Counseling Center</p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Unique Students Served</th> </tr> </thead> <tbody> <tr> <td>FY 18</td> <td>788</td> </tr> <tr> <td>FY 19</td> <td>850</td> </tr> <tr> <td>FY 20</td> <td>733</td> </tr> <tr> <td>FY 21</td> <td>504</td> </tr> </tbody> </table> </div>	Fiscal Year	Total Visits	FY 18	4332	FY 19	4071	FY 20	3098	FY 21	3149	Fiscal Year	Unique Students Served	FY 18	788	FY 19	850	FY 20	733	FY 21	504	<p>Changes implemented on campus re: to the COVID-19 pandemic (i.e., fewer students living on campus; online learning and lack of face-to-face engagement opportunities with students) has impacted the Counseling Center’s ability to inform students about our services. However, we saw a slight increase in number of attended visits FY 21 from FY 20 but served a significantly lower number of individual students.</p> <p>The Counseling Center is in the process of further analyzing this data to better understand the “why.” For example, we had fewer students living on campus this year, which are typically students with higher utilization rates. Due to COVID-19, there were far fewer students on campus daily, so we had less opportunity to market our services to them in ways that have previously been effective (i.e., in-person outreach programs; class presentations; tabling events; etc.).</p>
Fiscal Year	Total Visits																				
FY 18	4332																				
FY 19	4071																				
FY 20	3098																				
FY 21	3149																				
Fiscal Year	Unique Students Served																				
FY 18	788																				
FY 19	850																				
FY 20	733																				
FY 21	504																				

SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS

Strategic Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
The Counseling Center will enhance cultural competency and develop and implement at least 2 innovative programs/initiatives specifically targeting underrepresented students.	2, 3, 6	1.1, 1.8	<p>Staff will enroll in at least 2 certified program that specifically targets cultural competency.</p> <p>Enhance liaison relationship with EOP.</p> <p>Collaborate with the Office of Community Development and Student Union and Activities to increase our engagement with student clubs and organizations that include underrepresented students (i.e., ALAS; OSAD; Men of Color; Women of Color; PRIDE)</p>	Fall 2021
CC staff will report feeling fulfilled in their professional role and feel supported by Hazen leadership in professional development. This includes staff reporting that they are genuinely appreciated and recognized for their efforts by Hazen Leadership, thus identifying Hazen and SUNY Brockport as a great place to work.	4, 6	4.4, 4.6	<p>A Counseling Center Staff Satisfaction Survey in Baseline will be administered by the Director of Hazen, Cheryl Van Lare once in the fall and again in the spring. Questions will be added to assess targeted areas of improvement.</p> <p>Staff will attend individual supervision with the Associate Director monthly.</p> <p>Hazen Leadership team will develop ways to recognize staff monthly.</p>	Fall 2021 – Spring 2022

SECTION SEVEN: 2021-2022 Assessment Plan

Unit Goal:		College Mission Alignment
The Counseling Center enhance cultural competency and develop and implement at least 2 innovative programs/initiatives specifically targeting underrepresented students.		Goal 1: “A Great Place in which to Learn” (1.1)
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
<p>Counseling Center staff will complete at least 3 certified, appropriate professional development opportunities.</p> <p>The Counseling Center staff will each attend at least 2 campus events in support of underrepresented students.</p> <p>Staff will increase knowledge re: the mental health needs of racially diverse students.</p>	<p>Counselors will report during supervision as well as team meetings what they are learning.</p> <p>Medicat schedules will reflect activities planned and attended.</p> <p>In partnership with SUA and Community Development, focus groups will be created including students from racially, underrepresented groups</p>	<p>Staff will use their time both during and after work hours as needed to complete appropriate training.</p> <p>The Associate Director will keep track of progress via monthly individual supervision during which time performance programs will be reviewed and completion of professional development sessions will be noted.</p> <p>Staff will use their time both during and after work hours as needed to meet this objective. The Associate Director will track by looking at schedules and keeping a list of what has been attended. When staff discuss what they learned during staff meetings, this will be documented in the minutes.</p> <p>Julie Pettit, Clinic Coordinator, will lead this effort as a continuation of work started spring 2020.</p>

Action Plan:

- Counseling Center/EOP collaborative relationship – Fall 2021 – Spring 2022
- Staff attending training on enhancing cultural competency – Fall 2021
- Staff will utilize the College Events Calendar and “Brockport Today” to identify events in which they can be intentional about supporting underrepresented students – Fall 2021 – Spring 2022
- Schedule meeting(s) with staff from SUA and Community Development to discuss focus groups.

Goal Rationale:

Feedback from listening sessions and focus groups with students from diverse cultural/racial backgrounds is consistent. They are asking us to “show up” where they are, and to meet them informally outside of the clinical setting to build trust that will lead to increase in comfort accessing Counseling Center services. This includes returning to in-person residence hall programs. The students will benefit from knowing that the staff in the Counseling Center are engaged in ongoing professional development to enhance cultural competency.

Unit Goal:		College Mission Alignment
CC staff will report feeling fulfilled in their professional role and feel supported by Hazen leadership in professional development. This includes staff reporting that they are genuinely appreciated and recognized for their efforts by Hazen Leadership, thus identifying Hazen and SUNY Brockport as a great place to work.		Goal 4: “To be a Great College at which to Work” (4.4, 4.6)
Outcomes and Criteria:	Data Sources and Methods:	Resources Needed and Individual(s) Responsible:
80% of staff will report feeling fulfilled in their professional role, and supported by Hazen Leadership, as well as appreciated for and acknowledged for their efforts at work	Staff satisfaction surveys; individual supervision Hazen Leadership team will develop ways to recognize staff monthly	Hazen Leadership will add staff satisfaction to the weekly leadership meeting agendas Staff will be provided with opportunities for skills and knowledge development on an ongoing basis.

Action Plan:

- Additional questions will be added to the staff satisfaction survey to reflect above focus areas – Fall 2021
- Counseling Center staff will complete surveys – Fall 2021 and Spring 2022

Goal Rationale: Results of staff satisfaction surveys and feedback gathered from staff reveal an overall dissatisfaction with the level of appropriate recognition and compensation they are receiving because of their work. This is a goal that Hazen has been striving to meet for several years, and it was determined that we should narrow down our focus to specific areas as noted above.

SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Frank Noll was awarded an EMSA “Kudos” award this year	Goal 4
Katie Cariola was nominated for the EMSA “Collaborator” award	Goal 4
The Counseling Center partnered with Community Development to offer a workshop to students in the Officer Leadership Certificate program	Goal 1
All Counseling Center staff were individually recognized with at least 1 BRAVO Award for their excellent work meeting the mental health needs of our students	Goal 4
Julie Pettit initiated innovative collaboration with campus partners which has increased access to underrepresented students’ voices and mental health needs.	Goal 1
Cailley Wayman utilized her unique skills and experience to help serve students with disordered eating behaviors, a subset of clients traditionally referred off campus	Goal 1