



## Unit End of Year Report

Report includes:

- 2016-2017 Annual Goals
- 2016-2017 Assessment Plan
- Key Performance Indicators
- 2016-2017 Points of Pride
- 2017-2018 Annual Goals
- 2017-2018 Assessment Plan

**Unit: Counseling Center, Hazen Center for Integrated Care**

**Director: Libby Caruso**

**Associate Director: Darlene Schmitt**

### UNIT OVERVIEW

This section corresponds with Administrative Unit Assessment Document 1

#### 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.

### Functional Goals and Division/College Mapping

For the purpose of EMSA's work, *Functional Goals* will be defined as the 2-3 broad goals that are necessary for your unit to maintain adequate service and provision of your functions and responsibilities as expected by the College

Unit Functional Goals		Division Goal Mapping (This will be a number reference)	Collee Goal Mapping (This will be a number reference)
CCf1	The Counseling Center provides care to students in both individual and group formats who are seeking assistance with emotional, psychiatric or behavioral concerns.	3	1
CCf2	The Counseling Center also has the ability to coordinate with student's primary home mental health provider and facilitates referrals to local resources, if needed.	3	1

**SECTION ONE: 2016-2017 UNIT ANNUAL GOALS**

Identify the overall annual goals for the unit

<b>Unit Annual Goals</b>	<b>Outcome/Status</b>
Provide professional development during staff meetings	See action plan and timeline below.
Evaluate the effectiveness of group therapy offered by the Counseling Center	See action plan and timeline below.
Improve Counseling Center website	On-going
Provide support for, and participate in, campus initiatives around the issues of equity, diversity and inclusion.	See action plan and timeline below.

## **SECTION TWO, PART ONE: 2016-2017 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

<b>Unit Goal</b>		<b>College Mission Alignment:</b> how does this goal support the College's Mission?
Provide peer to peer professional development during staff meetings		Continued education and professional development of counselors helps them increase understanding of a more diverse set of subjects that a student may present with in session. Being exposed to this additional knowledge can broaden the goal of meeting student needs, contributing to student success.
<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools used to assess (1, 2)	<b>Assessment Data:</b> summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
85% of counselors will report learning something new from the peer to peer PD sessions.  85% of counselors will identify peer to peer PD as useful for their counseling practice.	One minute evaluation sheet	Outcomes for this goal were exceeded. Counselors presented on information related to: sex education, sexual narrative, trauma informed care with survivors of sexual abuse, NCAA inclusion of transgender student-athletes, male-sensitive couple's counseling, emotional support and therapy dogs, neuroscience, and LGBTQIA clients' perceptions of care.

### **CLOSING THE LOOP**

**Resources Used:** describe what resources (human, financial, etc.) were used to pursue this goal

Human capital was used to pursue and achieve this goal. Each counselor devoted time to developing a meaningful and beneficial presentation to their peers.

**Key Findings:** list key findings related to unit goal and outcomes (5)

- 100% of the Counselors found the information presented in each session to be useful in their counseling practice meeting
- 94% of the counselors reported learning something new from the presentations

**Dissemination/Discussion of Key Findings:** how and with whom were key findings shared and what were the results of these discussions (6)

Results were shared internally with Counseling Center staff. Moving forward the Counseling Center aspires to share them with Hazen Center for Integrated entire staff at monthly meetings.

### **Summary Sentence for EMSA Briefing Book:**

The Counseling Center continues to further expand their knowledge and expertise.

## **SECTION TWO, PART ONE: 2016-2017 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

<b>Unit Goal</b>		<b>College Mission Alignment:</b> how does this goal support the College's Mission?
Evaluate the effectiveness of group therapy offered by the Counseling Center		Evaluating the effectiveness of group therapy offered at The Counseling Center in Hazen can help improve the services which can subsequently help support students while they are here at the College; contributing to their student success.
<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools used to assess (1, 2)	<b>Assessment Data:</b> summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<p>75% of students participating in the group will identify as having a sense of belonging to the group.</p> <p>75% of students participating in the group will identify the group has aided in their success at Brockport.</p> <p>Counseling Center will be able to identify two ways in which the groups can be improved based off of student feedback and input.</p>	<p>Utilizing the TFI-8 (measures client's individual experience in group that reflect the 4 factors necessary to an effective group: Instillation of Hope, Secure Emotional Expression, Awareness of Relational Impact, and Social Learning. Scores are out of 7, with the higher number reflecting greater experience of the above 4 factors).</p> <p>In addition, counselors will utilize the GCQ Engaged Means (consists of items that call for ratings on the degree of: Self-Disclosure, Cognitive Understanding, and Confrontation Occurring in the group. Scores are out of 30, with the higher number reflecting a more positive overall group experience).</p>	<p>Goal partially met.</p> <p>During the fall 2016 semester, only members' sense of belonging to the group was assessed:</p> <ul style="list-style-type: none"> <li>- 100% of the members in the "Moves for Mood"; "The Process Group"; and "The Women's Group" felt a sense of belonging to their specific group</li> </ul> <p>During the spring 2017 semester:</p> <ul style="list-style-type: none"> <li>- 80% of members in "The Process Group" felt a sense of belonging to the group and 100% of members agreed that participating in the group helped them be more successful at Brockport.</li> <li>- 75% of the members in "The Anxiety Group" felt a sense of belonging, while 100% reported that their participation in the group helped them be more successful at Brockport</li> <li>- 60% of members in the "Moves for Mood" group felt a sense of belonging, however no assessment was done re: to the group aiding in members' success.</li> </ul>

### **CLOSING THE LOOP**

**Resources Used:** describe what resources (human, financial, etc.) were used to pursue this goal

Human capital is needed to pursue this goal. Darlene Schmitt sought additional information on training for the tool from other SUNY Counseling Center to increase staff understanding and application to best interpret results. No other SUNY is currently using the tool. Each counselor facilitating a group will be responsible for distributing the assessment tool 4 weeks into the group then again in 4 weeks.

**Key Findings:** list key findings related to unit goal and outcomes (5)

- All groups had at least one member say that they wished there were more people involved in the groups and/or the groups met more than once a week.
- Student identified a desire for even more interpersonal connection with others in the group.
- Improve orientation/onboarding process to ensure that clients are fully informed about the group's goals and objectives.
- Be more active in facilitating members to connect in addition to providing psychoeducation.
- Recruiting more members

**Dissemination/Discussion of Key Findings:** how and with whom were key findings shared and what were the results of these discussions (6)

Results and feedback were shared with the clients during the last group meeting. Results and feedback were also shared during the Counseling Center morning meeting.

**Summary Sentence for EMSA Briefing Book:**

The Group Therapy program in the Counseling Center continues to seek feedback from members to improve how effective the modality is in achieving the goal of aiding in student success.

## **SECTION TWO, PART ONE: 2016-2017 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

<b>Unit Goal</b>		<b>College Mission Alignment:</b> how does this goal support the College's Mission?
Provide support for, and participate in, campus initiatives around the issues of equity, diversity and inclusion.		The Counseling Center seeks to support the College in its efforts to improve upon equity, diversity, and inclusion practices. Attending, supporting, and participating in this imperative dialogue is one way we can support these efforts.
<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools used to assess (1, 2)	<b>Assessment Data:</b> summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ol style="list-style-type: none"> <li>1. Create a Diversity Statement (Done by Jan. 31, 2017)</li> <li>2. Attend 2 community conversations as practicable</li> <li>3. At least one staff member will attend the annual Diversity Conference (Sept. 2016)</li> </ol>	<p>Attendance and participant tracking</p> <p>Counselor who attends community conversations will report back what was talked about at the following staff meeting</p>	<ol style="list-style-type: none"> <li>1. Goal met. Diversity statement completed; approval pending.</li> <li>2. Each staff member attended, participated in and/or helped to facilitate at least 2 community conversations as well as other events re: to EDI. Staff members reported back to the team during the following week's staff meeting.</li> <li>3. Associate Director and CC representative on Diversity Committee attended the Diversity Conference. In addition, both provided regular updates to staff, and announced new initiatives and events happening on campus re: EDI. These efforts put us "out there" with students, faculty, and student leaders from diverse populations on campus (BSG; "The Movement"; ALAS; OSAD); being involved with various fac/staff and students, particularly at the Space for U conversations; building trust and helping to further assess what students need from CC.</li> </ol>

### **CLOSING THE LOOP**

**Resources Used:** describe what resources (human, financial, etc.) were used to pursue this goal

Human capital is needed to pursue this goal.

**Key Findings:** list key findings related to unit goal and outcomes (5)

Counseling Center staff felt an increase in knowledge around topics of diversity and inclusion, and were actively involved in several campus initiatives.

**Dissemination/Discussion of Key Findings:** how and with whom were key findings shared and what were the results of these discussions (6)

Counselor's shared their experiences from attending the events at weekly Counseling Center meetings. This time allows them to share what was mentioned and how they might incorporate their new information into practice.

**Summary Sentence for EMSA Briefing Book:**

Equity, diversity, and inclusion are of top priority to the College at Brockport. With recent additions to the Better Community Statement and urgency around a better investment in our community, the Hazen Counseling Center aspires to be a part of the conversation, offering support in any way we can. Supporting and attending these events has aided in the Counseling Center staff's professional development.

**SECTION TWO, PART TWO: 2016-2017 Assessment Plan**

***The Qualitative Project***

**SUNY Student Opinion Survey Data Point:** Please note the SOS data point identified for additional study.

The Hazen Center for Integrated Care Counseling Center provided their own survey for client feedback.

**Questions for Clients:**

1. Please feel free to share your honest feedback about your experience at the Counseling Center. This will help us improve our services and provide better care.

**Logistics: Distributed during last week of classes 12/5/16 and 5/4/17**

**# of surveys collected: 87**

**Findings:**

**Themes:** Please list 1-3 themes you identified which emerged from the survey:

- a. **Positive interactions with counseling staff while in session.**
- b. **Waiting room**
- c. **Hours counselors are available to see clients**

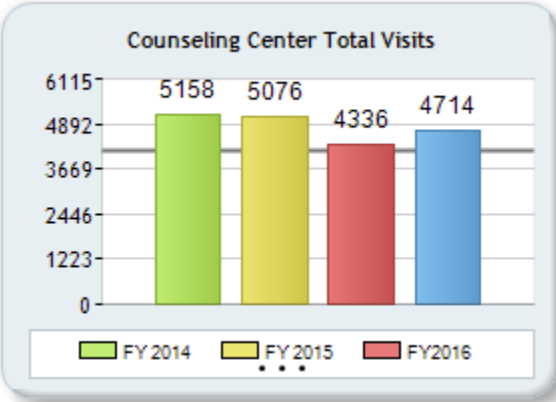
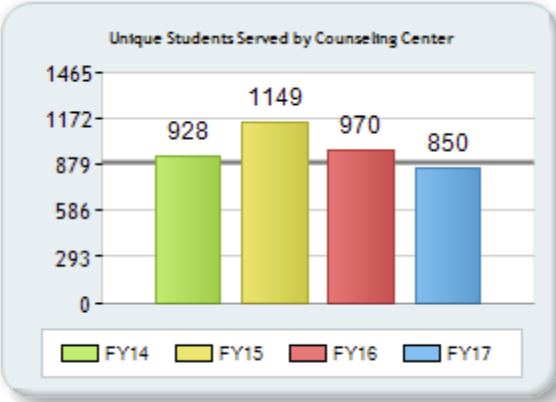
**Quote:** Please provide a quote from a focus group participant which clearly identifies/supports each of your themes.

- a. “The Counseling Center staff is great, very friendly and personable” “My counselor is pretty awesome” “overall great atmosphere”
- b. “The change in the reception area is a little awkward, having one big waiting area is a little scary”
- c. “It was difficult to make an appointment this semester” “ It would be helpful to have night time hours when students are not in class”



### SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Using charts from Baseline, display and analyze your key performance indicators

Key Performance Indicators and Benchmarks	Analysis																				
 <p><b>Counseling Center Total Visits</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Total Visits</th> </tr> </thead> <tbody> <tr> <td>FY 2014</td> <td>5158</td> </tr> <tr> <td>FY 2015</td> <td>5076</td> </tr> <tr> <td>FY 2016</td> <td>4336</td> </tr> <tr> <td>FY 2017</td> <td>4714</td> </tr> </tbody> </table>  <p><b>Unique Students Served by Counseling Center</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Unique Students Served</th> </tr> </thead> <tbody> <tr> <td>FY14</td> <td>928</td> </tr> <tr> <td>FY15</td> <td>1149</td> </tr> <tr> <td>FY16</td> <td>970</td> </tr> <tr> <td>FY17</td> <td>850</td> </tr> </tbody> </table>	Fiscal Year	Total Visits	FY 2014	5158	FY 2015	5076	FY 2016	4336	FY 2017	4714	Fiscal Year	Unique Students Served	FY14	928	FY15	1149	FY16	970	FY17	850	<p>Total attended visit to the Counseling Center saw a slight increase, whereas the number of unique students served by the Counseling Center was slightly decreased from last year. This could in part be due to the increased complexity of mental health issues being treated in Hazen, which often require more frequent visits.</p> <p>During the fall semester, Hazen had a FT psychiatric Nurse Practitioner who monitored a large caseload of clients for medication management. Those same students also saw their primary counselor, often attending more sessions than clients not under psychiatric care.</p> <p>When the NP left in December, the Center referred those cases to community providers or to the HC, however many did continue individual therapy with a counselor.</p> <p>The data has fluctuated over the past 4-5 years in part due to staffing changes negatively impacting the clinic's capacity.</p> <p>The Counseling Center made a strong effort to communicate self-care and self-coping methods. Students may be better utilizing self-coping mechanism as opposed to seeking out Counseling Center Services.</p>
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**SECTION FOUR: 2016-2017 POINTS OF PRIDE AND ACCOMPLISHMENTS**

Identify up to 10 points of pride and accomplishments throughout the 2016-2017 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

<b>Point of Pride/Accomplishment</b>	<b>College Mission and Priorities Alignment</b>
Julie Pettit successfully completed the Trauma Informed Care and Counseling Certificate, University at Buffalo	Supporting student success
Frank Noll, Spring 2017 Intern, recognized at Graduate Graduation for work done in the LGBTQIA Community	Diversifying staff
Luke Myer presented at the Counseling Centers of New York, Annual Conference	Professional Development
Support and Leadership in College Priority of Equity, Diversity, and Inclusion	Supporting student success
American College Health Association Accreditation	Supporting student success

## SECTION FIVE: 2017-2018 UNIT STRATEGIC GOALS

For the purpose of EMSA's work, *Strategic Goals* will be defined as the 2-4 goals that are determined for your unit to advance the strategic direction as defined by the College and supported through the Division's goals.

***\*THIS WILL BE A NUMBER(S) FROM THE COLLEGE'S OPERATIONAL DOCUMENT***

<b>Strategic Goals</b>	<b>Divisional Goal Mapping</b>	<b>College Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)*</b>	<b>Action Plan</b>	<b>Timeline</b>
<b>CC1:</b> Implement feedback gathered from 2016-2017 counseling group assessments to improve group member retention and overall member satisfaction related to their participation in groups.	3	1	1.1 1.5	Feedback gathered from assessment tools and surveys will be implemented into groups for Fall 2018.	Group members will be given the assessment tools at the 4 and 8 week mark; surveys given at the end of the group.
<b>CC2:</b> Measure and evaluate Counseling Center presence and support of the residential community as evidenced by number of programs and RLLC staff satisfaction.	2 and 3	1	1.1 1.10	Establish a system for gathering and evaluating baseline data for the liaison program between Residential Life/Learning Communities and the Counseling Center.	End of Fall 2018 semester.
<b>CC3:</b> Improve marketing via the website and social media to increase campus community awareness of CC services and programs, as well as to share knowledge related to diverse mental health topics	3	2	2.1 2.6	Create Facebook/Instagram site and monitor growth of followers.  Update Counseling Center website once a semester, or as appropriate to advertise CC programs and initiatives.	Social media site will be up by Dec. 2017 Website content will be updated by Dec. 2017 and go live by May 2018.

### **SECTION SIX: 2017-2018 Assessment Plan**

Identify 1-2 Functional Goals and 1-2 Strategic Goals and determine your proposed component and plan for assessing. This section corresponds with the Administrative Assessment Documentation Document 2.

**Unit Annual Goal:** For the purpose of EMSA's work, *Unit Annual Goal* will be each of the 2-4 *Functional* and *Strategic* Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.

**CC1:** Implement feedback gathered from 2016-2017 group assessments to improve group member retention and overall member satisfaction related to their participation in groups.

<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)	<b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal
75% of students participating in the group will identify as having a sense of belonging to the group.  75% of students participating in the group will report that the group aided in their success at Brockport.  Counseling Center will be able to identify two ways in which the groups can be improved based off of student feedback and input.	Therapy Group Climate Questionnaire-Short Form (GCQ) and The Therapeutic Factors in Group Inventory-8 (TFI-8) assessments will be provided to group members at the 4th group session and again at the 8th week to measure their "sense of belonging to the group" as well as how effective individual members experience the group to be.  At the end of the group/semester, clients will also be given a survey asking them to identify ways in which participating in the group has aided in their success at Brockport. They will also be given the opportunity to make suggestions for improvement.	Julie Pettit, Senior Counselor, will oversee staff compliance with implementing the assessment tools and surveys. Darlene Schmitt, Associate Director, will provide bi-weekly supervision to all counselors running groups to check in re: progress.

**Action Plan:** describe strategies that will be used to reach the outcomes and goal, including timeline

- Time will be blocked off on counselors schedules to do data collection and analysis
- Once counselors have collected and analyzed the 4 and 8 week data, the results will be written up and shared with staff in CC staff meeting.
- At the CC bi-annual retreat in January 2018, the team will discuss data and survey results and make necessary adjustments in areas needing improvement
- Implement identified areas of growth spring 2018
- Discuss and disseminate findings at the monthly Hazen all staff meeting

**Goal Rationale:** describe the reasons for selecting this goal including any relevant assessment data and key findings

**Rationale description:**

Groups offer quality services to a number of students during the clinical hour vs. only being able to assist one student during that same hour. Group therapy has been offered at Hazen for many years, however has been underutilized by students. As such, we are working to better understand the needs of students in the groups and what will attract and retain participants. Moreover, we aspire to understand if they have a sense of belonging to the group and if being a part of the group has aided in their success at Brockport.

**Section Six: 2017-2018 Assessment Plan**

Identify 1-2 Functional Goals and 1-2 Strategic Goals and determine your proposed component and plan for assessing. This section corresponds with the Administrative Assessment Documentation Document 2.

**Unit Annual Goal:** For the purpose of EMSA's work, *Unit Annual Goal* will be each of the 2-4 *Functional* and *Strategic* Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.

**CC2:** Measure and evaluate Counseling Center presence and support of the residential community as evidenced by number of programs and RLLC staff satisfaction.

<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)	<b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal
85% of RD's will rate their satisfaction with the Counseling Center Liaison program as a "4" (satisfied) or "5" (extremely satisfied)  100% of CC staff will collaborate with Residential Life 2 times a semester.	Each RD will be invited to complete a centralized satisfaction survey.  Counselors will document on the Mediat calendar each event, program or in person interaction they have with ORL/LLC staff.  CC will develop and implement a Mach Form for all residence hall requests for counselor support. Counselors will review all program requests made via Mach Forms submitted by RD's and determine which counselor(s) will follow up.	Associate Director Darlene Schmitt will send out centralized survey to Monique Rew-Bigelow, Asst. Director of Res. Life, who will distribute the survey to the RDs at the end of each semester during the 2017-18 academic year.  Darlene Schmitt, Associate Director will oversee counselor compliance and will work with Residential Life Assistant Director Monique Rew-Bigelow to ensure needs are met.

**Action Plan:** describe strategies that will be used to reach the outcomes and goal, including timeline

- In partnership with the Assistant Director from Residential Life, will develop Mach Form and survey
- Create form online to help manage requests of programs provided by counselors
- Create feedback survey
- Analyze data at the end of fall semester and share results in CC staff meeting and monthly Hazen all staff meeting
- Discuss findings at bi-annual retreat in January and make any necessary adjustments based on feedback received.

**Goal Rationale:** describe the reasons for selecting this goal including any relevant assessment data and key findings

The Counseling Center received feedback from Residential Life providing insight to areas of improvement for the liaison program. With many of our students living on campus, strengthening this program can only help our students feel more supported and comfortable in the event they need to reach out for help. Identifying this goal will also assist the Counseling Center in improving upon outreach efforts throughout campus.

### **Section Six: 2017-2018 Assessment Plan**

Identify 1-2 Functional Goals and 1-2 Strategic Goals and determine your proposed component and plan for assessing. This section corresponds with the Administrative Assessment Documentation Document 2.

**Unit Annual Goal:** For the purpose of EMSA's work, *Unit Annual Goal* will be each of the 2-4 *Functional* and *Strategic* Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.

**CC3:** Improve marketing via the website and social media to increase campus community awareness of CC services and programs, as well as to share knowledge related to diverse mental health topics.

<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)	<b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal
300 social media followers by June 2018  50% of survey respondents will indicate they are aware of the website.	Track number of likes and followers  A question will be added to the client satisfaction survey re: knowledge and awareness of CC social media sites.	Human capital is needed to update and maintain social media platforms and website. Counselor Luke Myer will collaborate with ITS and Marketing Departments to discuss ideas.  Darlene Schmitt, Associate Director will provide support and monitor progress.

**Action Plan:** describe strategies that will be used to reach the outcomes and goal, including timeline

- Create Facebook account and/or Instagram account for CC
- Track number of likes and number of website views weekly
- Update website as needed and monitor number of site visitors monthly
- Report numbers and progress to larger Hazen Center staff at monthly meetings updates

**Goal Rationale:** describe the reasons for selecting this goal including any relevant assessment data and key findings

Rationale description

Most college students and their parents utilize various means of social media or the internet to get information. Updating and monitoring our social media and web presence is imperative to effective communication with our students. Moreover, utilizing these strategies could aid increase the promotion of Counseling Center Services.