

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

Administrative Unit: College Counseling Center

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Assessment Year: 2023-2024

PURPOSE

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

SECTION 1: ASSESSMENT PLAN FOLLOW-UP

A key component of the continuous improvement assessment process is regularly following up on [your assessment plan](#). Please review your plan and select one-third of your unit goals, along with related desired outcomes and objectives to report on the progress made. Units should select a goal that has not yet been reported on during the '22-'26 cycle.

Selected Goal

Members of the campus community will be provided opportunities to increase understanding regarding the physiological and psychological ramifications of Racial-Based Traumatic Stress to help validate and support BIPOC members of our campus community.

Desired Outcomes/Objectives

After attending a psychoeducation program campus community members will be able to define Racial-Based Traumatic Stress, identify ways of coping, and how to support those who may be facing such Traumatic Stress. This training will be offered twice per semester to campus community members.

Related Targets/Measures

- 1.) Upon completion of the Race-Based Traumatic Stress training campus community members will be provided a quiz to reinforce and assess their retained knowledge of the covered material.*
- 2.) 70% of the campus community who attend the training will be able to define Racial-Based Traumatic Stress, identify ways of coping, and how to support those who may be facing such Traumatic Stress.*

The target is to train a minimum of 50 campus community members a year in Racial-Based Traumatic Stress and obtain a quiz score of 70% or better.

Describe the progress made toward the selected goal and the related desired outcomes and objectives. Be sure to include steps taken and any information/data collected and results.

The Legacy of White Supremacy: Race Based Traumatic Stress was presented to a group of 17 faculty, staff and college administrators as the first presentation in the Lunch and Learn DEI series. Based upon the outcome of the assessment administered, 100% of the participants received passing scores (above 70%) and were able to demonstrate knowledge acquisition regarding the definition of Race-Based Traumatic Stress, identify specific ways of coping, as well as how to support those who may be affected. Nine participants scored a 100 on the assessment, five participants scored a 90, two received an 80 and only one participant scored a 70, all of which achieved the goal of 70% or greater, a majority by a significant margin.

Due to the success determined with the knowledge retention, continued presenting of The Legacy of White Supremacy: Race-Based Traumatic Stress will continue to be offered to various departments, offices, classes, and student groups. Significant positive feedback was provided by participants post-presentation with much contributing additional information which highlighted the current day manifestations of slavery.

During the initial rollout of the program, potential challenges were noted related to the polarizing information generated from the audience. Participants shared SUNY is mandated to use Corcraft, prison labor which has been exposed as a modern-day manifestation of slavery. Despite claiming it is an all-voluntary workforce, investigations and former inmates have shared those who refuse are kept from amenities such as showering, access to toiletries, phone privilege, and limited commissary access. Those who suggest pay greater than 30 cents an hour or unionizing find themselves in solitary confinement. It is my concern despite the tremendous value of the presentation, interest may be limited unless we can appropriately address our role as a campus regarding our direct contribution to a problem, we are purporting to be both outraged by and intent on addressing.

Based on the assessment data and information shared above, what planned actions were or will be taken as a result?

Further program development and presentations across campus will allow the Counseling Center and SUNY Potsdam to demonstrate our commitment to increase awareness of Race-Based Traumatic Stress, how it is manifested, and how it is experienced by our students. On individual, clinical levels, beginning training and implementation of the UConn Racial/Ethnic Stress & Trauma Scale (UnRESTS) may allow for further DEI domain work to be done. An evidenced-based semi-structured interview, this measure provides a more comprehensive assessment of race-based trauma relative to existing measures. With an increase in discussion and awareness of the College Counseling Center's efforts to promote greater awareness of RBTS through programming, it would behoove us to adopt greater ways of assessing the scope and depth of how RBTS affects our students as they engage with counseling services.

SECTION 2: DATA INFORMED DECISIONS & UNPLANNED ASSESSMENT (OPTIONAL, BUT VALUABLE)

The experiences of every administrative unit contribute to our collective narrative as a campus. We encourage you to share an example from this past year where you leveraged data or assessment type activities. This could involve planning, taking action, and/or solving a problem. Unlike section 1, there's no need for a formal reporting structure for this section. Instead, focus on a narrative that highlights what was done, the results and the impact of your efforts. Please include any related data and information when available and appropriate.

This semester the Counseling Center implemented a Quality Improvement (QI) protocol to increase accountability, provide valuable clinical feedback, and to promote greater fidelity across provider documentation. This protocol involved the Director and Assistant Director of Counseling collaborating to

create a fifteen-point guide to determine scope, appropriateness, quality, timeliness, and the minimizing of clinical liability within individual psychotherapy sessions. This process has allowed us to identify aspects of misunderstanding, areas requiring clarification, and the need for further training and research regarding the latest assessments and screening procedures. This QI has allowed us to provide valuable feedback to staff, make needed administrative decisions about concerns identified, and to ensure current and future hires have universal understanding of documentation requirements and expectations.