

**SUNY Potsdam
Administrative Unit
Assessment Plan**

Administrative Unit: College Counseling Center
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Assessment Cycle: 2022-2026

PURPOSE

Administrative Assessment is an ongoing process that allows a unit to evaluate and – where necessary – improve its programs, services and operations. Assessment is a systematic approach to demonstrate continuous improvement in programs, services and operations. This template is to be used when creating your assessment plan. Assessment plans should be measurable, meaningful and manageable.

UNIT MISSION STATEMENT

The College Counseling Center assists matriculated SUNY Potsdam students in becoming mature, healthy, and thoughtful citizens within our community and those which they live after graduation. To this end, we believe that all students have the ability to become self-actualized, responsible, and civil.

The College Counseling Center is dedicated to the purposes of creating therapeutic relationships and using evidence-based treatment to empower students to utilize knowledge and skills that will provide collective psychological security to the SUNY Potsdam community and to the world they ultimately come to work and live in once they have graduated.

GOAL #1

Reminder: Generally speaking, goals should be grounded in the mission of the unit, be broad, and linked to the overall institutional priorities and goals. They should focus on strengthening and improving critical functions, services and processes and reflect the most important/urgent priorities of the unit.

Provide mental health training to the campus community to increase their awareness of relevant mental health concerns and how to address issues within this domain to provide support and guidance to fellow members of our campus community.

<p>GOAL #1 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO? (Select all that apply)</p> <p><input checked="" type="checkbox"/> Retention and Enrollment <input type="checkbox"/> Financial Stability and Analysis <input type="checkbox"/> Academic Programs and Planning <input type="checkbox"/> Strengthening Community Connections <input type="checkbox"/> Diversity, Equity, Inclusion, & Belonging</p>	<p>Briefly describe the link between goal #1 and the institutional priority area(s) selected.</p> <p>Provide mental health training to the campus community who are able to readily identify signs of mental health concerns and connect students with the appropriate resources are able to address concerns which may affect academic success and ultimately enrollment.</p>
<p>GOAL #1 – DESIRED OUTCOMES AND OBJECTIVES Tip: Outcomes and objectives should be SMART... <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-bound</p> <p><i>After attending a two- hour AAA Mental Health training the campus community will be able to identify the four parts of the BEAR action plan. The campus community will be able to identify signs of common mental health disorders most often experienced by SUNY Potsdam students and be able to utilize the BEAR action plan to initiate helping conversations. This training will be offered twice per semester to the campus community.</i></p>	
<p>GOAL #1 – ASSESSMENT METHODS, MEASURES, AND TARGETS Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.</p> <ol style="list-style-type: none"> <i>1.) Upon completion of the AAA Mental Health training the campus community will be provided a quiz to reinforce and assess their retained knowledge of the covered material.</i> <i>2.) 70% of the campus community who attend the training will be able to identify: What BEAR stands for regarding the Mental Health Action Plan, three self-care behaviors which promote wellness, as well as what resources are available to students to address mental health related concerns.</i> <i>3.) The target is to train a minimum of 50 people a year in AAA Mental Health and obtain a quiz score of 70% or better.</i> 	

GOAL #2

Diversity 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.

GOAL #2 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☐ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☒ Diversity, Equity, Inclusion, and Belonging

Briefly describe the link between goal #2 and institutional priority area(s) selected.

By expanding campus community knowledge regarding the consequences of societal and institutional racism endured by BIPOC students, members of the community will be able to increase their awareness of challenges faced by individuals different than themselves.

GOAL #2 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

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.

GOAL #2 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- 1.) Upon completion of the Racial-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.*
- 3.) 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.*

GOAL #3

The College Counseling Center will analyze psychological assessment data to identify current mental health trends on the SUNY Potsdam College campus to develop and expand treatment options, improve resource allocation, and increase retention rates.

GOAL #3 - WHAT INSTITUTIONAL PRIORITY AREA(S) DOES THIS GOAL LINK TO?

(Select all that apply)

- ☒ Retention and Enrollment
- ☐ Financial Stability and Analysis
- ☐ Academic Programs and Planning
- ☐ Strengthening Community Connections
- ☐ Diversity, Equity, Inclusion, & Belonging

Briefly describe the link between goal #3 and institutional priority area(s) selected.

Assessment of clinically meaningful change is necessary for treatment planning, monitoring progress, and evaluating treatment response. Using empirically validated data to determine trends in student distress will allow counselors to target symptoms and utilize best practices to reduce student distress, specify targeted mental health interventions, and improve student retention. The hope is that firm data will allow for identification and targeting of mental health concerns, expand treatment options, and improve resource allocation which will subsequently increase the chances for academic success.

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GOAL #3 – DESIRED OUTCOMES AND OBJECTIVES

Tip: Outcomes and objectives should be SMART... Specific, Measurable, Achievable, Relevant, Time-bound

1.) Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62). The CCAPS-62 was developed as a standardized instrument for use with college counseling center clients. It provides a multidimensional assessment of psychological symptoms that were identified as important by counseling center staff and experienced psychotherapy researchers. It was created for identifying common challenges to healthy college student development and assessing clinical constructs and their influence on one another, including academic distress. The measure assesses the following domains: depression, generalized anxiety, social anxiety, academic distress, eating concerns, family distress, hostility, and substance abuse. Counseling Center Assessment of Psychological Symptoms-34 (CCAPS-34) A short version of the CCAPS-62 was created out of three studies and in response to the need for a briefer instrument for repeated measures. The final short version, CCAPS-34, demonstrates good discrimination power and contains seven subscales where the family distress subscale was eliminated.

2.) In Counseling Assessment of Psychological Symptoms (CAPS), assessment of clinically meaningful change is necessary for treatment planning, monitoring progress, and evaluating treatment response. All students who utilize CAPS will complete a CCAPS-62 during their first appointment. CAPS will use the CCAPS-34 on a repeated measures basis to allow for patterns of distress in different areas to emerge over time. Completing the CCAPS-34 on a regular basis over the course of treatment can help both therapists and students recognize and appreciate progress they have made – or become aware of and address lack of progress or worsening of symptoms. CAPS will collect the clinical assessment data for the purpose of analyzing clinical change over time and common patterns of change.

3.) Licensed therapists will formulate a diagnostic assessment based on the results of the CCAPS-62 and the clinical intake.

4.) Continued assessment will be done at the beginning of each semester for continuing clients by administering the CCAPS-34 (A short version of the CCAPS-62 created in response to the need for a briefer instrument for repeated measures).

GOAL #3 – ASSESSMENT METHODS, MEASURES, AND TARGETS

Reminder: These should be aligned with the objectives being assessed. Also, consider using a combination of direct and indirect measures. Be sure to include specific targets.

- 1) 90% of students will have a CCAPS-62 standardized instrument completed at time of intake to provide a multidimensional assessment of psychological symptoms
- 2) Using the CCAPS reports, diagnostic data will be pulled, compiled, and reviewed on an annual basis to identify the trending mental health concern(s).
- 3) The College Counseling Center will use the data to determine where to allocate its resources and to ascertain what treatment options and clinical techniques need to be expanded/updated.
- 4) 50% of the students will demonstrate a decrease in symptoms of depression, anxiety, high-risk behaviors and academic distress.