

2011-2012 ASSESSMENT RESULTS
Counseling Services, John Jay College of Criminal Justice
Calvin R. Chin, Director

SECTION 1: MISSION, VISION, AND STRATEGIC PRIORITIES

VISION STATEMENT

To be highly regarded as both an interdisciplinary academic department and counseling services center enhancing the mission of the College and student success through teaching, research, individual and group counseling, psychological services, consultation, training and referral.

MISSION STATEMENT

The **Counseling Services Center** facilitates student learning and student developmental success by providing high quality services with an awareness of the diverse cultural, historical, economic, and political forces that shape our student body. We provide psychological assessment and counseling support services to meet the mental health and developmental needs of students and mental health consultation requests of faculty, staff and campus organizations. To help foster student success we offer a wide range of individual, group, outreach, crisis response, training, and referral services.

GUIDING PRINCIPLES

Counseling is guided by student learning centered principles of education and service. In addition, its functions are developmental, remedial, and preventive to effectively respond to the educational needs of the College and of students. The diverse staff subscribes to academic and service accreditation standards and seeks to operate based on the ethical principles and the guidelines of their respective professions. Counseling strives to promote and uphold values of acceptance, respect, integrity, confidentiality and competence and high regard for student success.

STRATEGIC OBJECTIVES (2011-2012)

1. Form partnerships with other departments and divisions (e.g., FYE, Health Office) within John Jay to develop programming and initiatives that integrate mental health in ongoing efforts to increase retention and success of students.
2. Leverage peer counseling program as another means of de-stigmatizing mental health issues and treatment, by having peers develop workshops and programs that speak to the student community on a peer-to-peer level.
3. Take advantage of the opportunity that presents itself with academic advising moving out of Counseling by re-branding the work that we do in the direction of

emphasizing the benefits of personal counseling and how it can be a key to ensuring success in school.

4. Provide training to the university community around mental health issues and recognizing signs of distress in students so the entire community can act as a safety net for students in distress.

SECTION 2: 2011-2012 PERFORMANCE MANAGEMENT PROCESS (PMP) GOALS & TARGETS

Obj.	Goal/Target	Indicator(s)	Results
6	Counseling Services will increase campus awareness of mental health services and understanding of how to assist students in distress among faculty and administrators through outreach events and partnerships with different departments.	Number of presentations to faculty and administrators. We would expect the number of consultations that CS makes with faculty and administrators to increase as a result of increased comfort.	Over the course of the year, we completed 7 gatekeeper trainings to different academic departments and service areas. We saw a 10 fold increase in the number of consultations with faculty and staff (11 in 2010-11 vs. 101 in 2011-12).

For more information, please see <http://www.cuny.edu/about/administration/chancellor/performance-goals.html>.

SECTION 3: MEETING THE JOHN JAY @ 50 MASTER PLAN

Strategy:	Devise programs to promote cultural competency on campus.
Corresponding Goal:	Goal 1, 2011; Goal 4, 2011
Timeline:	Begin work in May 2011, continue implementation of Safe Zones in 2012, develop other initiatives in 2013, continue work in 2014
Assessment Metric(s):	Number of Safe Zone participants trained who are aware of homophobia, heterosexism, and the challenges of LGBTQ students, campus climate surveys of LGBTQ students document increased level of comfort and support
Analysis:	Examine percentage increase in number of Safe Zone participants trained year-to-year, demonstrate a reduction in bias incidents reported by students.
Results:	Safe Zone Training was completed with the entire Counseling Department (18 staff members), the externs who are part of the Counseling Department (6 externs), students enrolled in CSL 112 (25 students), and the SEEK Department (10 staff members). Campus climate is being assessed through the Multi-Institutional Study of Leadership this Spring which will provide baseline data regarding the level of comfort experienced by self-identified LGBTQ students.

Strategy: Rebrand and publicize the services that Counseling provides through new brochures, website updates, and tabling events conducted by the peers.

Corresponding Goal: Goal 1, 2011

Timeline: Begin work in August 2011, continue work through 2014.

Assessment Metric(s): Number of students who come to Counseling for Personal Counseling; level of awareness of Counseling Services as assessed through Student Experience Survey

Analysis: We should see an increase in the number of students who make use of the CS, and an increase in the level of satisfaction with our services.

Results: There was a 34% increase in the number of students coming for personal counseling from the 2010-11 academic year to the 2011-12 academic year (See Figure 1). We also saw increases in the number of students seen for crisis intervention (Figure 2), the number of veteran student appointments (Figure 3), and the number of consultations with faculty and administrators (Figure 4). We will make use of the MSL to measure the awareness of the Counseling Department as a source of help. This is the first year John Jay is participating in the study, so this will provide baseline data for us.

Strategy: Leverage peer counseling program to establish mental health outreach initiatives across campus.

Corresponding Goal: Goal 1, 2012

Timeline: Begin planning in August 2011, pilot programming in Spring 2012, continue development of program through 2014.

Assessment Metric(s): Number of outreach events conducted, number of students who attended outreach events

Analysis: We should see an increase in the number of outreach events completed. We can also evaluate level of students learning about specific topics included in outreach.

Results: This year, the peers completed 40 number of outreach events that included 2319 students. Students who completed workshops sponsored by the Counseling Department evaluated the workshops extremely positively. (See Figure 5).

Strategy: Develop policies and procedures manual to standardize all psychological services.

Corresponding Goal: Goal 5, 2011

Timeline: Begin work in Spring 2011 and complete work by Spring 2012.

Assessment Metric(s): Level of compliance with policies and procedures as assessed through QA studies, annual employee evaluations and periodic chart reviews.

Analysis:	Ongoing analysis of policies and procedures through regular input from staff in meetings and supervision, continuous quality improvement based on feedback from QA studies.
Results:	Policies and procedures manual was completed and implemented. Level of compliance to policies and procedures can be measured through the number of outstanding tasks that our Titanium software lists for each counselor. Across the department, the number of outstanding tasks has been reduced to an average of 10 per counselor vs. 110 per counselor a year ago.
Strategy:	Establish monthly service utilization and client satisfaction report.
Corresponding Goal:	Goal 5, 2011
Timeline:	Begin work in August 2011, collect data in an ongoing way after that.
Assessment Metric(s):	Monthly utilization report and satisfaction surveys will be used to track level of progress on other goals.
Analysis:	We will examine utilization reports for trends and patterns around periods of usage and adjust scheduling and staffing as necessary. The results of the client satisfaction survey for 2011-12 can be found in Figure 7.

SECTION 4: MEETING NATIONAL STANDARDS

The Counseling Service abides by the standards of the International Association of Counseling Services (IACS) as well as the standards on Counseling outlined by CAS. We will be applying for accreditation through IACS in the next year. Accreditation involves submitting a detailed self-assessment, followed by a site visit and review. Our site visit is scheduled for June 14 & 15, 2012.

SECTION 5: DEPARTMENTAL LEARNING OUTCOMES

Outcome 1:	Students will learn positive and realistic self-appraisal.
Metric:	Reduced levels of depression and social anxiety as assessed through the Counseling Center Assessment of Psychological Symptoms (CCAPS) (See Figure 6).
Outcome 2:	Students will choose behaviors and environments that promote health and reduce risk.
Metric:	Reduced levels of substance abuse and hostility as assessed through the CCAPS (See Figure 6).
Outcome 3:	Students will develop and maintain satisfying interpersonal relationships.
Metric:	Reduced levels of social anxiety as assessed through the CCAPS (See Figure 6).

SECTION 6: LEADERSHIP, CIVILITY, CULTURAL COMPETENCE

Counseling Services assists students in building leadership, civility, and cultural competence in a number of ways. Through personal counseling, students will learn how to articulate their leadership style, understand the dynamics of a group, and respectfully promote group involvement and ownership of desired outcomes. The value of civility will be advanced through our focus on understanding interpersonal dynamics. Through both individual and group therapy, students will learn how to recognize and accept responsibility for how his or her behavior impacts others and the environment. Finally cultural competency will be developed through our focus on understanding one's own identity and culture, and how diversity impacts on one's experience. Progress made toward these learning outcomes will largely be measured through counselor impressions, and even more importantly, through student's perceptions of their personal growth and development in these areas. Throughout the therapeutic relationship, progress towards goals is constantly evaluated and re-evaluated and is a crucial part of the therapeutic process.

Leadership is also developed through our Peer Counseling program. Students who demonstrate academic achievement (GPA >3.3) are invited to apply to become a Peer Counselor. These students take a semester-long course on listening skills and peer counseling techniques. Those students who are deemed appropriate are then invited to participate in a practicum course the following semester. Students in the practicum course conduct outreach on behalf of the Counseling Department and also conduct peer counseling with interested students. These students have demonstrated leadership by starting a chapter of Active Minds on campus, and organization that promotes mental health.

Civility and cultural competence are developed through our Safe Zone program designed to promote cultural competency in interested students and staff around LGBTQ issues. This year, all of the Counseling Staff has been trained, as well as all of the Peer Counselors and externs within the department. Training is about to be offered to the Center for English Language Support as well as to other departments around the college. We also promote cultural competency through the Directors chairing of the LGBTQ Task Force. The task force was responsible for the creation of Jay Pride, a resource website for LGBTQ students. We have also conducted different events on campus designed to increase visibility of LGBTQ students on campus, and create opportunities for connections. The cultural climate for LGBTQ students will be assessed through the Student Leadership Survey which is being released this semester.

Figure 1. Number of Students in Personal Counseling (34% increase)

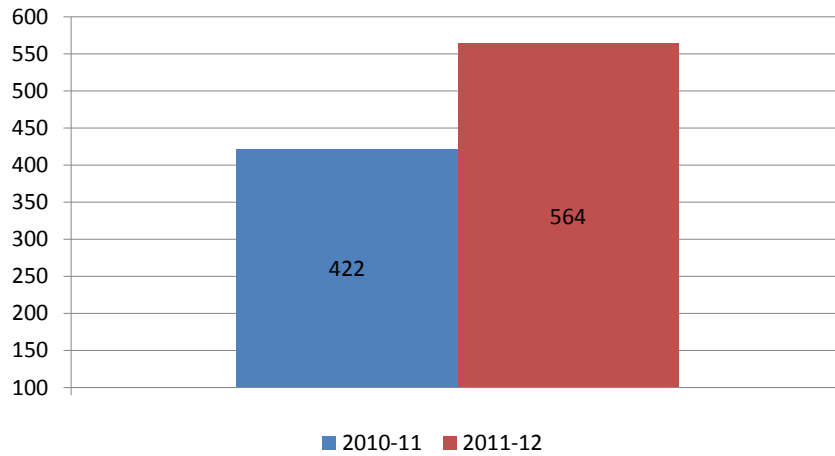


Figure 2. Number of Students Seen for Crisis Intervention

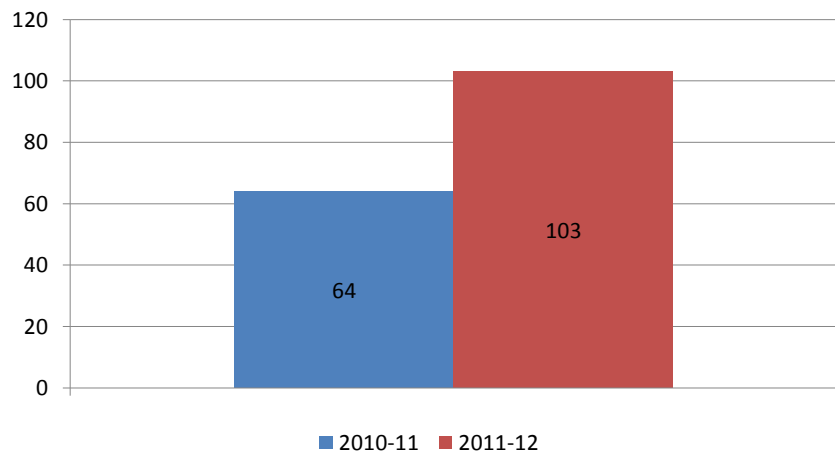


Figure 3. Number of Students Seen for Veterans/Service Member Appointments

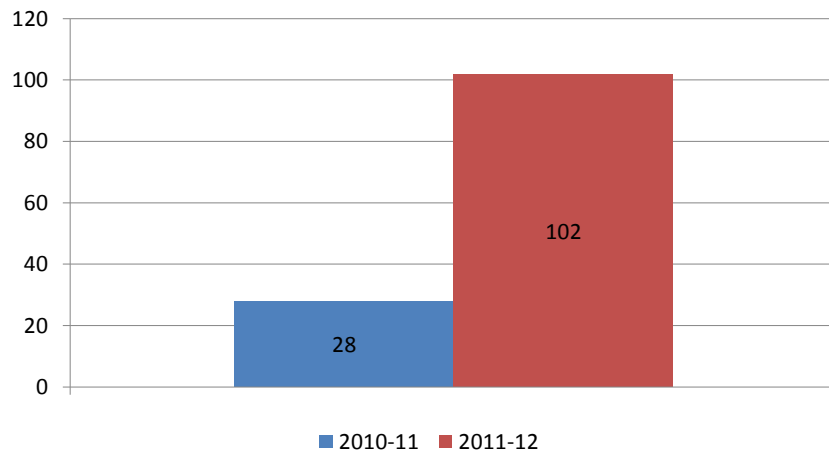


Figure 4. Number of Consultations with Faculty & Staff

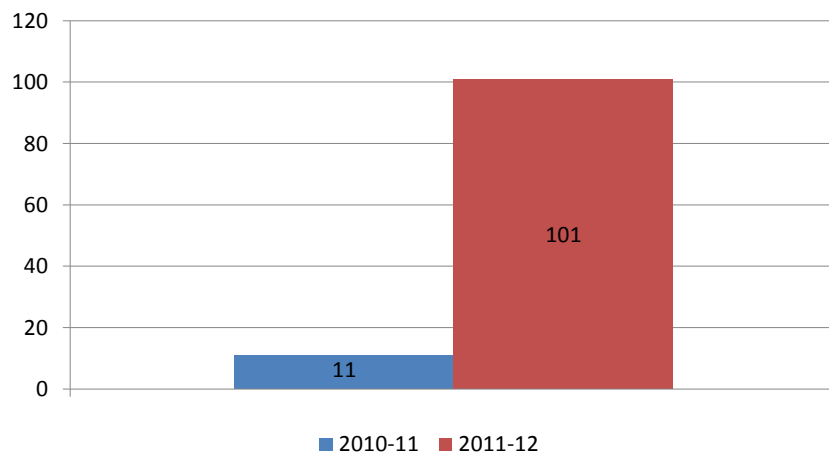


Figure 5. Counseling Workshops Satisfaction Survey (N=42)

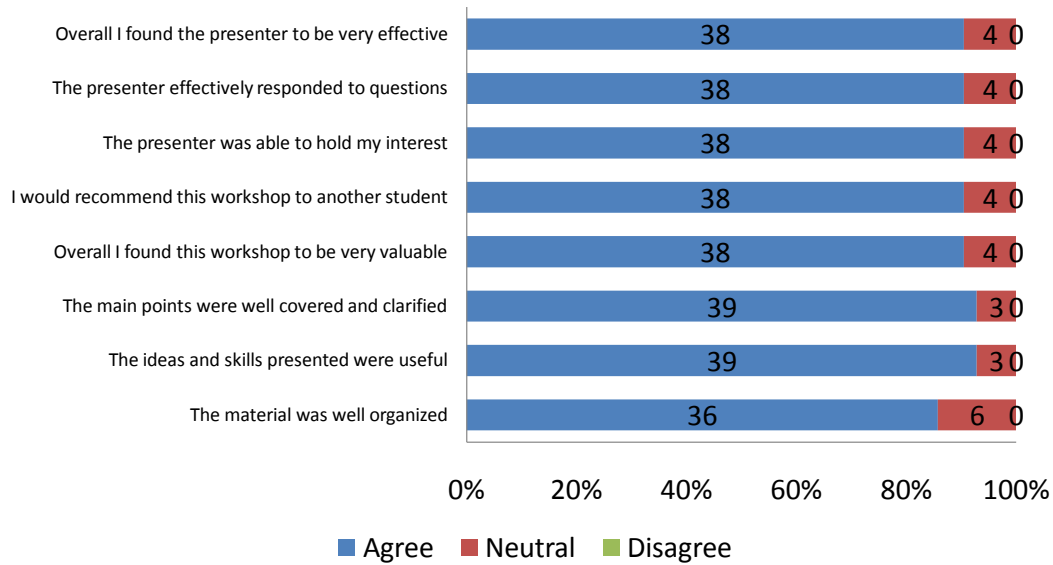
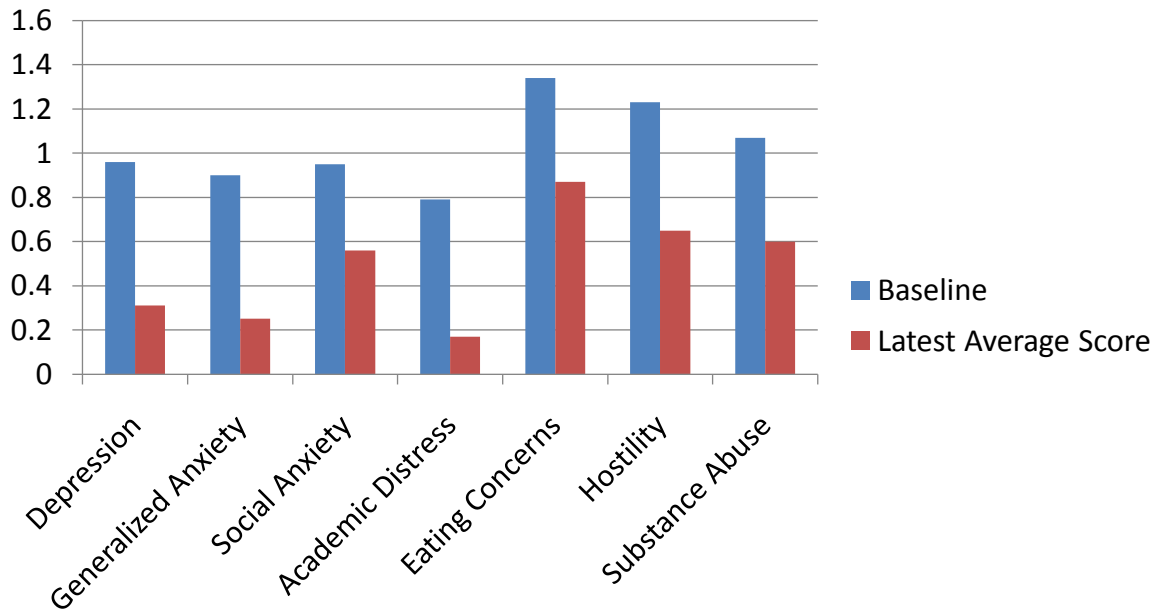
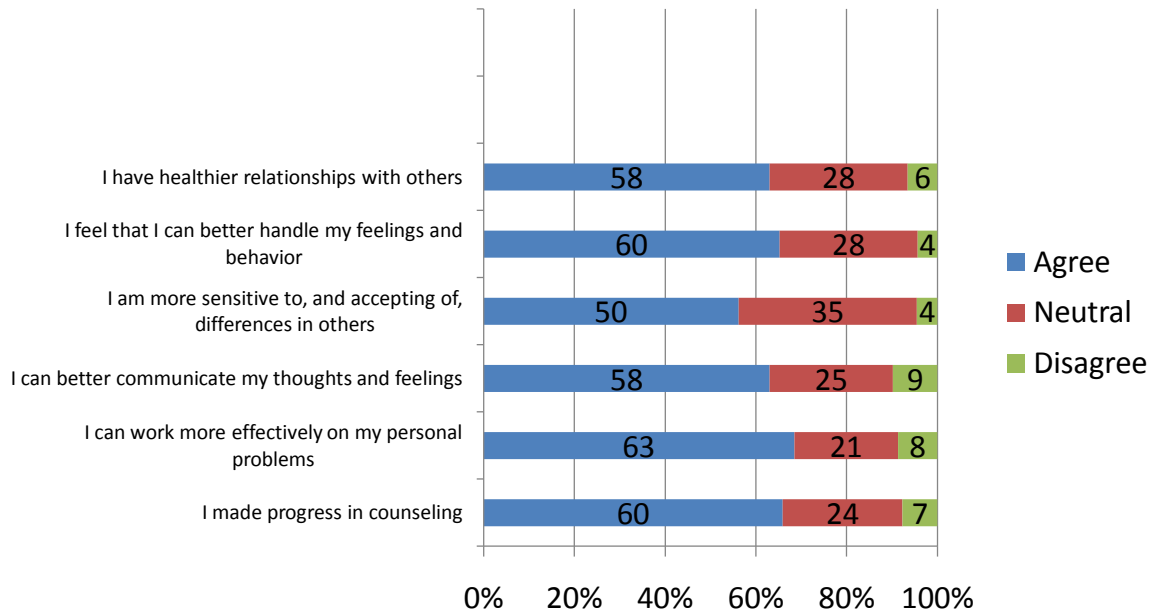


Figure 6. CCAPS Center-Wide Change Report*



*Based on 63 clients with at least 2 CCAPS and at least 3 attended appointments.

Figure 7. Client Satisfaction Survey 2011-12 (N=92)



2012-2013 ASSESSMENT GOALS
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STRATEGIC OBJECTIVES (2012-2013)

John Jay Master Plan Goal: Provide easily accessible, competent, and effective personal and academic support services, including academic advisement, financial aid advice, systematic career and employment counseling, mental health counseling, and other appropriate health and wellness services, for all students.

1. Increase the level of utilization of the Counseling Department.
2. Increase the number of outreach programs sponsored out of the Counseling Department and the number of students reached through outreach.
3. Examine effectiveness of services through pre- and post- measure of symptoms.