**Northern Michigan University**

**Improvement Plan / Assessment Report Form**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Counseling and Consultation Services | | | |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012 to June 30, 2013 | | | Date Submitted: | 05-21-2012 |
| Submitted by (Unit Representative) | | | Marie Aho, Ph.D. | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes ⌧No** |
| The mission of Counseling and Consultation Services is to provide high quality professional services which promote mental health, personal growth and development, and crisis stabilization, while supporting student success and engagement in learning and academic excellence. |

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| **Improvement Plan** |  |  | |
| **Administrative Objective #1** *(State an ongoing goal by which the unit gauges its overall performance in a key role year after year, i.e. your “bottom line” measure.)* |  | **Action Plan/Evidence of Assessment for Objective** *(Describe the statistic or criteria that measures success in achieving this goal. What is the desired and/or minimum target you expect*? *What method is used to collect the data for the statistic*?) | |
| *Objective*:  The Counseling and Consultation Services (CCS) clients will report perceived confidence that their Counselor, the Secretary, and the Student Assistants protect their confidentiality.  *Rationale (Why you are setting this objective; mark with “X”)*:  ⌧ Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  Confidentiality is the operational, legal, and ethical underpinning of Counseling and Consultation Services. The client’s perception of this confidentiality is essential to CCS practice, and essential to the student coming for services. CCS outcome data show that completing counseling directly impacts student well being, retention at NMU, and success at student life.  *Alignment (Refer to last pages)*  AQIP Category 12 and Category 6  Confidentiality is the lynchpin of mental health counseling. Counseling directly support students in learning and in successful academic and campus life. For example, a student may be too anxious, depressed, or upset to focus on coursework or to make friends. Student needs are assessed and addressed in the counseling process. Students are referred by friends, faculty, staff, doctors, as well as by themselves. Counseling also facilitates these essential relationships. CCS provides crisis intervention in situations of potential risk to self or others, which directly affects student safety and stability.  *Road Map Goal ML-1: The student’s ability to achieve and maintain mental and emotional health surely is an essential component in lifelong learning and effective citizenship. Students will only seek and use mental health counseling services when they feel assured of confidentiality and privacy.* |  | *Measures*:  CCS clients complete a Feedback/Evaluation form after the 4th session and again upon termination of services. Item 10 involves rating general service and confidence in confidentiality per category of staff. Clients rate these items on a five point scale: 1 Poor; 2 Fair; 3 Good; 4 Very Good; 5 Excellent. The benchmark is that 90% of clients will rate confidence in confidentiality at Very Good (4) or Excellent (5). The Benchmark level of confidence in Student Assistants is a high standard to achieve considering that CCS clients may know one or more of the student assistants. However, CCS considers this benchmark critical. Data for students who received mandated assessments will be removed.  CCS clients are asked to complete this Feedback/Evaluation form, but not all do. Those who do not include students who received a mandated assessment, those who receive only one or two sessions, and those who fail to keep a return appointment and cannot be reached to reschedule.  In past years, a baseline was established for the proportion of clients who are expected to complete the feedback/evaluation form (outcome data). This baseline target is 66.95% ± 2%. The completion rate data will be calculated and compared to the baseline. Should results fall below expectations, corrective actions would be instituted.  All outcome data are collected, analyzed, discussed and shared in ongoing weekly faculty/staff meetings. The department faculty as a whole identify and agree on all components of improvement plans and reports. | |
| **Assessment Report** |  |  | |
| **Summary of Data Collected** *(Provide trend data and summary)* |  | **Description of how results were used to improve services** *(Offers conclusions or interpretation and explains how data was used to make changes for improvement as related to the objective)* | |
| (Fill this cell only for the REPORT at the end of the year.) |  | (Fill this cell only for the REPORT at the end of the year.) | |
| **Improvement Plan** |  |  | |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Action Plan/Evidence of Assessment for Objective** | |
| *Objective*:  Lower the missed appointment rate.  Missed appointments include: No Show, cancelled, and rescheduled. Missed appointments result in reduced access to services for other students waiting for an appointment. A waiting list develops every semester. Note that a No Show appointment does not indicate that the client has not been receiving services. A student could No Show for an Intake and come in at a later time. Or a student could oversleep and No Show at any point during counseling. These appointments cannot be filled by another student because there is no time for scheduling. With adequate notice, rescheduled or cancelled appointments may be filled by another student.  *Rationale (Why you are setting this objective; mark with “X”)*:  Effectiveness/quality action ⌧ Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  There are a limited number of mental health professionals in the department and their time is limited. Missed appointments impair the efficient use of counseling resources. Reducing missed appointments improves the students’ ability to see a counselor and to benefit from counseling.  AQIP category 1 and category 6  Mental health Counseling supports the learning process by assisting the student to adapt, grow, adjust, and focus on coursework and campus life. Behavioral health promotes safety, security, and optional student life and functioning. Efficient use of counselor time maximizes counseling’s impact on students. |  | *Describe timetable plans to achieve objective*.  The average rate for missed appointments is reported annually in the Association for University and College Counseling Center Directors (AUCCCD) Annual Survey. For 2009-2010 for similar universities (public, with 7,501-10,000 students) the No Show rate was 11.7% and the missed appointment rate was 22.5%. In the 2010-2011 survey the data were: No show rate 11.3%, cancelled 7.52%: Rescheduled 7.36%, for a missed appointment rate of 26.18%.  For CCS the 2010-2011 data are: No Show 10.5%, cancelled 1.98%, and rescheduled 6.8% for a total missed appointment rate of 19.29%.  For CCS the 2011-2012 data are: No Show 7.39%, cancelled 2.38%, and rescheduled 6.38%, for a total missed appointment rate of 16.15%. These data are lower than available industry data.   |  |  |  | | --- | --- | --- | |  | **2010 to 2011** | **2011 to 2012** | | **No Show Appointments** | 10.51% | 7.39% | | **Cancelled Appointments** | 1.98% | 2.38% | | **Rescheduled Appointments** | 6.80% | 6.38% | | **Total missed Appointments** | 19.29% | 16.15% |   The data is collected by the CCS scheduling software, Titanium.  In 2010-2011 some appointment reminder calls were made to students when they requested them. In 2011-2012 reminder calls were offered to every student. If accepted, a call trigger was put into Titanium and the office staff made the calls. This appears to have improved results. In 2012-2013 the plan is to place a reminder call to all students who gave permission for phone calls in their paperwork. Also if written email permission exists, an email reminder could be sent. This is expected to lower the missed appointment rate and thereby improve access to services for other students.  The lower the missed appointment rate the more efficient are CCS services in helping students.  Because the CCS data are already lower than industry data, the potential improvement to be gained by these actions is difficult to estimate. Students miss appointments for many reasons, many of these are unpredictable (e.g. illness). The desired impact of the reminders would be greatest on “No Show” rates. The desired outcome of this action would be to maintain the no show rate at 2011-2012 levels i.e. at or below 7%, and in turn the missed appointment rate at or below 16%.  The data for the number of reminder calls and emails is collected manually. The software does not support this. Students may ask to opt out of reminder calls/emails.  The software does support the calculation of all categories of missed appointments. Twice a semester (mid-point and at the end) missed appointments will be calculated and discussed by all faculty and staff. These data are also part of the department annual report. | |
| **Assessment Report** |  |  |
| **Summary of Data Collected #2** (*Summarize the evidence)* |  | **Description of how results were used to improve services** | |
| (Fill this cell only for the REPORT at the end of the year.) |  | (Fill this cell only for the REPORT at the end of the year.) | |
| **Improvement Plan** |  |  |
| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Action Plan/Evidence of Assessment for Objective** | |
| *Objective*:  The average (mean) time students spend on the wait list will be reduced.  The waitlist is an indication of students’ access to counseling services, which in turn affect student life and student success.  The waitlist is an indication of whether resources are adequately allocated to meet the student demand for services given the number of CCS counselors available in the department.  There is industry information about maximum number of clients on the wait list, but none for time spent on the waitlist. CCS data is on the high end of industry figures for maximum number of clients on the waitlist.  *Rationale (Why you are setting this objective; mark with “X”)*:  ⌧ Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure ⌧ Create baseline  Other (explain):  A waiting list for mental health counseling is unacceptable. Asking for counseling is often a difficult step for a college student to take. They mentally prepare themselves to form an alliance with the (stranger) counselor and to disclose their problems. Being put on the waiting list can often discourage them from getting the help they really need, and the problem can worsen in the time they wait. It is essential to avoid and/or minimize waiting time.  *Alignment (Refer to last pages)*  AQIP Categories 1 and Category 6  Mental health counseling supports student learning and promotes personal safety and well being. When access to counseling is delayed or blocked, so is student learning and student health.  Road Map Goal CA-2 A waiting list for mental health counseling is an indication of the need to investigate how professional counseling resources have been allocated. Given that the data show that CCS counselors are working at, and above, industry and accreditation standards of practice, a waiting list signifies that the student need for counseling services exceeds the counseling resources available to the student and the campus community at this time. |  | *Describe timetable plans to achieve objective*.  A waitlist is an undesirable event for counseling services, and there is no industry standard available for time spent on the wait list.   1. Use business days when calculating time on the waitlist. 2. Measure wait time from the date the students complete initial paperwork to the date students attended the intake or emergency appointments. 3. For students who are offered intake appointments which fit the schedule they provided, and refuse this appointment for any reason, use the date of the first offered appointment. 4. Compute average (mean) wait across all students, and the range of business days waited. 5. Trend data across academic years and comparatively for each semester, in accordance with available data. 6. Continue to use all means to reduce waiting time i.e. use of temporary social works within budget limitations, maximize use of group therapy, and continue to seek options.   This is a manual data collection and analysis process. TOP staff will collect and analyze these data. Data will be collected and analyzed for the full 2012 – 2013 academic year. Faculty will evaluate and discuss the data.  The use of this data is as an indicator of the adequacy of the resources available (namely the number of counselor hours available), to meet the mental health needs of the student body and to avoid adverse events that result from unmet needs. The larger the number of students placed on the waiting list, and the larger the average number of days waited (including the range of days waited), then the more poorly the number of counseling hours available meet the student body needs. Ultimately, there is no remedy for the risks associated with a waiting list for mental health treatment other than to add the requisite faculty resources needed to meet ongoing student demand/need for mental health counseling services. | |
| **Assessment Report** |  |  |
| **Summary of Data Collected #3** (*Summarize the evidence)* |  | **Description of how results were used to improve services** | |
| (Fill this cell only for the REPORT at the end of the year.) |  | (Fill this cell only for the REPORT at the end of the year.) | |

**AQIP Functions within the University:**

Some unit objectives address specific operational issues directly related to AQIP reporting. Listed below are AQIP categories. Use these category numbers to describe the context of each objective, i.e. which category does that objective address?  
 (A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document

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| ***AQIP Categories*** | |
| Category 1 | Helping Students Learn documents the curricular and co-curricular processes and student learning support. |
| Category 2 | Accomplishing Other Distinctive Objectives documents the key non-curricular functions by which NMU serves the region, e.g. community engagement initiatives of students and employees, and department outreach. |
| Category 3 | Understanding Students’ and Other Stakeholders’ Needs documents how NMU builds relationships with students, alumni and employers and identifies, targets and meets their needs. |
| Category 4 | Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs. |
| Category 5 | Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions. |
| Category 6 | Supporting Institutional Operations documents student and administrative support services, safety, and facilities. |
| Category 7 | Measuring Effectiveness documents IT systems and institutional research NMU employs to collect, analyze, and distribute, and how departments use them to manage improvement, e.g. use of charts, “cubes,” dashboards. |
| Category 8 | Planning Continuous Improvement documents NMU’s strategic and administrative planning processes. |
| Category 9 | Building Collaborative Relationships documents how NMU works with external organizations from which we receive students (school systems) or goods and services (vendors and utilities), send our graduates (schools and employers), and support or regulate our programs (agencies). |

(A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document

**Road Map Codes to Tie to Unit Objectives**

Some unit objectives are strategic initiatives that align with goals in the University strategic plan - Road Map to 2015. Listed below are Road Map categories and goals, preceded with a code. Use these codes when describing Objectives #2 and #3. (Note: Even if your objective is not an exactly itemized as a Road Map priority, still use the code if it applies to that goal.) The full Road Map is at [www.nmu.edu/roadmap2015](http://www.nmu.edu/roadmap2015).

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| ***Road Map to 2015 Goals*** | |
| ***Code*** | ***Innovation Goals*** |
| **I-1** | Balance successful programs with new offerings |
| **I-2** | Professional development program that rewards innovation and collaboration |
| **I-3** | A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad |
| **I-4** | Develop the financial resources to support innovation and student success |
|  | ***Meaningful Lives Goals*** |
| **ML-1** | A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world |
| **ML-2** | Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network |
| **ML-3** | Integrate the highest possible level of information technology skills and competencies throughout the university |
|  | ***Campus Attributes Goals*** |
| **CA-1** | Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus |
| **CA-2** | Enhance processes throughout campus operations to guide the use of resources and inform resource allocation |
| **CA-3** | Enhance the portfolio of academic programs, research and other activities that leverage the university’s location |
| **CA-4** | Be a model community for sustainable education and practices |
|  | ***Community Engagement Goals*** |
| **CE-1** | Include all units of the campus in the process of community engagement for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. |
| **CE-2** | Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives. |
| **CE-3** | Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience |
| **CE-4** | Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula. |