

Assessment Report 2012-2013

Counseling Center

Submitted By - Name and Title: Craig Vickio, PhD, Psychologist

Date: 7/29/2013

Department Website URL: www.bgsu.edu/counseling

Signature Program/Service Overview

"Flashpoint: Recognizing and Caring for Individuals in Distress." This program was originally designed four years ago to educate members of the university community in knowing how to help individuals with emotional, behavioral, and/or mental health concerns. Key objectives of the program included the following: (1) How do I identify individuals who are in need of help and (2) How can I best provide assistance and support to such individuals. Modifications in the program were made two years ago through close collaboration with University Police and others. As in recent past years, the program was presented to RA's (during summer training) and to incoming graduate students (during Graduate Student Orientation). Much of the program content was also incorporated into training programs offered to two other segments of the university community—e.g., tutors in the Learning Commons and the College of Business Support Team.

University Learning Outcome

1. Personal and Social Responsibility
2. Integrate, Apply, and Reflect
3. General and Specialized Knowledge

Student Affairs Learning Outcomes

1. Civic and Community Involvement demonstrated through values driven decision making.
2. Synthesis of Advanced Accomplishments demonstrated through integration and application
3. General Knowledge demonstrated through general knowledge development

Project Sample/Participant Overview*

- Graduate Student Orientation: Approximately 550 program participants (250-300 participants in each of two mandated sessions)
- RA's: Approximately 185 participants (40-70 students in each of three mandated sessions)
- Tutors in the Learning Commons: 6 participants (5 students)
- College of Business Support Team: 12 participants (no students)

**Note: All of the above participants were students with the exception of participants attending the College of Business Support Team program and one participant in the Learning Commons program.*

Data Collection Timeframe

- For all of the student programs listed above, participants were asked to provide written evaluative feedback immediately after the program had concluded.
- For the Graduate Student Orientation programs, students were invited via e-mail to respond to a survey approximately 4 months after the programs were conducted (in order to assess students' perceptions of the degree to which the program content had actually been utilized).

Data Collection Methods

At the conclusion of the "Flashpoint" programs, student participants were asked to anonymously complete written evaluations. These evaluations included items asking for Likert-scale ratings of the perceived helpfulness of different facets of the program. In December 2012 and early January 2013 (approximately 4 to 4-1/2 months after the training sessions), graduate students were sent e-mail messages inviting them to respond anonymously to a very short survey. (This on-line assessment was conducted with the assistance of Campus Labs.) This survey asked that students indicate their level of agreement with the following three statements: (1) Information provided in the Flashpoint training session helped me to **identify** students with behaviors of concern. (2) Information provided in the Flashpoint training session helped me to **respond** to students with behaviors of concern. (3) Regardless of whether I have made use of the Flashpoint information, I believe that this information is likely to be helpful to me in the future. Participants were asked to provide a 1-4 rating for each item, with 1 signifying "strongly disagree," 2 signifying "disagree," 3 denoting "agree," and 4 signifying "strongly agree."

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Limitations

Key limitations appeared to include the following:

- With the exception of the programs for Graduate Student Orientation, these trainings did not assess the extent to which participants actually utilized the information that was presented.
- All evaluative findings (including the GSO longitudinal data) reflect participants' *perceptions* of the helpfulness of the training program—i.e., participants' overt behaviors were not objectively assessed..
- The response rate of graduate students to the follow-up survey was rather low (i.e., 104 participants, or approximately 19%). Consequently, findings from these respondents may not be entirely representative of all graduate students who attended the trainings.

Student Learning Outcome with Target Achievement Level

1. It is expected that a majority of graduate students who attended the mandated "Flashpoint" training sessions will report finding that these sessions helped them in later recognizing and responding to individuals displaying behaviors of concern. To assess this expected outcome, graduate students will be sent an e-mail message late in the fall semester of 2012 inviting them to complete An anonymous on-line survey. The survey will ask that students rate the extent to which the (August) training program assisted them in subsequently identifying and responding to individuals in distress (i.e., individuals displaying behaviors of concern).

2. It is expected that a majority of student participants at the other "Flashpoint" sessions will report being better prepared to identify and respond effectively to others' behavioral concerns. To assess this anticipated outcome, participants will be asked to anonymously complete a short evaluation instrument at the conclusion of the training session. This instrument will ask that participants rate the degree to which they perceived the training as being helpful in different respects.

Summary of Results

1. *Evaluative results from the Flashpoint sessions offered at Graduate Student Orientation:*

Approximately 19% (i.e., 104) of the graduate students attending the August "Flashpoint" sessions responded to the December 2012/January 2013 electronic survey. Below is a summarization of the results.

Survey Item: Information provided in the Flashpoint training session helped me to identify students with behaviors of concern.

Results: 78.8% (82 of 104 participants) agreed or strongly agreed with this item.

Survey Item: Information provided in the Flashpoint training session helped me to respond to students with behaviors of concern.

Results: 71.2% (74 of 104 participants) agreed or strongly agreed with this item.

Survey Item: Regardless of whether I have made use of the Flashpoint information, I believe that this information is likely to be helpful to me in the future.

Results: 83.7% (87 of 104 participants) agreed or strongly agreed with this item.

2. *Evaluative results from other Flashpoint sessions:*

- **Flashpoint program for RA's:**

99.4% (172 RA's out of the 173 who completed evaluations) responded that they agreed or strongly agreed with the statement, "The program was helpful."

99.4% (172 RA's out of the 173 who completed evaluations) responded that they agreed or strongly agreed with the statement, "This training will help me to identify and respond to students' behavioral concerns."

97.7% (169 RA's out of the 173 who completed evaluations) responded that they agreed or strongly agreed with the statement, "This training will help me to assist those being impacted by students with behavioral concerns."

- **Modified "Flashpoint" training for tutors in the Learning Commons:**

100% (5 participants who completed evaluations) responded that they agreed or strongly agreed with the statement, "The program was helpful."

100% responded that they agreed or strongly agreed with the statement, "This training will help me to identify students' behavioral concerns."

100% responded that they agreed or strongly agreed with the statement, "This training will help me to respond to students' behavioral concerns."

(Evaluative results are not available for the Flashpoint program for College of Business Support Team.)

Key Results

- In every Flashpoint session offered to students, a **significant majority** of participants reported finding that the information presented was useful. On their written evaluations, participants indicated that they believed the training would assist them in recognizing and responding to persons in distress (or individuals with behavioral concerns).
- 4-month follow-up data revealed that **more than seven out of every ten** graduate student respondents found the Flashpoint sessions helpful in their subsequently recognizing and responding to students with behavioral concerns.

Decisions and Recommendations

Evaluative results from the Flashpoint (community of care) programs strongly suggest that these training sessions are helpful to students, apparently heightening their preparedness to recognize and respond to individuals in distress.

In considering what could have been done differently, participants might have benefited from being furnished with greater opportunity to (1) be presented with real-life simulations or scenarios of students in distress; and (2) practice their skills in recognizing and responding to others in need (via role-plays). It would also have been worthwhile to include assessment instruments that measured overt changes in behavior (either behavioral change in those who were trained or in those with whom trainees interact). Of course, employing this type of assessment would be very challenging.

Findings to date suggest that "Flashpoint" training sessions continue to be offered in the future but be modified in the ways suggested above.

Assessment Report 2012-2013 Counseling Center

Submitted By - Name and Title: Stefani Hathaway, PhD, Psychologist

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Signature Program/Service Overview

Stress Clinic is an ongoing series of workshops designed to help students better understand sources and symptoms of stress and develop better skills for managing stress. The clinic is divided into five interactive workshops that are each focused on a unique aspect of stress management (relaxation, cognition, self-care, relationships, and time-management). Since stress affects nearly every student and is a common presenting concern, and since any student can sign up for a workshop, the program has the potential to be helpful to a very large portion of the university community. Goals for this program are (1) for students to identify signs of stress, and (2) for students to identify plans/skills for alleviating stress.

University Learning Outcome

BGSU Outcome #1 – Intellectual and practical skills

BGSU Outcome #2 – General and specialized knowledge

BGSU Outcome #3 – Personal and social responsibility

BGSU Outcome #4 – Integrate, apply, and reflect

Student Affairs Learning Outcomes

BGSU Outcome #1 – Intellectual and practical skills

1. Critical and constructive thinking
 - a. Inquiry – Create, identify, and analyze life choices. Apply knowledge in practical ways.
 - b. Examining values – Assess personal strengths and weaknesses
 - c. Solving problems creatively – Formulate a plan for alternative solutions or decisions. Be strategic with regards to planning and adapting to changing environments.
2. Engaging others in action
 - a. Participating – Balance participation between personal life and academic and career endeavors

BGSU Outcome #2 – General and specialized knowledge

1. General knowledge development – Accept responsibility for the well-being of oneself, family, and community.

BGSU Outcome #3 – Personal and social responsibility

1. Personal development
 - a. Wellness – Explore and apply wellness across the lifespan. Learn and practice preventative health behaviors. Appreciate balance in all aspects of wellness.
 - b. Self-leadership – Accept responsibility for one's own actions. Develop and assess personal plans for growth and development.

BGSU Outcome #4 – Integrate, apply, and reflect

1. Synthesis of advanced accomplishments
 - a. Integration – Integrate knowledge to assess strengths and develop personal autonomy
 - b. Application – Apply knowledge through personal actions, group participation, audience and group awareness, and leadership. Develop life skills and demonstrate the ability to use personal resources and strengths.
 - c. Reflection – Recognize and enhance one's strengths and weaknesses to develop a sense of personal autonomy and empowerment.

Project Sample/Participant Overview

In the 2012-2013 academic year, the total attendance at Stress Clinic sessions was 111 students across 35 workshops. Evaluations were collected from a total of 97 students. The number of evaluations completed for each of the 5 workshops was as follows:

- Relax Your Body – 23 students
- Nurture Yourself – 16 students
- Conquer Procrastination – 26 students
- Free Your Mind – 13 students
- Improve Your Relationships – 19 students

Data Collection Timeframe

Program evaluations were collected from participants at the end of each workshop

Data Collection Methods

Students who attended Stress Clinic sessions were asked to complete a brief evaluation form that contained items intended to measure learning outcomes. There were 5 parallel versions of the form, one for each of the 5 topics. Each form began with three short-answer questions designed to directly address learning outcomes (see list below), and ended with several Likert-style items to assess content specific to that session.

- list 3 ways they know if they're experiencing stress
- name 2 ways they can cope with the aspect of stress addressed in the session
- name at least 1 way they can apply material from the clinic to their own lives

Limitations

First, evaluation of learning for this program occurred immediately following the session; thus we lack data to explore whether students later used the skills, knowledge, and general plans they developed in the workshop. Second, although the short-answer items required students to actively demonstrate what they learned, they did not require students to make detailed or specific plans for using the material.

Student Learning Outcome with Target Achievement Level

For each of our learning outcomes, all students attending a Stress Clinic session were to participate in assessment. Data was collected to assess their learning in that specific workshop, and assessment was completed immediately following the workshop.

1. SLO #1 – Students will identify at least three signs that they are experiencing stress. This learning outcome was assessed directly, using a short-answer item asking students to list 3 signs of stress. Our target was for 80% of students to supply 3 answers to this question.
2. SLO #2 – Students will identify a plan for alleviating stress. This learning outcome was assessed directly, using two short-answer items that asked students to name ways to cope and ways to apply material to their own lives. Our target was for 80% of students to supply the requested number of answers to these questions. This learning outcome was also assessed indirectly, via Likert items. Our target was for 90% of students to mark “agree” or “strongly agree” to each of these items.

Summary of Results

Our data suggest that students are able to achieve the learning outcomes after participating in a Stress Clinic session. Most students (78-92%) were able to identify signs of stress and plans for coping. Nearly all students also reported agreement with items assessing learning specific to the five topics (77-100%, depending on the specific item). For specifics, see the table below.

	% who wrote at least the requested # of responses		
<i>Please list 3 ways you know if you're experiencing stress</i>	78.4%		
<i>Please name 2 ways you can cope with stress (wording varied to match the topic addressed)</i>	91.8%		
<i>Please name at least 1 way that you can apply material from this program to your own life.</i>	89.7%		
Items indirectly measuring Stress Clinic learning outcomes:	Agree	Strongly Agree	Total
<i>I learned new relaxation methods during this program</i>	30.4%	65.2%	95.7%
<i>I will be able to practice relaxation on my own</i>	26.1%	69.6%	95.7%
<i>I learned about how my thought processes affect my stress level</i>	30.8%	61.5%	92.3%
<i>I learned to challenge negative thinking</i>	30.8%	61.5%	92.3%
<i>I learned ways to think more positively</i>	23.1%	61.5%	84.6%
<i>I learned ways to manage everyday stresses</i>	31.3%	68.8%	100%
<i>I learned tips for good self-care</i>	12.5%	87.5%	100%
<i>I learned how to maintain an accepting, affirming attitude toward myself</i>	25.0%	75.0%	100%
<i>I learned about relationship issues that can contribute to stress</i>	50.0%	50.0%	100%
<i>I learned about how to recognize healthy or unhealthy patterns in my relationships</i>	44.4%	55.6%	100%
<i>I learned how to build intimacy with others</i>	29.4%	47.1%	76.5%
<i>I learned differences in time use between students who earn As and Fs*</i>	23.1%	76.9%	100%
<i>I identified some reasons I procrastinate*</i>	38.5%	57.7%	96.2%
<i>I learned ways to stop procrastinating*</i>	50.0%	50.0%	100%
<i>Overall percentages of students responding agree or strongly agree to topic-specific items:</i>	32.6%	63.3%	95.8%

*For these items, 1-2 students did not respond; percentages are calculated without the missing data for this item.

Key Results

- After a Stress Clinic workshop, 91.8% of students were able to name two ways they could cope with stress, and 89.7% were able to name at least one way that they could apply the material in their own lives.
- Across the workshops, we exceeded our target agreement level for all but two Likert items.
- In the Nurture Yourself workshop, we reached 100% agreement level for all three specific Likert items.
- In the Conquer Procrastination workshop, agreement levels were also very high (100%, 100%, and 96.2%).
- In the Improve Your Relationships workshop, students learned to identify relationship issues that contribute to stress and recognize healthy and unhealthy relationships (100% for each), but were less clear on ways to build intimacy with others (76.5%). We may wish to give more attention to this part of the workshop next year.

Decisions and Recommendations

Based on the data, it appears that the Stress Clinic program is helping students to meet the intended learning outcomes. The data supports continuing the program for the coming year. In the future, we could benefit from collecting follow-up data at a later date, to gain information about whether and how students use the knowledge gained in Stress Clinic sessions in the weeks following their participation in workshops.

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Signature Program/Service Overview

Counseling Services - Counseling services offered by the Counseling Center are designed to assist students in working through a variety of mental health concerns that may be interfering with academic and personal success. While individual counseling is the most common modality, students are also seen as couples and in groups. Some of the common issues that students address at the Counseling Center are depression, anxiety, relationship issues (family, peer, romantic), identity concerns, and adjustment to college. In addition to these concerns, many students are presenting with more serious and chronic mental health concerns such as thought disorders, mood disorders, thoughts of harm to self or others, and substance related issues.

University Learning Outcome

1. Personal and Social Responsibility
2. Intellectual and Practical Skills
3. Integrate, Apply, and Reflect

Student Affairs Learning Outcomes

1. Personal Development demonstrated through Wellness and Self-Leadership
2. Critical and Constructive Thinking demonstrated through Inquiry and Solving Problems Creatively
3. Synthesis of Advanced Accomplishments demonstrated through Application and Reflection

Project Sample/Participant Overview

Student Evaluation of Services – Collected during the last three to four weeks of both the Fall and Spring semester.

Termination Surveys – Collected throughout the year as clinicians terminated therapy with clients and closed their files.

Data Collection Timeframe

Student Evaluation of Services – Collected during the last three to four weeks of both the Fall and Spring semester.

Termination Surveys – Collected throughout the year as clinicians terminated therapy with clients and closed their files.

Data Collection Methods

Student Evaluation of Services - During the final two to three weeks of each semester, students are asked to complete an evaluation of services prior to their scheduled counseling appointment. They are asked to rate their perceptions of our services on a variety of dimensions including efficacy, impact on level of functioning, Counseling Center climate, and accessibility of services. Responses are then compiled by counselor and a report is given to each staff member summarizing the responses from his or her clientele. Items specific to the Counseling Center's Learning Outcomes are:

- "Counseling helped me solve a problem in my life."
- "Counseling helped me cope more effectively with my life."

These represent student's perceptions of whether or not they have gained skills and abilities to better cope with or resolve issues in their lives that may be impacting their academic performance.

Termination Surveys - At the end of each counseling relationship with a student, counselors write a Termination Summary that describes the work done, progress achieved, and recommendations for potential future work. Beginning at the end of the Spring 2009 semester, Counselors began attaching a Termination Survey to each of these summaries. These surveys are intended to assess whether or not counselors observed positive changes in students over the course of counseling and whether or not (again based on counselor observation) students who received counseling can identify self-care strategies. The survey also asks whether the termination was planned (i.e. upon achievement of identified goals) versus a result of student drop-out. The four questions included in this survey are:

1. Did you have a termination session with this client?
2. Based on your last session, can the client describe at least three self-care strategies?
3. Did you perceive improvement in the client's symptoms?
4. Did you perceive improvement in the client's level of functioning?

These questions were to be answered by counselors based on their clinical judgment of the work and the status of the client at termination. It was not expected that counselors directly ask these questions of students at termination. However, the process of therapy and termination generally involves ongoing assessment of clients in these areas, which allows clinicians to respond to these questions with some accuracy.

Limitations

1. Measures are subjective and are potentially influenced by biases of the rater
2. Only students who remain in counseling at the end of semesters participate in the Student Evaluation of Services survey; therefore, the data may be positively skewed (i.e. those who dropped out of therapy early and did not receive benefit are not captured in the data)

Student Learning Outcome with Target Achievement Level

1. Significantly more than one-half of students who have received counseling services during the fall and/or spring semesters of 2012-13 will report that their participation in counseling enabled them to cope more effectively or solve problems in their lives. This will be evidenced by their responding “agree” or “strongly agree” to the following Likert-scale items on the Fall 11 and Spring 13 Counseling Center Student Evaluation of Services:
 - a. “Counseling helped me solve a problem in my life.”
 - b. “Counseling helped me cope more effectively with my life.”
2. Students who participate in counseling will be able to describe at least three self-care strategies as demonstrated in termination interviews with their counselors.

Summary of Results

Data collected continues to indicate that the majority of students who participate in counseling perceive themselves as learning both problem-solving skills and effective coping strategies. Each of these skill sets is essential to academic and personal success for students. However, it should be noted that the percentage of students endorsing agreement with these statements is down from last year.

The data presented above also indicate that the majority of students who participate in counseling are able to identify at least three self-care strategies. Self-care is an important function for personal and academic success.

The data for these two outcome measures indicate that the Counseling Center has achieved the Counseling Services Learning Outcomes.

Key Results

Student Evaluation of Services

	% of students indicating “Agree” or “Strongly Agree” to the following questions (2012-13 n=):			
	2009-10	2010-11	2011-12	2012-13
“Counseling helped me solve a problem in my life.”	72.8%	63.5%	71.1%	69.9%
“Counseling helped me cope more effectively with my life.”	80.8%	78.6%	80.6%	82.1%

Termination Surveys

	% of Termination Surveys with a Yes response to the following question (2012-13 n= 523):			
	2009-10	2010-11	2011-12	2012-13
“Based on your last session, can the client describe at least three self-care strategies?”	77%	76.9%	87.6%	86.8%

Decisions and Recommendations

These results are shared with all clinical staff in the Counseling Center. They are also provided a summary of their individual results. This data will continue to be collected and used to inform clinical practices and the need for ongoing training and development. There we no training needs identified based on these results. We will continue to assess the strategies used to assess these learning outcomes and make modifications as necessary that balance clinically appropriate assessment and rigorous assessment methodology.