

Student Counseling Services (SCS)

CAS Self Assessment

Summer/Fall 2001

Step One: Establish and Prepare the Self-Study Team

The SCS CAS Self-Assessment Team membership included:

Annorah S. Moorman, PhD., Acting Associate Director (chair)

David Rardin, PhD., Assistant Director of Clinical Services

Paul Jarvis, Assistant Director of Training

Kim Hays, Assistant Director of Career Development

Rob Flot, Assistant Director of Outreach and Consultation Services

The Assessment team met weekly for two hours until the CAS Self-Assessment process was complete.

The Self Study Assessment Team determined that the International Association of Counseling Services, the American Psychological Association, and the Association of Psychology Post-doctoral and Internship Centers and our accreditation process with each of these organizations would fulfill the requirement of having external consultants in this CAS self study. Each of these accrediting bodies regularly review the policies and procedures of the Student Counseling Services and periodically conduct extensive site visits.

Step Two: Understanding the CAS Standards and Guidelines

The Assessment Team met 3-4 times to examine the standards carefully and to edit them, when appropriate, in order to reflect the services provided by our agency. A consensus was reached as to the understanding of each stem in each of the 13 sections.

Compile and Review Documentary Evidence

The following list of documentary evidence was compiled by Student Counseling Services Assessment Team and is attached to the final self-study report:

- 1) Organizational Charts (Student Counseling Services, Student Affairs, Physical layout of SCS)
- 2) Agency mission statement and goals
- 3) Annual report from 2000-2001
- 4) IACS Reaccreditation Application, August 2001
- 5) Staff Handbook
- 6) State Of IL Mental Health and Developmental Disabilities Confidentiality Act and the Manual for Mandated Reporters
- 7) Staff job descriptions
- 8) Evaluation materials
- 9) Most recent position announcements
- 10) Feedback from the 1993 and 1998 site visits by the American Psychological Association
- 11) Benefits in Brief Summary
- 12) Professional Development Schedule
- 13) Clinical Forms
- 14) Contracts with external agencies (PATH and Lincoln College)
- 15) Course syllabi (IDS 105 and IDS 106)
- 16) Program advertisements
- 17) Career usage information

- 18) Phoneathon results
- 19) Multicultural Career Focus Group Questions
- 20) Agency brochures

Step four: Judging Performance

All full time staff members (A/P and Civil Service) rated the program on each criterion measure using the five point scale. The individualized rating procedure was followed by a Self Assessment Team review and analysis of the individual ratings. The individual ratings were combined into a single, consensual rating for each criterion measure.

Critical Rating Summary Sheet

	Component Compliance Score	
Part 1: Mission	48.25/50	96.5 %
Part 2: Program	78.5/50	98.1 %
Part 3: Leadership	107/125	85.6 %
Part 4: Organization and Management	61/70	87.1 %
Part 5: Human Resources	219/230	95.2 %
Part 6: Financial Resources	10/15	66.7 %
Part 7: Facilities, Technology, and Equipment	55/55	100 %
Part 8: Legal Responsibilities	20/25	80 %
Part 9: Equal Opportunity, Access, and Affirmative Action	35/35	100 %
Part 10: Campus and Community Relations	15/15	100 %
Part 11: Diversity	34/35	97.1 %
Part 12: Ethics	113/125	90.4 %
<u>Part 13: Assessment and Evaluation</u>	<u>25/35</u>	<u>71.4 %</u>
 Total Compliance Score	 820.75/895	 91.7 %

Step five: Implementing the Assessment Process

Areas of Program Excellence

- 1) A broad variety of programs and services are offered within SCS.

- 2) Our agency has state of the art computers, extensive videotaping capability for training purposes, and new furniture.
- 3) Our groups consist of 10-12 therapy groups per semester, structured groups, peer-led career exploration groups, and Guerilla Theatre.
- 4) Our emergency on-call system provides emergency coverage for all Illinois State University students, 7 days a week, 24 hours a day.

Actions Required for the Program to Meet Standards

- 1) Review and disseminate mission statement and agency goals on an annual basis (1.5).
- 2) Assess current needs of students through various means (i.e. focus groups, student advisory council) and use this information in program planning (2.4d).
- 3) Articulate goals for year and outcome objectives (2.3b).
- 4) Review evaluation/accountability process of Director with all staff (3.5).
- 5) Seek clarification regarding promotion practices/policies within center; need to articulate basis on which appointments are made (3.3).
- 6) Review current written performance expectations and determine if additional expectations/more specific criteria are needed (4.4).
- 7) Director is encouraged to articulate and state clear sources and channels of authority, preferred communication practices, conflict resolution practices, accountability and evaluation systems, staff recognition and reward processes, channels for regular review of administrative policies and procedures (4.7).
- 8) New staff orientation should be more formalized (5.2b).
- 9) re-examine funding allotment for conferences and other PG&D activities (5.4).
- 10) Review promotion practices within agency; continue to have process more public/inclusive (5.13).

- 11) In light of redefined job titles, re-open salary review examining comparison within the institution, within the geographic area, and among similar institutions identified within the Educating Illinois document (5.11a, 5.11c).
- 12) Continue to have diversity as a high value in recruitment of staff and student workers (5.14) (5.15).
- 13) Designate point person to take responsibility for PG&D activities (5.17a).
- 14) Current use of support staff time is in transition with the new director, and new hiring. Some prioritization schedule is needed (5.22, 5.27).
- 15) Ongoing changes in enrollment from Educating Illinois, it will be important to examine student profiles and needs in light of this area.
- 16) Review SCS and Division wide budget with staff (6.2).
- 17) Review ISU's policies regarding access to personal liability and related insurance coverage options/issues (8.3).
- 18) Have in-service meetings periodically on legal issues and get clarity/decisions regarding our standards of care, case notes, file contents (8.1).
- 19) Continue to keep staff informed about actions that can limit our liability (8.3).
- 20) Clarify access available to legal counsel with relevant expertise (8.4).
- 21) Resurrect Student Advisory Council as one avenue to continue assessment the needs of diverse student groups (11.3).
- 22) Review ethical guidelines and discuss in context of issues relevant to our work on a more regular basis (12.4).
- 23) Review ethical guidelines and our policy and procedures re: multiple/dual roles with all staff.
- 24) Develop a comprehensive plan to conduct program evaluation center-wide to address mission, goals, outcomes (13.1-13.7).
- 25) Ensure staff members are recognized for contributions to the work of the organization (13.7).

Program Enhancement Actions

- 1) Remind staff where policies/procedures are located on an annual basis (4.3).
- 2) Review organizational structure (e.g. role of Executive Committee in light of a new director) (4.2).
- 3) Continue to have diversity as a high value in recruitment of staff and student workers (5.14).
- 4) Clarify position/policy on licensure for staff (5.5).
- 5) Institute recognition time to celebrate accomplishments (5.16).
- 6) Look at ways to develop mechanisms to raise additional monies for agency (6.1).
- 7) Develop plan to upgrade and maintain technology and equipment (7.2, 7.3).
- 8) Continue to have diversity in new hires as a high priority (9.5).
- 9) Continue to have evening hours (9.3).
- 10) Continue to maintain and enhance existing relationships with key offices on campus, which continuing to develop new relationships on and off campus (10.1, 10.2, 10.3).
- 11) Devote more time with staff to examine/appreciate diversity within staff (11.1).
- 12) Continue to explore ways to increase diversity offerings (11.1, 11.2).
- 13) Consider spearheading Division-wide efforts in diversity, taking more of the lead in programming and consultation projects (11.1, 11.2, 11.3).
- 14) Establish Ethics Committee within SCS (12.1-12.17).