Audit Recommendation in Action: Evaluation Project

In the 2022/2023 academic year, Lambton College partnered with the Centre for Innovation in Campus Mental Health (CICMH) and an Evaluation Champion, Sandra Yuen, Ph.D., C. Psych., Director, Professional Practice and Quality Assurance Health & Wellness, Student Life at the University of Toronto to create an evaluation framework for our student mental health supports.

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Executive Summary

Lambton College's goal and commitment statement for 2019 – 2024 reads, "leveraging its past successes, Lambton College will continue to demonstrate the flexibility to adapt to unforeseen events and re-shape them as opportunities," which would be impossible to do without a culture of evaluation. An evaluation framework is created to measure and report on progress related to stated goals and objectives. To leverage our past successes and adapt to future needs, we must have a mechanism in place to evaluate and improve our programs.

The evaluation project was completed to address several gap areas outlined in the internal audit published in November 2021. The internal audit measured Lambton College's current state against the National Standard for Post-Secondary Mental Health. This evaluation project brought approximately 33% of the National Standard clauses from gap status up to areas of opportunity at Lambton College.

The Why

In 2021, Lambton College chose to make the commitment to align with the voluntary National Standard for Post-Secondary Mental Health on Campus published by the Mental Health Commission of Canada. As part of this commitment, a Mental Health Services Internal Audit was conducted, and the final report included six gap areas that were all related to evaluation.

National Standard Clauses

NATIONAL STANDARD CLAUSE	LEVEL	2021 INTERNAL AUDIT FINDING	POST-EVALUATION PROJECT FINDING
Gathering Data	A – Requirement	Opportunity	Opportunity
Advancing Knowledge	B – Recommendation	Opportunity	Opportunity
Continual Improvement & Sustaining Efforts	A – Requirement	Gap	Opportunity
Objectives and Targets	A – Requirement	Gap	Opportunity
Action Plans	A – Requirement	Gap	Opportunity
Evaluation and Reporting	A – Requirement	Gap	Opportunity
Institutional Reporting	B – Recommendation	Gap	Opportunity
Planning	B – Recommendation	Gap	Opportunity

The How

In 2022, through extensive collaboration with key stakeholders from the Student Success team, we created a shared vision statement, team goals and departmental objectives outlined in the chart below. Using the vision, goals, and objectives Jenna Strydonck the Mental Health Audit Implementation Lead, in collaboration with Dr. Sandra Yuen the Evaluation Champion created the counselling program logic model. A logic model is a program evaluation tool to visually organize your program's inputs, activities, outputs, and outcomes.

Lambton Counselling Program Vision, Goals and Objectives

	Description	Lambton College
Vision	Represents how "things would look if the issue important to you were completely, perfectly addressed." Should resonate with stakeholders and participants, represent stakeholders' and participants' views. Should motivate and energize those involved and be simple to convey.	"Empowering student success, through connection, communication and collaboration."
Goal	Stemming from the vision, these are broad, aspirational indicators of the program's general direction. Aid in focusing the program. Program can have goals that can never be reached.	No waitlist 4+ average SRS score 80% + student mental health survey questions
Objective	Stemming from goals, these statements denote the results you wish to accomplish and how you will accomplish them.	Offer MFOTG to all College over next year

	There may be more than one objective to a program goal. SMART objective format often used: Specific Measurable Achievable Relevant Time-Bound.	**Increase comfort rating with mental health topic as measured in pre- and post-surveys**

Lambton Counselling Program Logic Model

Goal: To provide supportive counselling to Lambton College students.			
Resources (Inputs)	**Activities**	**Outputs**	**Outcomes**
To achieve our activities, we require:	To achieve our objectives, we need to implement the following activities:	We can gauge our activities by counting or recording these events or products:	We anticipate our program's activities will result in the following:
Funding People (staff) Equipment Technology Facilities Knowledge Students	Recruit & training Deliver services Provide service (counselling, etc.) Evaluate the program Develop & implement services	Number of attendees Program attrition rate Number of sessions Duration and frequency of sessions Participant feedback Participant satisfaction	Improvements in target group's experience(s) in X area (mental health, loneliness, time management, etc.) What will happen because of implementing the program?
2 Accessibility Counselors 3 Student Counselors 1 Accessibility Admin Asst 1.5 Counseling Admin Asst Funding Student Manuals Student Hand-outs Marketing Materials (posters, brochures, info cards) Supplies	Marketing to all students about counselling services Marketing to all faculty about counselling services Manage referrals from student success navigators and faculty Manage waitlist for services when needed Deliver personal mental health counselling services (appointment and drop-in) Develop and maintain databases of service usage, satisfaction and outcomes Coordinate weekly 2-hour meetings with all counselors and admin staff to discuss challenges and opportunities	# of personal counselling sessions # of academic counselling sessions # of crisis counselling sessions # of accessibility mental health counselling sessions # of faculty consultations # of referrals # of referral sources Student feedback SRS ratings Student mental health survey ratings	**Short-term** Increased knowledge of navigating counselling supports on campus Increased knowledge of stress management skills, resiliency skills, increasing social supports on and off campus, self-understanding/awareness, emotional regulation, finding life meaning Improved communication and self-advocacy skills **Intermediate** Improved coping skills, including relaxation skills, cognitive restructuring and emotional regulation Improved academic performance (tests, exams, assignments) Reduced drop-out rates Reduced academic accommodations for MH Increased confidence and psychological resilience **Long-term** Improved cumulative GPA Improved course retention Improved graduation rates

			Increased psychological resiliency and well-being Maintenance of work/study skills Maintenance of coping skills Reduction in Day 11/22 codes

Data Collection

Data refers to any piece of information and can be described as quantitative or qualitative.

National Standard Recommended Institutional Data Collection Plan

DATA SOURCE	DATA MEASURE
Registrars Office	Dropped courses
	Course withdrawals
	Voluntary leaves
	Involuntary leaves
	Ontario College Student Experience Survey (OCSES)
Accessibility Centre	Registered students
	CAAPS issued
Counselling & Wellness	Crisis responses
	Academic appointments
	Personal appointments
	Total counselling interactions
	Day 11 & Day 22 codes
	SRS measures
Health & Safety	Critical incident reports
	Gender Based Violence statistics
Let's Face It - Peer Support	On-campus student interactions
	Outreach interactions
	Facebook unique users engaged
AVP, Student Success	High risk student intervention plans

The What Now

Analysis

Once the data has been collected, the task of analysis and interpretation begins. Analysis allows you to see what your data is telling you and can identify what changes have happened because of your program or service. You can also determine what is working really and what may need to be reviewed for improvement.

The analysis can include both simple and/or complex processes to categorize the information you have collected and determine patterns in the data.

The following table is a central place to gather all mental health data as indicated in the National Standard document for analysis and review year over year.

<u>Centralized Yearly Institutional Data Collection Template</u>

DATA SOURCE: REGISTRARS OFFICE	2022	2023	2024	2025
Dropped Courses				
Course Withdrawals				
Voluntary Leaves				
Involuntary Leaves				
OCSES				
DATA SOURCE: ACCESSIBILITY CENTRE				
Registered Students				
CAAPS Issued				
DATA SOURCE: COUNSELLING				
Crisis Responses				
Academic Appts				
Personal Appts				
Total Counselling Appts				
Day 11 Codes				
Day 22 Codes				
SRS Average Score				
DATA SOURCE: HEALTHY & SAFETY				
Critical Incident Reports				
GBV (Sexual Harassment & Assault Statistics)				
DATA SOURCE: LET'S FACE IT				
On-campus Interactions				
Outreach Interactions				
FB Unique Users Engaged				
DATA SOURCE: AVP, STUDENT SUCCESS				
High Risk Student Intervention Plans				

Sharing & Reporting Evaluation Results

Sharing the knowledge gained from our evaluation is an important step in determining what we need to do with your results. Sharing our results can be referred to as knowledge mobilization. Sharing what we have learned has multiple benefits. Evaluation findings can be used to:

Knowledge Mobilization Strategies

Reports	Effective way to comprehensively document the evaluation process and results. Provides team members with a strong reference document. ➔ Recommendation: Yearly evaluation report and presentation to the Senior Leadership Team and Board of Governors
Student Voices	Anecdotal snapshots describing how your program or service has impacted your target groups. Highly effective in demonstrating a holistic and human-centered picture of our work. ➔ Recommendation: Include qualitative measures whenever possible (focus groups, open text comment areas in surveys, promote ways to provide feedback etc.)
Events	Participate in events to present evaluation findings to engage a cross-section of your stakeholders. Bring students, staff, partners, or funders together in a space for learning and dialogue. ➔ Recommendation: Seek opportunities to speak to the College community about evaluation findings and initiatives (Townhall sessions, Innovation Day presentations etc.)