

## **Executive Summary**

### **Review of Student Health and Counseling Services at Carleton College**

#### **Introduction**

This external review discusses findings and recommendations regarding the operations, services and campus connections of Carleton College Student Health and Counseling (SHAC). Overall, SHAC has a solid foundation that has consistently allowed for growth and improvement. SHAC is an integrated department that collaboratively and holistically cares for students. This framework allows for quality physical and mental health care. Correcting misperceptions and improving negative perceptions from the student body is imperative for future success. New facilities will be integral in creating further efficiencies, access, and compliance with regulatory agencies. Developing a strategic plan to outline and formalize goals and objectives will create the path toward SHAC's envisioned future in health and counseling services at Carleton College.

#### **Observations and Recommendations**

There are six key findings and subsequent recommendations for departmental and institutional action. These include the following:

1. SHAC is an integrated and co-located department combining health services and counseling services. This integration provides a collaborative, efficient, and patient/client-centric model of care. Replication of this model is not readily achieved in outside agencies. Continuing this patient/client-centric model is advised. Incorporating the Office of Health Promotion (OHP) in a co-located facility would augment collaboration and incorporate a more significant public health focus.
2. SHAC facilities are inadequate for proper functioning and service as a health and counseling center. Relocating or creating a space to house SHAC and OHP is strongly recommended.
3. Student groups representing the student population voiced negative perceptions and misperceptions of SHAC. The most significant misperception was lack of appointment availability. SHAC must develop a strategic process for correcting misperceptions and promoting positive relationships with the general student body. Despite negative perceptions of SHAC communicated by students present during this review, recent patient / client satisfaction surveys indicate substantial approval of services received.
4. The director of SHAC has restricted administrative hours due to the impacts of scheduling counseling clients. The director should work as a full time administrator in order to create a proactive versus reactive environment and move toward transformational leadership. Despite strong leadership, strategic planning and

initiatives for the department should be in place. Allowing more time to focus on strategic planning, with a vision for the future, will define how SHAC fits into the broader structure of Carleton College. A strategic plan will also identify objectives, performance indicators and action steps for achieving progress toward strategic goals.

5. Staff is generally viewed as interculturally competent, but multiple constituencies indicated that the staff does not reflect the diversity of the campus. SHAC must continue to develop strategies to create access to diverse health and counseling expertise that is not limited to the hiring of new providers.
6. Strong leadership, cohesiveness, accessibility and broad knowledge base of SHAC staff are drivers of enhanced satisfaction for internal and external stakeholders. SHAC should continue to foster an environment of mutual respect and engagement with students and other constituents.