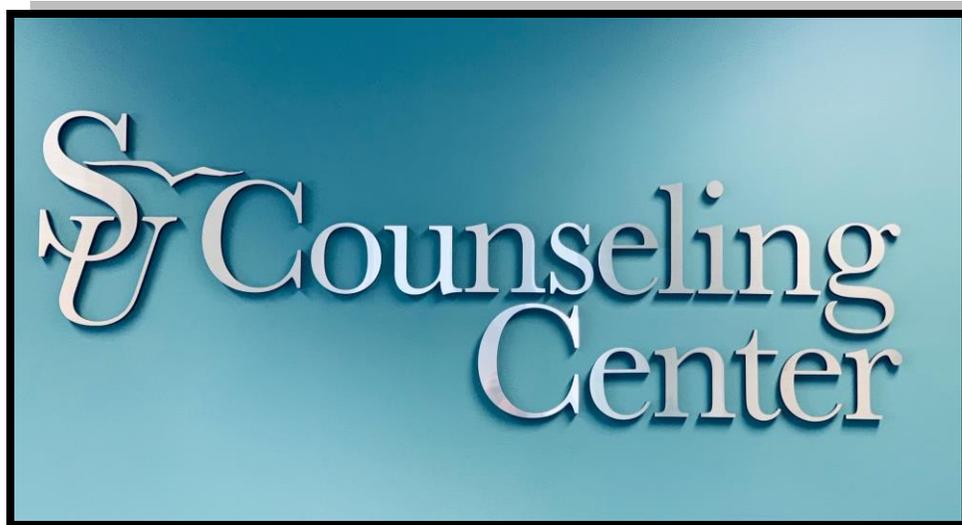


Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

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**Salisbury University
Office of Student Affairs
Counseling Center
August 2019**

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EXECUTIVE SUMMARY

Staff at the Counseling Center (CC) continued to provide high quality professional mental health services to the campus community and exceptional training for graduate students in social work and clinical mental health counseling. Below are some highlights. For examples of descriptive ways initiatives relate to the University and Student Affairs Strategic Plans, see the report that follows.

Highlights of the Year

- Provision of quality therapy services to students manifesting severe and complex clinical concerns and reflected an increase of 84.72% of students served since 2007-08
- Handling of increased case management needs including collaboration with on and off campus constituents
- Provision of quality consultation regarding student mental health concerns for faculty, staff, parents, and students
- Completion of thorough documentation for every contact related to a student
- Ongoing collaboration with offices such as Student Health Services, Campus Housing and Residence Life, University Police, and Student Conduct, to name a few
- Provision of quality training and supervision for master's level interns in social work and clinical mental health counseling, which requires weekly face to face supervision, review, oversight of revision, and approval of clinical documentation, and responsibility for clients' welfare
- Completion of 20 hours of continuing education for each professional staff annually to renew clinical licenses
- Effective collaboration on and off campus with respect to suicide prevention and mental health promotion, sexual violence, and LGBTQ programs
- Provision of outreach programs (e.g. Chillaxin', Chalk It Up, Take Back the Night)
- Provision of suicide prevention and mental health promotion programs (e.g. Kognito At-Risk Training for faculty, staff, and students, New Faculty Orientation, Admission/Readmission Committee)
- Provision of training on mental health issues for student leaders such as Resident Assistants and Powerful Connections Mentors
- Continued involvement with the campus Coordinated Response Team in addressing high risk students
- Participation in Veterans Committee on campus and the Lower Shore LGBTQ Coalition

Staff

Eleanor Coleman, BSW, Administrative Assistant

Nikki Allen Dyer, MEd, MSW, LCSW-C, Counselor

Became a Maryland Board approved supervisor for Licensed Master Social Workers seeking advanced licensure and provided adjunct instruction in SU's MSW Program

Dawn Harner, MSW, LCSW-C, Training Coordinator and Counselor

Supervised three master's level clinical interns this past academic year, provided adjunct instruction in SU's MSW Program, and earned membership in the Association of Threat Assessment Professionals

Sabrina Sahle, MSW, LMSW, Counselor

Previously a part-time therapist in the CC, was hired to fill a full-time clinician position and is slated to complete the requirements for LCSW-C licensure in early Fall Semester 2019

Kathleen Scott, Ph.D., Director

Cassidy Zeller, MS, LCPC, Counselor

Completed the professional requirements for earning advanced licensure as an LCPC

Section I: Department Overview

Vision

Salisbury University students will be educated to connect learning and living, demonstrate personal and academic integrity, welcome diversity and inclusion, and bring honor to themselves and the University.

Mission

The primary purpose of the Counseling Center is the provision of high quality and professional mental health services including prevention, assessment, and treatment of psychological problems, emotional concerns, or mental conditions of individuals or groups. The Counseling Center also aims to provide mental health promotion, education related to early problem detection and intervention, student advocacy, and effective access to services. In alignment with the mission of the University and Student Affairs, goals are to promote student welfare and psychological wellbeing, academic success, and a safe and healthy campus community. Through a graduate internship Training Program, the Center also provides quality education and supervision for master's students in social work and other counseling programs.

Goals

Student Affairs will partner with faculty and other administrators to consistently measure and articulate how co-curricular experiences and experiential opportunities contribute to student learning. Assessment methods may include but are not limited to:

- To provide therapy and counseling services to students who may be experiencing psychological, interpersonal, or behavioral difficulties
- To provide consultation to faculty, staff, parents, and students to help foster an environment that is conducive to students' psychological, intellectual, emotional, and physical development
- To provide training, outreach, mental health promotion, and other programs for students, faculty, and staff
- To provide education, training, and supervision to graduate students to foster their development as competent mental health professionals

Scope of Practice – Services Provided

In contrast to guidance counseling services, the Counseling Center at Salisbury University provides out-patient therapy to students through a variety of modalities. Out-patient treatment allows students to receive weekly therapy appointments. Some students may meet less often depending on their identified goals. Students may be seen for additional sessions during treatment based on counselor recommendations. If a student requires more intensive/frequent treatment on an ongoing basis, they will likely be referred to another agency that can provide intensive out-patient or in-patient treatment. All students who plan to access therapy will typically begin with an intake appointment.

The Counseling Center is accredited by the International Association of Counseling Services.

Student Learning Outcomes

1: Knowledge and Intellectual Growth

Students will integrate their skills and interests, make informed choices of academic majors and early career steps as they persist toward a degree and develop into lifelong learners. In this capacity, students should be able to:

- 1.1 Exercise critical thinking, reflective thinking, and effective reasoning skills.
Continue to promote application of such cognitive skills in individual, couples, and group therapy and when engaging with students during outreach efforts, especially those aimed at reducing stigma.
- 1.2 Make informed decisions and draw reasoned conclusions using sound criteria.
Promote informed exploration and effective decision making in therapeutic, educational, outreach, and advocacy initiatives carried out by CC staff.

- 1.3 Express ethical reasoning in personal, academic and professional decision-making.
CC staff continue to adhere to ethical standards, embodying such for clients and colleagues alike.
- 1.4 Engage in experiences that lead to professional growth and career preparation.
Continue to offer a robust graduate student training program to students at various colleges and area in the region.
- 1.5 Articulate knowledge, skills and accomplishments integrating academic, social and life experiences.
Continue to conduct effective psychoeducational opportunities campus-wide.

2: Interpersonal Communication

Related learning outcomes include, for example, the ability to:

- 2.1. Organize and articulate thoughts and ideas in a clear and cohesive manner.
Continue to assist students in improving communication skills during sessions/interactions as well as provide information related to communication strategies to improve their ability to communicate in a clear, cohesive manner.
- 2.2. Listen with openness and allow others to express different views.
Continue to model appropriate listening skills during interactions with students. Implement programming that decreases stigma of students with mental health or disability related diagnoses and educates students about individuals with mental health or disability related diagnoses.
- 2.3. Understand the appropriate use of new technologies and media.
Reinforce positive communication strategies during interactions with students and assist students in recognizing patterns of communication that may be maladaptive.
- 2.4. Employ honest, respectful and responsible engagement with others.
Facilitate dialogue within group sessions that fosters honest, respectful engagement so that students may apply these skills outside of group settings.
- 2.5. Demonstrate the ability to lead with confidence.
Continue to work with students to improve self-esteem/self-worth through individual and group counseling sessions. Continue to provide means for students to learn to advocate for themselves and their needs with others.

Section II: Examples of Major Events, Services, Activities, and Initiatives¹

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant²
Chillaxin'	All students	250 students	Only staff time
Take Back the Night	All students and local community members	<ul style="list-style-type: none"> • 100 students • 50 community members 	\$4.88
Chalk It Up	All students	300 students	\$1.17 (.79 foundation plus .38 university funds)

¹ Contact the Associate Vice President for assistance in completing this section if needed.

² Use this formula to determine cost per participant (CPP) for every person attending: Cost of Event / Attendees.

Section III: Summary of Budget Reallocations and Impact³

2018-2019 Budget Reallocations

Examples of Budgetary Reallocations	Impact on Service Delivery and Operations
None	Not Applicable

2019-2020 Budget Reallocations

Examples of Budgetary Reallocations	Impact on Service Delivery and Operations
Out of state travel cut	Adversely affects professional development for Counseling and potentially impacts ongoing educational requirements for licensure certification for clinical staff
Programming funds were decreased considerably	Programming and outreach in the following areas will need to be eliminated or reduced: suicide prevention and stigma around mental health, which could increase safety risks to individual students, groups, and/or the campus at-large

³ Contact the Associate Vice President for assistance in completing this section if needed.

Section IV: Collaborations and Partnerships (Internal and External)⁴

Examples of Collaborations and Partnerships	Outcomes and Impact
SU Student Health	Hold monthly joint staff meetings during which student cases are reviewed and recommendations for future treatment are identified
SU Residence Life	Conduct RA training; Coordinate efforts to refer/escort students to the CC, especially as related to lethality and other safety concerns
SU Police Department	Met with staff to explore ways of recognizing more severe mental health symptoms (including, but not limited to psychosis), how such can affect their behavior, and how best to intervene
SU Coordinated Response Team	Meet on weekly basis (if needed) to discuss students of concern (often involving safety concerns), identify ways to gather more information related to student functioning, and develop intervention plans
SU School of Social Work, MSW Program	Master's level social work interns are referred to CC for interview and if accepted, are trained and supervised and their work evaluated throughout the academic year
Wilmington University	Master's level Clinical Counseling interns are referred to CC for interview and if accepted, are trained and supervised and their work evaluated throughout the academic year
Lower Shore LGBTQ Coalition	Meet monthly with individuals from local Core Service Agencies, Health Departments, Behavioral Health Agencies, Staff and Students from local colleges and universities, Faith Based Communities, and other community members who support the mission of improving and preserving the well-being of youth and young adults
SU Student Veterans Committee, Registrar's Office	Unique needs of veteran and military-affiliated students are explored with this group, existing services are reviewed, and new opportunities for outreach, education, and support are identified and implemented
Local Community Organization - Pets On Wheels	Local community volunteers and their pets are invited to come to the campus where students

⁴ Contact the Associate Vice President for assistance in completing this section if needed.

Peninsula Regional Medical Center	Meet monthly with local mental health providers, as hosted by the hospital, to discuss local mental health issues, how partnerships can bolster services within the community, and promote awareness of services provided by local entities
Life Crisis Center	Continued to involve agency staff with Take Back the Night; Communicate with campus community about agency resources, including their crisis line
SU Admissions	Participate in Open Houses, Admitted Students' Day, and staff trainings
SU Office of Student Conduct and Athletics Departments	Provide alcohol and other drug assessments, interventions, and referrals to community-based specialists, to students, as needed, along with verification of student completion of related mandates; Meet with staff as needed to explore ways to improve referral processes
SU Case Manager and SU Disability Resource Center	Consult as needed, and per Student Releases of Information, about student functioning, needs, and plans for referral and/or intervention

Section V: A Summary of Achievements Related to Student Affairs Strategic Plan

Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.

1. Attract, enroll and retain a talented and diverse first-year class, transfer class, and graduate cohort.
Participated in Open Houses, Admitted Students' Day, Orientation 101-102, and the Admissions/Readmission Committee.
2. Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.
Participated in Orientation 101 and 102 through information tables and presentations to students and families.
3. Strengthen programmatic aspects of the Living and Learning residential environment.
Provided training to residence life staff and education to students (e.g., RA training on early detection of mental health problems and effective referral).
4. Engage students in understanding common community standards.
Participated in Alcohol Education and assessments to address alcohol violations and conduct. Through counseling interventions we addressed community standards, healthy behaviors, and personal values.
5. Demonstrate the ability to understand and respect values, attitudes, and beliefs that differ across cultures, and to respond appropriately to these differences in the delivery of programs and services.
Educated the campus regarding stigma around mental health with the aim of creating an environment of civility, tolerance, respect and valuing diversity. All staff continued to participate continuing education related to diversity.

Goal 2: Student Affairs aims to educate students for campus, career, and life.

Aligns with Goal 1, Salisbury University Strategic Plan.

1. Establish a roadmap for students on how to make the most of out of class experiences.
Continued through counseling and referral to other campus resources to help students explore identity, values, and beliefs in order to establish healthy, satisfying, and meaningful relationship, interests and activities.
2. Articulate expected outcomes and markers of a healthy and inclusive community.
Through satisfaction and program feedback summaries continued to evaluate the impact of programs and services.
3. Create opportunities for students to engage in intercultural/cross-cultural activity and dialogue.
Offered opportunities for this type of dialogue and in therapy groups and academic course settings.
4. Enhance academic coaching for students less likely to persist.
Referred students to campus academic resources.
5. Promote co-curricular engagement among students.
Continued to assist students with life outside of the classroom.
6. Advance leadership development and career decision making.
Referred to on and off-campus resources related to career decision making.
7. Recognize and celebrate student successes.
Staff participation in Omicron Delta Kappa. Continued to recognize the successful completion of graduate internships and graduate assistant positions. Provided rewards and prizes for student participation in outreach events and learning through activities like Chalk it Up and mental health promotion games.

Goal 3: Student Affairs aims to embrace innovation.

1. Adopt appropriate technology that enhances student services, student learning, and administrative productivity.
[Updated websites to improve customer service and explored means of using Titanium Scheduling to stream line processes.](#)
2. Articulate evidence based knowledge of students and student life themes.
[Continued to examine evidence based practices through research and professional development to enhance services.](#)
3. Practice profession-wide competencies as expressed in the Council for the Advancement of Standards (CAS) in Higher Education and other professional standards.
[Adhered to APA and NASW ethical codes.](#)
4. Designed new facilities and renovations with an eye toward innovation, inclusion and sustainability.
[Continued to explore opportunities for securing permanent group therapy space.](#)
5. Allocate program, spaces and resources using data-driven analysis.
[Revamped intake processes, to try to improve timely access to resources.](#)

Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.

Aligns with Goal 4, Salisbury University Strategic Plan.

1. Identify and implement mechanisms to enhance department and division-wide communication, coordination and collaboration.
[Continued collaboration with other departments through clinical consultations and Coordinated Response Team.](#)
2. Continue knowledge and relationship building for all student affairs staff.
[Attended professional development meetings, continuing education programs, and provided training to students, student leaders, faculty and staff.](#)
3. Maintain collegial partnerships across campus and within the larger community.
[See responses to items 1 and 2.](#)
4. Recruit, retain, and mentor experienced and diverse student affairs staff both professional and administrative.
[Continued to fill vacant positions and provide clinical training for new professionals.](#)
5. Align the Performance Management Process (PMP) with university, division - and department-specific strategic plans.
[Done annually.](#)
6. Stay abreast of and incorporate new research and best practices.
[Utilized list serves to stay informed.](#)

Section VI: A Summary of Achievements Related to **University Strategic Plan**

Goal 1: EDUCATE Students for Campus, Career and Life

Students' physical and emotional state of well-being will impact their academic abilities. In this capacity, students should be able to:

1. Acquire knowledge about what constitutes a healthy and safe lifestyle.
 - Continued to help students evaluate their current behavior, identify potential behavioral changes and expected outcomes, and make changes which support their optimal emotional, physical, and social health and wellness in the context of therapy sessions, consultations, workshops, and outreach events.
 - Continued to seek professional development opportunities which provide information and skills training related to health and wellbeing.
 - Continued to collaborate with SHS, and community-based providers, staff and other health providers to share general and client-specific knowledge related to their wellbeing and to refer clients between units.
2. Apply knowledge of when and where to seek assistance.
 - Continued to help students increase their self-awareness of, and responsiveness to, their specific signs and symptoms of emotional distress and other mental health needs and will help them to overcome any barriers they may experience related to accessing help.
 - Continued to educate the campus community of various campus and community based resources they can access during and beyond their academic career.
 - Continued to engage with community-based providers in order to learn about their services, credentials, and services offered, in order to augment the office's existing database of providers.
3. Develop self-knowledge and awareness of their beliefs, values and personal identities.
 - Continued to play an integral role in helping students increase their sense of personality identities, by way of helping them explore identify, and articulate their life values related beliefs and to assess ways by which they can best align their behaviors with such, to increase life satisfaction.
4. Establish and maintain positive self-care.
 - Continued to help students evaluate ways that they use and can enhance and/or expanded upon their behaviors related to self-care, especially as related to their emotional wellbeing.
 - Ways that self-care impacts functioning continued to be emphasized and staff continued to embody their own positive self-care as related to their professional behaviors.
5. Prioritize and manage resources effectively.
 - Continued to make optimal use of fiscal, environmental, and human resources by maintaining full client caseloads, recycling office materials, and providing a comprehensive intern program, which allows for salary savings, despite increasing student usage of CC services.
 - Director also continued to generate grant monies.

Goal 2: EMBRACE Innovation of the Salisbury University Experience

1. Get to know new technologies as they become available and as they evolve. Training our staff with new technology and thinking about ways new technology could help us improve what we do.
 - Utilized Titanium Schedule for record keeping and Survey Monkey for satisfaction surveys.
2. Do research and think about the needs of our student clients in a way that advances knowledge and is relevant to our counseling sessions and wellness of the client.
 - Did not conduct research this year.

3. Participate in networking events and workshops aimed to encourage college students to explore, learn new technology, gain experience and knowledge of what their future holds.
 - Each clinical staff member engaged in a minimum of 20 hours or more of continuing education, as required by licensure boards.

Goal 3: FOSTER Community

Community Citizenship

Students will engage in activities and organizations that facilitate a sense of belonging and contribute to community action. In this regard, students should, for example, be able to:

1. Engage with others to create and sustain diverse living and learning communities.
 - Provided heterogeneous group therapy to replicate diverse student communities.
2. Contribute to the positive welfare of the campus, local, and broader community.
 - Through therapy, students developed abilities to contribute in meaningful and healthy ways to the campus and broader communities.
3. Develop well-informed, multi-faceted understanding of local, national, and international issues.
 - Same as 4.2.
4. Identified and implemented practices of economic and environmental sustainability.
 - Staff, including student workers, continued to engage in sustainable and fiscally responsible practices by recycling and reducing.
5. Modeled behavior consistently with the mission, goals, and culture of Salisbury University.
 - Staff continued to engage in ethical practices.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

Students will participate in education and training that facilitates mental health problem recognition and early intervention.

- Provided and promoted staff and faculty use of Kognito At-Risk Training so they can better identify and help at-risk students.
- Presented an educational workshop for Powerful Connections at the beginning of each year.
- Educated faculty about mental health concerns in a presentation.
- Presented to new faculty at New Faculty Orientation.
- Operated a graduate level training program for counselors-in-training which has attracted interns from Salisbury University's Social Work program, University of Maryland Eastern Shore's Counselor Education program, and Wilmington University's Clinical Mental Health Counseling program.
- Created workshops to address key issues with students.
- Provided self-help resources for students on the CC's updated website.
- Referred to outside providers when needed.
- Operated three therapy groups every semester.
- Communicated limitations of the services available at the CC to parents and students at orientation and throughout their time at SU.
- Recommended seeking psychiatric services in the student's hometown when appropriate.
- Operated a training program for master level interns to increase the amount of students that can be seen each semester.
- Offered Kognito At-Risk Trainings that are specific to student veterans and the LGBTQ campus community. Each training also has an option for it to be geared towards student, or for faculty and staff.

Section VII: Measuring Up – Research, Assessment, and Evaluation⁵

Previous Year’s Goals and Outcomes

Department Goals	Summative Outcomes
Provide therapy and counseling services to students who may be experiencing psychological, interpersonal, or behavioral difficulties.	<ul style="list-style-type: none"> • Served 665 clients, and conducted 4,504 clinical appointments during 2018-2019 academic year. • Of the above referenced 4,504 appointments, 151 were crisis sessions and 331 were consultation/triage sessions.
Provide consultation to faculty, staff, parents, and students to help foster an environment that is conducive to students’ psychological, intellectual, emotional, and physical development.	<ul style="list-style-type: none"> • Presented information about mental health and the Counseling Center to students and parents at Orientation 101. • Provided on-demand, individualized, and timely consultations to parents, faculty, staff, and students about concerns they have for students in crisis or having a mental health problem. • Provided information about things like how to refer a student for parents, faculty, and staff on our website, presented at New Faculty Orientation, and Powerful Connections, RAs, and other campus groups.
Provide training, outreach, mental health promotion, and other programs for students, faculty, and staff.	<ul style="list-style-type: none"> • Implemented outreach programs such as Take Back the Night, Chalk-It Up, and Chillaxin’. Over 2,399 people participated in approximately 25 programs. • Tabled events for students, faculty, and staff, providing information on mental health and the CC at various campus outreach events (<i>see Appendix C</i>).
Provide education, training, and supervision to graduate students to foster their development as competent mental health professionals.	<ul style="list-style-type: none"> • Operated a graduate level training program for counselors-in-training which has attracted interns from Salisbury University’s Social Work program, University of Maryland Eastern Shore’s Counselor Education program, and Wilmington University’s Clinical Mental Health Counseling program. • Dawn Harner, LCSW-C and Nikki Dyer, LCSW-C were also employed as adjunct professors at Salisbury University’s Master of Social Work Program.

⁵ Contact the Associate Vice President for assistance in completing this section if needed.

Other Projects

Project	Key Result(s) or Outcomes	Organizational Changes
Decrease premature termination on the part of students who would benefit from remaining in treatment.	Called or sent a follow-up email to students who missed appointments.	Approximately 670 contacts were made.
Increase student access to services by working to reduce no-show rates.	Sent follow up emails to 560 students after they made their first appointment, and called students before their first appointment.	Approximately 470 email were sent and calls made.
Increase awareness of mental health and decrease stigma.	Implemented psychoeducational and outreach programming.	Approximately 20 different outreach programs were implemented.

Student Learning Outcomes

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
Students will be able to articulate knowledge, skills and accomplishments integrating academic, social and life experiences, as related to counseling services.			59% of students reported that they “strongly agreed” or “agreed” that counseling contributed to their success as a student.
Students will engage in counseling in ways that help lead to professional growth and career preparation.			46% of students indicated that they “strongly agreed” or “agreed” that counseling improved their academic performance.
Students will acquire knowledge about what constitutes a healthy and safe lifestyle, and establish and maintain positive self-care.			79% of students “strongly agreed” or “agreed” that they would return to the CC if they had problems in the future.
Students will be shown honest, respectful and responsible engagement with others.			85% of students “strongly agreed” or “agreed” that they felt understood by their counselor and 77% “strongly agreed” or “agreed” that their counselor was sensitive to diversity.

Section VIII: Strategic Plan-Related Goals for 2019 – 2020⁶

The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended.

Department Goal or Objective	Mapped to University Strategic Plan Goals	Mapped to SA Strategic Goals	Examples of Assessment Metrics
Decrease the amount of time that students wait for initial assessments/intakes.	Goal 1 Initiative 5	Goal 1 Initiative 1	Length of wait times for students to be seen for initial assessments/intakes.
Explore technologies that allow students to access self-directed mental health resources in between sessions and/or while they wait to be seen for initial assessments/intakes.	Goal 1 Initiative 5	Goal 3 Initiative 1	Attain at least two demonstrations of technologies designed to augment mental health treatment (ex. TAO).
Continue to achieve high student satisfaction rates with counseling services received.	Goal 1 Initiative 3	Goal 1 Initiative 2	Student feedback on client satisfaction survey.
Fill vacant Assistant Director and Director positions, thereby increasing number of staff with both clinical and administrative duties.	Goal 1 Initiative 5	Goal 4 Initiative 4	Positions are filled.
Maintain high quality graduate student training program.	Goal 4	Goal 2 Initiative 1	Feedback provided by interns.

⁶ Contact the Associate Vice President for assistance in completing this section if needed.

APPENDICES, CHARTS, TABLES AND GRAPHS

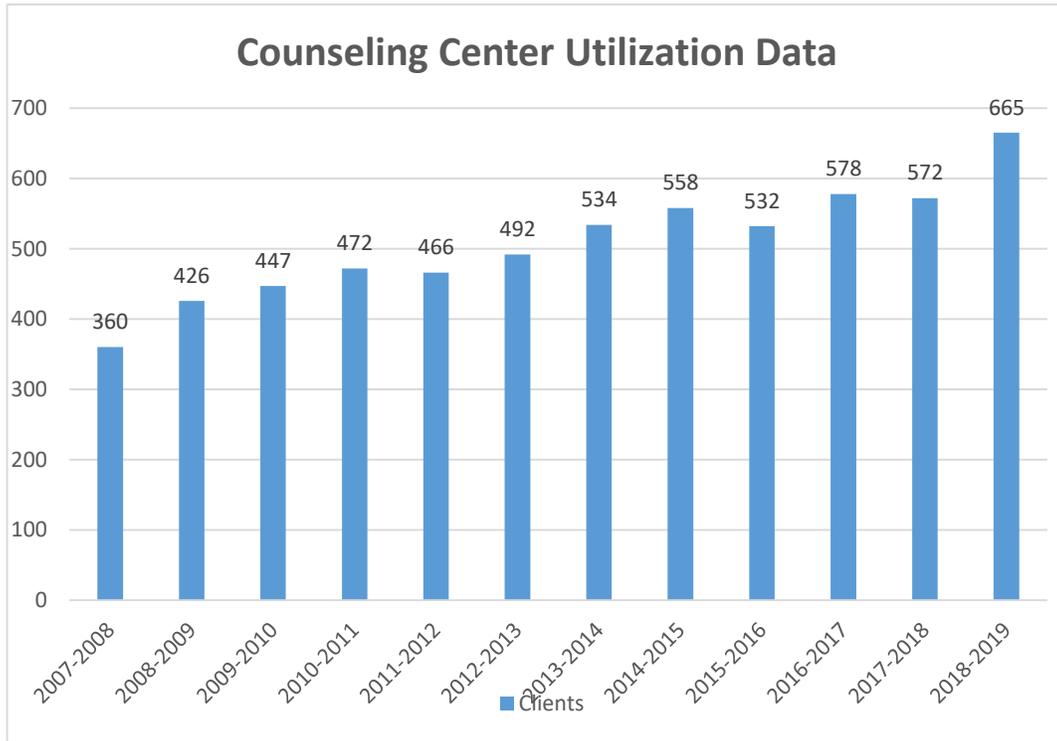
Appendix A

Satisfaction Survey Summary Results for the 2017-18 Academic Year (n=132)

Survey Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I felt understood by my counselor	50%	35%	7%	6%	2%
My counselor was sensitive to diversity	48%	29%	2%	2%	20%
I believe what I shared will be kept confidential	66%	24%	5%	2%	4%
I would return to the Counseling Center if I had problems in the future	60%	19%	8%	9%	5%
I would refer a friend to the Counseling Center	58%	26%	7%	7%	3%
I made progress in Counseling	39%	29%	10%	9%	13%
Counseling has contributed to my success as a student	36%	23%	12%	9%	20%
Counseling improved my academic performance	26%	20%	14%	8%	32%
I was satisfied with the time it took to get an appointment	32%	40%	15%	8%	5%
The Counseling waiting area was comfortable	45%	44%	5%	4%	2%
Overall, I am satisfied with services I received	50%	28%	13%	6%	3%

- *I felt very understood [by] and safe [with] my counselor... I could go at my own pace without judgment."*
- *"[My counselor] was very understanding and non-judgmental. She seemed to genuinely care about helping me improve my mental state, not like it was just a job."*
- *"I was able to freely speak with my counselor without feeling judged."*
- *"I feel genuinely heard when I'm there and I'm given legitimate advice and I've noticed that I'm making more and more progress in areas that are discussed in counseling."*
- *"[My counselor] truly helped me accomplish my goal and make progress towards improving self-awareness. I felt comfortable and understood, and I was given the tools (coping mechanisms, etc.) to further improve my initial issues in the future."*
- *"I was provided with a perspective I've never considered."*
- *"I was pleased to have a counselor of a similar demographic of [my own]."*
- *"I finally saw someone who looks and sounds like me. The value of feeling seen and understood by my counselor from day one [was] priceless."*
- *"I felt heard, valid, and understood."*
- *"I felt welcome and comfortable, I appreciated receiving counseling at no cost to me, and I felt that my needs were met."*

Appendix B



Appendix C

Outreach Events 2018-2019 Academic Year

Outreach Title	Number of Attendees	Type of Outreach
Orientation 101	800	Out of classroom presentation
Veterans Outreach (6/11/19)	10	Discussion
Chalk It Up	200	Other
SUPD	6	Out of classroom presentation
Outreach Interview (4/26/19)	1	Other
SYE Midway Carnival	200	Information table
Take Back the Night	125	Other
SUPD x2	16	Out of classroom presentation
Academic Advisor Training	15	Out of classroom presentation
Wellness Fair x2	400	Information table
International Student Program	8	Discussion
Chillaxin'	200	Information Table
New Faculty Orientation	35	Discussion
Healthy Relationship Workshop (Greek Life)	10	Workshop
Family Weekend Presentations	8	Out of classroom presentation
Ripple Effect	60	Out of classroom presentation
Philosophy House	8	Discussion
Local TV News Interview	n/a	News Interview, Local
Freshman Move-in	200	Other
RA Training	60	Out of classroom presentation
Powerful Connections Mentor Training	45	Workshop
Total	2,399	