Salisbury University
Office of Student Affairs
Counseling Center
August 2020

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

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EXECUTIVE SUMMARY

The 2019/2020 academic year was unlike previous years as the on-site operations were interrupted by COVID-19 during the spring semester. With a shift to teleworking in March 2020, staff at the Counseling Center (CC) continued to provide high quality professional mental health services to the campus community through telehealth. This also included providing exceptional training for graduate students in the SU social work program. 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 presenting with severe and complex clinical concerns which includes 2,755 individual appointments.
- Due to discontinuation of face-to-face services during the COVID-19 pandemic, there was a 13.6% decrease in students served since the previous academic year.
- Handling of increased case management needs including collaboration with on and off campus partners to ensure that despite interruption of in-person services, students were able to access mental health services in their respective locations.
- 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. Given the shift to teleworking, training and supervision continued via Zoom.
- Completion of 20 hours of continuing education for professional staff to renew clinical licenses.
- 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.

Staff

Full-Time Staff (12 months)
Eleanor Coleman, BSW, Administrative Assistant
Nikki Allen Dyer, MEd, MSW, LCSW-C, Counselor
Lilian Odera, Ph.D., Director

Full-Time Staff (10 months)
Dawn Harner, MSW, LCSW-C, Training Coordinator/Counselor
Sabrina Sahle, MSW, LMSW-C, Counselor
Cassidy Zeller, MS, LCPC, Counselor

Graduate Interns & Part-Time Counselors
Larren Burgess (graduate intern)
Mallory Lloyd (graduate intern & part-time counselor)
Margaret Marcarelli, LCSW-C (part-time counselor)
Justin Pusey (graduate intern & part-time counselor)
Tashanika Thomas, LCPC (part-time counselor)

Section I: Department Overview

Vision
Salisbury University students will receive education and support that will enable them to connect learning and living, demonstrate personal and academic integrity, welcome diversity and inclusion, and be effective and contributing members of the University, their community, and the broader society.

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 psychoeducation related to early problem detection and intervention, student advocacy, and effective access to services. In alignment with the mission of the University and the Division of Student Affairs, goals are to promote student welfare and psychological wellbeing, academic success, and a safe and healthy campus community. The Counseling Center is also committed to enhancing students' overall college experience in order to be effective contributing members of society. Through a graduate internship Training Program, the Center also provides quality training and supervision for master's students in social work and other graduate programs in counseling.

Goals
The Division of Student Affairs will partner with staff, faculty and other administrators to consistently measure and articulate how co-curricular experiences and experiential opportunities contribute to student learning. Goals may include but are not limited to:

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

Scope of Practice – Services Provided
The Counseling Center at Salisbury University is the sole mental health agency in the university and provides out-patient mental health services to students through a variety of modalities. Out-patient treatment allows students to receive a variety of mental health services which include:

- ***Individual therapy:*** The Counseling Center ascribes to a short-term therapy model which means that students receive individual therapy for a limited number of sessions. The frequency of therapy sessions will vary depending on therapeutic goals identified collaboratively by the student and their clinician. All students who plan to access therapy at the center will typically begin with an intake appointment.
- ***Referral services****:* If a student seek services at the Counseling Center but requires more intensive or frequent treatment on an ongoing basis, they will likely be referred to off-campus providers or agencies that can provide intensive out-patient or in-patient treatment.
- ***Interpersonal Group Therapy:*** The Counseling Center provides group therapy for students to work in their interpersonal skills. Students who plan to attend group therapy will typically be referred by clinical staff following intake.
- ***Support Groups****:* The Counseling Center provides support groups for students to engage with each other and process their experiences. These groups are affinity groups based on identities such as women of color, men of color, international students, athletes, etc. Students do not have to be clients of the Counseling Center to attend these groups.

- ***Outreach & Consultation:*** The Counseling Center provides consultation to students, faculty, and staff on various mental health issues as well as provide psychoeducational programs for different groups on campus.

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 pursue 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.
Students will apply cognitive skills learned in therapy and during outreach efforts, especially those aimed at reducing stigma, prejudice, and oppression.

1.2 Make informed decisions and draw reasoned conclusions using sound criteria.
Students will promote informed exploration and effective decision making in therapeutic, educational, outreach, and advocacy initiatives learned from Counseling Center staff.

1.3 Express ethical reasoning in personal, academic and professional decision-making.
Based on learning experiences at the Counseling Center, students will adhere to ethical Standards in their academic experiences and professional decision-making.

1.4 Engage in experiences that lead to professional growth and career preparation.
Students will maximize opportunities afforded to them through the robust graduate student training program for students from various colleges and area in the region who seek placements at the center.

1.5 Articulate knowledge, skills and accomplishments integrating academic, social and life experiences.
Continue to conduct diverse and 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.***
Students will demonstrate improvement in their communication skills as a result of therapeutic interactions learn how to communicate in a clear, cohesive manner.

2.2. ***Listen with openness and allow others to express different views.***
Students will demonstrate appropriate listening skills in their interactions with fellow students, staff and faculty and demonstrate the ability to listen to views that are different from their own.

2.3. ***Demonstrate the appropriate use of new technologies and media.***
Students will demonstrate the ability to utilize new technologies and media by employing positive communication strategies during interactions with others and recognize patterns of communication that may be maladaptive.

2.4. ***Employ honest, respectful and responsible engagement with others.***
Students will demonstrate the ability to engage in honest and respectful dialogue within group sessions and report effort in applying these skills outside of group settings.

2.5. ***Demonstrate the ability to lead with confidence.***
Students will report improvement in self-esteem/self-worth through individual and group counseling sessions as well as support group interactions. Students will learn how to advocate for themselves and their peers.

Section II: Service Delivery

Students Served (July 1 – June 30 time period)

Enter "N/A" if data are not available for this reporting period.

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	564
Total number of "visits" (includes repeat visits)	
Total number of service contact hours across all service types	
Graduates	**Outcomes**
Total unique number served (do not include repeat visits)	10
Total number of "visits" (includes repeat visits)	*N/A (see total number undergrad visits above, and related comment below)*
Total number of service contact hours across all service types	*N/A (see total number undergrad visits above, and related comment below)*
Overall	**Outcome**
Total unique number of undergraduates and graduate students served	574

Comments:
**total number of scheduled and walk-in student/client appointments (undergrad and grad students combined)*
*** total number of contact hours associated with attended student/client appointments, outreach, and consultations (phone, intake, consultation, and triage for undergrad and grad students combined)*

Examples of Major Events, Services, Activities, and Initiatives[1]

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant[2]
Example: Annual First-Generation Conference.	*First generation students and their faculty mentors*	▪ *75 students* ▪ *60 faculty mentors* ▪ *12 guests[3]*	▪ *$22.72*
RA Training	Residence Life	80 RAs, RDs, and Professional Staff	N/A
New Faculty Orientation	New Faculty	30 Faculty, Deans, Directors, and Associate Provost **includes all attendees*	N/A
Move-In Day	New Students and Families	2500 students & family members	N/A
CSA SI & Tutor Training	SI Leaders and Tutors	90 Student SI Leaders and Tutors	N/A
New Intern Orientation & Training	Graduate Interns	4 Graduate Interns	N/A
SU Wellness Fair	All Students	202 Students	N/A
Debriefing for Sorority Members at Scarborough Leadership House following Student Suicide	Sorority Members, Advisors, and Staff	75 Students, 3 Advisors, 5 Staff	N/A

[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.
[3] This could include family, friends, faculty, and staff.

Debriefing for Staff and Students at The Gathering following Student Suicide	Staff and Students who work and reside in The Gathering	10 Students and Staff	N/A
Lunch & Learn for Faculty & Staff (Sabrina)	All Staff and Faculty	50 Staff and Faculty	N/A
Child Abuse Reporting Training	School of SOWK	50 Faculty	N/A
Student Athlete Mental Health Awareness Week Presentation	Student Athletes	250 Student Athletes from all SU teams	N/A
University Events Debriefing Racist & Sexist Threatening Graffiti	Open to Campus and Local Communities	300-350 Attendees, Combined	N/A
Threat Assessment Training	Graduate Interns	4 Graduate Interns	N/A
Presentation at CMAT Department Mental Health Awareness Conference	Conference Attendees	10+ (Recorded and replayed to allow for outreach to additional viewers)	N/A
Student Interviews for Class Projects	Students in Various Courses	10 Students	N/A
Sigma Pi Mental Health & Suicide Awareness Philanthropy Event	All Students	20 Attendees	N/A
Admissions Office Saturday Open Houses	New Students and Families	500 New Students & Families	N/A
GSU Stress Awareness Month Event	All Students	10	N/A
Paint Night De-Stress Student Project Event	Nursing Students	20 Nursing Students	N/A
School of Social Work Internship/Job Fair	MSW Students	50 MSW Students	N/A
Debriefing following Racist and Threatening Graffiti on Campus	Students, Staff, and Faculty, Along with Local Community	50 Total Students, staff, and faculty	N/A
One Love Workshop for a sorority	Students within the Sorority	30 Students	N/A
New Student Orientation Counseling Center Virtual Presentation	New Students and Families	Unknown as this can be ongoing viewed by any	N/A
Psychology Department – Managing Stress During COVID-19	Undergraduate Students	22 Students and faculty	N/A
Sister Circle – Support Group for Women of Color	Graduate & Undergraduate Students	Average of 7 students weekly	N/A

There was no direct cost per participant. Giveaways and promotional materials from the Counseling Center were available to students during these events.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2019 – June 30, 2020 Allocations

Budget Category	Allocation
01	$520,921
02	$130,566
03	$13,674
Total	$665,161

July 1, 2019 – June 30, 2020 Expenditures

Budget Category	Expenditures
01	$434,299
02	$54,323
03	$22,934
Total	$511,556

July 1, 2019 – June 30, 2020 Revenue Generated

Initiatives or Purposes	Revenue Generated
Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.	$12,250.00
N/A	
Total	

Comments related to budget decisions, concerns, cuts, reallocations, etc.

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

Examples of Collaborations and Partnerships	Outcomes and Impact
Example: County Public Schools Guidance Counselors	Resource materials for helping high school students and families discuss mental health before college.
SA Wellness Leadership Team	Increased knowledge as a result of interconnected initiatives in respective areas, explored new ways of collaborating efforts and partnering with constituents on and off of campus, and examined trends likely to affect demand for services
Academic Affairs' Initiatives Related to Students with Disruptive Behavior	Increased awareness and knowledge of students with disruptive behavior and impact on campus community
Anti-Racism Book Discussion with the SU School of Social Work	Engaged with others as to how racism manifests on and off campus, how such affects the campus as a whole, and identified ways to be an activist and ally
DRC Collaboration for MSW Intern	DRC was able to benefit from intern hours and intern was able to learn about disability culture, services, and rights related to the Americans with Disabilities Act
Athletics Drug & Alcohol Assessments	Assess and offer intervention and referral services to student athletes who test positive during random drug tests
Conduct Mandated Assessments	Assess and offer intervention and referral services to students who violate the Code of Conduct
MOU Collaboration & Related Communication with Clinicians	Offer referral services to community agencies for students, thereby increasing their access to timely mental health services
Monthly Meetings hosted by PRMC with all Surrounding Community Mental Health Providers to enhance communication and collaboration around coordination of services	Learned about local, community-based services and resources and educated participants about CC services and challenges related to increased demand for services posed by current student population; learned about emerging evidence-based treatments, including psychopharmacological
Monthly meetings with SHS for coordination of clinical services	Identified ways to best assist and refer individual students and exchanged updates related to operations within respective areas, as a means of improving referral services
Audit Coordination, Collaboration, & Successful Completion	Gathered, analyzed, and presented data requested by USM auditors; reviewed their feedback and implemented suggestions
SU Police Department	Increased collaboration and communication (CREASE training, safety analysis of the CC, training related to mental health and threat assessment, CCRT)
Coordinated Care & Response Team (CCRT)	Increased communication and collaboration with key SU departments related to assessment and intervention related to students of concern
Brothers' Keeper Support Group	Collaborated with Multicultural Students Services to provide a space for students who are men of color to engage with each other and receive support.
Crossing Borders	Collaborated with International Students Services to provide a space for international students to engage with each other and receive support.

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

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

The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals. Please use bullet or numerical formatting to provide examples of ***significant*** *outcomes.*

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

- **Attract, enroll and retain a talented and diverse first-year class, transfer class, and graduate cohort.**
  Participated in various outreach activities such as Open Houses, Admitted Students' Day, Orientation 101-102, and the Admissions/Readmission Committee.
- **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.
- **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).
- **Engage students in understanding common community standards.**
  Participated in Alcohol Education and assessments and interventions to address alcohol violations and conduct. Through counseling interventions, addressed community standards, healthy behaviors, and personal values.
- **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 community 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. Examples include Anti-Racism Book discussions.

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

Aligns with Goal 1, Salisbury University Strategic Plan.

- **Establish a roadmap for students on how to make the most of out-of-class experiences.**
  By providing counseling and other mental health services, as well as referral to other campus resources, the center continued to help students explore identity, values, and beliefs in order to establish healthy, satisfying, and meaningful relationship, interests and activities. Examples include outreach workshops.
- **Articulate expected outcomes and markers of a healthy and inclusive community.**
  Continued to evaluate the impact of programs and services through satisfaction and program feedback summaries. One example is surveying students on their satisfaction with services.
- **Create opportunities for students to engage in intercultural/cross-cultural activity and dialogue.**
  Provided opportunities for intercultural/cross-cultural activity by facilitating dialogue and therapy groups, support groups as well as other interactions in academic course settings. Examples include Brother's Keeper, Sister Circle & Crossing Borders.
- **Enhance academic coaching for students less likely to persist.**
  Referred students to campus academic resources.
- **Promote co-curricular engagement among students.**

Continued to assist students with life outside of the classroom.

- **Advance leadership development and career decision making.**
  Referred students to on and off-campus resources related to career decision making.
- **Recognize and celebrate student successes.**
  Continued to provide graduate training that enables successful completion of graduate internships.

Goal 3: Student Affairs aims to embrace innovation.

- **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
  Updated the center's website to improve customer service and expanded utilization of Titanium (electronic scheduling and record-keeping platform) to streamline service provision. Added self-help resources such as mental health apps e.g. MoodTools and Breathe2relax.
- **Articulate evidence-based knowledge of students and student life themes.**
  Continued to examine evidence-based practices through assessment and professional development to enhance services.
- **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.
- **Designed new facilities and renovations with an eye toward innovation, inclusion and sustainability.**
  Continued to explore opportunities for securing consistent spaces to provide group therapy and support groups, as well as other mental health enhancing services.
- **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.

- **Identify and implement mechanisms to enhance department and division-wide communication, coordination and collaboration.**
  Continued collaboration with other departments through clinical consultations and Coordinated Care Response Team.
- **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.
- **Maintain collegial partnerships across campus and within the larger community.**
  See responses to both items above.
- **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 e.g. hired a Director who identifies as a woman of color.
- **Align the Performance Management Process (PMP) with university, division - and department-specific strategic plans.**
  Continued this process annually.
- **Stay abreast of and incorporate new research and best practices.**
  Attended professional training experiences and utilized professional networking platforms such as listservs to stay informed.

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

The following are examples of ways in which the Unit is assisting the University achieve its goals. Please use bullet or numerical formatting to provide examples of ***significant*** *outcomes. Units may cut-and-paste as appropriate from above Section. Do not say, "See above."*

Goal 1: EDUCATE Students for Campus, Career and Life

1. **Acquire knowledge about what constitutes a healthy and safe lifestyle.**
   - Students learned how to 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, consultations, workshops, and outreach.
   - Staff maximized professional development opportunities which provide information and skills training related to mental health and wellbeing. This in turn equipped students to learn new mental health coping strategies.
   - Collaboration 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.**
   - Students increased 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.
   - Engaged 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.**
   - Students increased their sense of identity, 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.

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 during this academic 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 their respective 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 in an effort to accommodate diverse student communities.
2. **Contribute to the positive welfare of the campus, local, and broader community.**
   Through utilization of mental health services such as individual and group therapy, students developed the ability 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.**
   Through utilization of mental health services such as individual and group therapy, students developed the ability to contribute in meaningful and healthy ways to the campus and broader communities.
4. **Modeled behavior consistently with the mission, goals, and culture of Salisbury University.**
   Staff continued to engage in ethical practices and activities that support the mission, goals, and culture of Salisbury University.

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 each academic year.
- Educated faculty and staff 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 and other outreach activities to address key issues with students.
- Provided self-help resources for students on the CC's website.
- Facilitated 3 interpersonal therapy groups during the fall 2019 semester.
- Facilitated 3 support groups for students with marginalized identities during the spring and summer of 2020
- 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 Evaluation[5]

2019-2020 Goals and Outcomes
July 1, 2019-June 30, 2020

Department Goals	Summative Outcomes
Decrease the amount of time that students wait for initial assessments/intakes.	• *Two part-time clinicians were hired and designated to complete intake, triage, and crisis appointments only, with the intention of decreasing wait times* • *Five additional part-time clinicians were hired to offset increased demand for services and how such impacts wait times* • *The average wait time for an intake appointment decreased from 11.57 days in the '18-'19 Academic Year to 7.42 days in the '19-'20 Academic Year*
Explore technologies that allow students to access self-directed mental health resources between sessions and/or while they wait to be seen for initial assessments/intakes.	• *Expansion of self-help resources on the center's website* • *This includes handouts specific to various mental health issues as well as resources to address diversity issues.* • *Addition of apps to the center's website to encourage students to engage in mental health exercises in between sessions e.g. Breathe2Relax, MoodTools, etc.*
Continue to achieve high student satisfaction rates with counseling services received.	*78% of students indicated overall satisfaction with services received at the Counseling Center.*
Fill vacant Assistant Director and Director positions, thereby increasing number of staff members with both clinical and administrative duties.	• *Director position was filled on February 12, 2020.* • *Assistant Director position was filled on July 29, 2020.*
Maintain high quality graduate student training program.	• *Two interns successfully completed their required clinical hours and graduated from the SU Social Work program* • *One first-year intern completed outreach training and plans to complete her 2nd year of internship and complete clinical hours.*

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

Student Learning Outcomes
July 1, 2019 - June 30, 2020

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.			65% of students reported that they "strongly agreed" or "agreed" that counseling contributed to their success as a student following receipt of services after seeking them for specific issues.
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 regardless of the presenting issue that led them to seek services.
Students will acquire knowledge about what constitutes a healthy and safe lifestyle, and establish and maintain positive self-care.			75.5% 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.			80.5% of students "strongly agreed" or "agreed" that they felt understood by their counselor and 76% "strongly agreed" or "agreed" that their counselor was sensitive to diversity. This is regardless of their presenting issue.

Section VIII: Strategic Plan-Related Goals (July 1, 2020 – June 30, 2021)[6]

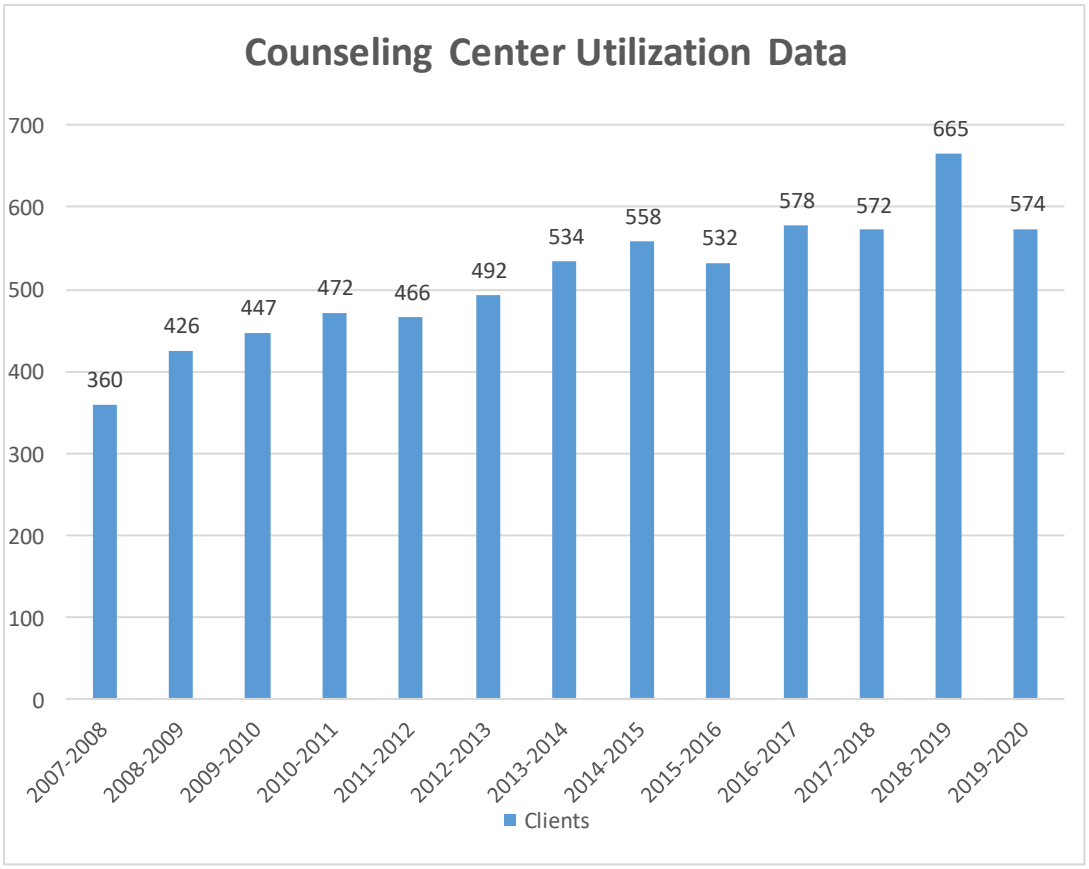
The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. ***Three to five goals are recommended. Please use new University Strategic Plan 2020-2025 goals for this section.***

Department Goal or Objective	Mapped to University Strategic Plan Goals	Mapped to SA Strategic Goals TBD	Examples of Assessment Metrics
Increase utilization of the variety of services offered by the Counseling Center to support student development.	Goal 1 Objective 1.2		Notable increase in number of students who seek appointments at the Counseling Center.
Improve the diversity of staff and areas of training and expertise in provision of culturally effective services.	Goal 2 Objective 2.2		Fill vacant clinical position with a professional who are either of a minority group or has training and interest in engaging in provision of culturally competent mental health services.
Improve access to services for students with marginalized identities such as ethnic/racial minorities who may have barriers to receiving culturally relevant mental health services.	Goal 3 Objective 3.1		Create programming that is accessible and relevant to the needs of students with marginalized identities such as affinity support groups.
Maintain and expand partnerships with community providers in meeting the mental health needs of the campus community.	Goal 4 Objective 4.3		Increase number of community providers and agencies with which the Counseling Center partners with for referrals.
Maintain high quality robust and competitive graduate training program.	Goal 4 Objective 4.4		Evaluation and feedback provided by interns and home institution program directors.

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

APPENDICES, CHARTS, TABLES AND GRAPHS

Appendix A
Counseling Center Utilization Data


Counseling Center Utilization Data
700
600
500
400
300
200
100
0
360
426
447
472
466
492
534
558
532
578
572
665
574
2007-2008
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019
2019-2020
Clients

Appendix B

Satisfaction Survey Summary Results for the 2019-20 Academic Year

Satisfaction Survey Summary Results for the 2019-20 Academic Year (n=136)

Survey Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I felt understood by my counselor	47.5%	33%	14%	2.5%	1%
My counselor was sensitive to diversity	45.5	30.5	3	4.5	16.5
I believe what I shared will be kept confidential	73	20	4.5	1	1
I would return to the Counseling Center if I had problems in the future	58.5	17	8	12	4.5
I would refer a friend to the Counseling Center	59.5	22	6.5	8.5	3
I made progress in Counseling	36.5	32.5	11.5	9	11
Counseling has contributed to my success as a student	29	36	15	8.5	12
Counseling improved my academic performance	19	27	20	8.5	25.5
I was satisfied with the time it took to get an appointment	37.5	31.5	20	10	.5
The Counseling waiting area was comfortable	44.5	42	8	2.5	2.5
Overall, I am satisfied with services I received	45.5	32	12	7	3

- *[My counselor] was great, prioritized my health and well-being. She has helped me through a lot and was very warm and welcoming. Always trying to keep me positive and give me more resources.*
- *I very much enjoyed my time with my counselor [they were] very understanding of me and my situation and helped me to better understand myself and my feelings.*
- *[My counselor] was very nice and very professional, I felt I could talk to [them] easily and not be judged. [They were] very helpful and open minded.*
- *I felt that there is finally someone there to listen. It helped me realize that there is help out there and I'm not alone. Even though my issue was domestic violence and not school related problem I was still given care.*
- *It provided me with a place to discuss my feelings without judgement*
- *I felt safe to share. The questions of the counselor helped me reach a better understanding of why I blame myself for things that are out of my control.*
- *I was able to talk and not be judged. They seemed to care about me and what I was going through*
- *I was always able to get an appointment when I needed it. My counselor was also outstanding.*
- *The support the staff has provided me is probably the most positive aspect. They are always very accommodating and flexible to fit the sessions to what and when I need them to be*
- *I never felt like I was being judged or misunderstood.*