1 Executive Summary

Name of the department: University Counseling Center
Mission: The University Counseling Center (UCC) provides the university with professional services in the areas of psychological counseling and psychiatric services. In its work with students, the UCC recognizes the developmental nature of student life; therefore services may be educational and/or preventative in focus.
Executive summary of activities and department highlights: The UCC staff provided mental health treatment to 902 unique students with over 4200 hours of counseling and medication management appointments. Administered the UCC Satisfaction Survey during the fall 2012 and spring 2013 semesters. Launched the Care for the Pack blog, a blog updated twice per week and written by staff in both University Counseling and Health Services. Blog topics included improving self-confidence, making smart decisions during Mardi Gras, and staying healthy during flu season, just to name a few. Designed and introduced a social norms poster campaign in the residence halls to enhance risk reduction, educate students about prevention and healthy living, and communicate services available at the University Counseling Center and Student Health Services. Conducted mid-term meet-and-greets during the fall 2012 semester in all residence hall lobbies to introduce and market staff and services to students living on campus. Implemented availability of daily crisis management appointments at the UCC to improve crisis response to students who presented as walk-ins.
Key assessment/programmatic enhancement initiatives: The findings of the UCC satisfaction survey indicated that most students met learning outcomes and that the needs of students seeking services are being met. Satisfaction ratings suggested that there was lower satisfaction with availability of counselors. Thus, the UCC will increase group offerings and will add the availability of a daily crisis appointment to the on-call counselor’s schedule in order to accommodate students who need a same day appointment. Data from the Advocates Initiative Post-Training survey indicated that learning outcomes were met, participants were highly satisfied with the program, and participants developed their communication skills. Based on these results, the majority of the training will stay the same for future semesters. Based on participant feedback, role plays will be expanded to include mock telephone communication. Also, suggestions from the university’s General Counsel will be incorporated into the Advocates Initiative to enhance the training’s content to expand the Title IX information and to improve Advocates contact information access.

2.0 Unit Profile Summary

For the beginning of AY 2012-2013, the UCC was under-staffed given that in July 2012 and September 2012, the Assistant Director and a Staff Counselor both resigned, respectively. In response to the high demand for counseling, a new Staff Counselor position was created and filled in October 2012 and the existing Staff Counselor position was filled in October 2012. The Assistant Director position remained unfilled due to the university-wide imposed hiring freeze. From October 2012 to the present, the UCC has been staffed with four full-time professional staff (three Staff Counselors and one Director), one full-time administrative staff (shared with Career Development Center), one part-time professional staff (one contracted psychiatrist), and one unpaid student intern from the Tulane School of Social Work.

2.1 Faculty Staff Profile

For the beginning of AY 2012-2013, the UCC was under-staffed given that in July 2012 and September 2012, the Assistant Director and a Staff Counselor both resigned, respectively. In response to the high demand for counseling, a new Staff Counselor position was created and filled in October 2012 and the existing Staff Counselor position was filled in October 2012. The Assistant Director position remained unfilled due to the university-wide imposed hiring freeze. From October 2012 to the present, the UCC has been staffed with four full-time professional staff (three Staff Counselors and one Director), one full-time administrative staff (shared with Career Development Center), one part-time professional staff (one contracted psychiatrist), and one unpaid student intern from the Tulane School of Social Work.

3.0 Goals for Current Academic Year

General Description of Office strategic planning: During the fall 2011 semester, the Student Affairs Strategic Planning Committee was formed under the directive of the Vice President for
Student Affairs and Associate Provost, Dr. M. L. “Cissy” Petty, who established the need for a five-year strategic plan in conjunction with an operative implementation and assessment process. One representative from each of the five Student Affairs departments, Athletics & Wellness, Career Development Center, Co-Curricular Programs, Residential Life & Dining Services, and University Counseling & Health Services, met bi-weekly through the spring 2013 semester to draft the 2013-2018 Student Affairs Strategic Plan.

**Top Strategic Goals and Associated Initiatives for AY 2012-2013:**

1. Coordinate and implement enhanced substance abuse prevention programming
   - Launched the CARE for the Pack blog
     - Updated twice per week with a total of over 40 posts and 14 of those featured on the Loyola homepage
     - High analytics of viewing rates when posted on Loyola's home page
   - Posts written by UCC and SHS staff
   - Launched a social norms poster campaign in the residence halls
   - Conducted passive program in the residence hall lobbies at midterms during the spring 2013 semester to market services and have a staff presence the res halls
   - Revised the parents' guide to alcohol and drugs to include students
     - Emailed to all incoming first-year students and their parents a copy of the guide

2. Build upon the Advocates Initiative to explore and develop improvements
   - Accepted as a poster presentation at the American College Health Association annual meeting in May 2013
   - Hosted two Advocacy Initiative trainings (1 in fall 2012, 1 in spring 2013) to include updated Title IX compliance information
   - Attended Green Dot overview presentation at Tulane University and began conversation at Loyola to explore the Step It Up bystander intervention program

4.0 Budget for Current Academic Year

2012-2013 salary, operating, and total budgets: Salary, $226,956; Operating, $32,589; Total, $259,545

2012-2013 Budget discussion: The total budget for 2012-2013 was used in its entirety for the fiscal year and was sufficient for the needs of the department as required by the goals. Although a new Staff Counselor position was approved by administration in fall 2012, the Assistant Director position remains unfilled as a result of the university-wide hiring freeze. The need for increased hours provided by the contracted psychiatrist is also a consistent satisfaction assessment result. To date, no fiscal plan has been made to increase his hours.

5.0 Assessment Report

For AY 2012-2013, two quantitative assessments were administered to measure student learning outcomes. The UCC satisfaction survey was administered once during the fall 2012 semester and once during the spring 2013 semester. The Advocates Initiative Post-Training Survey was administered once during the fall 2012 semester and once during the spring 2013 semester. All assessments, results, and planning tools are maintained through Campus Labs, an online assessment platform. Additionally, KPI and SLO data are stored in an electronic spreadsheet and saved on the University Counseling Center server.

5.1 Student Aggregated Results on Relevant Surveys/ETS Results

For AY 2012-2013, the UCC did not conduct any follow-up related to relevant surveys.

5.2 Results of In-House/External Studies and Inventories

**Student Learning Outcomes and Key Performance Indicators AY 2012-2013:**

**Direct Services Learning Outcomes**
- As a result of engaging in counseling, I learned problem solving or coping skills to apply to my personal concerns.
- As a result of engaging in counseling, I can identify two personal strengths that help me manage stress.
- As a result of engaging in counseling, I can identify two sources of social support through personal relationships and/or campus resources.
As a result of engaging in counseling, I can identify at least one personal value or belief that impacts my decision making.

As a result of engaging in counseling, I learned skills that helped me to recognize, name, and/or express and cope with difficult emotions.

Advocates Initiative Training Learning Outcomes

As a result of participating in Advocates Training, students and faculty/staff will articulate two or more personal values that underlie service as a Loyola advocate.

As a result of participating in Advocates Training, students and faculty/staff will identify common dynamics of interpersonal violence in intimate relationships and recognize common reactions to sexual assault.

As a result of participating in Advocates Training, students and faculty/staff will demonstrate skills of victim-centered, non-directive communication in role play activities.

As a result of participating in Advocates Training, students and faculty/staff will list three or more local/campus resources for victim assistance.

Key Performance Indicators AY 2012-2013:

- Number of visits: 4,205
- Staff to student ratio: 1:1,016
- Wait time for initial appointment (average): 10 days
- Health indicators: Anxiety disorders accounted for the majority of office visits (37%) followed by Relational problems (35%) and Depressive disorders (26%)
- Number of outreach programs: 29
- Attendance at outreach programs: 2040

Executive Summaries AY 2012-2013

University Counseling Center Satisfaction Survey

Methodology

A satisfaction survey and learning outcomes assessment for the University Counseling Center (UCC) was administered in fall 2012, and again in spring 2013 to students who sought counseling and/or psychiatric services. Office staff asked the students in-person to volunteer to take the survey. Students could either complete the survey on a designated computer in the UCC or could take the survey on their own computer through an internet link which was emailed to them. In total, 61 respondents participated. Respondents rated questions on a Likert scale of 1 to 5, with 1 denoting strongly disagree and 5 denoting strongly agree. There was also an option for Not Applicable for each question. During the fall administration, 37% of respondents had attended between 2-5 therapy sessions, and 30% had attended more than 15 therapy sessions. The majority of spring administration respondents had either attended 2-5 sessions (41%) or 6-10 therapy sessions (43%).

Fall 2012 Results/Findings

Highest rated learning outcomes:
- 71% stated that they learned about campus resources that they can utilize for social support.
- 71% of respondents agreed that they learned skills that helped them improve emotional self-management.
- 66% more aware of their personal values that impact decision making and emotional health.

Lowest rated learning outcomes:
- 64% stated that they learned problem solving skills or coping mechanisms during the course of treatment.
- 53% stated that they could identify two personal strengths that could help them manage stress.

Fall 2012 Satisfaction:
- 96% stated that they would return to the UCC if they needed additional help.
- 94% stated that they would recommend counseling services to someone else.
- 90% stated that administrative staff was helpful.

In open-ended feedback, many respondents requested more availability of counselors because they were not able to see their counselor as often as they would like. Increased availability for psychiatric appointments was also a frequent request.

Spring 2013 Results/Findings

Highest rated learning outcomes:
- 87% stated that they learned about campus resources that they can utilize for social support.
- 86% stated that they learned problem solving skills or coping mechanisms during the course of treatment.
- 83% more aware of their personal values that impact decision making and emotional health.
• 77% respondents agreed that they learned skills that helped them improve emotional self-management.

Lowest rated learning outcomes:
• 61% stated that they could identify two personal strengths that help me manage stress.

Spring 2013 Satisfaction:
• 94% stated that they would recommend counseling services to someone else.
• 92% stated that they would return to the UCC if they needed additional help.
• 90% stated that administrative staff was helpful.

In open-ended feedback, many respondents requested more availability of counselors because they were not able to see their counselor as often as they would like. Increased availability for psychiatric appointments was also a frequent request.

Actions Taken
The findings of this survey are consistent with the normal course of therapy in which participants learn objectives over time. In an effort to serve our students more efficiently, it is recommended that counselors make particular effort to help students identify two personal strengths that help them manage stress. In response to participants’ request for more availability of counselors, it is recommended that the UCC find ways to increase therapy availability. In response to this need, the UCC will increase group therapy offerings and have also added the availability of daily crisis appointments for those students who need a same day appointment. Similar to 2011-2012, the UCC is considering hiring additional counseling staff if funds become available.

Comparison to AY 2011-2012
Looking back on the previous year, the following showed improvement:
The spring semester showed higher learning outcomes in all but one learning domains compared to AY 2011-2012. For instance, clients agreed at a rate of 75% in 2011-2012 to being able to identify two sources of social support through personal relationships and/or campus resources. This improved to 81% in the fall semester and 87% in the spring semester. Similarly, clients agreed at a rate of 67% in 2011-2012 to learning problem solving skills to apply to my personal concerns. This improved to 70% in the fall and 86% in the spring.

Compared to 2011-12, the following continues to have a capacity for growth students for AY 2013-2014: assist students to be able to identify at least two personal strengths that help them manage stress. In 2012-2013, the results were 60% and 61% respectively for fall and spring administrations compared to the rate in 2011-2012 of 67% agreement to this statement.

University Counseling Center
Counseling and Psychiatric Services Usage Statistics
2012-2013

For counseling and psychiatric services usage statistics, data is gathered from patient charts
• Individual Students Seen by Appointment 958
• Staff Time in Individual Appointments 4205

Comparison: Individual Students Seen at the UCC (2003-2012)

AY 04-05 05-06 06-07 07-08 08-09 09-10 10-11 11-12 12-13
Ind. 756 516 787 743 678 822 877 879 958

Advocates Initiative Post-Training Survey

Methodology
Students, staff, and faculty (n=19) participated in the Advocates Initiative Training in the fall 2012 (n=11) and spring 2013 (n=8). This program was an eight hour training that trained individuals to competently respond to a peer/student who reported a sexual assault to them. Immediately following the training, the participants completed a paper-based survey that assessed their learning and satisfaction with the program. Additionally, the participants completed a self-assessment rubric to measure their communication skills.

Results/Findings
Learning Outcomes assessment:
• 100% of participants listed two or more personal values that underlie service as a Loyola advocate.
• 100% of participants correctly identified at least two manifestations of interpersonal violence in intimate relationships.
• 100% of participants listed three or more local/campus resources for victim assistance.
• 100% of participants rated (on the rubric) that they were at a basic, moderate or exceptional level on communicating empathy, being victim-centered, and providing appropriate information.
• 95% of participants (18 of 19) recognized at least three common reactions to sexual assault.
• 95% of participants (18 of 19) believed that they were able to employ victim-centered, non-directive communication in role play activities.

Satisfaction: In open ended questions, 100% of participants listed at least two areas of training that they found very helpful. These areas included: information on resources and processes, role-playing, and guest presentations. For future trainings, participants suggested the following: diversifying role-plays and having a victim speak.

These data points indicate that learning objectives were met, participants were generally satisfied with the program, and participants enhanced their communication skills.

Actions Taken
Based on these results, the majority of the training will stay the same for future semesters. Due to faculty turn-over, the advocate training facilitator will identify a new faculty member to present information on the “gendered nature of violence.” Based on advocate feedback, role plays will expand to include mock telephone communication. The university’s General Counsel provided constructive feedback on enhancing content including expansion of Title IX information and personnel contact information.

Comparison to 2011-2012
In comparison to the previous year, all participants expressed continued high levels of satisfaction, engagement and learning. There was a 26% increase in the number of participants (current n=19, previous n=14).

In comparison to the previous year, the following continue to be growth opportunities:
• Increase participants’ depth of knowledge about the potential manifestations of effects of sexual assault.
• Increase diversity and number of role plays exercises for skill building.
• Enhance content regarding the university’s Title IX process and personnel.

6.0 Summary of Achievements

Brooks Zitzmann, LCSW, Staff Counselor at the UCC, presented the Advocacy Initiative as a poster session at the American College Health Association’s annual meeting May 28-June 1, 2013 in Boston, MA. The Advocacy Initiative previously received a Bronze Award from the National Association of Student Personnel Administrators.

7 Supporting Documents

See annual report online report for supporting documents.

Counseling Supporting Documents

Advocates Training Communication Rubric.2012-2013.pdf
Student Affairs Strategic Plan 2013-2018.final.pdf
University Counseling Assessment Worksheet.2012-2013.pdf
University Counseling Center Satisfaction Survey.2012-2013.pdf