



Student Success and Wellness

ANNUAL REPORT

2016 - 2017

Student Success and Wellness

Mission Statement

Student Success and Wellness exists to provide a seamless continuum of programs and services that support each student's academic achievement and holistic growth.

Overview

Student Success and Wellness supports both institutional and Student Development mission and vision to provide a seamless continuum of programs and services that support each student's academic achievement and holistic growth. Developed and implemented in 2010/11, Student Success and Wellness exemplifies higher education's best practices of high collaboration and coordination in order to facilitate co-curricular student learning and personal development toward degree completion. The following list describes the integrative multi-disciplinary programming within the department of Student Development at PLNU:

- Academic Success Planning and Support
- Academic Coaching
- Counseling Services
- Disability Resource Center
- Health/Medical Services
- Health Outreach and Education Activities
- Incoming Freshmen Registration
- Learning Experiences for Academic Progress (LEAP)
- Life Skills Coaching
- Nutritional Consultation
- Tutorial Services
- Undeclared Student Academic Advising

Associate Dean for Student Success and Wellness

The Associate Dean for Student Success and Wellness provides administrative leadership for all aspects for the office of Student Success and Wellness. In addition, the Associate Dean's office offers General Academic Advising for the undergraduate population at PLNU, Crisis Advising (in partnership with Counseling, Health/Medical Services, Student Care Group and Residential Life); LEAP Intervention and Support, Incoming Freshmen Registration, Academic Improvement Planning and Support in conjunction with the Satisfactory Academic Progress (SAP) Financial Aid Appeal Process and Probationary Student Academic Improvement Planning. The Associate Dean's Office also offers student support as Student Development Ombudsman, Title IX Campus Victim/Survivor Advocate and ADA/504 Compliance Coordinator.

Counseling Services

The Student Success and Wellness Counseling Team consisting of four licensed Marriage and Family Therapists (LMFT) delivers brief therapeutic services to students which address the whole person including emotional, social, physical, intellectual and spiritual aspects. The Student Success and Wellness Assistant and 6 student employees provide administrative support to the team for the following services to undergraduate students (registered on the main PLNU campus):

- Crisis Counseling, Mental Health Assessment and Intervention
- Individual Counseling
- Life Skills Coaching
- Health Education Outreach Activities
- Substance Abuse Assessments (SASSI)
- Undeclared Academic Advising

Disability Resource Center

The Disability Resource Center(DRC) functions as the University's point of contact for for undergraduates on the main campus requesting academic and non-academic accommodations. The DRC is comprised of a Director and Academic and Disability Support Specialist (ADSS). The DRC Director and ADSS strengthen collaborative cooperation within and across the community to provide education and advocacy for disability issues. The DRC promotes equal access for undergraduate students and

facilitates the provision of effective reasonable accommodations in accordance with Section 504 and the Americans with Disabilities Act (ADA).

Health/Medical Services

The Student Success and Wellness Health/Medical Services Team consists of a Nurse Practitioner, Registered Nurse/Clinical Care Director, Consulting Physician, Registered Dietitian/Nutritional Consultant, and Student Success and Wellness Assistant. The health/medical services team works interdependently to assist students in maintaining a high level of wellness to facilitate academic achievement and holistic growth. The primary focus of health/medical services is to promote healthy living, provide limited primary clinical care, nutritional counseling and the identification of psychosocial issues that require further evaluation across Student Success and Wellness and Student Development (i.e., Counseling Services, Disability Resource Center, LEAP, Academic Coaching, Residential Life, Student Life, Tutorial Services, and/or Undeclared Academic Advising).

Learning Experience for Academic Progress (LEAP)

LEAP at PLNU exists to provide academically underprepared incoming freshmen with a year of structured educational programming, co-curricular opportunities, and on-campus support services. In 2016/17 the Provost revised administrative and academic leadership of the LEAP program. Collaborative relationships with Student Development consisted primarily of tutorial support and academic advising training for grad intern/advisors. This new collaboration provided effective strategies facilitating multiple student engagements within Student Development and across the campus community resulting in an increase in collegiate academic success skills and retention to the second year of studies at PLNU.

Tutorial Services

The Disability Resource Center (DRC) Director and Academic and Disability Support Specialist (ADSS) work collaboratively to provide robust academic enrichment resources to assist undergraduate students as they manage the demands of multiple course requirements. A roster of 100+ student employees provide tutorial services and office support for tutorial service delivery.

Undeclared Student Advising

The Counseling Team provides cross-functional collaborative services to Undeclared Students at PLNU. In their role as Undeclared Academic Advisors, each professional engages with students to provide comprehensive, developmental, strengths-based academic advising toward selection of an academic major and the development of meaningful educational plans consistent with their educational, career, personal, and spiritual goals.

Counseling Services

Mission Statement

Student Success and Wellness Counseling Services at Point Loma Nazarene University exists to serve, promote and enhance holistic health and academic success through a variety of professional mental health services, prevention and education, academic advising, coaching and health education outreach activities.

Student Success and Wellness Counseling Services are dedicated to providing assistance and support to students by addressing the whole person including emotional, social, physical, intellectual and spiritual aspects as students achieve their academic goals.

Overview

The following list describes the integrative multi-disciplinary programming within Counseling Services.

- Individual Counseling
- Life Skills Coaching
- Health Education Outreach Activities
- Undeclared Student Advising
- SASSI (*Substance Abuse Subtle Screening Inventory*) Assessments and Reviews

Student Development Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Counseling Services and Programs</i>	Cognitive Complexity	Knowledge Acquisition, Integration and Application	Humanitarianism and Civic Engagement	Interpersonal and Intrapersonal Competence	Practical Competence
<i>Individual Counseling</i>	✓	✓		✓	✓
<i>Life Skills Coaching</i>	✓	✓		✓	✓
<i>Health Education Outreach Activities</i>	✓	✓		✓	
<i>Undeclared Student Academic Advising</i>	✓	✓		✓	✓
<i>SASSI (Substance Abuse Subtle Screening Inventory) Assessments and Reviews</i>	✓	✓		✓	

Evidence of Learning

Student Development Learning Outcomes

Reflective of The Council for the Advancement of Standards in Higher Education (CAS) domains¹, the five Student Development Learning Outcomes are reflective of the PLNU mission, vision, and core values statements as well as support the Institutional Learning Outcomes.

The five Student Development Learning Outcomes are:

1. **Cognitive Complexity** - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.
2. **Knowledge, Acquisition, Integration, and Application** - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.
3. **Humanitarianism and Civic Engagement** - Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.
4. **Interpersonal and Intrapersonal Competence** - Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy.
5. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

¹ Council for the Advancement of Standards in Higher Education. (2009). CAS professional standards for higher education (7th ed.). Washington, DC. Author

Counseling Services Learning Outcomes

Consistent with the institutional and departmental mission, vision, and core values statements, Counseling Services has identified the following relevant student learning and development outcomes from the five Student Development Learning Outcome domains:

Cognitive Complexity:

The Counseling Team – engages cross-functionally with students as Counselor, Undeclared Student Academic Advisor, or Life Skills Coach. In each of these facilitative roles, the Counselor engages collaboratively with the Student to assess current needs, consider alternative perspectives and solutions to address these needs in constructive ways. These interactions address the emotional, social, physical, intellectual and spiritual aspects of each student relative to the identified focus of need. In 2016-2017, a total of 1759 student contacts were recorded across the various roles of the Counseling Team.

Health Education Outreach Activities - combine resources from campus and community partners to advance health promotion initiatives at PLNU (e.g., Alcohol Awareness, National Depression Screening Day, National Eating Disorder Awareness Month, Fuel Success-Celebrate Good Health, and PAWS Awhile-Finals Week Student Stress Relief). Each activity is designed to engage students while providing arenas to consider new information, ideas and perspectives about Depression, Eating Disorders and related Health Issues, Alcohol, Drug and Other Substance Abuse (ATODs), and Stress Management. A list of each event, including the number of participants and our campus and community partners, is included in Appendix A.

The SASSI (Substance Abuse Subtle Screening Inventory) Assessment and Review process - engages students in the completion of an assessment that produces data which forms the basis of the discussion leading to the possibility of alternative perspectives and solutions.

Knowledge, Acquisition, Integration, and Application:

Individual Counseling - as the Counselor processes the presenting issue(s) with the Counselee, the student is encouraged to identify the impact of their choices and decisions, to explore new insights and perspectives, and to gain new knowledge to assist in resolving their issues. Making connections between the student's actions and his/her academic growth is fundamental to the counseling process. (See Appendix A for a comprehensive list of presenting issues.)

Life Skills Coaching - Coaching focuses on presenting and developing new and creative approaches to support and augment the student's academic progress. The sessions serve as accountability for application and follow-through of new skills acquired – skills for academic success and for life in the workforce.

Outreach Education Activities - There were five outreach education activities in 2016/17. These events were designed to disseminate information and to provide opportunities of engagement with campus and community resource representatives to undergird integration and application of ideas and insight.

Undeclared Student Academic Advising - Academic Advising for the Undeclared Student is committed to knowledge acquisition about the Student's Advising Guide and the General Education Requirements. The Advisors facilitate the student's pursuit of information and application by encouraging contact with OSV, the Records Office and Faculty in departments of their interest. These conversations address areas of interest and possible choice of major and life direction.

SASSI (Substance Abuse and Subtle Screening Inventory)/Review - SASSI administration and review sessions provide a visual graphing of students' results and engages them in conversations facilitating insight and synthesis in preparation of the Growth Group experience with Residential Life staff.

Interpersonal and Intrapersonal Competence:

Counseling, Advising, Coaching, and SASSI/Review - target emotional, spiritual, and psychological issues (and their resolutions) as presented by each student.

Contacts with students are primarily accomplished through interpersonal and intrapersonal interaction.

Life Skills Coaching - interactions assist students to focus on specific skills and develop practical approaches to achieve academic success. In each case, the relationship with the student and the subsequent exchanges are the conduit for positive outcomes in the student's life.

Advising for Undeclared Students - focuses on academic schedule planning and conversations to gain clarity in choosing a major. SASSI Assessments and Reviews are interpersonal conversations purposed to augment each student's intrapersonal awareness and growth.

Health Education Outreach Activities - offered interactive stations for students to experience current relevant topics and have the opportunity to exercise self-efficacy in making positive life choices. All activities included the use of multi-media experiences (relevant films, music, educational handouts, experiential activities and visuals.) Community partners were incorporated into the events including Teen Challenge, La Jolla Recovery, MADD, and Eating Disorder Treatment Providers – Center for Discovery, Montecatini, NEDA, and UCSD Eating Disorder Center. The Counseling Team collaborated with Public Safety in presenting Alcohol Awareness Day. Fuel Success-Celebrate Health utilized our multidisciplinary team members (i.e., Disability Resource Center Director, Registered Dietitian, Physician, Nurse Practitioners/RN, and Counseling Team), as well as the PLNU Student Dietetics Club.

Practical Competence:

Individual Counseling, Life Skills Coaching, and Academic Advising for Undeclared Students – facilitates learning as students identify, set and pursue individual goals in the process of student growth and degree completion. Progress toward the accomplishment of these goals is documented.

2016-2017 Area Assessment

Counseling Services purposed to continue to develop and expand communication and collaboration with campus constituents, specifically Student Dietetics Club, Public Safety, OSV, Media Services and the Art Department in order to expand campus awareness of health education outreach activities and promotions offered through Student Success and Wellness. (Statistics describing activities of engagement and numbers of participants are recorded in Appendix A).

Use of Evidence of Learning

The success of the multi-disciplinary programming within the department of Counseling Services is demonstrated by the growing utilization of these services by PLNU undergraduate students. For 2017/18, Counseling Services will continue the process of Client Satisfaction Survey development to further assess and quantify the effectiveness of our programming.

Areas of Study and Professional Development

Webinars:

“Compassion Fatigue Workshop”	(8/3/16)
“Legal and Ethical Issues in Behavioral Health in California” (8/16/16)	
“Real Love Versus Fantasy: How to Keep Romantic Love Alive”	(8/23/16)
“Effective Short Term Trauma Interventions”	(8/25/16)
“Use of Social Media in School Behavioral Assessments”	(9/2/16)
“Integrating Bullying Prevention Efforts into Emergency Management Planning”	(9/7/16)
“Incorporating Sextortion into School EOP Planning”	(9/9/16)
“Marijuana: Don’t get Stuck in the Weed(s)”	(9/21/16)
“Social Engineering/Sensitive Data Handling Training”	(9/23/16)
“Kevin Hines: Triumph Over Adversity”	(9/27/16)
“What we Need to Know to Prevent Suicide”	(9/27/16)
“Managing Urges and Rewiring the Brain”	(1/18/17)
“Improving Student Retention by Promoting Emotional	

Wellness on Campus”

(2/22/17)

“101 Practical Strategies for the Treatment of GAD, Panic, OCD, Social Anxiety Disorder, Phobias and Insomnia”

(5/9-11/17)

Continuing Education Units

Each Counselor must complete 36 CEUs every two years in order to fulfill requirements for LMFT licensure renewal. The counseling team has satisfied continuing education units for the renewal cycle.

Areas of Distinction

There was an 18% increase over the previous year in the total number of student contacts in the 2016/17 academic year, with Spring Semester showing the largest increase. The Counseling Team expediently served these students without requiring a “Wait List”. An increase was also noted in the number of students who continued their counseling work with community providers through their insurance. The Counselors provided on campus support through check-in appointments to many students in community counseling and/or treatment programs.

The top three presenting issues were (1) Anxiety/Stress, (2) Relational Issues and (3) Depression/Depressed Mood. The Counselors noted an increase in Pornography Related Issues for males and females often related to Videos and Gaming and an increase in Eating Disorders, Trauma, and Substance Abuse and Misuse. (Refer to the Appendix for Counseling Team Data and a list of presenting issues in Individual Counseling Sessions.)

“In a single school year, treating 100 depressed students can possibly avert 6 dropouts saving an average of \$240,000 in tuition fees.”

Source: Data from the Healthy Minds Network; *The Economic Case for Student Health Services*

Disability Resource Center

Mission Statement

The Student Success and Wellness Disability Resource Center facilitates effective, reasonable accommodations in accordance with Section 504 and the ADA; educates the campus community about disability issues; strengthens collaborative cooperation within the community; and promotes equal access and opportunity for all students.

Overview

The Disability Resource Center (DRC) is committed to supporting the ongoing development of an accessible university. Supports and services for undergraduate students registered on the main campus include providing academic and non-academic accommodations across the campus including Liberty Station. Academic accommodations include extended test-taking with separate proctoring; note taking services; audiobooks; assistive technology; and priority registration. Non-academic accommodations include, but are not limited to, housing placement; accessible parking; and dietary accommodations.

The following list describes the integrative multi-disciplinary programming within the department of Disability Services:

- Disability Support and Academic Accommodations
 - Proctored Exams
 - Assistive Technology
 - Academic Coaching
- Live Well Campaign (Non-academic, Dietary Accommodation and Access)
- Delta Alpha Pi International Honor Society for students with disabilities

Student Development Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Disability Resource Center Programs and Services</i>	Cognitive Complexity	Knowledge Acquisition, Integration and Application	Humanitarianism and Civic Engagement	Interpersonal and Intrapersonal Competence	Practical Competence
<i>Disability Support and Academic Accommodations</i>	✓	✓		✓	✓
<i>Academic Coaching</i>	✓	✓		✓	✓
<i>Live Well Campaign</i>	✓	✓		✓	✓
<i>Delta Alpha Pi</i>	✓	✓	✓	✓	✓

Evidence of Learning

Student Development Learning Outcomes

Reflective of The Council for the Advancement of Standards in Higher Education (CAS) domains², the five Student Development Learning Outcomes are reflective of the PLNU mission, vision, and core values statements as well as support the Institutional Learning Outcomes.

The five Student Development Learning Outcomes are:

1. **Cognitive Complexity** - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.

² Council for the Advancement of Standards in Higher Education. (2009). CAS professional standards for higher education (7th ed.). Washington, DC. Author

2. **Knowledge, Acquisition, Integration, and Application** - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.
3. **Humanitarianism and Civic Engagement** - Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.
4. **Interpersonal and Intrapersonal Competence** -Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy
5. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

Disability Resource Center (DRC) Learning Outcomes

Consistent with the PLNU institutional, Student Development and Student Success and Wellness mission, vision, and core values statements, the DRC has identified the following relevant student learning and development outcomes from the five Student Development Learning Outcome domains. (See Appendix D for DRC program activity data).

Cognitive Complexity

The Live Well campaign, Academic Coaching, Delta Alpha Pi and Disability Support programs support cognitive complexity by engaging students in constructive ways, supporting alternative solutions, and allowing students to develop new ideas and perspectives. Both programs focus on addressing the needs the students by reviewing their individual disability-related need and developing a plan that is accommodating and supports the students' abilities to be successful at Point Loma Nazarene University.

Knowledge, Acquisition, Integration, and Application

The Live Well campaign, Academic Coaching, Delta Alpha Pi and Disability Support program use sources of information (i.e. students' health-related documentation and legal information) to create accommodation plans related to students' dietary needs and academic needs. The Live Well Campaign, Academic Coaching and Disability Support establish and/or build upon students' current Executive Functioning skills, connecting knowledge to other knowledge, ideas and experiences for enhanced course performance.

Humanitarianism and Civic Engagement

Delta Alpha Pi International Honor Society engages students as they demonstrate civic responsibility, commitment to public life through communities of practice and effective leadership. Throughout the academic year, students work alongside staff to develop civic and humanitarianism service learning activities such as Delta Alpha Pi initiation and Special Olympics.

Interpersonal and Intrapersonal Competence

Academic Coaching includes pursuing knowledge integrated with the students' beliefs, values, and action. The Live Well campaign, Delta Alpha Pi and Academic Coaching allow students to manage their conflicts constructively by accessing resources and support available in the Academic Resource Center.

The Academic Coaching program also allows students to gain a holistic awareness of themselves by working alongside academic coaches who help the students integrate Executive Function strategies that support course success and degree completion. Test proctoring, the Intake and Accommodation process, and Live Well campaign allow students to practice self-efficacy by requiring students to engage in self-advocacy and follow through with directives to be successful at PLNU.

The Accommodation process and Live Well campaign support students' ability to work collaboratively with others in the classroom and throughout the campus. The Academic Coaching program, Accommodation process, and Live Well campaign allow students to demonstrate how their self-interest is balanced by a sense of social responsibility.

The Intake and Accommodation process supports this student learning outcome by helping students gain self-advocacy strategies that they may possibly use beyond college with communicating their needs to a future employer. College students with disabilities are responsible for learning how to manage their disability-related needs in the workplace, after completing their degree. As a result, these students with disabilities are responsible for ensuring their disability-related needs are addressed in the workplace without their disability compromising their quality of work or work output.

Practical Competence

All of programs listed above support students in accessing and using resources related to disability services at PLNU. Accommodations give DRC students equal access to course materials, courses, and campus facilities. Accommodations and disability-related supports help DRC students prepare for degree completion and future jobs by enhancing opportunities to develop: effective communication, capacity to manage one's personal and academic affairs, maintain personal health, wellness and self-sufficiency.

2016-2017 Area Assessment

In 2016/17, the undergraduate student Academic Coaching program was piloted. The program was offered to underperforming students who committed to meet weekly with an academic coach with the goal of enhancing Executive Functioning Skills (i.e. organization, planning, study skills, test-taking skills, note-taking, etc.).

Use of Evidence of Learning

During 2016/17 the academic progress of students participating in Academic Coaching was closely monitored each semester by their Academic Coach. GPA, current course progress, and current academic prep skills were noted. As the semester progressed, student feedback was noted and strategies were modified to support an upward movement towards a letter grade of "A" or "B". Academic Coaching students also accessed additional support services (i.e. tutoring, review sessions, and disability services, if applicable). Results of this piloted year proved to show success. As seen in Appendix D, the Fall semester Grade Point Average for the thirteen (13) coaching students was a 3.02. The Spring semester Grade Point Average for the twenty (20) coaching students was 3.21. 17 of the 33 Academic Coaching students participated in the program for both the Fall and Spring semester.

The goal for 2017/18 will be a campus wide offering of Academic Coaching services with a focus on students enrolled in the LEAP program, in addition to students on Academic Improvement Plans, Academic Probation, and Probation Alert.

Areas of Study and Professional Development

San Diego Disability Directors Collaboration Meetings (meets three times a year)

AHEAD Conference

Books:

- “Building Cultural Competence” by K. Berardo & D. Deardorff
- “ADHD Coaching Matters” by S. Wright

Areas of Distinction

- *Faculty Professional Development Day: Faculty Resources for Teaching Students with Disabilities*
- *Co-Chairperson, 2017 Special Olympics Track and Field Event*
- *Advisor, Delta Alpha Pi International Honor Society for students with disabilities*

Health/Medical Services

Mission Statement

Student Success & Wellness Health/Medical Services is dedicated to assisting students in maintaining their optimal level of wellness as they work to achieve their academic, personal and spiritual goals. Medical care and nutritional consultation professionals facilitate multiple educational and clinical care engagements emphasizing healthy physical, emotional and spiritual wellbeing as students learn, grow and serve at PLNU.

Overview

Student Success & Wellness Health/Medical Services provides quality and accessible primary health care to Point Loma Nazarene University undergraduate students. The team is comprised of the Associate Dean for Student Success & Wellness, 1 full-time Registered Nurse, 1 full-time Administrative Assistant, 1 part-time Consulting Physician, 1 part-time Nurse Practitioner, 1 part-time Registered Dietitian, and 6 student assistants.

Undergraduate students registered on the main campus utilize Health/Medical Services primarily for assistance with symptoms of acute illness or injury. There are also students who seek medical consultation for health-related questions and requirements, or for the continued care of ongoing health needs.

Services offered through Health/Medical Services include:

- The assessment, diagnosis, and treatment of acute illness and injury
- Referrals to specialists/urgent care/ER when further evaluation and management is indicated
- Referrals to Student Success & Wellness partners (counseling, disability, advising, nutritional consultation) as indicated
- Routine immunizations
- Tuberculosis screening
- Laboratory services
- Complete physical exams

- Travel health consultations (e.g., LoveWorks)
- Point of care testing (i.e., testing for strep, mono, etc.)
- Dispensing of appropriate prescription or over-the-counter medications

Health/Medical Services cares for the physical, psychological, emotional and spiritual well-being of Point Loma Nazarene University's undergraduate students. Providing holistic care sets each student on a trajectory toward greater wellness from which success can be achieved. In addition to aiding the physical problems, encounters with students are opportunities to provide one-on-one health education, compassion and encouragement.

Health/Medical Services is a natural venue for identifying psychosocial issues that may require further evaluation across Student Success & Wellness (i.e., Counseling Services, Nutritional Support Services, Disability Resource Center, Tutorial Services, and Academic Advising). Promoting wellness is a shared passion among our team and is accomplished throughout the year in various ways within and beyond the doors of the Wellness Center. We also provide proactive, campus-wide updates regarding health-related current events.(Refer to Appendix B for Health/Medical Services program activity data).

Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Student Success and Wellness Program</i>	Cognitive Complexity	Knowledge Acquisition, Integration and Application	Humanitarianism and Civic Engagement	Interpersonal and Intrapersonal Competence	Practical Competence
<i>Health/Medical Services</i>	✓	✓		✓	✓

Evidence of Learning

Student Development Learning Outcomes

The five Student Development Learning Outcomes are:

1. **Cognitive Complexity** - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.
2. **Knowledge, Acquisition, Integration, and Application** - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.
3. **Humanitarianism and Civic Engagement** - Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.
4. **Interpersonal and Intrapersonal Competence** -Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy
5. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

Health/Medical Services Learning Outcomes

Consistent with the institutional mission, vision, and core values statements, Student Success & Wellness Health/Medical services has identified the following relevant student learning and development outcomes from the five Student Development Learning Outcome domains:

Cognitive Complexity

Students who present to the Wellness Center for assistance with their health needs very often have minimal experience in managing their own health care and interacting with health service professionals. As a result, they demonstrate an increased willingness to learn and grow in their understanding of their presenting complaint. As we gather the “history of present illness” from each student we learn about the treatment strategies already attempted.

Our evidence-based treatment plans are interactively communicated to the student, through both verbal and written instructions. Immediate feedback is observed as providers request students to reiterate the plan, ask clarifying questions and comment on the visit. With approximately 165 follow up visits in 2016/17, our providers had opportunities to assess true learning. As students returned they would demonstrate and communicate successes or failures from their treatment plan. Their return visit to the Wellness Center is indicative of their openness to a new or augmented approach to their treatment plan.

Knowledge, Acquisition, Integration, and Application

Many students who present to the Wellness Center for Health/Medical Services are living in a community setting which often involve new challenges when considering communicability of infections and illnesses. When students not only hear new information but rather they take new knowledge and apply or integrate it into their daily routines, a positive individual and community health impact is made. Increasing the students’ awareness of their role in reducing the spread of viral and bacterial

germs through hand washing and covering a cough is a great example. This is a regular focus of education for our providers during student visits.

We also often observe students presenting with their own perceptions of their problem based on information gathered from various lay sources (courses taken, parental advice, peer influence, the internet etc.). As a result, they arrive having formulated new beliefs and considered various possible routes through which they might navigate their problem. This again presents the providers an opportunity to redirect potentially misinformed beliefs and see students integrate successful health care values and actions. Our providers encourage students to take ownership of their health by partnering with them to develop an evidence-based and practical plan of care.

Interpersonal and Intrapersonal Competence

Throughout the 2016/2017 academic year, the Wellness Center medical care professionals provided 1,759 student services. Each visit was conducted with a holistic approach allowing providers to teach students about their illness as it affects them physically as well as emotionally, cognitively, and socially. On multiple occasions there were opportunities to collaborate with our colleagues in counseling, dietetics, and disability support by offering students referrals to these areas of support. In utilizing these services, there was widening of care offered leading students toward successful outcomes and increased holistic awareness.

Practical Competence

Students utilizing Health/Medical Services at the Wellness Center are pursuing goals of restoration or maintenance of health. Throughout student-Nurse Practitioner and Student-Physician interactions treatment plans are developed with specific self-care and follow-up instructions. Rather than being tasked with a templated plan of care, students are collaboratively plan and determine the reasonable (aligning with their values and beliefs) and practical steps they are willing to take toward wellness.

Areas of Study, Professional Development, and/or Comparator Research

Throughout 2016/17 Health/Medical Services relied on and maintained a vital connection with comparator schools through a variety of resources. Participation in the California Health Alert Network (CAHAN) provides valued updates on current trends and practices in student health care through quarterly meetings for colleges and universities county wide. This year's participation allowed us to keep abreast of the current health concerns experienced on local campuses.

Online subscriptions to Nurse.com, Family Practice Notebook.com, and Up-to-Date.com allowed for our providers to be equipped with thorough, accessible, and current resources. Our providers utilized these resources throughout 2016-2017 to strengthen and validate our approaches to diagnostics, treatment planning, and follow-up evaluation in order to provide quality care for our students. These resources also provide current and concise patient handouts utilized in the education of our student patients.

In addition to several interactions by phone and email with our contacts at our comparator schools throughout the 2016/17 year we also journeyed north for an on-site visit at the University of Concordia, Irvine. We met with the Director of Student Health Services to understand the journey of their development and the unique methods used to provide excellent service to their student body. The exchange of ideas and affirmation of identifiable strengths was an enriching experience for us all. We look forward to future learning, sharing and growing alongside our comparator institutions as we continue our communication efforts in the 2017/18 academic year.

Areas of Distinction

This past year brought many great advancements for our Health/Medical Services. Through the vision and forward thinking of our Associate Dean of Student Success & Wellness, Dr. Kim Bogan, we were able to increase the physical presence and expertise of physician care with the hiring of Dr. Charles Hardison, M.D, FAAP. Dr. Hardison serves the PLNU students 20 hours per week, which is a significant (0.05% ->50%) increase in physician care hours.

Among an wonderful array of qualities, Dr. Hardison brings experience, insight, passion for Christ, and visionary strengths to our team.

Another personnel development that has strengthened our team was having the continuity and camaraderie with a single full-time administrative assistant, (which was previously 2 part-time personnel). Our team has noticed an increase in the consistency of procedures involving front office and improved front office to back office communication. The presence of a full-time front desk professional was also advantageous for the supervision and development of our student workers.

Our electronic health record (EHR), Mediat, continues to enhance our documentation, communication, and report development abilities. We began utilizing its functions for printing prescriptions, referral orders, and individualized patient discharge or 'home care' instructions directly from a patient's electronic chart. The seemingly endless bank of capabilities of this EHR allows for continual development in this area of our practice.

When needs presented involving residential living dynamics (i.e. emergency transports, communicable infections or infestations), collaboration efforts within Student Development Department were reliable and constructive. PLNU students benefit from our collaborative approach. An example of our teamwork with Residential Life was our approach to redefining our treatment recommendations for lice during the Fall 2016 outbreak. In order to accommodate a heightened level of stress and its effects on the physical living situations and interpersonal dynamics of some of the students involved, a new protocol was developed in collaboration with Res Life, for a more aggressive and more sensitive approach to lice treatment and eradication.

Other advancements included: application for the Clinical Laboratory Improvement Amendments (CLIA) laboratory certification; application for Ambulatory Health Care Accreditation; Standard Operating Procedures were updated; Standing Orders for select diagnoses were developed for implementation in Fall 2017; continued

participation of the Clinical Care Director in bi-monthly Continuity of Care and Practice (CONCEPT) Team meetings, continued participation in health education and outreach activities such as Fuel Success-Celebrate Health; Mediat EHR consultation as needed, Title IX and ADAAA compliance trainings.

Nutritional Consultation Services

Mission Statement

The purpose of the Health Services is to assist students in maintaining a high level of wellness as they achieve their academic, personal and spiritual goals. Primary medical care and nutritional consultation professionals facilitate multiple engagements emphasizing healthy lifestyles as students learn, grow and serve at PLNU.

Overview

The following list describes the integrative multi-disciplinary programming within the area of Nutritional Consultation Services:

- Live Well Campaign, guidance with food allergies, intolerances, and sensitivities
- Registered Dietitian/Nutrition Counseling for a variety of nutritional concerns
 - Assistance with Eating Disorders and Triage
 - Sports Nutrition and Athletic Team Presentations

Student Development Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Student Success and Wellness Programs</i>	Cognitive Complexity	Knowledge Acquisition, Integration and Application	Humanitarianism and Civic Engagement	Interpersonal and Intrapersonal Competence	Practical Competence
<i>Nutritional Services</i>	✓	✓	✓	✓	✓
<i>Live Well</i>	✓	✓		✓	✓

Evidence of Learning

Student Development Learning Outcomes

Reflective of The Council for the Advancement of Standards in Higher Education (CAS) domains³, the five Student Development Learning Outcomes are reflective of the PLNU mission, vision, and core values statements as well as support the Institutional Learning Outcomes.

The five Student Development Learning Outcomes are:

1. **Cognitive Complexity** - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.
2. **Knowledge, Acquisition, Integration, and Application** - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.
3. **Humanitarianism and Civic Engagement** - Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.
4. **Interpersonal and Intrapersonal Competence** -Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy
5. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

³ Council for the Advancement of Standards in Higher Education. (2009). CAS professional standards for higher education (7th ed.). Washington, DC. Author

Nutritional Consultation Services Learning Outcomes

Consistent with the PLNU institutional, Student Development and Student Success and Wellness mission, vision, and core values statements, Registered Dietitian/Nutritional Consultation Services has identified the following relevant student learning and development outcomes from the five Student Development Learning Outcome domains.

Cognitive Complexity

As students engage in nutritional and eating disorder counseling with the dietitian in a constructive way, they develop cognitive complexity. Students are encouraged to look at and assess assumptions they have made about food, nutrition, body image, and relationships with food and consider alternative views. The result of this interactive process creates opportunities for problem solving, openness to new ideas and perspectives, and transformation.

The Live Well Campaign allowed students to demonstrate cognitive complexity by working together with the dietitian, Sodexo dining staff, and Disability Resource Center to develop a dining plan that will be safe and promotes health. Participation in the program facilitated openness to new ideas and solutions as well as constructive conversations when changes need to occur. Lastly, student athletes are challenged to assess diet trends and think critically about nutrition misinformation, which is so prevalent in the culture of sports. Evidence-based nutrition information is offered as an alternative solution to achieve optimal performance.

Knowledge, Acquisition, Integration, and Application

In the context of nutritional counseling for general and disordered eating concerns, students are encouraged to critically assess their experiences with food and their body's responses to food or lack of food. They are also challenged to confront social norms and cultural pressures and how they play a role in their experiences and relationship with food. These experiences in combination with scientific evidence in the area of nutritional physiology help to create new insights and accept truth.

There is also great opportunity to seek new information and ideas to help problem solve in the area of behavior change when it comes to eating patterns, body image, and identity. During a counseling session, the student and dietitian often brainstorm new ideas for solving the problems they may be experiencing such as temptations to use food to ease emotional stress, restrict, or to find ways to obtain safe and nutritious food for their particular situation.

The Live Well Campaign exposed students to individualized information and resources regarding food allergies, intolerances, or sensitivities and what food choices can be made to achieve a balanced and safe way to meet their dietary needs. Solving problems such as eating in the PLNU dining hall while having a particular food allergy, requires obtaining information and being open to and applying alternative ideas. The Live Well Campaign strives to support students in this endeavor. (See Appendix C).

Humanitarianism and Civic Engagement

Nutrition Services in the Student Success and Wellness Center are provided as a free service to all undergraduate students on the PLNU campus. Students with a variety of abilities, cultures, ethnicities, and socio-economic backgrounds are able to gain support for their nutritional needs. Due to the individualized nature of nutrition counseling, sensitivity to and necessary accommodations are customized for every situation, as needed. The Live Well Campaign is another vehicle available for engaging, understanding, and providing adequate nutrition support based on individual needs.

Interpersonal and Intrapersonal Competence

One of the most rewarding aspects of Nutritional and Eating Disorder Counseling is the evidence that student are growing in self-awareness. During these sessions, students are often confronted with thought-patterns, emotional triggers, and even social and spiritual aspects related to their relationship with food. They learn new ways to view health, are educated in what normal eating looks like, and to take steps in the area of respecting their physical body.

Often times, awareness of emotional struggles come to light during these discussions and students are encouraged to do what is necessary to seek appropriate counseling. They practice self-efficacy to put their plan into motion. During follow-up appointments, plans and action steps are reviewed and students can see what worked for them, what was challenging, and the next action step for positive change can then be made.

Growth in self-efficacy is also evidenced by the number of students that come to the Student Success and Wellness Center for multiple services at once, including medical, counseling, and nutritional consultation, meaning they are seeking help with a holistic viewpoint. Students that have food allergies, intolerances, or sensitivities face challenges to obtain food that is safe for them while promoting health and balanced eating.

The Live Well Campaign is designed to support such students on campus while dependent on their PLNU meal plan. Self-efficacy is encouraged because students must seek out the support provided for them, be receptive to new information and health education related to their condition, and then seek out the available food items that work for their situation.

Practical Competence

Nutritional and Eating Disorder Counseling is very individualized and requires the students to grow in awareness of their particular concern or struggle, and together, develop an action plan of steps to move in a positive direction. Often times this will look like goal setting for the upcoming week. Students are urged to write their nutrition goals down and refer to them at least daily. We discuss any potential challenges or “roadblocks” to their goals and brainstorm tools to conquer or avoid them. They are also provided accountability within the follow-up appointments where their goals are reviewed, altered as necessary, and encouraged to continue towards the final resolution.

2016-2017 Area Assessment

For the 2016/17 academic year, the plan was to increase involvement in various areas on campus so that nutrition services would be increasingly utilized. Having a presence at NSO with opportunities to meet with students and their families in a one-on-one capacity, proved to be an effective way to initiate contact with many that would later utilize the Wellness Center for a variety of services. Monthly “Table Talks” were trialed and implemented in January 2017. These are mini-events in the Dining Hall centered around a certain nutrition topic. This was successful in terms of reaching more students with nutrition messages and invitations to come meet for individual services in the Wellness Center. In addition, in order to help disseminate appropriate sports-related nutrition information to our Student Athletes, some collaboration was done on the MAPS program: an on-line learning module that covers a multitude of nutrition topics and related science-based readings.

According to documentation of time spent, there was an increase in one-on-one nutritional counseling hours by 147%. There was a decrease in Nutritional Presentations in other areas such as Athletics and Residential Life. Even though the goal was to continue exposure in these other areas on campus, the fact that more students were seen in the Wellness Center by Nutritional Consultant Services, means the ultimate goal was still achieved.

In addition, there were many opportunities seized to help strengthen partnerships with community service providers (i.e., eating disorder treatment programs) in order to increase effectiveness and efficiency of referral processes as they become necessary.

Finally, the Live Well Campaign, which represents the relationship between Nutritional Services, Disability Resource Center, and Sodexo Dining Services in order to support students that present with food intolerances, allergies, and/or sensitivities, continues to be an evolving way to engage the students and provide education around these challenges.

Use of Evidence of Learning

Supporting documentation for evidence of learning is described in the Appendix. Documentation includes total number of hours for Nutritional Counseling, Live Well Campaign (e.g., food allergy students), Administration, and Presentations. A review of the different topics covered throughout the year describes an encouraging trend of increased utilization of services.

Areas of Study / Professional Development

- Center for Discovery ED Seminar and Networking Event- Spring 2017
- Continues process to earn Sports Nutrition Certification- Spring 2017
- CEU Home-Study Course on The Inflammation Syndrome- Spring 2017
- CEU Home-Study Course on Motivational Interviewing in Nutrition- Spring 2017
- CEU Home-Study Course on Hormonal Balance & Metabolism- Spring 2017
- Reviewed Intuitive Eating Program for RDs- Fall 2016
- Reviewed Eating Disorder “Boot Camp” by Jessica Setnick- Fall 2016

Areas of Distinction

- On-going collaboration with Dining Services, Student Success and Wellness Disability Resource Center and Sodexo Marketing Manager to continue Live Well Campaign procedures and marketing materials – Fall 2015 and Spring 2016
- Presentation to Women’s Soccer – Fall 2016
- Caf Tours to Men’s Basketball Team- Fall 2016
- Consulted with Athletic Coaches regarding diet plans for student-athletes- Fall 2016
- Nutrition “Bite” (short article) for the monthly Sodexo online newsletter- Fall 2016

- Eating Disorder Awareness Lecture to Upper Division Kinesiology Class – Spring 2017
- Participation in the SS&W Fuel Success, Celebrate Wellness campus fair event- Spring 2017

Tutorial Services

Mission Statement

The Tutorial Center exists to provide academic enrichment resources to assist undergraduate students as they manage the demands of multiple course requirements. Tutorial services facilitate student development and academic success by helping students develop appropriate strategies and behaviors to increase learning efficiency.

Overview

The following list describes the integrative multi-disciplinary programming within the department of Tutorial Services:

- Academic Coaching
- Tutorial Services

Student Development Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Student Success and Wellness Programs</i>	Cognitive Complexity	Knowledge Acquisition, Integration and Application	Humanitarianism and Civic Engagement	Interpersonal and Intrapersonal Competence	Practical Competence
<i>Academic Coaching</i>	✓	✓	✓	✓	✓
<i>Tutorial Services</i>	✓	✓	✓	✓	✓

Evidence of Learning

Student Development Learning Outcomes

Reflective of The Council for the Advancement of Standards in Higher Education (CAS) domains⁴, the five Student Development Learning Outcomes are reflective of the PLNU mission, vision, and core values statements as well as support the Institutional Learning Outcomes.

The five Student Development Learning Outcomes are:

1. **Cognitive Complexity** - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.
2. **Knowledge, Acquisition, Integration, and Application** - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.
3. **Humanitarianism and Civic Engagement** - Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.
4. **Interpersonal and Intrapersonal Competence** -Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy
5. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

Tutorial Services Learning Outcomes

Consistent with the institutional mission, vision, and core values statements, Tutorial Services has identified the following relevant student learning and development outcomes from the five Student Development Learning Outcome domains:

⁴ Council for the Advancement of Standards in Higher Education. (2009). CAS professional standards for higher education (7th ed.). Washington, DC. Author

Cognitive Complexity

Tutoring sessions and Academic Coaching engages students in constructive ways. The Academic Coaching program assesses and considers alternative perspectives and solutions for helping students remain open to new ideas and perspectives for enhancing their executive functioning skills. The two programs allow students to use their experiences and other sources to create new insights about learning strategies.

Knowledge, Acquisition, Integration, and Application

Academic Coaching and tutoring allow students to incorporate their experiences, in addition to, other sources of information to create new insights for learning. The two programs also support students in seeking new information to solve problems and allow students to use make connections between curricular and co-curricular content. Tutorial services and Academic Coaching engage students in experiential activities that prepare them for the workforce in the college setting and beyond.

Humanitarianism and Civic Engagement

Tutoring and Academic Coaching allow students and staff to engage with individuals from variety of abilities, cultures, ethnicity, and socioeconomic backgrounds. Both programs allow students to practice and demonstrated essential skills needed to navigate the complexities of daily life in the global community and in the microsystem of the PLNU campus.

Interpersonal and Intrapersonal Competence

Tutoring and Academic Coaching allow students to pursue knowledge that is integrated with beliefs, values, and action; while practicing self-efficacy to reach their academic goals. Both programs require students to recognize their need for additional academic support and actively participate in addressing their academic challenges. The tutoring program requires students (i.e. the tutee) to work in collaboration with the tutors to ensure their academic-related concerns are sufficiently addressed within the hour-long tutoring session.

Practical Competence

The Tutoring program and Academic Coaching support the entire expected student learning outcomes for measuring Practical Competence. Tutees and tutors set an expected learning goal at the beginning of a tutoring session and engage in effective communication to meet the goal. Technology is readily available for use with in the tutoring session, as well as, other resources (i.e. computers, whiteboards, textbooks, etc.) that will support the tutoring session. The tutors demonstrate leadership skills during every tutoring session by ensuring that the session remains productive and focused on the tutoring goal while steering the tutee towards a higher level of understanding. Academic coaching support students' development of executive functioning skills. These skills are necessary for personal and professional development during and after their college career.

2016-2017 Area Assessment

For the 2016/17 academic year, the area of assessment was the enhancement of student worker training to meet the criteria for Level One Certification for the Center for Reading & Learning Association (CRLA).

Use of Evidence of Learning

The Tutorial program is effective and is constantly being enhanced with additional resources and materials for the tutors and tutees. Based on feedback from face-to-face meetings and Canvas assessments, the following information was gathered:

- Tutors felt better prepared to work with students with varying abilities
- The videos demonstrating Best Practices were helpful
- Many requested additional video training on:
 - Emotional Intelligence
 - Workday use
 - Working with students with autism

The goal for 2017/18 is to submit the application for Level One Certification through

the Center for Reading & Learning Association (CRLA).

Areas of Study, Professional Development, and/or Comparator Research

Books:

- Teaching Unprepared Students by K. F. Gabriel
- Teaching Students How to Learn by S. Y. McGuire

APPENDIX

COUNSELING/UNDECLARED STUDENT ADVISING/LIFE COACHING
AND HEALTH EDUCATION OUTREACH

HEALTH/MEDICAL SERVICES

NUTRITIONAL CONSULTATION

DISABILITY RESOURCE CENTER

TUTORIAL SERVICES

APPENDIX A: COUNSELING SERVICES

COUNSELING/ADVISING/COACHING/ SASSI (SUBSTANCE ABUSE INVENTORIES) 2016/17

COUNSELOR	COUNSELING	CHECK-INS	CRISES	ADVISING	COACHING	SASSI/ REVIEWS
A (208)	193	10	3	0	0	0/2
B (533)	349	78	20	52	19	0/15
C (516)*	301	101	10	55	20	29/0
D (502)	401	42	9	38	0	0/12
TOTALS (1759)	1244	231	42	145	39	29/29

*** (PLUS 80 HOURS OF COUNSELOR SUPERVISION)**

COUNSELING PRESENTING ISSUES 2016/17

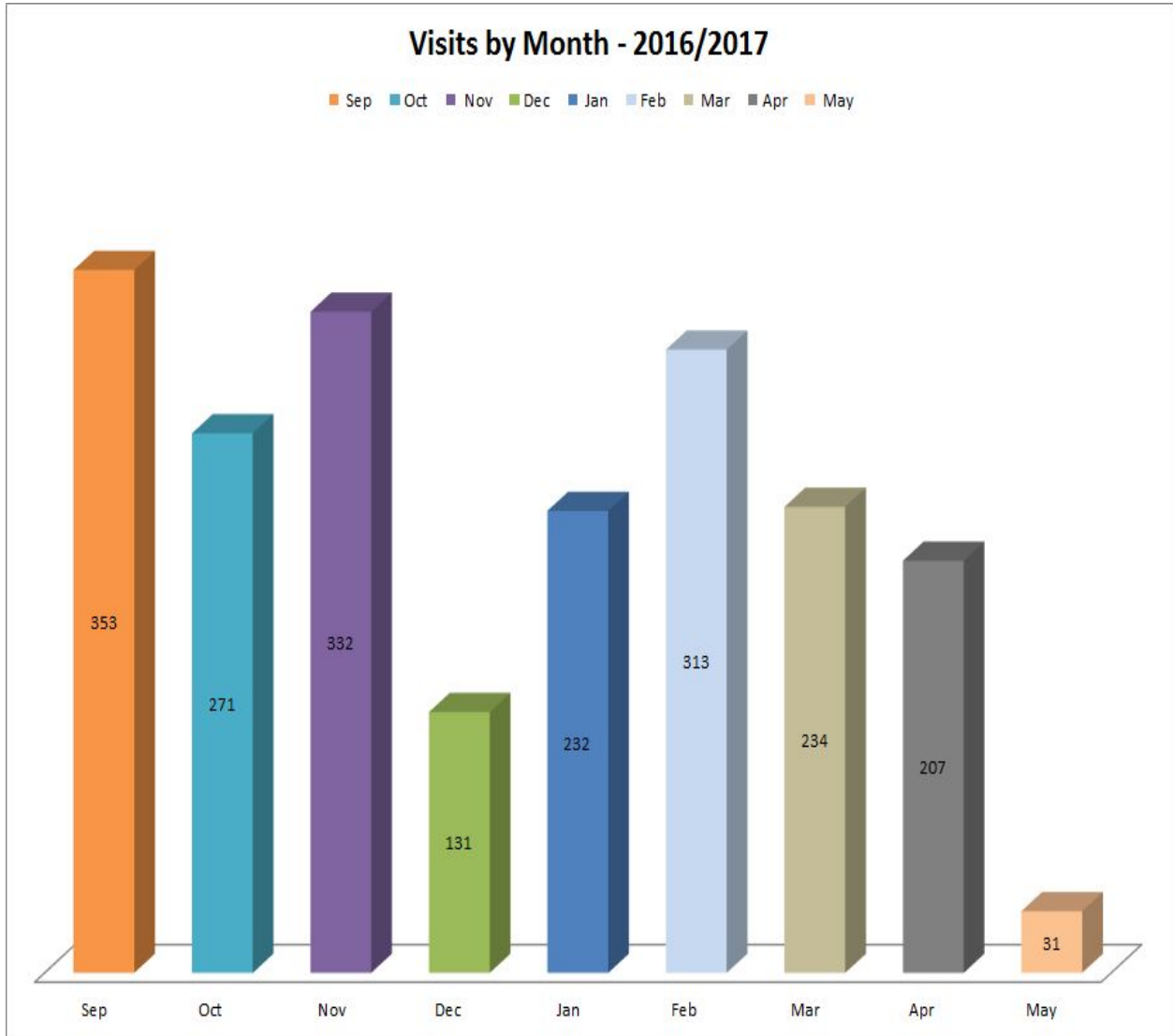
ADJUSTING TO COLLEGE / HOMESICKNESS	PERFECTIONISM
ANXIETY / PANIC ATTACKS / STRESS	PREPARING FOR /RETURNING FROM STUDY ABROAD
BASIC LIFE NEEDS (ACTIVITIES OF DAILY LIVING)	PICKING (DERMATILLOMANIA) / HAIR PULLING (TRICHOTILLOMANIA)
BODY IMAGE	RA/STUDENT LEADERSHIP ISSUES
CHANGING NEGATIVE LIFE PATTERNS	RELATIONSHIP ISSUES AND SKILLS: DATING LEADERS FAMILY PEERS FRIENDSHIP ROOMMATES
CONCERNS ABOUT ACADEMIC MAJOR	SCHOOL RELATED STRUGGLES
CUTTING / SELF-HARM	SEXUAL PURITY / PROMISCUITY / PORNOGRAPHY (VIDEO/GAMING)
DEPRESSION / DEPRESSED MOOD	SEXUAL ASSAULT / HARASSMENT
DIFFICULT FAMILY HISTORY: ABANDONMENT ABUSE - EMOTIONAL/PHYSICAL/SEXUAL/VERBAL ALCOHOLISM DEATH OF FAMILY MEMBER DIVORCE DOMESTIC VIOLENCE SUBSTANCE ABUSE SUICIDAL IDEATION	SEXUAL ORIENTATION / SAME SEX ATTRACTION
DOMESTIC VIOLENCE / DATING VIOLENCE	SLEEP DEPRIVATION
EATING DISORDER / DISORDERED EATING / EXTREME EXERCISE	SOCIAL ANXIETY
FEARS: BEING ALONE NOT BEING GOOD ENOUGH FAILURE PUBLIC SPEAKING FUTURE THROWING UP (EMETOPHOBIA)	SOCIAL SKILLS / INTERPERSONAL COMMUNICATION
GRIEF AND LOSS: DEATH FAMILY OF ORIGIN ISSUES PARENT'S DIVORCE PET LOSS ROMANTIC RELATIONSHIP DISRUPTIONS	SPIRITUAL GROWTH / EXPLORATION OF FAITH
INDIVIDUATION / IDENTITY	SPORTS TEAM DYNAMICS
LIFE CYCLE TRANSITIONS	SUBSTANCE ABUSE / MEDICATION MISUSE
LOW SELF-ESTEEM / SELF-WORTH / SENSE OF SELF	SUICIDAL IDEATION
MILITARY ISSUES	TRAUMA / PTSD
MOLESTATION / SEXUAL ABUSE / CPS REPORTING	UNRESOLVED PAST ISSUES

HEALTH EDUCATION OUTREACH ACTIVITIES 2016/17

EVENT	# OF PARTICIPANTS	PARTNERS
DEPRESSION SCREENING	ASSESSMENTS = 39 POSTER PARTICIPANTS = 91 NEW COUNSELING REFERRALS = 10	N/A
PAWS AWHILE (FALL)	561	SD HUMANE SOCIETY OFFICE OF STRENGTHS AND VOCATIONS
FUEL SUCCESS – CELEBRATE HEALTH	INFORMATION FAIR = APP. 300 (47 COMPLETED PASSPORTS)	4 COMMUNITY PARTNERS PLNU STUDENT DIETETICS CLUB
ALCOHOL AWARENESS DAY	STUDENT BODY @ CHAPEL	PLNU DEPARTMENT OF PUBLIC SAFETY MOTHERS AGAINST DRUNK DRIVING ADD TEEN CHALLENGE LA JOLLA RECOVERY
PAWS AWHILE (SPRING)]	507	SD HUMANE SOCIETY OFFICE OF STRENGTHS AND VOCATIONS
	TOTAL PARTICIPANTS 1,498 + STUDENT BODY @ALCOHOL AWARENESS	TOTAL PARTNERS 11

APPENDIX B:

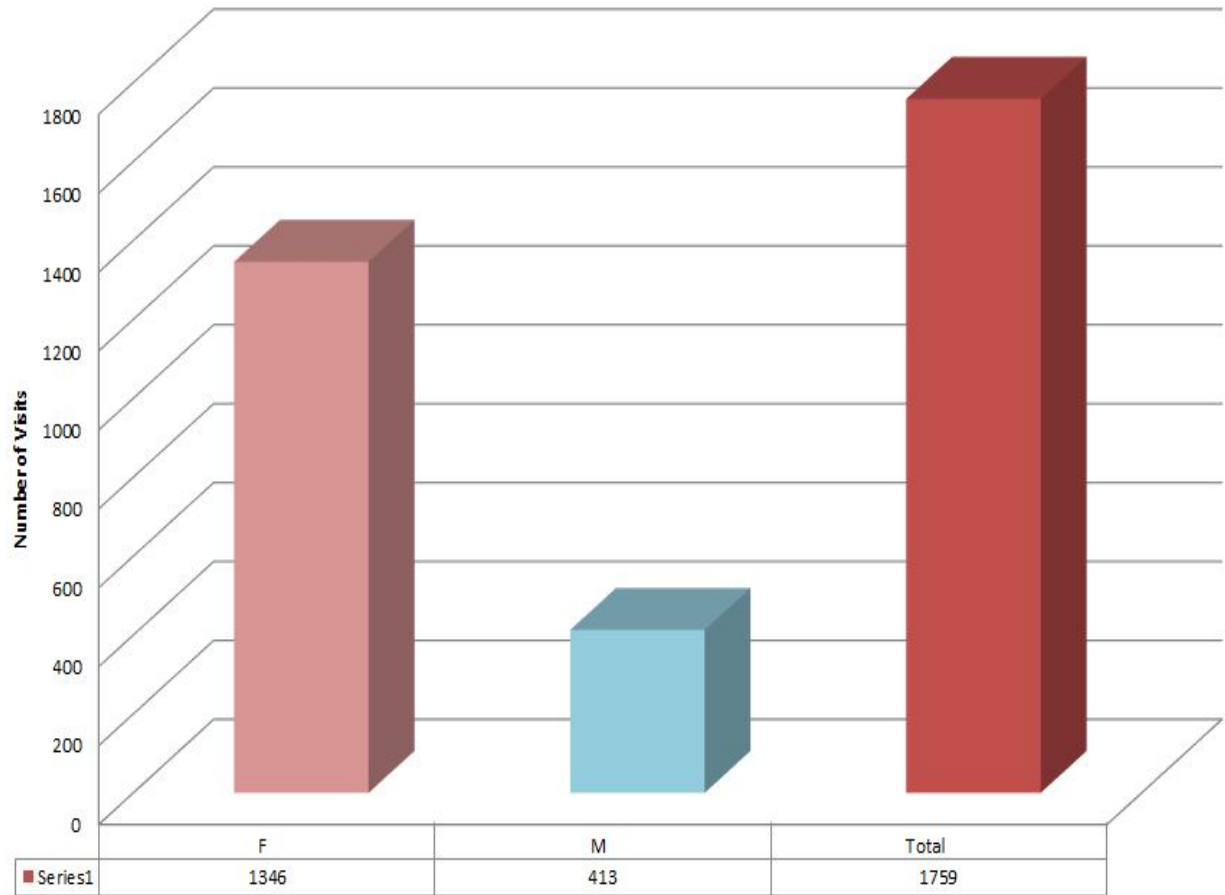
2016/17 HEALTH/MEDICAL SERVICES



HEALTH SERVICES/MEDICAL VISITS BY GENDER 2016/17

Point Loma Nazarene University
Student Success & Wellness
Wellness Center Health Services

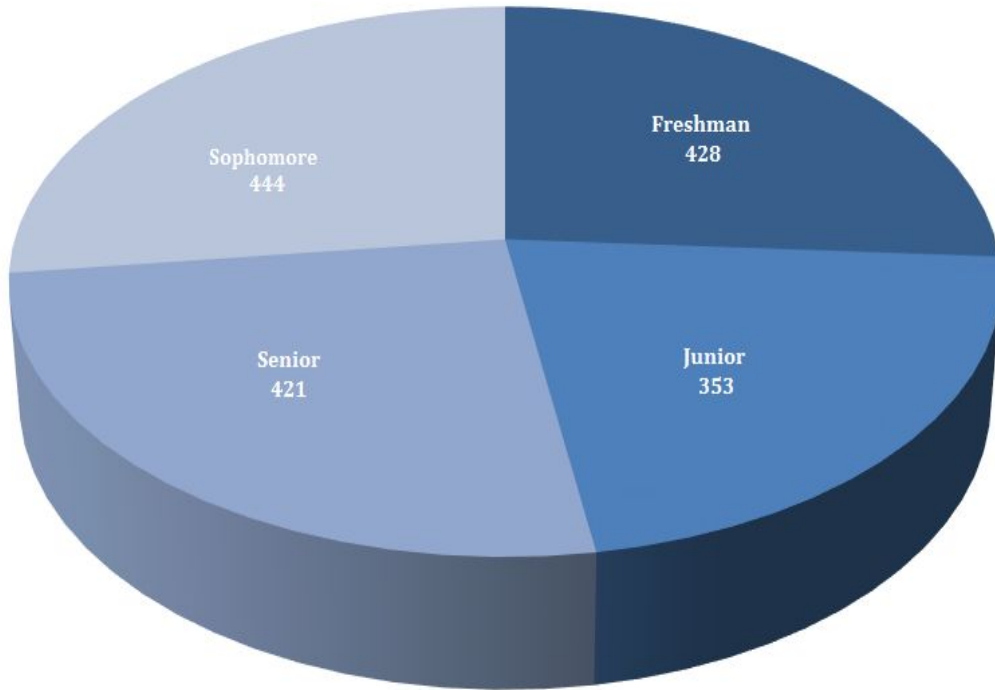
Visit By Gender 2016-2017



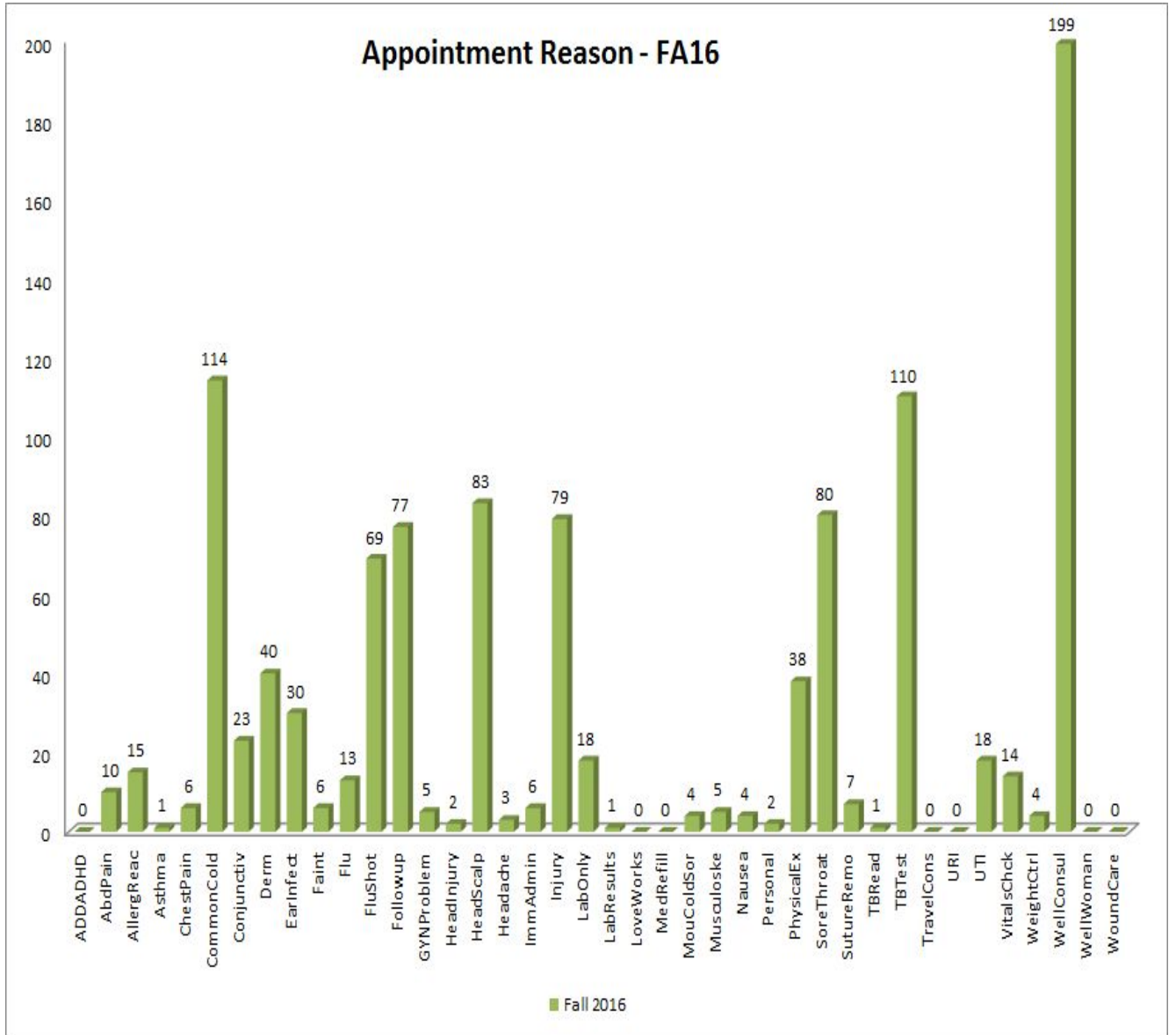
HEALTH SERVICES/MEDICAL VISITS BY CLASS 2016/17

Point Loma Nazarene University
Student Success & Wellness
Wellness Center Health Services

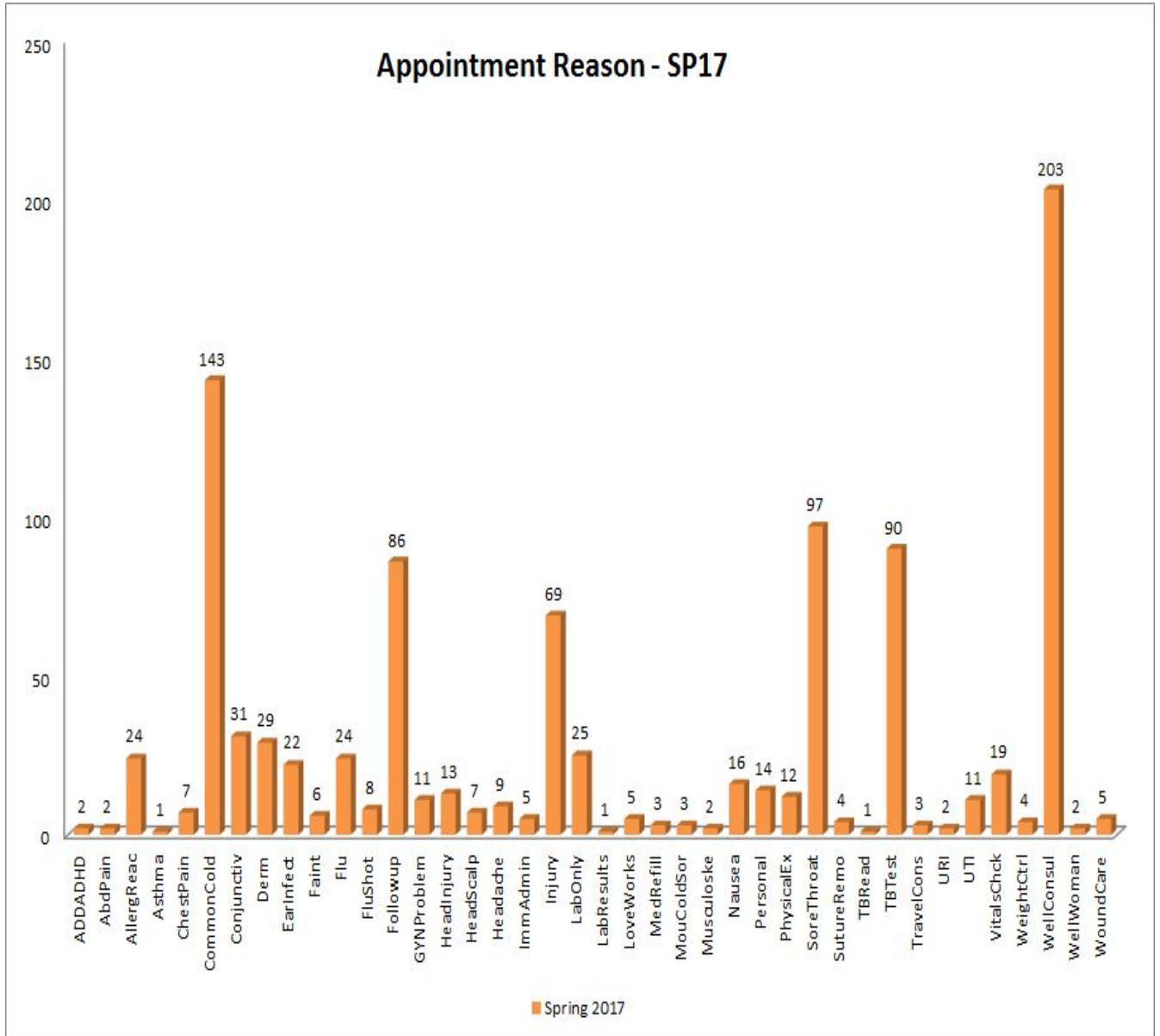
Visits by Class 2016-2017



HEALTH SERVICES/MEDICAL VISITS - APPOINTMENT REASON FALL 2017



HEALTH SERVICES/MEDICAL VISITS - APPOINTMENT REASON SPRING 2017



APPENDIX C:

NUTRITIONAL CONSULTATION SERVICES 2016/17

NUTRITIONAL CONSULTATION CONTACT HOURS

	Nutritional Counseling (hours)	Live Well/Sodexo (hours)	Admin (hours)	Presentation (hours)	Total Hours
Fall 2016	70	18.5	65	0	153.5
Spring 2017	70.25	8	53.75	9.25	141.25
Total Hours 2016/17	140.25	16.5	118.75	9.25	294.75

APPENDIX D:

DISABILITY RESOURCE CENTER 2016/17

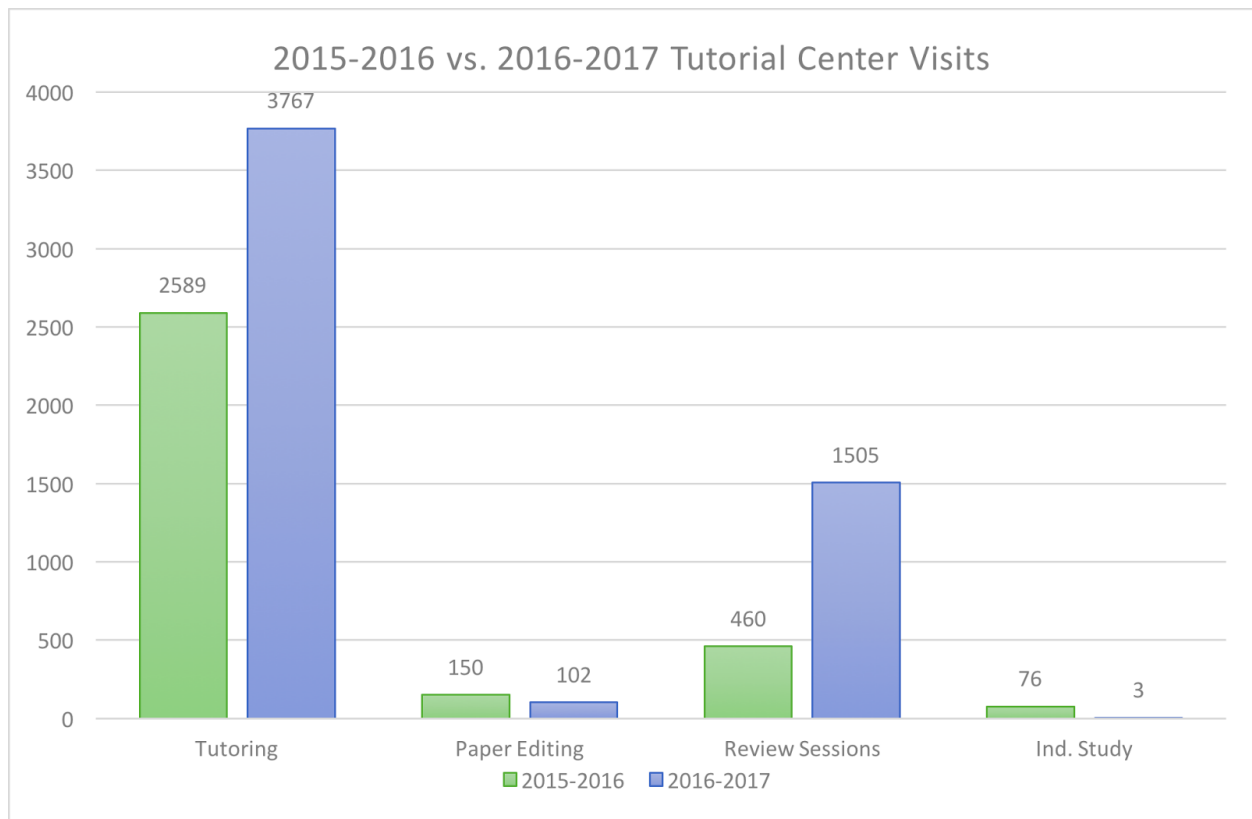
DRC PROGRAM ACTIVITY

Program Activity	Statistics
Meetings (Annual)	Director: 267 ADSS: 162
Proctored Exams	793
Proctored Exams (Percentage Change 15/16 vs 16/17)	77.4% Increase
Academic Coaching Fall 2016 (13 students) Spring 2017 (20 students)	3.02 GPA average 3.21 GPA average

APPENDIX E:

TUTORIAL CENTER 2016/17

PROGRAM ACTIVITY	STATISTICS
Visits: tutoring; independent study; paper editing; review sessions	Tutoring = 3,767 Ind. Study = 4 Paper Editing = 102 Review Sessions = 1,505
Percentage Change 15-16 vs. 16-17 for tutoring, independent study, paper editors, review sessions	64.18% increase total Tutoring = 5.40% increase Ind. Study = -95.05% decrease Paper Editing = -32% decrease Review Sessions = 227.17% increase



Comparison of Total Number of Tutorial Center Visits 15/16 and 16/17

2015/16 Total Visits = 2,589

2016/17 Total Visits = 3,697

