



POINT LOMA
NAZARENE
UNIVERSITY

Student Success and Wellness

ANNUAL REPORT

2017 - 2018

Student Success and Wellness

Mission Statement

Student Success and Wellness (SS&W) 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 fosters the commitment of the University and Student Development to its Wesleyan identity and to student achievement by encouraging an environment of inclusiveness and support for the University's diverse student body, enriching student learning, building and maintaining a strong sense of community, and promoting growth through engagement in the life of the University. Functional areas within the office the Student Success and Wellness encompass:

- Academic Coaching
- ADA/504 Coordinator
- Counseling Services
- Disability Resource Center (Main Campus Undergraduate, Mission Valley Adult Degree Completion and Graduate Students)
- Financial Aid Satisfactory Academic Progress and Appeal (SAP)
- Health Education Outreach Activities
- Life Skills Coaching
- Medical Services
- Nutritional Consultation
- Title IX Campus Victim Survivor Advocate
- Tutorial Services

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. During 2016/17 key changes to the operational structure of the SS&W unit.

- Transfer of Undeclared Student Academic Advising from Student Success and Wellness (Counseling Services) to Academic Affairs (Records Office)
- Implementation of the Mission Valley Disability Resource Center (Adult Degree Completion undergraduate and Graduate students including Community College Satellites)
- Addition of ADA/504 Coordinator and Title IX Campus Victim Survivor Advocate to the office of the Associate Dean Student Success and Wellness.

Associate Dean, Student Success and Wellness

Overview

Student Development at PLNU supports the holistic, God-inspired potential of each student by facilitating multiple engagement opportunities to learn grow and serve. The Associate Dean for Student Success and Wellness supports the University's missions and goals by providing administrative leadership for functional areas of Student Success and Wellness.

Reporting to the Vice President for Student Development, the Associate Dean for Student Success and Wellness provides executive level leadership and management concerning holistic health and wellness, disability compliance and academic success and is responsible for the strategic direction, planning, and assessment of the Student Success and Wellness Unit. The Associate Dean administers a comprehensive range of services, policies, and procedures related to student success programming, planning, and strategically related functions. The Associate Dean also serves as a member of the VP for Student Development's Executive Team (Associates), Associate VP for Student Development Behavioral Intervention Team (SCG); Student Development Assessment Representative; Student Financial Services Satisfactory Academic Progress Advising Officer; and member of the University's Title IX Compliance Team ADA/504 Coordinator and the Title IX Campus Victim/Survivor Advocate.

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
- SASSI (*Substance Abuse Subtle Screening Inventory*) Assessments and Reviews

Student Development Learning Outcomes

	Counseling Services Learning Outcomes				
	Cognitive Complexity Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions	Knowledge Acquisition, Integration and Application Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions	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	Interpersonal and Intrapersonal Competence Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy	Practical Competence Engages in practical skill-building experiences in preparation for one's vocation
<i>Counseling Services and Programs</i>					
<i>Individual Counseling</i>	✓	✓	✓	✓	✓
<i>Faculty/ Staff Educational Workshops</i>	✓	✓		✓	✓
<i>Health Education Outreach Activities</i>	✓	✓	✓	✓	✓
<i>Life Skills Coaching</i>	✓	✓		✓	
<i>SASSI (Substance Abuse Subtle Screening Inventory) Assessments and Reviews</i>	✓	✓		✓	✓

Evidence of Learning

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 or Life Skills Coach. In these facilitative roles, the Counselor engages collaboratively with the student to assess current needs, consider alternative perspectives and facilitate the development of 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 2017-2018, a total of 1,848 direct 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. In addition to student Education Outreach Activities, the counseling team presented educational workshops upon request to various staff and faculty groups. A list of each activity, including the number of participants and our staff and faculty 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 that 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 student education outreach activities in 2017/18. There were also five faculty/staff education outreach activities. 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.

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, 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.

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 multimedia experiences (relevant films, music, educational handouts, experiential activities and visuals.)

The Counseling Team collaborated with Public Safety in presenting Alcohol Awareness Day. Eleven community partners participated including the Hazelden Betty Ford Addiction and Treatment Center, La Jolla Recovery, Teen Challenge, Sharp McDonald House, MADD, SAY San Diego, SD Fire Department, SD Harbor Patrol, Chula Vista Sheriff's Department, a Police Dog, and the SD Police Department.

Fuel Success-Celebrate Health utilized our multidisciplinary team members (i.e., Registered Dietitian, Physician, RN, and Counseling Team), as well as the PLNU Student Dietetics Club. Community Partners were incorporated into the event including Eating Disorder Treatment Providers – Center for Discovery, Montecatini, NEDA, and UCSD Eating Disorder Center.

Practical Competence:

Individual Counseling, Life Skills Coaching - 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.

2017-2018 Area Assessment

Counseling Services purposed to continue to develop and expand communication and collaboration with campus constituents, specifically Student Dietetics Club, Public Safety, OSV, and Media Services 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 2018/19, 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:

“Clinical Supervision: Proven Tools and Techniques for Success”	(8/2/17)
“Judge Me by My Size, Do You? A Conversation on Health at Every Size”	(8/18/17)
“Use Analytics to Graduate Tomorrow’s Students”	(8/24/17)
“Less Discussed Eating Disorder Behaviors”	(8/30/17)
“Emerging Adults - Clinical Strategies”	(9/7/17)
“Trends in the Magnitude and Prevention of College Drinking Outcomes”	(9/20/17)
“The Power of Nutrition & Integrative Intervention in Mental Health”	(10/12/17)
“5 Innovative Mental Health Intervention Programs”	(11/16/17)
“Body Dysmorphia: Hidden Disorder”	(1/2/18)
“One-Minute Mindfulness”	(1/3/18)
“The State of our Art: We’re Older, Are We Better?”	(1/4/18)
“Advanced CBT Strategies:Chronic and Recurring Depression & Anxiety”	(1/5/18)
“Trauma Defined: The Body Keeps the Score”	(1/8/18)
Montecatini Symposium: “Imagining a New Mind Body Narrative”	(2/22/18)
“Emergency Mental Health”	(3/5/18)
“Human Trafficking Research Conference”	(5/12/18)
“Certificate Course in CBT-Insomnia”	(5/25/18)

Continuing Education Units

Each Licensed 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 a 5% increase over the previous year in the total number of student contacts in the 2017/18 academic year, with Spring Semester, again, showing the largest increase. The data reflects an 11% increase in the number of counseling

sessions over the prior year - validating the transfer of the Undeclared Academic Advising role. The Counseling Team expediently served 426 individual students (16% of the 2,600 total student body) without requiring a "Wait List". A notable upsurge was seen this academic year in three specific populations of students seeking counseling - male students, those older than the traditional 18-24 year old college age, and students with disabilities.

The Counseling Team implemented a concerted focus with counselees on increasing sleep, healthy eating, proper hydration, physical activity and sunlight needs in order to improve the individual student's well-being and basic functioning. Upon this foundation, there was greater success in addressing their individual presenting issues. An increase was observed in the following concerns: alcoholism in the family of origin, marijuana use and desire for cessation, processing of grief, Bipolar Disorder concerns, sexual assaults/sexual abuse/sexual harassment/Title IX cases and students considering transferring to another college. A notable increase was seen of students utilizing all their allotted counseling sessions and accessing community resources - including Counseling and Psychiatric services, as well as Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, and support groups addressing pornography.

NOTE: The current total student contacts (1,848) is a 47.5% increase over the total student contacts recorded during the first year of this Counseling Team's tenure in 2012 - 2013. This is additionally notable because Undeclared Academic Advising and Life Skills Coaching were a substantial segment of that initial student contact number and are no longer part of Counseling Services. The number of Counseling Sessions, alone, recorded in 2017 - 2018 (1,366) is 114 more than the total student contacts during 2012 - 2013. The current counseling staff has three full time LMFTs and a half-time Associate. The 2012 - 2013 team had four full time counselors.

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. In 2017/18 the DRC expanded services to include graduate students at the Mission Valley Regional Center and undergraduate Adult Degree Completion students on Mission Valley and Community College satellite campuses.

Academic accommodations include, but are not limited to extended test taking with separate proctoring, note taking services, audiobooks, assistive technology and priority registration. Non-academic accommodations include, but not are limited to single rooms in residential halls, meal plan waivers, and special needs parking passes.

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

- Academic and Non-Academic and Accommodations
 - Proctored Exams
 - Assistive Technology
 - Housing, Dining and Parking

- Delta Alpha Pi International Honor Society for students with disabilities

Student Development Learning Outcomes

	Disability Resource Center Learning Outcomes				
	Cognitive Complexity Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions	Knowledge Acquisition, Integration and Application Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions	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	Interpersonal and Intrapersonal Competence Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy	Practical Competence Engages in practical skill-building experiences in preparation for one's vocation
<i>Disability Resource Center Programs and Services</i>					
<i>Disability Support and Academic Accommodations</i>	✓	✓		✓	✓
<i>Academic Coaching</i>	✓	✓		✓	✓
<i>Live Well Campaign</i>	✓	✓		✓	✓
<i>Delta Alpha Pi</i>	✓	✓	✓	✓	✓

Evidence of Learning

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.

Use of Evidence of Learning

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.).

During 2017/18 their Academic Coach closely monitored the academic progress of students participating in Academic Coaching each semester. 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 academic year proved to show continued progress. As seen in Appendix D, the Fall Semester Grade Point Average for the sixteen (16) coaching students was a 2.47. The Spring Semester Grade Point Average for the twelve (12) coaching students was 2.67. Seven (7) Academic Coaching students

participated in the program for both the Fall and Spring semester with more than half increasing their GPAs on average 0.6 points.

The goal for 2018/19 will be a campus wide offering of Academic Coaching services with a focus on students on Academic Improvement Plans, Academic Probation, and Probation Alert and raise their GPAs by 1.0 point.

Areas of Study and Professional Development

Professional Development Meetings and Conferences

- Tri-annual San Diego Disability Directors Collaboration Meetings
- Annual AHEAD (Association for Higher Education and Disability) Conference
- Annual Accessible Media, Web and Technology Conference

Books:

- *Teaching Students How to Learn* by Saundra McGuire, PhD.
- *What Smart Students Know* by Adam Robinson

Areas of Distinction

- 2017/18 Recipient of the *PLNU Excellence in Diversity Award*
- *Advisor*, Delta Alpha Pi International Honor Society
- *Co-Chairperson*, 2018 Special Olympics Track and Field Event
- Instituted Delta Alpha Pi International Honor Society for students with disabilities (Mission Valley Office)
- Launched Disability Resource Center Office (Mission Valley)

Medical Services

Mission Statement

Student Success & Wellness 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. Our medical care and nutritional consultation professionals facilitate multiple educational and clinical care engagements emphasizing healthy physical, emotional and spiritual well-being as students learn, grow and serve at PLNU.

Overview

Student Success & Wellness Medical Services provides quality and accessible primary health care to Point Loma Nazarene University undergraduate students. Our team is comprised of the Associate Dean for Student Success & Wellness, a Physician, a Registered Nurse, a per-diem Nurse Practitioner, a Nutritional Consultant, and an administrative assistant.

Students utilize 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 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

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.

Medical Services is a natural venue for identifying psychosocial issues that may require further evaluation across Student Success & Wellness (i.e., Counseling/Mental Health Services, Consulting Physician, Nutritional Counseling Services, Disability Resource Center and Tutorial Services). 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.

Student Development Learning Outcomes

	Medical Services Learning Outcomes				
<i>Student Success and Wellness Program</i>	<p>Cognitive Complexity Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions</p>	<p>Knowledge Acquisition, Integration and Application Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions</p>	<p>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</p>	<p>Interpersonal and Intrapersonal Competence Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy</p>	<p>Practical Competence Engages in practical skill-building experiences in preparation for one's vocation</p>
<i>Medical Services</i>	✓	✓		✓	✓

Evidence of Learning

Medical Services Learning Outcomes

Consistent with the institutional mission, vision, and core values statements, Student Success & Wellness 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 medical 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 hear the various approaches already taken to treat their symptoms. Our individual treatment plans are interactively communicated to the student, both orally and through written instructions, with immediate feedback observed as providers request students to reiterate the plan, ask clarifying questions and comment on the visit.

With over 326 students (37%) who have more than one visit in 2017/2018, our providers were offered a more in-depth opportunity to assess true learning as students were able to return demonstrate and communicate successes and failures of their treatment plan. We are able to address their needs and examine their paradigms of health. In this, they show that they have considered potentially alternative perspectives and have now experienced a pathway of solutions toward health. 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 Medical Services are living in a community setting which may involve new challenges when considering communicability of infections and illnesses. Increasing the students’ awareness of reducing the spread of viral and bacterial germs, through hand washing and covering a cough, involves taking new knowledge and applying/integrating it into daily routines. This is a regular focus for our providers during student visits. We also often observe that students present with their own perception of dealing with their chief complaint having gathered information from various lay sources (courses taken, parental advice, peer influence, the internet etc.). As a result, they

come to their visit 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 own health by partnering with them to develop an evidence-based yet practical plan of care.

Interpersonal and Intrapersonal Competence

Throughout the 2017/2018 academic year, the Wellness Center medical care providers had more than 873 visits from students. In many of these visits, there was an opportunity to discuss how specifics of their physical illness can influence the emotional, social, and academic aspects of the students' daily routine. Each visit is conducted with a holistic approach that allowed providers to teach students about their illness as it affects them physically as well as emotionally, cognitively, and socially. Conversely, up-to-date information could be given on the effects of emotional stress, for example, on the immune system thus affecting physical well-being. On some occasions, there was an opportunity to seek assistance from counseling, dietetics and disability resources allowing referrals to be made to these colleagues. When these services were needed, there was widening in the holistic care with trained professionals who could better serve and lead students into successful outcomes and increased holistic awareness.

Practical Competence

Students utilizing Medical Services at the Wellness Center are pursuing goals of restoration or maintenance of health. Throughout student-Provider interactions, treatment plans are developed with specific self-care and follow-up instructions.

Rather than being tasked with a template plan of care, students are brought into this process to plan and determine the reasonable (aligning with their values and beliefs) and practical steps they are willing to take toward wellness.

2017-2018 Student Development Learning Outcomes Assessment

In Spring of 2018, we initiated a pilot of a Medical Service Satisfaction Survey that assesses the previously described outcomes. 283 consecutive students were sent a brief 15 online survey. The questionnaire used a Likert 5-point-scale regarding their visit. Fifty-two students completed the survey (18% response rate). The percentages do not always add up to a few respondents did not answer 100 because of some questions.

Cognitive Complexity

Two questions asked the depth of knowledge of the provider and the scope of possible conditions.

The depth of knowledge of your nurse and doctor

Students were satisfied or very satisfied in 91% of the responses. Five percent were neutral and 1% were unsatisfied.

The ability to communicate possible diagnoses that are possible for your symptoms

Students were satisfied or very satisfied in 90% of the responses. Five percent were neutral and 3% were unsatisfied.

The cognitive complexity learning outcome total students satisfied or very satisfied in 91% of the responses. Six percent were neutral and 3% were unsatisfied.

Knowledge, Acquisition, Integration, and Application

Five questions dealt with health prevention, knowledge, and quality.

The quality of advice for avoiding illness and staying healthy

Students were satisfied or very satisfied in 89% of the responses. Five percent were neutral and 7% were unsatisfied.

The amount your nurse and doctor talked to you about prevention during a visit.

Students were satisfied or very satisfied in 74% of the responses. Nineteen percent were neutral and 5% were unsatisfied.

The availability of information about health

Students were satisfied or very satisfied in 88% of the responses. Seven percent were neutral and 3% were unsatisfied.

The adequacy of information about health

Students were satisfied or very satisfied in 91% of the responses. Five percent were neutral and 1% were unsatisfied.

The overall quality of care and services

Students were satisfied or very satisfied in 93% of the responses. Zero percent

were neutral and 5% were unsatisfied.

The **Knowledge, Acquisition, Integration, and Application** learning outcome total students satisfied or very satisfied in 86% of the responses. Eight percent were neutral and 5% were unsatisfied.

One question stood out with a different score. The question about “the amount of time your doctor and nurse talked to you about prevention” was scored considerably lower than the others. This identifies an area that addressed and improved by our Medical team.

Interpersonal and Intrapersonal Competence

Seven questions queried the relational and care aspects of the medical visit.

The overall quality of care and services

The adequacy of the process of your visit from front desk to nurse to doctor to finish.

Students were satisfied or very satisfied in 97% of the responses. One percent were neutral and 0% were unsatisfied.

The extent to which your nurse and doctor answered your most important questions

Students were satisfied or very satisfied in 91% of the responses. Three percent were neutral and 3% were unsatisfied.

The amount of time you had with your nurse and doctor during your visit

Students were satisfied or very satisfied in 93% of the responses. Five percent were neutral and 0% were unsatisfied.

The attentiveness to what you had to say

Students were satisfied or very satisfied in 93% of the responses. Zero percent

were neutral and 5% were unsatisfied.

The reassurance and support offered to you by your nurse and doctor

Students were satisfied or very satisfied in 91% of the responses. Three percent were neutral and 3% were unsatisfied.

The quality of your relationship with your nurse or doctor

Students were satisfied or very satisfied in 94% of the responses. Three percent were neutral and 1% were unsatisfied.

The health care providers' response to your health needs

Students were satisfied or very satisfied in 89% of the responses. Three percent were neutral and 5% were unsatisfied.

The Interpersonal and Intrapersonal Competence learning outcome total students satisfied or very satisfied in 94% of the responses. Three percent were neutral and 3% were unsatisfied.

Practical Competence

One question was able to assess the ability of the students to actually do what the doctor or nurse told them.

Your ability to be able to follow the advice that you have received

Students were satisfied or very satisfied in 97% of the responses. One percent were neutral and 0% were unsatisfied. This confidence of students to apply the medical advice is of particular interest.

Conclusion

The medical team can present known practices that will affect student with ways to prevent illness. This can be done in articles, displays, and individual encounters.

We believe the potential for learning through encounters with Health Services is very real and valuable. The data from this survey will allow Health Services to improve our provision and expand our services for the benefit of the student body and PLNU community.

American College Health Association: The National College Health Assessment II

In Fall 2017, the American College Health Association provided the The National College Health Assessment II survey to 775 students collecting data about students' habits, behaviors, and perceptions on the most prevalent health topics. The 24.63 % response proportion from this report will assist our Health Services in the coming 2017/2018 academic year in potential areas of focus in our own scope of practice and allow for the development of relevant data collection.

A select review of the results follows and will impacting our campus culture opening dialogue about health, increasing awareness of evidence based health trends and create health promotion programs with targeted educational and environmental initiatives.

58.6 % of college students surveyed (68.7 % male and 55.1 % female) described their health as very good or excellent. 88.2 95.5 % male and 85.3 % female) described their health as good, very good or excellent.

The top ten health problems are listed in order of the most prominent with their percentages (all are greater than 5%)

Proportion of college students who reported being diagnosed or treated by a professional for any of the following health problems within the last 12 months:

Allergies	17.5%
Back pain	13.4%
Strep throat	9.4%
Urinary tract infection	9.4%
Migraine headache	9.2%
Asthma	8.1%
Ear infection	7.0%
Bronchitis	6.4%
Broken bone/Sprain	5.7%

53.4 % of college students (39.1 % male, 58.4 % female) reported being diagnosed or treated by a professional with one or more of the above conditions within the last 12 months.

Note: The above question does not distinguish from on-campus versus off-campus medical services.

The goal of the Medical Service is to provide quick access to care and return to academic function as soon as possible. The data about what affects students academically is especially interesting.

Within the last 12 months, students reported the following factors affecting their individual academic performance, defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work.

Listed by grouping:

Medical: Cold/Flu/Sore throat - 18.4%, Chronic health problem or serious illness - 5.3%, Sinus infection/Ear infection/Bronchitis/Strep throat - 5.3%, Chronic pain - 4.8%, Injury - 3.1%, Sexual transmitted disease - 1.0%

Behavioral/Other health: Stress - 31%, Anxiety 24%, Sleep difficulties - 21.2%, Depression 14.8%, Internet/computer games - 8.6%, Alcohol 2.6%, Eating disorder - 2.7, Drug use - 1.4%

Even though Tobacco, Alcohol, Marijuana, and other Drug use only accounts for 4% of factors that affect academic impact, the perceptions of student use are quite unrealistic. When you look at the ratio actual use versus perceived use, Students overestimate cigarette use 8 times the actual use; E-cigarette use 10 times, hookah use 25 times, and marijuana use 8 times the actual use. Alcohol is the closest to reality with the perceived use only double what actual use is.

One area of great concern nationally is opiate overdose. This survey is limited on

this data and only has one question grouping that is not very specific:

Percent of college students who reported using prescription drugs that were not prescribed to them within the last 12 months:

*Antidepressants total 2.7%, Painkillers 4%, Sedatives 2.5%, Stimulants 3.9%
Used 1 or more of the above 7.2%*

The crossover between medical and mental health is very real and affects our students. With 72.7% feeling very sad and 61.8% feeling overwhelming anxiety in the past 12 months, it is a major issue. When students were asked about being diagnosed or treated actual number of those seeking care are much less.

Within the last 12 months, diagnosed or treated by a professional for the following: (Only the totals are noted)

<i>Anxiety</i>	<i>17.7%</i>
<i>Depression</i>	<i>14.7%</i>
<i>Panic attacks</i>	<i>9.7%</i>
<i>Insomnia</i>	<i>4.0%</i>

As noted in the factors that affect academic performance, sleep related issues are more prevalent than health issues.

Within the last 12 months, any of the following been traumatic or very difficult to handle:

<i>Sleep difficulties</i>	<i>27.1%</i>
<i>Personal health issues</i>	<i>23.3%</i>

Past 7 days, how much of a problem with sleepiness during daytime activities:

A big or very big problem 20.3%

Conclusion

Medical and behavioral services can team up and provide more emphasis on insomnia, sleep education, sleep hygiene, and sleep treatment.

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

Throughout 2017/2018 Medical Services relied on and maintained a vital connection with comparator schools through a variety of resources. Participation in the San Diego Universities and Colleges Public Health Services Information Sharing Meeting provides valued comparator research through quarterly meetings for colleges and universities countywide. This year's participation allowed us to keep abreast of the current health concerns experienced on local campuses (e.g. the influenza outbreak). The research and networking through these meetings included recommendations provided through the CDC and communication tools that could be distributed to our campus in language that was appropriate for our demographic.

Continued Medical Education (CME) activity:

December 25, 2017 National STD Curriculum modules	7 hours
March 8-10, 2018 Mayo updates in Family Medicine	17 hours

Online subscriptions to Up-to-Date.com allowed our providers to be equipped with resources that gave thorough and current primary medical continuing education through point-of-care referencing of 74 hours. Our providers utilized these resources throughout 2017-2018 to strengthen our skills in diagnostics, treatment, planning skills and follow-up evaluation in order to provide quality care for our students.

Areas of Distinction

Our Medical Services have become solid in the collection of data used by our Electronic Medical Record (EMR) system, Mediat. We have stopped using ICD-9 and exclusively use ICD-10 for our diagnostic codes. This is much more accurate and we can see patterns that are more detailed.

The 10 most common conditions that we saw in the medical center in decreasing order of occurrence were: Immunizations -20%, upper respiratory virus-15%, Strep throat-9%, Influenza-8%, cough-5%, sinusitis-5%, Anxiety & fatigue-4%, viral pharyngitis-3%, and urinary tract infection-3%. This is in line with the ACHA NCHA II results that are mentioned above, but does not count the visits that are made after-hours to urgent care centers.

We received our State of California CLIA laboratory registration in February 2018.

Students that are accepted into the university are being sent health forms and immunization record forms. We have been able to improve student health information compliance from 71% in 2016-2017 to 80% in 2017-2018.

Any student that reports a physical condition such as allergy or medication use or any physician that reports significant health issue is flagged and then reviewed by the medical team. Allergies, medications, and diagnoses are added to their student EMR and a letter then is sent to the student to invite them to the clinic to establish a relationship with the Medical team.

Other advancements included the hiring of a full-time physician, Charles Hardison, MD. We continue to use our FNP, Courtney Kelly, as needed for coverage. We have updated our Standardized procedures for the Nurse

Practitioners and have written a Physician Standard of Care document. Both of these incorporate quality review/chart audits by the supervisory physician or an outside physicians to ensure that good care standards are being met.

Courtney Kelly, FNP, wrote a TB Exposure Testing Plan that is now used for our entering students and for a graduate student exposure incident. Charles Hardison, MD, compiled a 'Physician Recommendation for Academic Accommodation' for our Disability Resource Center, allowing for the clear and progressive academic action plan to address how the student can heal and return to learn.

Standardized Operating Procedures were written for Sexual Transmitted Diseases and Scabies. Standing Orders were written for Athletic Department Blood Draws, Nausea and Vomiting, Strep Throat, Urinary Tract Infections, Conjunctivitis, and Narcan administration.

We have increased our capacity to respond urgently to campus emergency medical needs during our regular hours with shared use of a student development electric cart located just outside our clinic.

Dr. Hardison volunteered in the organization of the first Pre-Health conference on April 7, 2018, entitled "Serving Through Healing: a faith based pre-health conference". In addition, he taught introductory History and Exam to the pre-health course on April 9, 2018.

The Student Development Learning Outcome survey will continue into the next academic year. We hope to improve our response rate to over 20% and get close to 200 surveys completed.

There are plans for the 2018/19 year to implement an Antibiotic Stewardship policy that includes decreased duration of treatment and monitoring appropriate use. Research is being planned that will identify students with anxiety and then randomize them into specific intervention and general intervention arms of a protocol that encompasses spiritual wholeness, prayer, and care. The research will be designed, reviewed by the administration, and then consider gathering other collaborative institutions to gain adequate statistical significance.

Continued participation in interdisciplinary CONCEPT Meetings, quarterly EMR Medicat Documentation Meetings, Title IX Compliance, and ADAAA -2008.

Nutritional Consultation Services

Mission Statement

Nutritional consultation services is committed to assisting each student in the maintenance of high levels of nutritional health and wellness as they pursue 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

Nutritional Consultation Services are comprised of the following functional areas:

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

Student Development Learning Outcomes

	Nutritional Consultation Learning Outcomes				
	Cognitive Complexity Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions	Knowledge Acquisition, Integration and Application Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions	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	Interpersonal and Intrapersonal Competence Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy	Practical Competence Engages in practical skill-building experiences in preparation for one's vocation
<i>Student Success and Wellness Programs</i>					
<i>Nutritional Services</i>	✓	✓	✓	✓	✓
<i>Live Well</i>	✓	✓		✓	✓

Evidence of Learning

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, 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 is 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.

Oftentimes, awareness of emotional struggles become known 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.

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, also evidences growth in self-efficacy. 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.

2017-2018 Area Assessment

For the 2017/18 academic year, the objective was to increase student engagement & the dietitian’s 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. Participation in events such as Fuel Success-Celebrate Health Fair and Depression Screening Day was helpful with visibility and to disseminate appropriate nutrition education.

In addition, efforts were made to collaborate with our Athletic Department and Student Athletes. Team Nutrition Talks were presented to various athletic teams

throughout the year. A presentation on Eating Disorders was also shared with the Sports Medicine/Kinesiology students. Team coaches referred an increasing amount of their athletes for individual sports & performance nutrition consultations as well.

The amount of students that present with disordered eating continues to increase each year, according to time-spent documentation. For many of these students- depending on their level of readiness to change- the practice of Intuitive Eating as a scientifically based, anti-diet approach is indicated and has been quite successful. As an effort to maximize the dietitian's time, a support "Encouragement" group was piloted. This group met every other week for 5 sessions. Feedback given from the participants was that the experience strengthened their own efforts to choose a healthy lifestyle. The second-hand learning that resulted from the group discussions also helped participants gain practical tips and ideas, as well as normalizing the process of trial and error they may experience. As a result, they have discovered a new sense of "freedom and recovery in their relationships to food and body image". Because of the positive review & experience these students had, a plan is in place to start two new Intuitive Eating Encouragement Groups in the Fall of 2018. One will be for those who are brand new to the concept & will be more education focused, while the other group will be for on-going support. Discussion around an Encouragement Group for those in Eating Disorder Recovery is also underway.

According to documentation of time spent, there was an increase in one-on-one nutritional counseling hours by 103% compared to last year. Time spent presenting to groups tripled compared to last year. The fact that more students were seen overall, both in the Wellness Center by Nutritional Consultant Services and in larger audiences for support group and group presentations, means that the ultimate goal to increase student engagement was indeed achieved.

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.

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.

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.

For 2018/19 there will be an increase in tracking by adding student year in school, gender, and more specific reasons for the visits in order to better understand the student population and needs in the area of nutrition services.

Areas of Study / Professional Development

- Montacatini Eating Disorder Seminar and Networking Event- Spring 2018
- Invested in 17 new Professional worksheets provided by Intuitive Eating.org
- Continues process to earn Sports Nutrition Certification- Spring 2018
- Continues process for CEU Home-Study Course on Motivational Interviewing in Nutrition- Spring 2018
- Continues process for CEU Home-Study Course on Hormonal Balance & Metabolism- Spring 2018
- Reviewed Intuitive Eating Program for RDs- Spring 2018

Areas of Distinction

- Presentation to Women's Soccer – Fall 2017
- Consulted with Athletic Coaches regarding diet plans for student-athletes- Fall 2017
- Presentation to Men and Women's Tennis Team- Spring 2018
- Eating Disorder Awareness Lecture to Upper Division Kinesiology Class – Spring 2017
- Participation in the SS&W Fuel Success, Celebrate Wellness campus fair event as well as Depression Screening Day - Spring 2018
- Presentation to Women's Track and Cross- Country Team- Spring 2018

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

Tutorial Services offers the following programs:

- Academic Coaching
- Tutorial Services

Student Development Learning Outcomes

	Tutorial Services Learning Outcomes				
<i>Student Success and Wellness Programs</i>	Cognitive Complexity Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions	Knowledge Acquisition, Integration and Application Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions	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	Interpersonal and Intrapersonal Competence Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy	Practical Competence Engages in practical skill-building experiences in preparation for one's vocation
<i>Academic Coaching</i>	✓	✓	✓	✓	✓
<i>Tutorial Services</i>	✓	✓	✓	✓	✓

Evidence of Learning

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:

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 within 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.

2017-2018 Area Assessment

For the 2017/18 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 AccuSql assessments, the following information was gathered:

- Tutors believe tutoring is a great resource that cultivates relationships and are satisfied overall with the tutoring service
- Tutors want the following improvements:
 - access to current textbooks
 - tutees held responsible for missing tutor appointments
 - more desks/tables
- Tutees were overall satisfied with tutoring and believed the tutor helped instill confidence in their skills.
- Additional requests include:
 - Improved tutor training
 - More consistency in the tutoring scheduling system
 - More space for tutoring

The goals for 2018/19 are:

1. Enhancing the tutor training in Canvas
2. Identifying areas within AccuSql (tutor scheduling system) that could help streamline the scheduling process and reviewing
3. Secure additional space for tutor overflow during peak times of the semester

Areas of Study/Professional Development

Books:

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

APPENDIX

APPENDIX A
COUNSELING SERVICES
2017- 2018

Counselor	Counseling	Check-ins	Crises	Coaching	SASSI/ Reviews
Counselor A 213	169	26	1	0	0/17
Counselor B 548	430	63	13	20	0/22
Counselor C 577*	365	120	11	15	66/0
Counselor D 510	402	72	9	0	0/27
Totals 1848	1366	281	34	35	66/66

* (Plus 90 hours of Counselor Supervision)

COUNSELING PRESENTING ISSUES 2017-2018

Adjusting to college / Homesickness	Physical Health Issues
Anxiety / Panic Attacks / Stress	Preparing for or Returning from Study Abroad
Basic life needs (Sleep, Eating, Physical Activity, Hydration and Sunlight)	Picking Behaviors (Dermatillomania)
Bipolar	RA/Student Leadership Issues
Body Image	Relationship Issues and Skills: Dating Leaders Family Peers Friendship Roommates
Changing Negative Life Patterns	School Related Struggles and Academic Issues
Concerns about Academic Major	Sexual Purity / Promiscuity / Pornography
Cutting / Self-Harm	Sexual Assault / Harassment/ Title IX Cases
Depression / Depressed Mood	Sexual Orientation / Same Sex Attraction
Difficult Family History: Abandonment Abuse - emotional/physical/sexual/verbal Alcoholism/Substance Abuse Death of family member Divorce Domestic Violence Suicidal Ideation	Sleep Deprivation
Disabilities	Social Anxiety/Social Skills/Interpersonal Communication
Eating Disorder / Disordered Eating / Extreme Exercise	Spiritual Growth / Exploration of Faith
Fears: Being alone Not Being Good Enough Failure Public Speaking Future	Sports Team Dynamics

Grief and Loss: Death Family of origin issues Parents' divorce Pet loss	Substance Abuse / Medication Misuse
Individuation / Identity/Sense of Self	Suicidal Ideation
Life Cycle Transitions	Transferring to another college
Molestation / Sexual Abuse	Trauma / PTSD
Perfectionism	Unresolved Past Issues

STUDENT HEALTH EDUCATION OUTREACH ACTIVITIES 2017 -2018

Event	# of Participants	Partners
Depression Screening	Assessments = 35 Aromatherapy Participants= 83 New Counseling Referrals = 7	N/A
PAWS AWHILE (Fall) Cancelled PAWS AWHILE (Spring) due to weather	607 75 students showed up	SD Humane Society Office of Strengths and Vocations Smoochy with Kris & Scott
Fuel Success – Celebrate Health	Information Fair = App. 300 (76 Completed passports)	4 Community Partners PLNU Student Dietetics Club
Alcohol Awareness Day	Student Body @ Chapel	PLNU Dept. of Public Safety 5 Local emergency personnel 6 community treatment partners
Debrief with Theology Students after Title IX Event	30 students + 2 faculty	Spiritual Development
	Total Participants 1206 + Student Body @Alcohol Awareness Day	Total Partners = 21

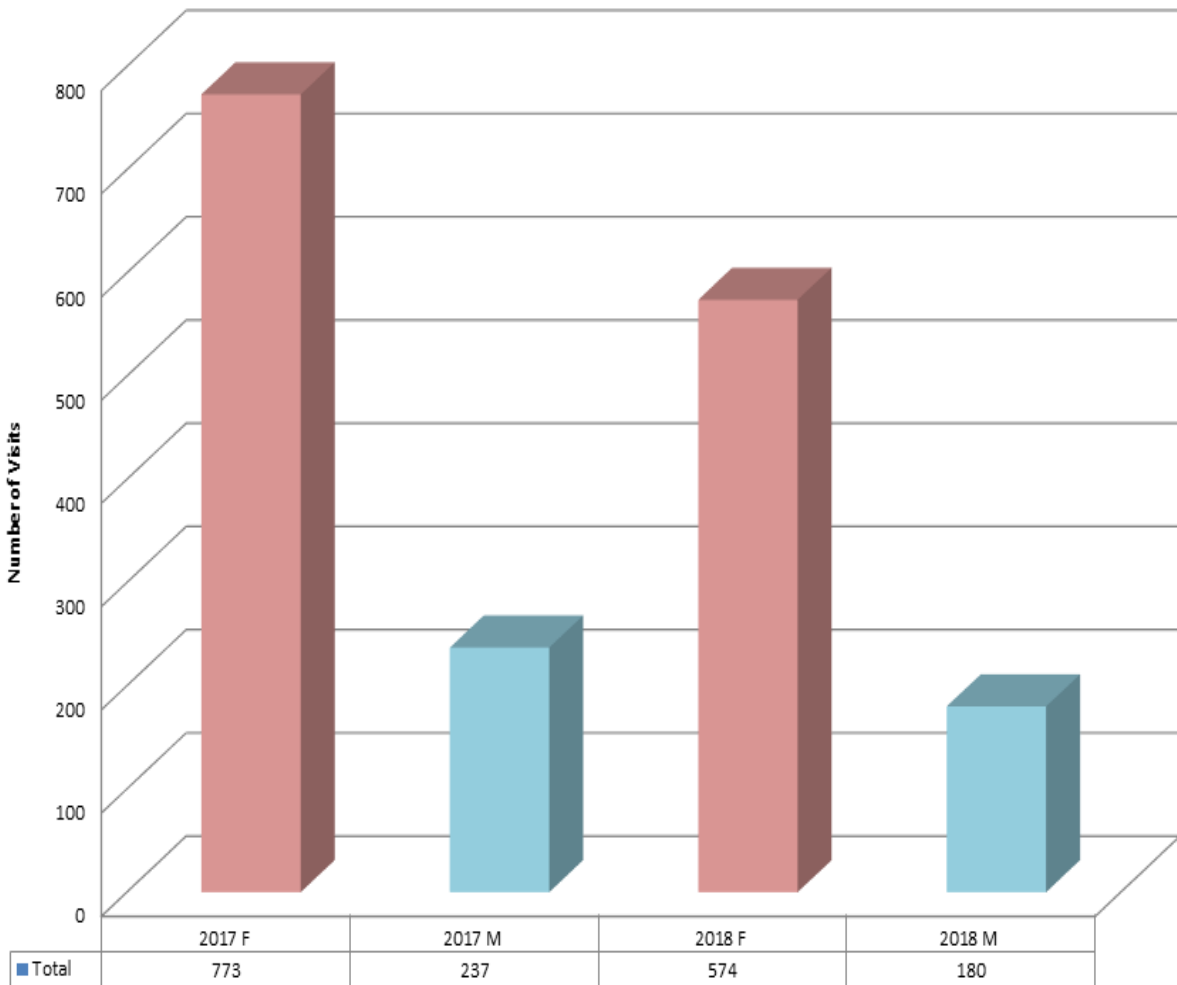
**STAFF/FACULTY HEALTH EDUCATION OUTREACH ACTIVITIES
2017-2018**

Event	# of Participants	Partners
Mental Health - What is the role of faculty? (10/4/17)	25	Science Faculty
Essentials of Self-Care	30	Student Financial Services
The Essentials of Self-Care and the Benefits of Sleep	8	Admissions
The Essentials of Self-Care and the Benefits of Sleep	30	Athletic Coaches/Staff
When to Refer - HEART TALK	50	Mission Valley Staff
	Total participants = 143	Total of 5 PLNU Departments

APPENDIX B

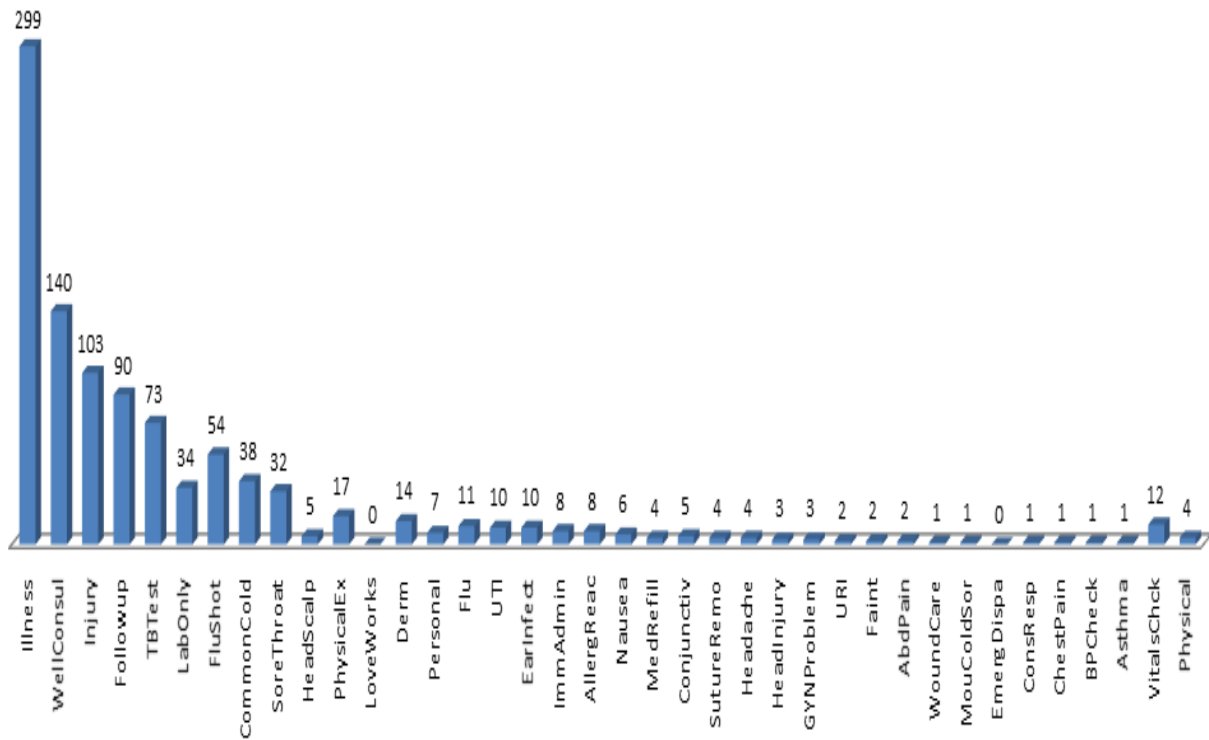
MEDICAL SERVICES

Visit by Gender 2017-2018



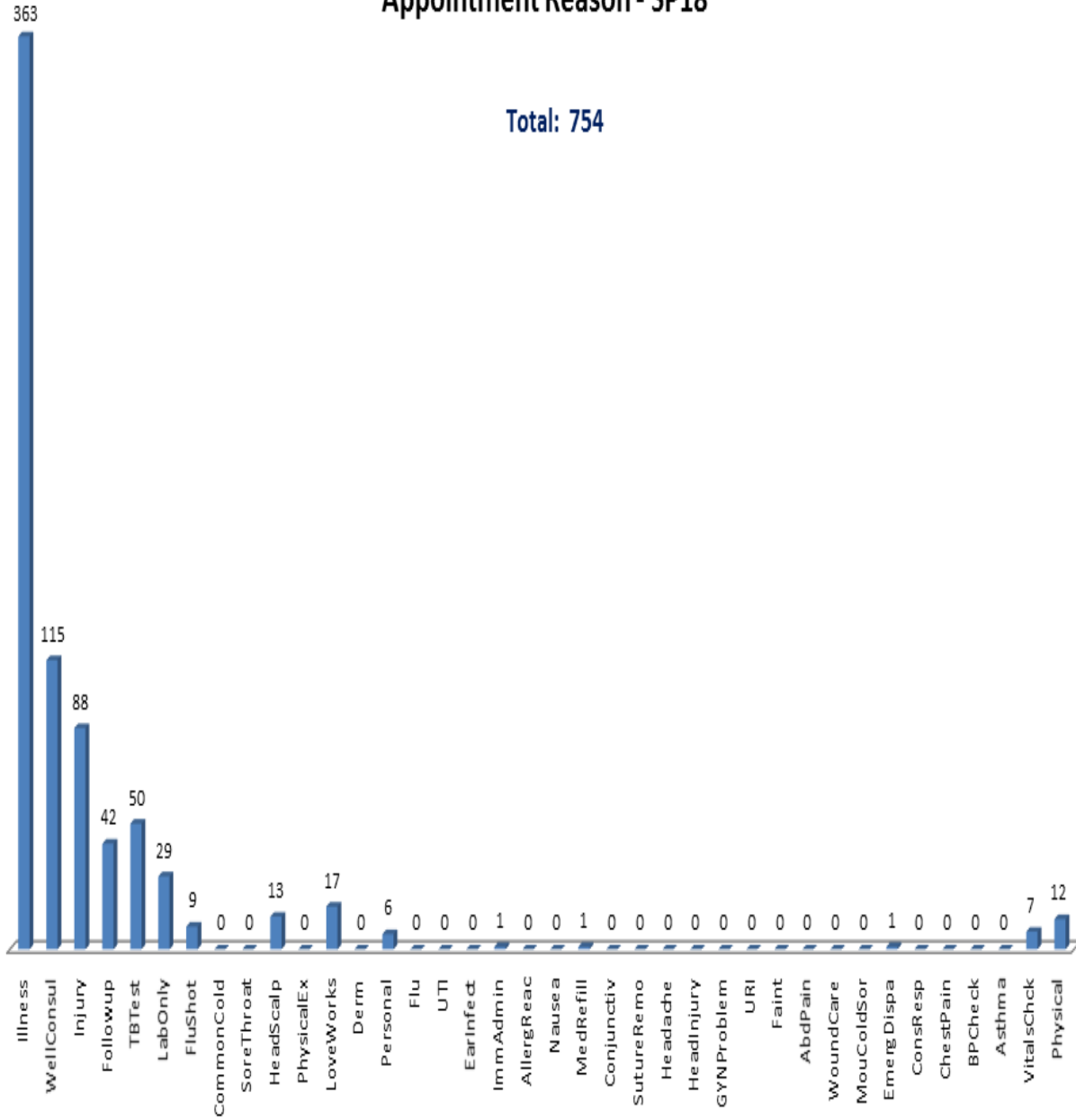
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Total: 1010

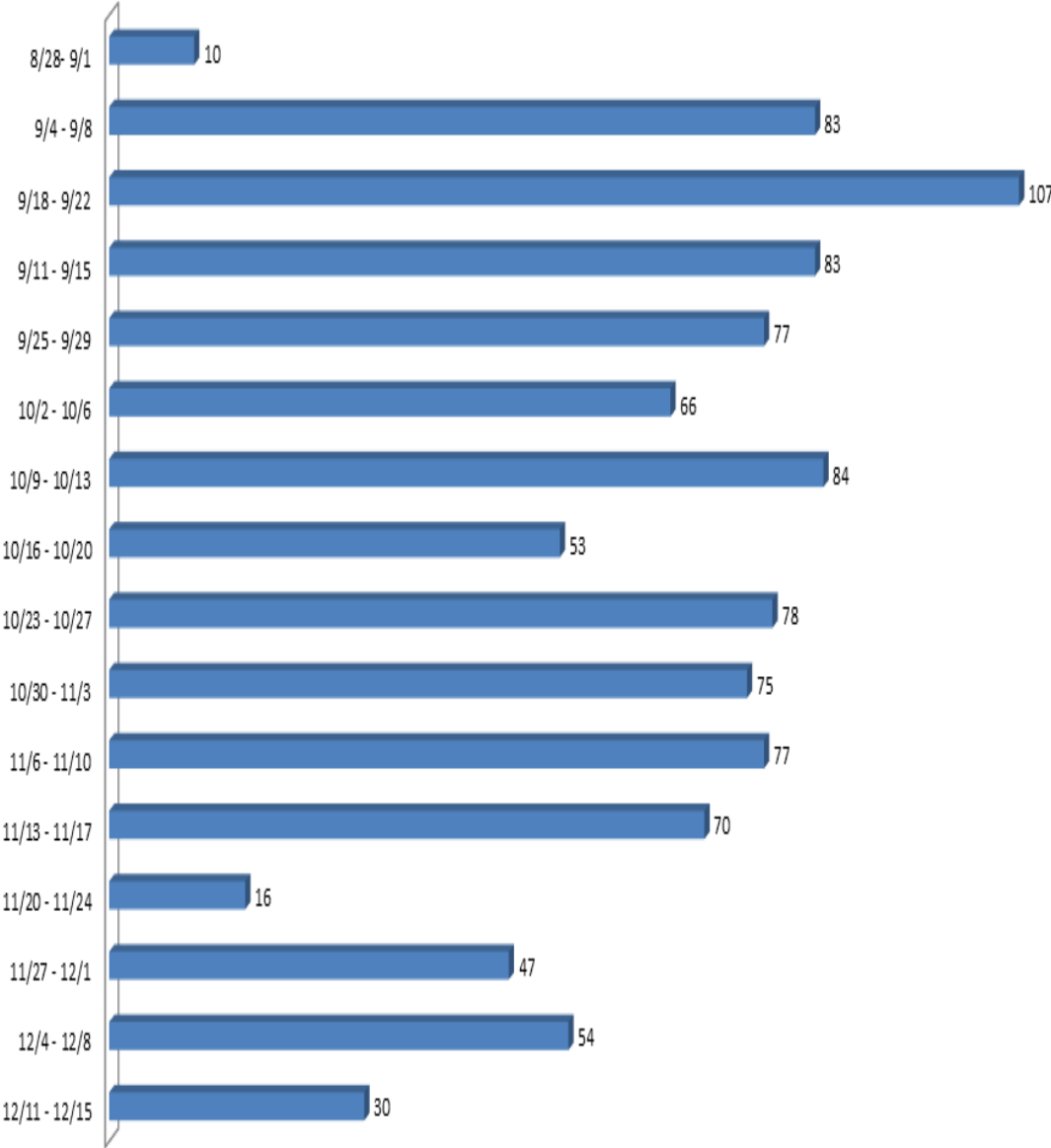


Appointment Reason - SP18

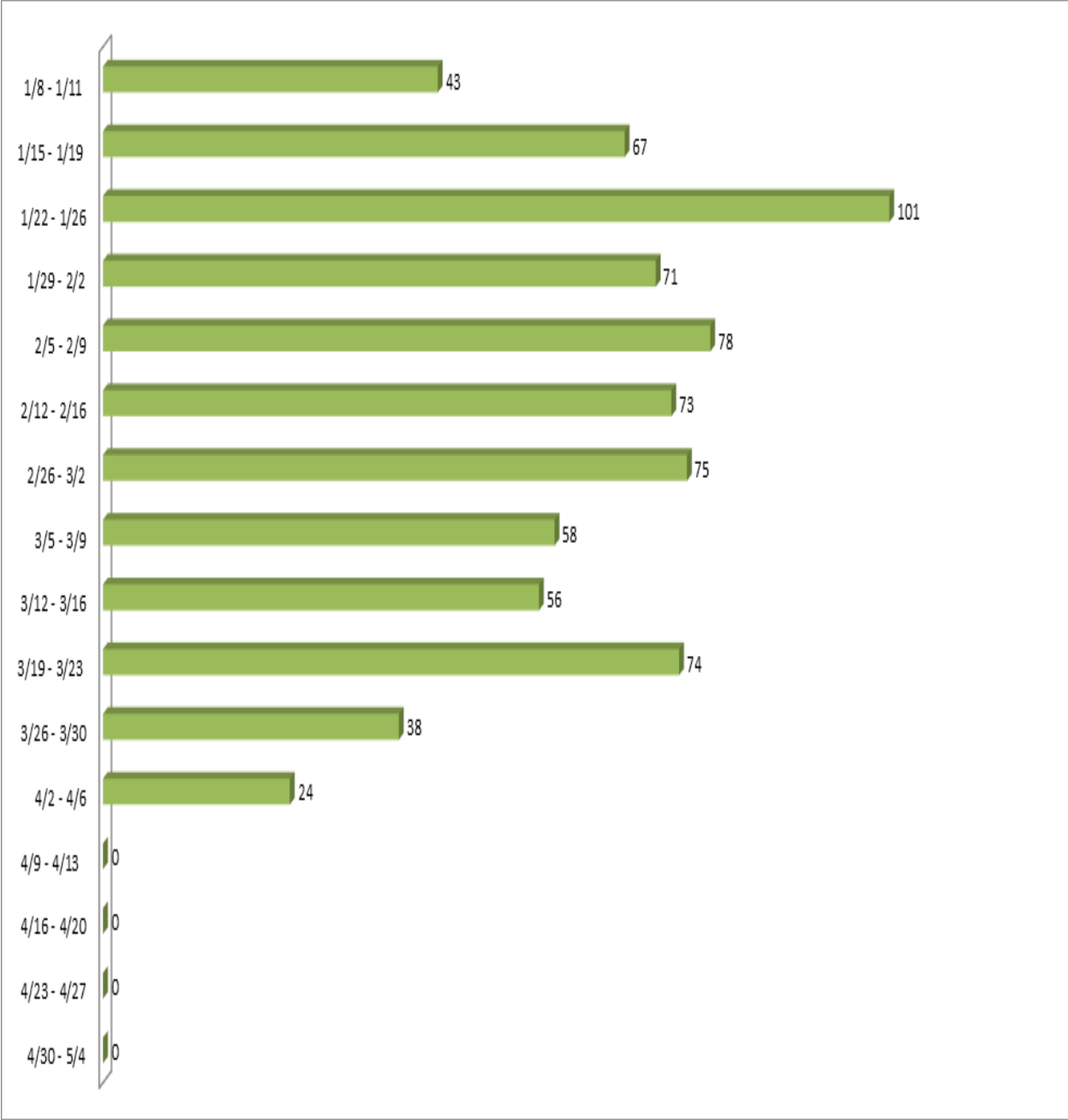
Total: 754



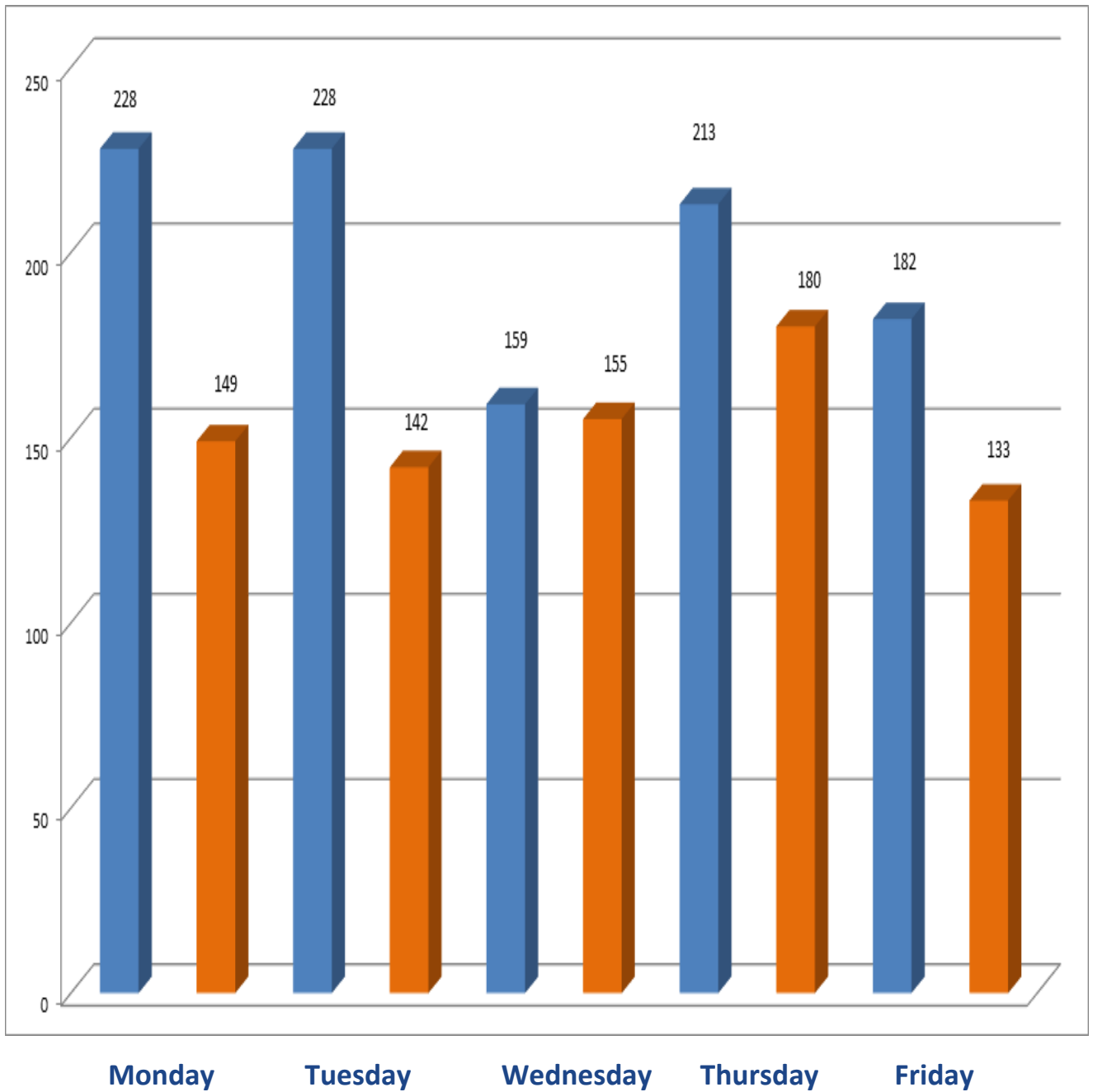
VISITS BY WEEK
FALL 2017



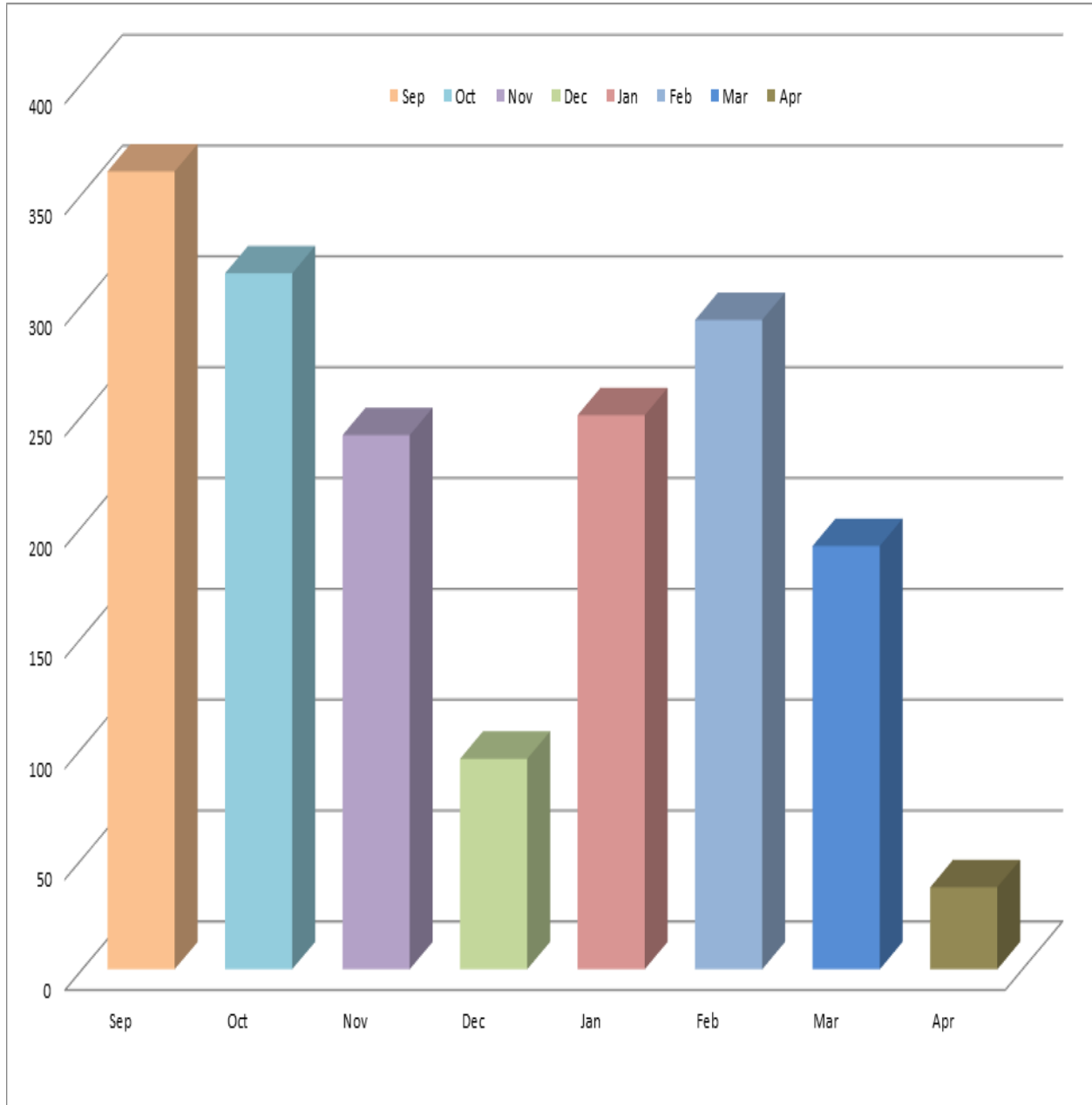
VISITS BY WEEK
SPRING 2018



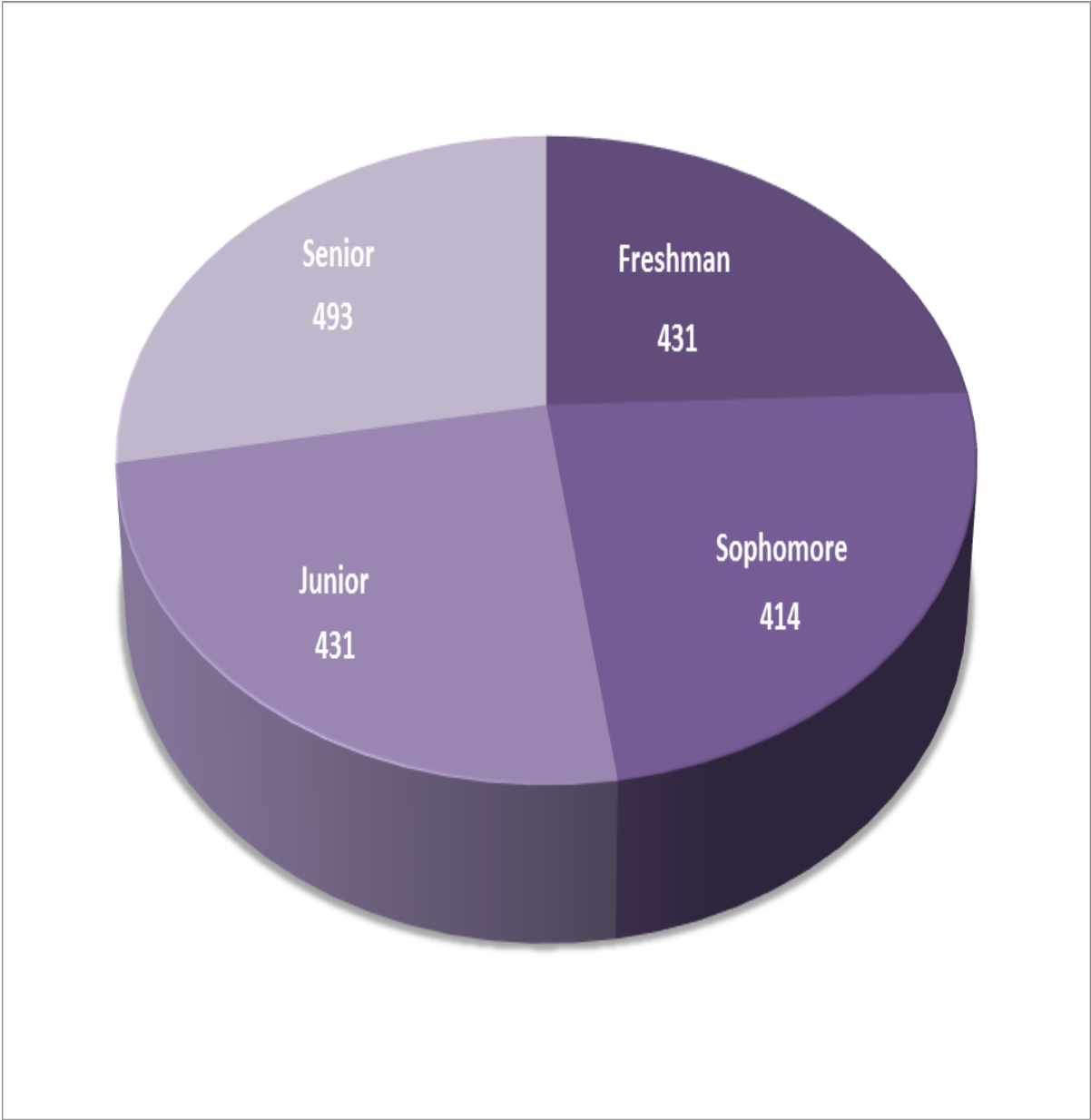
DAY OF THE WEEK (Fall 2017 vs Spring 2018)



VISITS BY MONTH 2017-2018



VISITS BY CLASSIFICATION
2017-2018



APPENDIX C
NUTRITIONAL CONSULTATION SERVICES
2017-18

CONTACT HOURS

	Nutritional Counseling	Live Well/Sodexo	Admin)	Presentation	Total
Fall 2017	69	8.5	72	3	152.5
Spring 2018	74.25	1	54.25	30.25	159.75

APPENDIX D
DISABILITY RESOURCE CENTER
2017-18

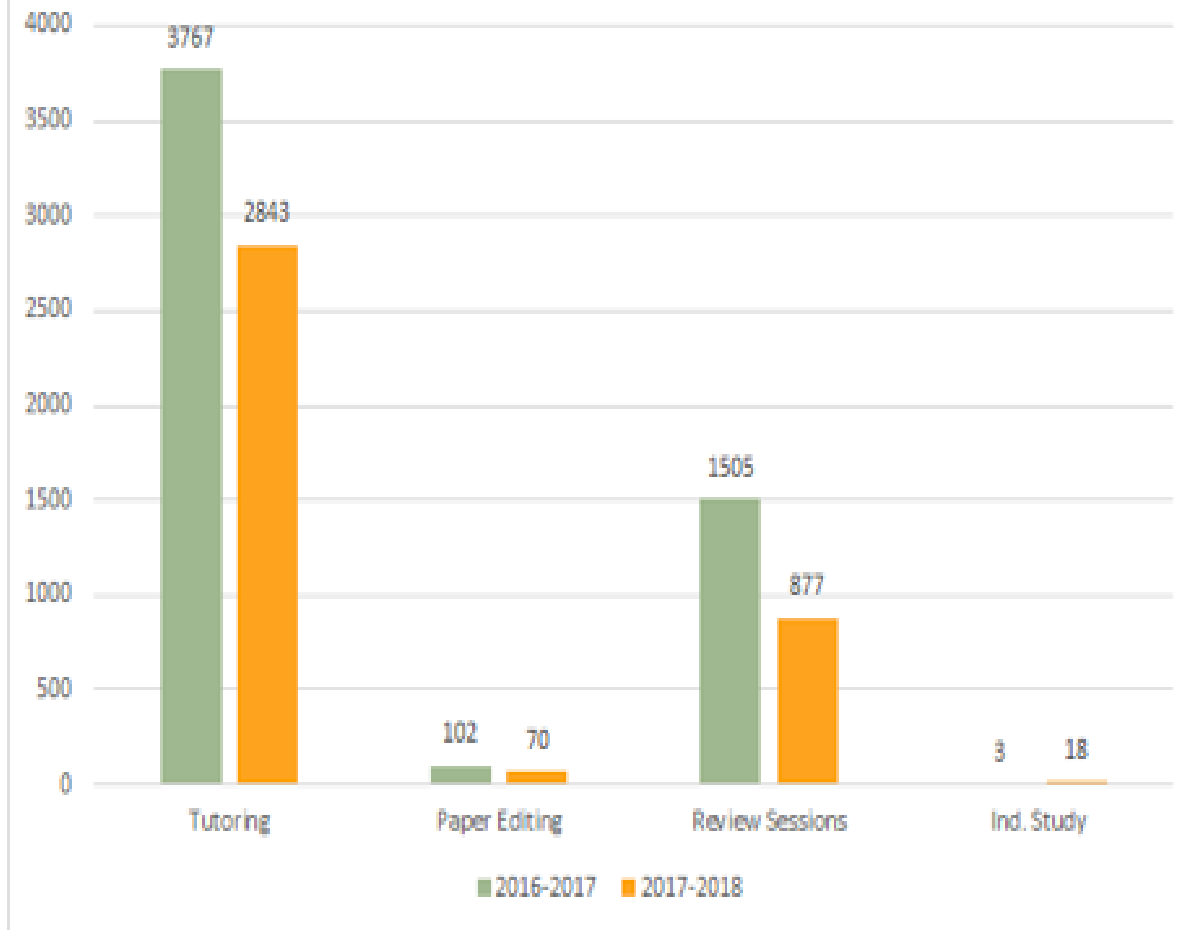
Program Activity	Statistics
Meetings (Annual)	Director: 175 ADSS: 188
Proctored Exams	1,329
Proctored Exams (Percentage Change 16/17 vs 17/18)	59% Increase
Academic Coaching Fall 2017 (16 students) Spring 2018 (12 students)	Fall 2017 Overall GPA: 2.47 Spring 2018 Overall GPA: 2.67
DRC Students 16-17 vs 17-18	29% increase

Fall 2016		Spring 2017		Fall 2017		Spring 2018				
Disability	# of Students	Disability	# of Students	TOTAL	Disability	# of Students	Disability	# of Students	TOTAL	Percentage Change
ADHD	45	ADHD	50	95	ADHD	76	ADHD	65	141	48%
Adjustment Disorder	2	Adjustment Disorder	3	5	Adjustment Disorder	4	Adjustment Disorder	6	10	100%
Anorexia	1	Anorexia	3	4	Anorexia	3	Anorexia	3	6	50%
Anxiety	23	Anxiety	34	57	Anxiety	51	Anxiety	49	100	75%
Asperger's Syndrome/Autism	9	Asperger's Syndrome/Autism	10	19	Asperger's Syndrome/Autism	5	Asperger's Syndrome/Autism	4	9	-53%
Auditory Impairments	1	Auditory Impairments	1	2	Auditory Impairments	3	Auditory Impairments	2	5	150%
Bipolar Disorder	5	Bipolar Disorder	6	11	Bipolar Disorder	4	Bipolar Disorder	6	10	-9%
Celiac Disease	5	Celiac Disease	5	10	Celiac Disease	7	Celiac Disease	8	15	50%
Cerebral Palsy	1	Cerebral Palsy	1	2	Cerebral Palsy	2	Cerebral Palsy	3	5	150%
Chronic Pain	4	Chronic Pain	3	7	Chronic Pain	4	Chronic Pain	4	8	14%
Depression	16	Depression	19	35	Depression	31	Depression	31	62	77%
Dyslexia	8	Dyslexia	9	17	Dyslexia	12	Dyslexia	13	25	47%
Fibromyalgia	2	Fibromyalgia	3	5	Fibromyalgia	2	Fibromyalgia	4	6	20%
Food Allergies/Allergies	9	Food Allergies/Allergies	20	29	Food Allergies/Allergies	14	Food Allergies/Allergies	16	30	3%
Lyme Disease	1	Lyme Disease	2	3	Lyme Disease	2	Lyme Disease	2	4	33%
Migraines/Chronic Headaches	8	Migraines/Chronic Headaches	11	19	Migraines/Chronic Headaches	13	Migraines/Chronic Headaches	14	27	42%
OCD	4	OCD	7	11	OCD	7	OCD	7	14	27%
Other physical diagnosis/disabilitie(s)	35	Other physical diagnosis/disabilitie(s)	41	76	Other physical diagnosis/disabilitie(s)	63	Other physical diagnosis/disabilitie(s)	62	125	64%
Panic Disorder	4	Panic Disorder	4	8	Panic Disorder	8	Panic Disorder	8	16	100%
Post-concussive Syndrome/disorder	4	Post-concussive Syndrome/disorder	6	10	Post-concussive Syndrome/disorder	10	Post-concussive Syndrome/disorder	7	17	70%
PTSD	4	PTSD	3	7	PTSD	6	PTSD	7	13	86%
Schizoaffective Disorder	1	Schizoaffective Disorder	1	2	Schizoaffective Disorder	1	Schizoaffective Disorder	1	2	0%
SLD/Learning Disability	11	SLD/Learning Disability	14	25	SLD/Learning Disability	20	SLD/Learning Disability	18	38	52%
Type 1 Diabetes	5	Type 1 Diabetes	5	10	Type 1 Diabetes	8	Type 1 Diabetes	9	17	70%
Visual impairment(s)	2	Visual impairment(s)	2	4	Visual impairment(s)	5	Visual impairment(s)	5	10	150%
					Seizure Disorder	5	Seizure Disorder	4	9	
					Amenorrhea	1	Amenorrhea	1	2	
					Conversion Disorder	1	Conversion Disorder	1	2	
					Amnesia	1	Amnesia	1	2	
					Impulse Disorder	1	Impulse disorder	1	2	

**APPENDIX E
TUTORIAL CENTER
2017-2018**

PROGRAM	STATISTICS
Visits: tutoring; independent study; paper editing; review sessions	<p>Tutoring = 2,843 Ind. Study = 18 Paper Editing = 70 Review Sessions = 877</p>
Percentage Change 16/17 vs. 17-18 for tutoring, independent study, paper editors, review sessions	<p>29% decrease total</p> <p>Tutoring = 25% decrease Ind. Study = 350% increase Paper Editing = 31% decrease Review Sessions = 42% increase</p>

2016-2017 vs. 2017-2018 Tutorial Center Visits



2016-2017 VS. 2017-2018 Percentage Change

