



POINT LOMA  
NAZARENE  
UNIVERSITY

**Student Success and Wellness**

# **ANNUAL REPORT**

**2015 - 2016**

## **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
- Counseling Services
- Disability Resource Center
- Health Care Services and Nutritional Consultation
- Learning Experiences for Academic Progress (LEAP)
- Life Skills Coaching
- Outreach Health Education Activities
- Tutorial Services
- Undeclared Student Academic Advising

### **Associate Dean for Student Success and Wellness**

#### **Academic Success Planning and Support**

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

### **Counseling Services**

The Student Success and Wellness Counseling Team consisting of four licensed MFTs provides brief therapeutic services to students which address the whole person including emotional, social, physical, intellectual and spiritual aspects. The Wellness Assistant and Student Success, Wellness Assistant and 6 student employees provide administrative support to the team as they provide the following services to undergraduate students at PLNU: Individual Counseling, Crisis Counseling and Intervention, Substance Abuse Assessments (SASSI), Undeclared Academic Advising, and Outreach Health Education Activities and Life Skills Coaching. Outreach Health Education activities brings together 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 Fair, and PAWS Awhile).

### **Disability Resource Center**

The Disability Resource Center functions as an integral component of the Student Success and Wellness team. The DRC is comprised of a Director and Academic Program Support Coordinator. The DRC Director and Program Support Coordinator strengthen collaborative cooperation within and across the community to provide education and advocacy for disability issues. The DRC promotes equal access for undergraduate students at PLNU, and facilitates the provision of effective reasonable accommodations in accordance with Section 504 and the Americans with Disabilities Act (ADA).

### **Health Services**

The Student Success and Wellness Health Services Team makes medical services available to the undergraduate population at PLNU. Consisting of Nurse Practitioners, a Clinical Care Director, Consulting Physician, Nutritional Consultant, and two part-time front desk assistants; the health services team works interdependently to assist students in maintaining a high level of wellness to facilitate academic goal achievement and holistic growth. The primary focus of health services is to promote healthy living, provide limited primary clinical care, nutritional counseling and identify psychosocial issues that require further evaluation across Student Success and Wellness and Student Development (i.e., Counseling Services, Disability Resource Center, Nutritional Consultation, LEAP, Life Skills Coaching, Residential Life, Student Life and Retention, Tutorial Services, and/or Undeclared Academic Advising).

### **Learning Experience for Academic Progress (LEAP)**

LEAP at PLNU exists to provide academically under-prepared incoming freshmen with a year of structured educational programming, co-curricular opportunities, and on-campus support services. The Student Development LEAP Liaison works collaboratively with the FST Instructor, LEAP faculty and Academic Affairs, the Associate Dean for Student Success and Wellness and Student Development professionals to provide a network of coordinated institutional resources to facilitate multiple student engagements within Student Development and across the campus community, increase collegiate academic success skills and behaviors and retention toward degree completion.

### **Tutorial Services**

The DRC Director and Academic Program Support Coordinator work collaboratively to provide robust academic enrichment resources to assist undergraduate students as they manage the demands of multiple course requirements. A roster of 80+ student employees provides 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 interacts with students to provide comprehensive 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 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 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. The program provides services to include: individual Counseling, Academic Advising for Undeclared Students, Life Skills Coaching, Health Education Outreach Activities, and SASSI Assessment screenings (as a part of the Student Conduct Growth Plan Process at PLNU).

## **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 Counseling Services.

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

## Student Development Intended Learning Outcomes

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

## **Evidence of Learning**

### **Student Development Learning Outcomes**

Reflective of The Council for the Advancement of Standards in Higher Education (CAS) domains<sup>1</sup>, 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.

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

## **Counseling Services Learning Outcomes**

Consistent with the institutional 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 2015 – 2016, a total of 1,487 student contacts were recorded across the various roles of the Counseling Team. (See Appendix A)

*Health Education Outreach Activities*- are designed to engage the students in assessments, films, panel discussions, and activities while providing arenas to consider new information, ideas and perspectives about Depression, Eating Disorders and related Health Issues, Alcohol and Drug Use, and stress relief. 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 the 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 Counselors process the presenting issues 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. For a comprehensive list of presenting issues see Appendix B.

*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 success academically and for life in the workforce.

*Outreach Education Activities-* There were five outreach education activities in 2015 – 2016. 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. (See Appendix A)

*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 students' 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. The outreaches included the use of multi-media experiences (relevant films, music, educational handouts, experiential activities and visuals. Community partners were incorporated into the events including local Police Departments, Highway Patrol, MADD, and

Eating Disorder Treatment Providers. Fuel Success-Celebrate Health utilized our multi-disciplinary team members (i.e., Disability Resource Center Director, Registered Dietitian, Nurse Practitioners/RN, and Counseling Team).

**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.

**2015-2016 Area Assessment**

Counseling Services purposed to continue to develop and expand communication and collaboration with campus constituents, specifically Freshmen Leadership Team and the SAAC (Student-Athlete Advisory Council) leadership team in order to expand campus awareness of health education outreach activities and promotions offered through Student Success and Wellness. Data regarding activities of engagement and numbers attending 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. Counseling Services intends to develop and implement a Client Satisfaction Survey to further assess and quantify the effectiveness of our programming.

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

**Webinars:**

“Addressing the Body in ED and Trauma Recovery	(8/26/15)
“Responding to Suicide Clusters on College Campuses”	(8/20/15)
“Family Therapy with Clients with Eating Disorders: Supporting vs. Colluding	(10/21/15)
“Innovations in Supporting Emotional Well-Being on Campus”	(11/3/15)
“Law and Ethics: Navigating Legal Obstacles and Ethical Dilemmas	(1/5/16)
“ADAAA/Accommodating Disabilities in Higher Education”	(4/21/16)
“Using Therapeutic Tools in Conjunction with Therapy”	
Segments of “The Neuroscience Training Summit”	(5/16 -17/16)
“Advancing Student Emotional Health by 2020”	(5/25/16)

“THC Concentrates: The Changing Face of Cannabis Culture” (5/26/16)

**Workshops:**

Montecatini Center for Eating Disorders Symposium (1/22/16)

Campus Sexual Assault Prevention Training (2/1,2/16)

NASPA West Conference (3/28/16)

Soul Cycle: Treating Eating Disorder Clients and Families from a Soul Perspective (5/20/16)

Emergency Mental Health: Assessment and Treatment (6/7/16)

The Management Conference (Fred Pryor Seminars) (6/27/16)

CEUs: Counselors must complete 36 CEUs every two years in order to fulfill requirements for LMFT licensure renewal.

**Areas of Distinction**

Counseling Services Staff presented at four events during the 2015- 2016 year. See Appendix A for topics and target audiences. See Appendix B for a list of presenting issues in Individual Counseling Sessions.

# Disability Resource Center

## Mission Statement

The Disability Resource Center mission 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 Student Success and Wellness Disability Resource Center is committed to supporting the ongoing development of an accessible university. Supports and services for undergraduate students include providing academic and non-academic accommodations throughout the campus. 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
  - Life Skills Coaching
- Delta Alpha Pi International Honor Society
- Live Well Campaign

## Student Development Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Student Success and Wellness Programs</i>	<b>Cognitive Complexity</b>	<b>Knowledge Acquisition, Integration and Application</b>	<b>Humanitarianism and Civic Engagement</b>	<b>Interpersonal and Intrapersonal Competence</b>	<b>Practical Competence</b>
<i>Disability Support and Academic Accommodations</i>	✓	✓	✓	✓	✓
<i>Delta Alpha Pi International Honor Society</i>		✓	✓	✓	✓
<i>Live Well Campaign</i>	✓	✓	✓	✓	

## Evidence of Learning

### Student Development Learning Outcomes

Reflective of The Council for the Advancement of Standards in Higher Education (CAS) domains<sup>2</sup>, 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:

6. **Cognitive Complexity** - Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions.
7. **Knowledge, Acquisition, Integration, and Application** - Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions.

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

8. **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.
9. **Interpersonal and Intrapersonal Competence** -Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy
10. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

## **Disability Resource Center Learning Outcomes**

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

### **Cognitive Complexity**

The Live Well campaign 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 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. Delta Alpha Pi encourages its members to increase campus-wide disability awareness and share the variety of ways those with disabilities can lead productive and happy lives.

### **Humanitarianism and Civic Engagement**

The accommodation process for the registering with the Disability Resource Center and the Live Well campaign allow staff to engage with individuals from variety of abilities, cultures, ethnicity, and socio-economic backgrounds. Delta Alpha Pi, the accommodation process, and the Live Well campaign demonstrate the capacity students can engage with the complexities of daily life in the global community and in the microsystem of the PLNU campus.

### **Interpersonal and Intrapersonal Competence**

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

The Life Skills Coaching program also allows students to gain a holistic awareness of themselves by working alongside Life Skill coaches who help the students integrate strategies that support their holistic development and growth. 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 Life Skills 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. Delta Alpha Pi fosters relationships between members that encourages self-advocacy and support related to personal and professional development from a peer and advisor perspective.

### **2015-2016 Area Assessment**

In 2015-2016, the plan was to move the scheduling of test proctoring from a paper-based system to an online system.

### **Use of Evidence of Learning**

The system for scheduling test proctoring was moved to an online scheduling system at the beginning of the spring semester. Handouts, with screenshots, were developed and emailed to all students registered with the Disability Resource Center to share the process for scheduling their tests using the new system. DRC staff was available to provide face-to-face training for DRC students in need of additional assistance. Overall, the new online scheduling system is effective and will continue to be used for the 2016-2017 academic year.

The 2016-2017 Area of Assessment is the Live Well Campaign. Students participating in the Live Well campaign will be assessed via short surveys throughout the academic year. The data collected from these surveys will be initially used to establish a baseline. As the academic year progresses, student surveys will continue to be used to assess how well the program is addressing the needs of the students with dietary needs and to identify areas of needed collaboration between Student Success & Wellness (DRC & Registered Dietitian and Sodexo staff).

### **Areas of Study and Professional Development**

- San Diego Disability Directors Collaboration Meetings (meets three times a year)
- Webinars:
  - Basic Strategies for Supporting Students with Autism Spectrum Disorders (March 23<sup>rd</sup>)
  - Legal Year in Review (March 31<sup>st</sup>)
  - Advanced Strategies for Autism Spectrum Disorders in Higher Education (April 8<sup>th</sup>)
  - ADAAA/Accommodation Disabilities in Higher Education (April 21<sup>st</sup>)
- Books:
  - College for Students with Disabilities by P. J. Antony & S. M. Shore
  - Allies for Inclusion: Disability & Equity in Higher Education by K. A. Myers, J. J. Lindburg & D. M. Nied

### **Areas of Distinction**

- *Adjunct Faculty Orientation* – Presentation and tour of ASC facilities for incoming adjuncts (in partnership with Academic Deans)
- *CAPED presentation*: “Different Accommodation Process, Same Goal” – Panel presentation by Disability Support Providers from: Riverside City College, UC Irvine, UCSD, SDSU and PLNU
- *Co-Chairperson*, 2016 Special Olympics Track and Field Event
- *Co-Advisor*, Delta Alpha Pi International Honor Society for students with disabilities (partnership with Dr. Susan Rogers, FCS Department Chair, DAP Co-Advisor)
- *Southern California Disability Consortium (SCDC) Annual Meeting* – Faculty Collaboration Presentation and Panel Discussion (campus partnership with Center for Teaching and Learning and Vice Provost for Academic Administration)

# Health Services

## Mission Statement

Student Success & Wellness Health 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 wellbeing as students learn, grow and serve at PLNU.

## Overview

Student Success & Wellness Health 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 Registered Nurse, 2 part-time Nurse Practitioners, a consulting physician, Nutritional Consultant, and 2 shared administrative assistants.

Students utilize Health 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 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, influenza, etc.)
- Dispensing of appropriate prescription or over-the-counter medications
- On and Off-site Assessment by Consulting Physician

Health 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 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, 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.

### Intended Learning Outcomes

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

Consistent with the institutional mission, vision, and core values statements, Student Success & Wellness Health 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 hear the various approaches already taken to treat their symptoms.

Our up-to-date 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 200 follow up visits in 2015/2016, 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. 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 Health 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 2015/2016 academic year, the Wellness Center health care providers had 2,172 visits from students. In many of these visits, there was an opportunity to discuss how specifics of their physical illness can impact the emotional, social, and academic aspects of the students' daily routine. Each visit is conducted with a holistic approach which 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 wellbeing. On some occasions, there was an opportunity to seek assistance from counseling, dietetics and disability resources allowing for 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 Health Services at the Wellness Center are pursuing goals of restoration or maintenance of health. Throughout student-Nurse Practitioner 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.

## **2015-2016 Area Assessment**

Though the potential for learning through encounters with Health Services is certain, we have not yet implemented a system to objectively measure these outcomes. In the 2016/2017 academic school year a system for gathering student feedback specifically concerning learning outcomes will be developed and implemented. A brief online survey (4-5 questions using Likert 5-point scale); will be sent to students following their Wellness Center Health Services visit. Understanding the degree to which they believe they will integrate and apply the medical advice and/or treatment plan is of particular interest. The survey might also elicit information such as the likelihood of the student to use Health Services for future needs, based on his/her most recent experience. Understanding their feedback will allow Health Services to improve our provision and expand our services for the benefit of the student body and PLNU community.

## **Areas of Study / Professional Development**

Throughout 2015/2016 Health 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 comparator research 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 (e.g. USDs 2016 spring semester mumps outbreak). The research and networking through CAHAN included recommendations provided through the CDC and communication tools which could be distributed to our campus in language that was appropriate for our demographic.

Online subscriptions to *Nurse.com* and *Up-to-Date.com* allowed for our providers to be equipped with resources that gave thorough and current primary medical continuing education through curriculum and publications. Our providers utilized these resources throughout 2015-2016 to strengthen our skills in diagnostics, treatment, planning skills and follow-up evaluation in order to provide quality care for our students.

Finally, a newly acquired resource through the American College Health Association has provided data from 40 US Postsecondary institutions surveyed in the fall 2015. The National College Health Assessment surveyed 19,861 students collecting data about students' habits,

behaviors, and perceptions on the most prevalent health topics. The findings from this report will assist our Health Services in the coming 2016/2017 academic year in potential areas of focus in our own scope of practice and allow for the development of relevant data collection. Plans are underway to participate in ACHA-NCHA IIs 2016 assessment, thus possibly 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.

### **Areas of Distinction**

This past year brought much great advancement for our Health Services. Through the vision and forward thinking of our Associate Dean of Student Success & Wellness, Dr. Kim Bogan, we were able to implement Medicat, a department wide Electronic Health Record program that allowed for electronic notation and record keeping streamlining every area of health service operations.

We have been able to implement the first phases of the plan this 2015/2016 year which included; complete data upload of student demographics and health history, means to store current immunizations and health issues that are kept with the student's health record. We have been successful in going virtually paperless with each provider being equipped with a mobile laptop to carry into each exam room for student's visits. Each student that visits is handed a 'ticket' with the information necessary to carry out his/her individual treatment plan, as well as a handout of health information related to their diagnosis, which was easily generated through the electronic medical record section of Medicat.

Other advancements included the writing and implementing of several new protocols by Courtney Kelly, FNP. Our new '*Seizure Protocol*' included a plan for sourcing our faculty members with need to know information and emergency action plans in the event a student were to have a seizure within the classroom. A very thorough '*Concussion Protocol*' was also written and implemented this year, allowing for the clear and progressive action plan to address this very complex and potentially debilitating cascade of symptoms.

*Collaborative advancements* were made with our Athletic Department in effort to streamline new student registration through a shared Physical Exam admissions form that allows for both Health Services and Athletics to utilize necessary information.

A new plan for *student transportation* to and from outside Medical Facilities in non-EMS situations was implemented. Taxi and UBER services were utilized for students meeting the criteria necessary for this transportation (e.g. freshmen). This welcomed advancement has allowed for a breakthrough solution, eliminating the issues of transportation that Health Services have had to wrestle with in the past.

Other advancements included implementation of a more *robust Emergency Preparedness Plan* with supplies and equipment in place to service a larger population; an *updated Registered Nurse Volunteer Positions job description and training plan*; *participation in CONCEPT Meetings, Weekly Medicat Process Online Meetings, CAHAN, Title IX Compliance, and ADAAA.*

# 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

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 area of Nutritional Consultation Services:

- Live Well Campaign, guidance with food allergies, intolerances, and sensitivities
- 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>	<b>Cognitive Complexity</b>	<b>Knowledge Acquisition, Integration and Application</b>	<b>Humanitarianism and Civic Engagement</b>	<b>Interpersonal and Intrapersonal Competence</b>	<b>Practical Competence</b>
<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) domains<sup>3</sup>, 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

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

5. **Practical Competence** - Engages in practical skill-building experiences in preparation for one's vocation.

## **Nutritional Consultation Services Learning Outcomes**

Consistent with the institutional mission, vision, and core values statements, 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.

### **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.

### **2015-2016 Area Assessment**

For the 2015/16 academic year, the plan was to increase marketing of nutritional services so that students know what is available and why they might like to make an appointment. This was done by updating the Student Success and Wellness Center webpage, updating the Sodexo Dining Services webpage, having occasional presence in the Sodexo monthly newsletters, having a presence at NSO with printed material, as well as multiple presentations to a variety of student populations throughout the school year. According to documentation of time spent, there was an increase in nutritional counseling hours by 3%. Some error may be present in this documentation because of a new tracking method developed this year and it is estimated that the increase is actually higher than 3%.

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. We had proposed to assist in getting PLNU to become certified as a Healthy Campus 2020, however, prioritizing of time did not allow for this to come to fruition this year.

### **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**

- Montecatini Seminar for Treating Eating Disorders and Networking with local ED programs- Fall 2015
- Scripps 13<sup>th</sup> Annual Conference on Natural Supplements for Continual Learning- Spring 2015
- Monte Nido Seminar on Soul Cycle, Eating Disorder Training for Counselors and RDs- Spring 2016
- Center for Discovery ED Seminar and Networking Event- Spring 2016
- Initiated process to earn Sports Nutrition Certification- Spring 2016
- Reviewed Intuitive Eating Program for RDs- Fall 2015
- Reviewed Eating Disorder “Boot Camp” by Jessica Setnick- Fall 2015

### **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 Nutrition & Dietetics Students- Fall 2015
- Presentation on Relationship with Food for Freshman Forum- Fall 2015
- Presentation on Self-Care, partnered with campus Senior Clinician, to campus RA’s- Fall 2015
- Presentation to Women’s Soccer and Volleyball Teams – Fall 2015
- Consulted with Athletic Coaches regarding diet plans for student-athletes- Spring 2016
- Nutrition “Bite” (short article) for the monthly Sodexo online newsletter- Spring 2016
- Eating Disorder Awareness Lecture to Upper Division Kinesiology Class – Spring 2016
- Participation in the SS&W Fuel Success, Celebrate Wellness campus fair event- Spring 2016

# 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.

## 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 Tutorial Services:

- Life Skills Coaching
- Sea Lion Basics
- Tutorial Services

## Student Development Intended Learning Outcomes

	Student Development Intended Learning Outcomes				
<i>Student Success and Wellness Programs</i>	<b>Cognitive Complexity</b>	<b>Knowledge Acquisition, Integration and Application</b>	<b>Humanitarianism and Civic Engagement</b>	<b>Interpersonal and Intrapersonal Competence</b>	<b>Practical Competence</b>
<i>Life Skills Coaching</i>	✓	✓	✓	✓	✓
<i>Sea Lion Basics</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) domains<sup>4</sup>, 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.

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

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:

#### **Cognitive Complexity**

Tutoring sessions, Sea Lion Basics workshops, and Life Skills Coaching engages students in constructive ways. The Sea Lion Basics workshop assesses and considers alternative perspectives and solutions for helping students remain open to new ideas and perspectives for enhancing their executive functioning skills. The three programs allow students to use their experiences and other sources to create new insights about learning strategies.

#### **Knowledge, Acquisition, Integration, and Application**

Life Skills coaching, tutoring, and Sea Lion Basics workshops allow students to incorporate their experiences, in addition to, other sources of information to create new insights for learning. The three programs also support students in seeking new information to solve problems and allow students to use make connections between curricular and co-curricular content. The student employee training and Sea Lion Basics engage students in experiential activities that prepare them for the workforce in the college setting and beyond.

#### **Humanitarianism and Civic Engagement**

Tutoring and Life Skills Coaching allow students and staff to engage with individuals from variety of abilities, cultures, ethnicity, and socio-economic 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, Life Skills Coaching and the Sea Lion Basics workshops 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, Sea Lion Basics, and Life Skills 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. Sea Lion Basics and Life Skills coaching support students' development of executive functioning skills. These skills are necessary for personal and professional development during and after their college career.

### **2015-2016 Area Assessment**

For the 2015-2016 academic year, the *Tutor Mid-Semester Check-In* process will move from a face-to-face meeting to an online survey. This change will maximize the student employees' time and increase the amount of information that is gathered from student employees during the semester. Student employees will be asked a variety of open-ended questions that explore how they conduct tutoring sessions; challenges associated with tutoring students; and their needs for improving the tutoring sessions.

### **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 spring semester results from the online survey about current training for tutors and the mid-semester check-ins, the following information was gathered:

- Tutors want more opportunities to collaborate with other tutors who tutor the same subject

- New tutors want to be mentored by experienced tutors
- Many requested additional video training on:
  - Emotional Intelligence
  - Different tutoring styles/techniques
  - How to deal with difficult tutees and those tutees who arrive unprepared

The goal next school year is to enhance the current Canvas training with the aforementioned training suggestions and include demonstration videos.

The 2016-2017 Area of Assessment is the Life Skills Coaching program. Students participating in the Life Skills Coaching program will be assessed via short surveys. The data collected from these surveys will be initially used to establish a baseline. As the academic year progresses, surveys will continued to be used to assess how well the program is addressing the needs of the students and to identify areas of training for the Life Skills Coaches.

### **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

## APPENDIX A: COUNSELING TEAM DATA 2015/16

COUNSELOR	COUNSELING	CHECK-INS	CRISES	ADVISING	COACHING	SASSI REVIEWS
Bucky (230)	171	8	0	0	38	13
Josee (457)	307	17	10	73	35	15
Laurie (410)*	260	22	9	60	12	44/3
Varinia (390)**	278	8	5	53	35	11
<b>Totals</b> (1487)	<b>1016</b>	<b>55</b>	<b>24</b>	<b>186</b>	<b>120</b>	<b>44/42</b>

\* (Plus 73.5 hours of Counselor Supervision)

\*\* (with Varinia on LOA for six weeks.)

## HEALTH EDUCATION OUTREACH EVENTS

EVENT	# OF PARTICIPANTS	PARTNERS
DEPRESSION SCREENING DAY	ASSESSMENTS = 59 POSTER PARTICIPANTS = 243 MOVIE WATCHERS = @35	
PAWS AWHILE	545	SD HUMANE SOCIETY/OSV/SAAC
FUEL SUCCESS – CELEBRATE HEALTH	MOVIE NIGHT=@15 INFORMATION FAIR=86	COMMUNITY PARTNERS/DIETETICS CLUB
ALCOHOL AWARENESS DAY	STUDENT BODY @ CHAPEL	PUBLIC SAFETY/MADD
PAWS AWHILE	307	SD HUMANE SOCIETY/OSV/SAAC
<b>TOTAL PARTICIPANTS</b>	<b>1,290 + ALCOHOL AWARENESS</b>	

## PRESENTATIONS / HEALTH PROMOTIONS / EDUCATION OPPORTUNITIES

TARGET GROUP	# OF PARTICIPANTS	TOPIC	SPEAKERS	DATE
STUDENT FINANCIAL SERVICES	35 - 40	SELF-CARE	JOSEE, VARINIA, LAURIE	8/19/15
FRESHMAN LEADERSHIP	@45	SELF-CARE/NUTRITION	CARRIE, LAURIE	10/26/15
SCIENCE DEPT. FACULTY	20 - 25	SELF-CARE	VARINIA, JOSEE, LAURIE	10/28/15
RAS AND RDS	@80	SELF-CARE/NUTRITION	CARRIE, LAURIE	11/9/15
<b>TOTALS</b>	<b>180 - 190</b>			

## APPENDIX B: COUNSELING TEAM DATA 2015/16

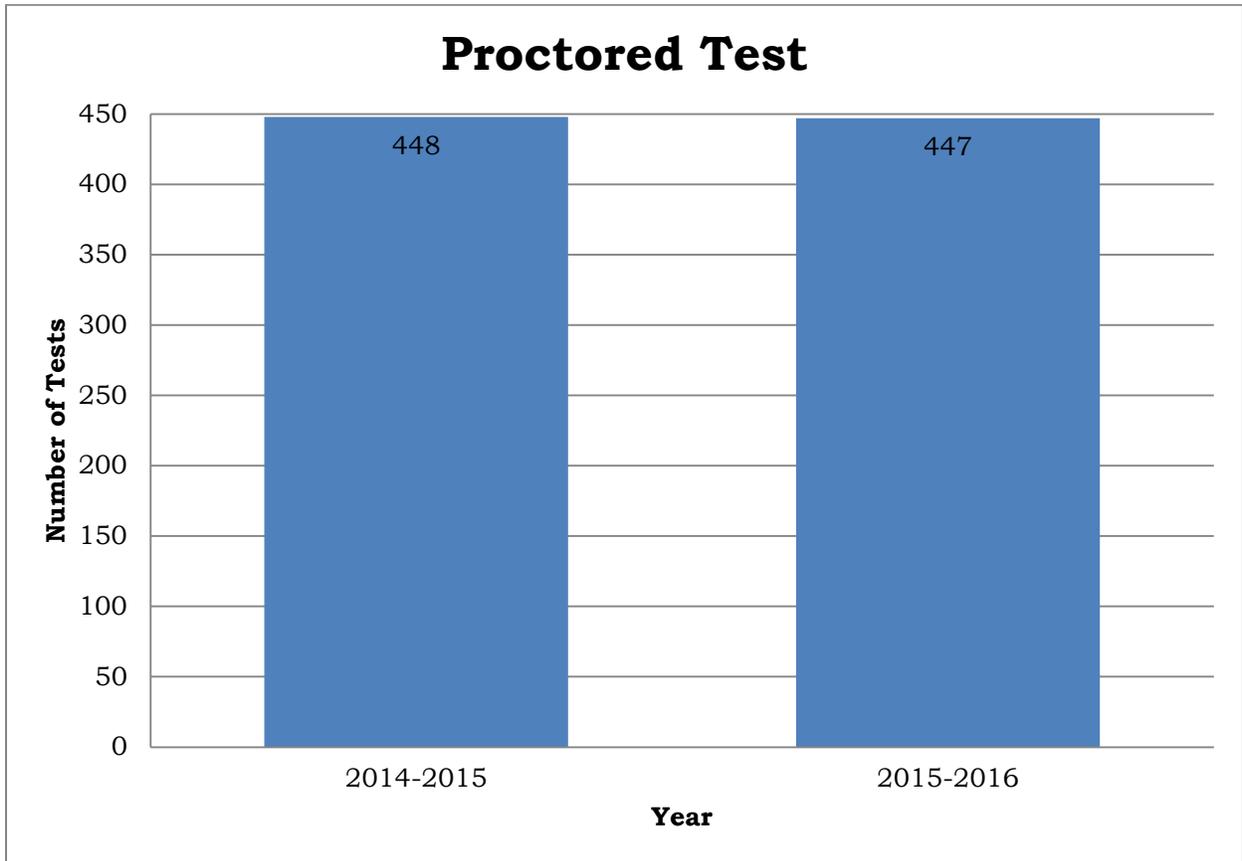
Counseling Services Presenting Issues	
Adjusting to college	Molestation/Sexual Abuse Issues
Alcohol Issues	Panic Attacks
Anxiety	Preparing for/returning from Study Abroad
Basic life needs (Activities of Daily Living)	Picking (Dermatillomania)
Changing negative life patterns	RA/Leadership Issues
Concerns about academic major	Relationship Skills
Cutting / Self-harm	Roommate Issues
Dating Concerns	School Related Struggles
Depression/Depressed mood	Sexual Purity
Difficulty accepting grace	Sexual Promiscuity
Difficult family history: Alcoholism Divorce Domestic Violence Substance Abuse Suicidal Ideation	Sexual Assault
Domestic Violence	Sleep Deprivation
Eating Disorders/ Disordered Eating	Social Skills
Grief and Loss: Death Family of origin issues Parent's divorce Romantic relationships	Spiritual Growth
Individuation/Identity	Sports Team Dynamics
Interpersonal Dynamics	Stress
Life after graduation	Suicidal Ideation
Low self-esteem/Self-worth	Trauma
Manipulation Tendencies	Unresolved past issues

**APPENDIX C: DISABILITY RESOURCE CENTER DATA 2015/16**

<b>Disability Resource Center</b>	
<b>Meetings (Annual)</b>	Director: 208 Coordinator: 73
<b>Proctored Exams</b>	447
<b>Proctored Exams Percentage Change 14-15 vs 15-16</b>	-0.22%
<b>Ranked Courses (highest to lowest/semester; include annual total)</b>	Fall: 64 Spring: 77 Total: 141
<b>Ranked Professors (highest to lowest/semester; include annual total)</b>	Charts and graphs on following pages

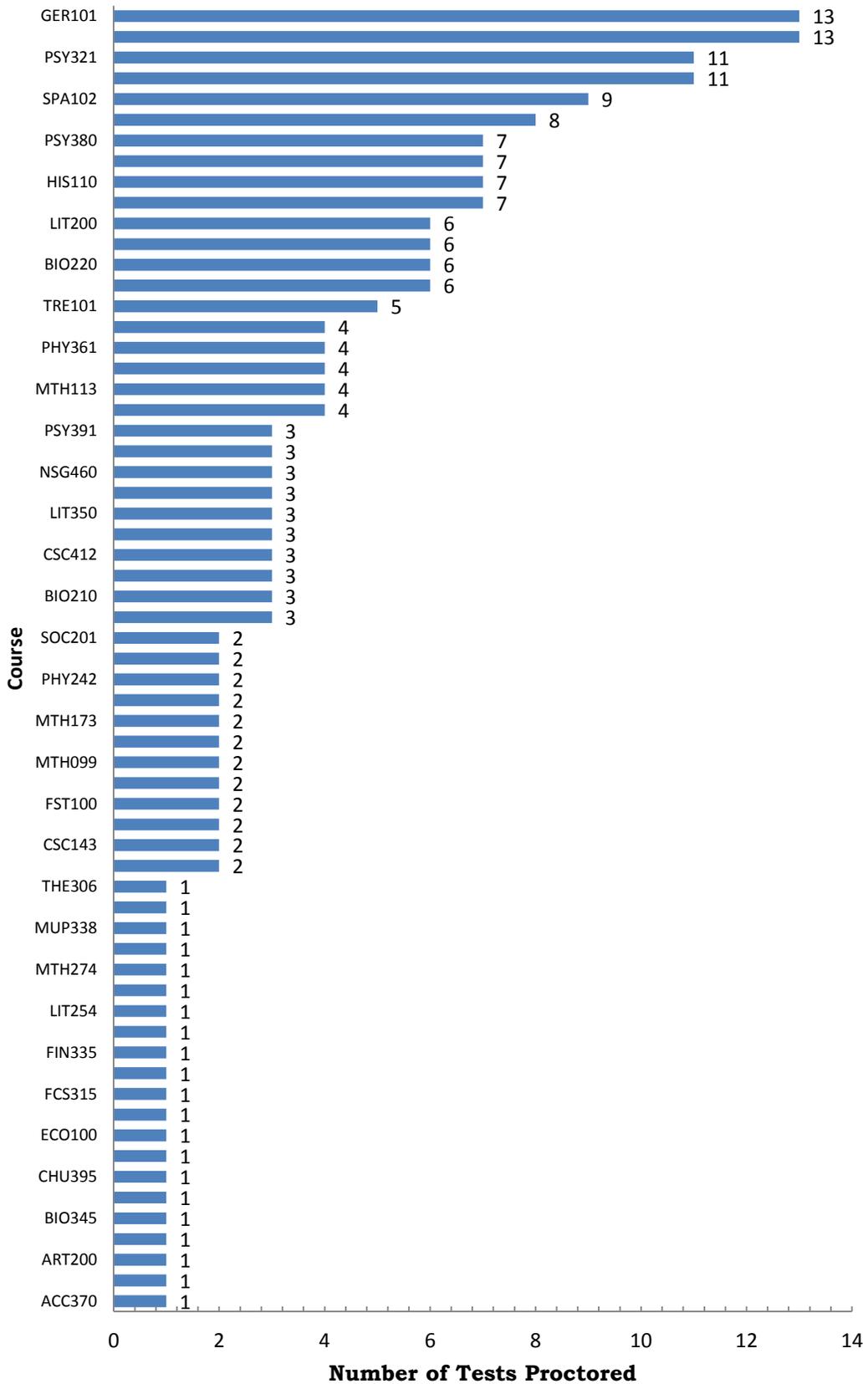
# APPENDIX D: DISABILITY RESOURCE CENTER DATA 2015/16

Proctored Exams Percentage Change -0.22% decrease



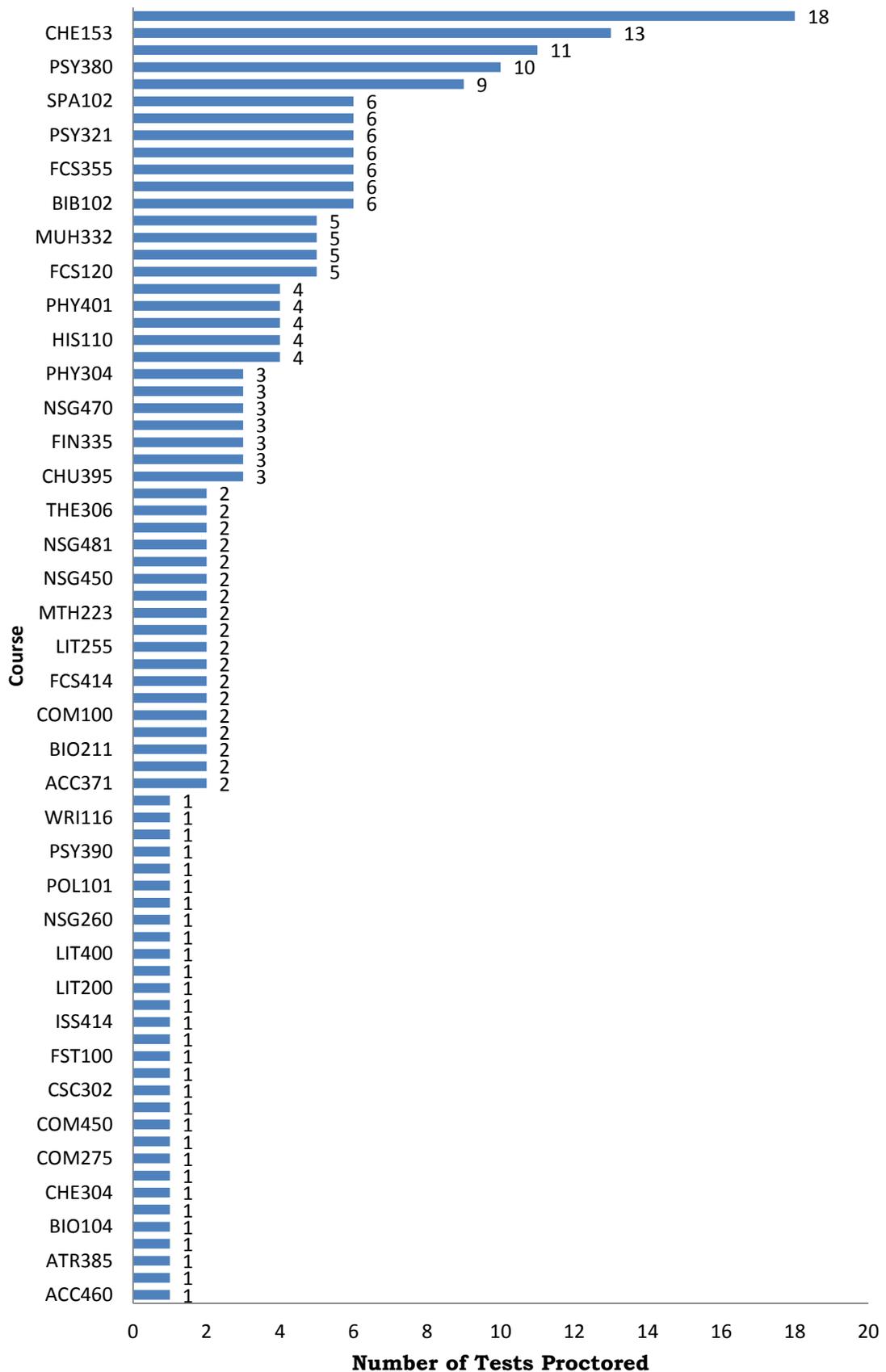
## Proctored Test Fall 2015

Fall Total = 217    Annual Total: 447

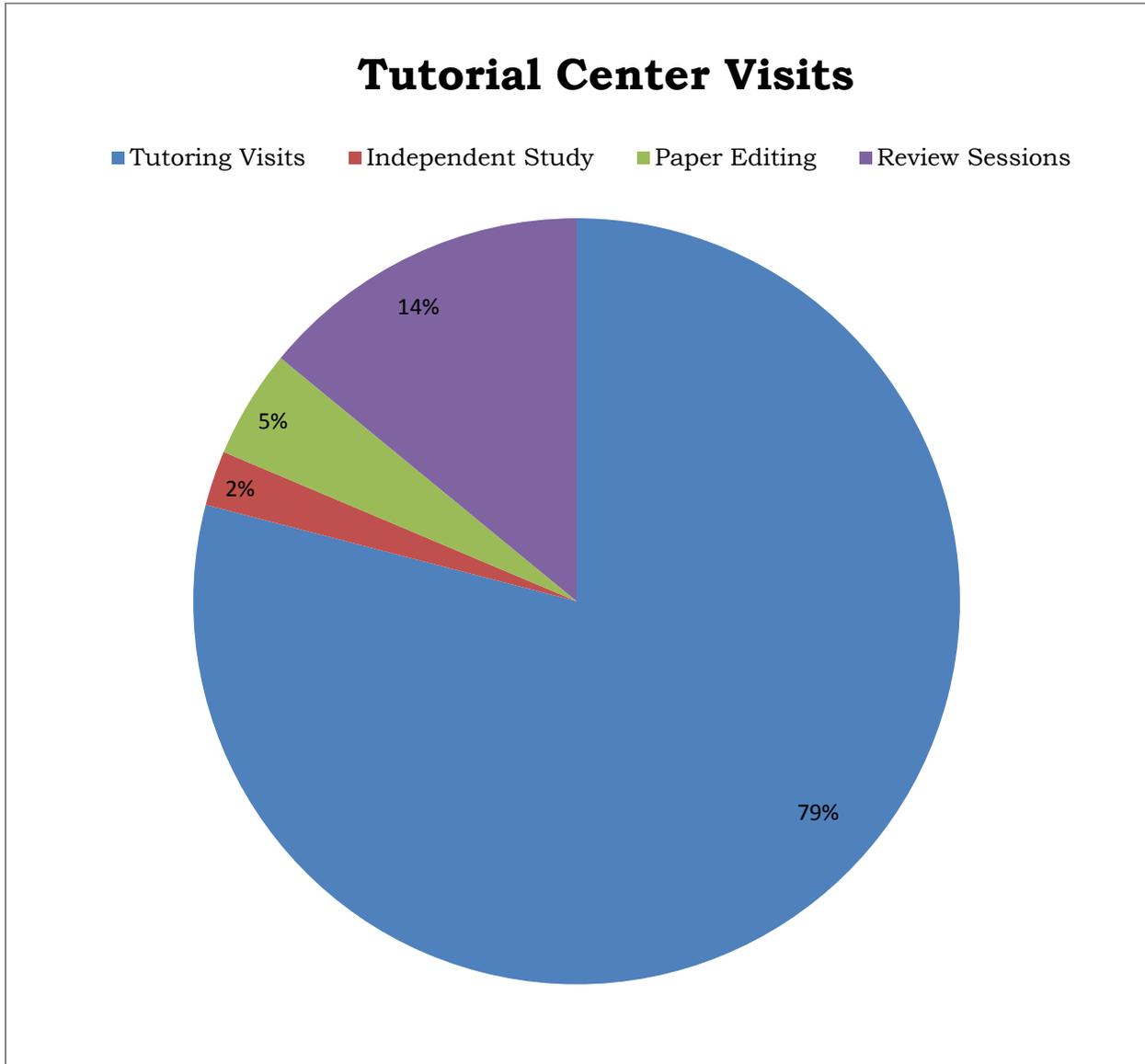


# Proctored Test Spring 2016

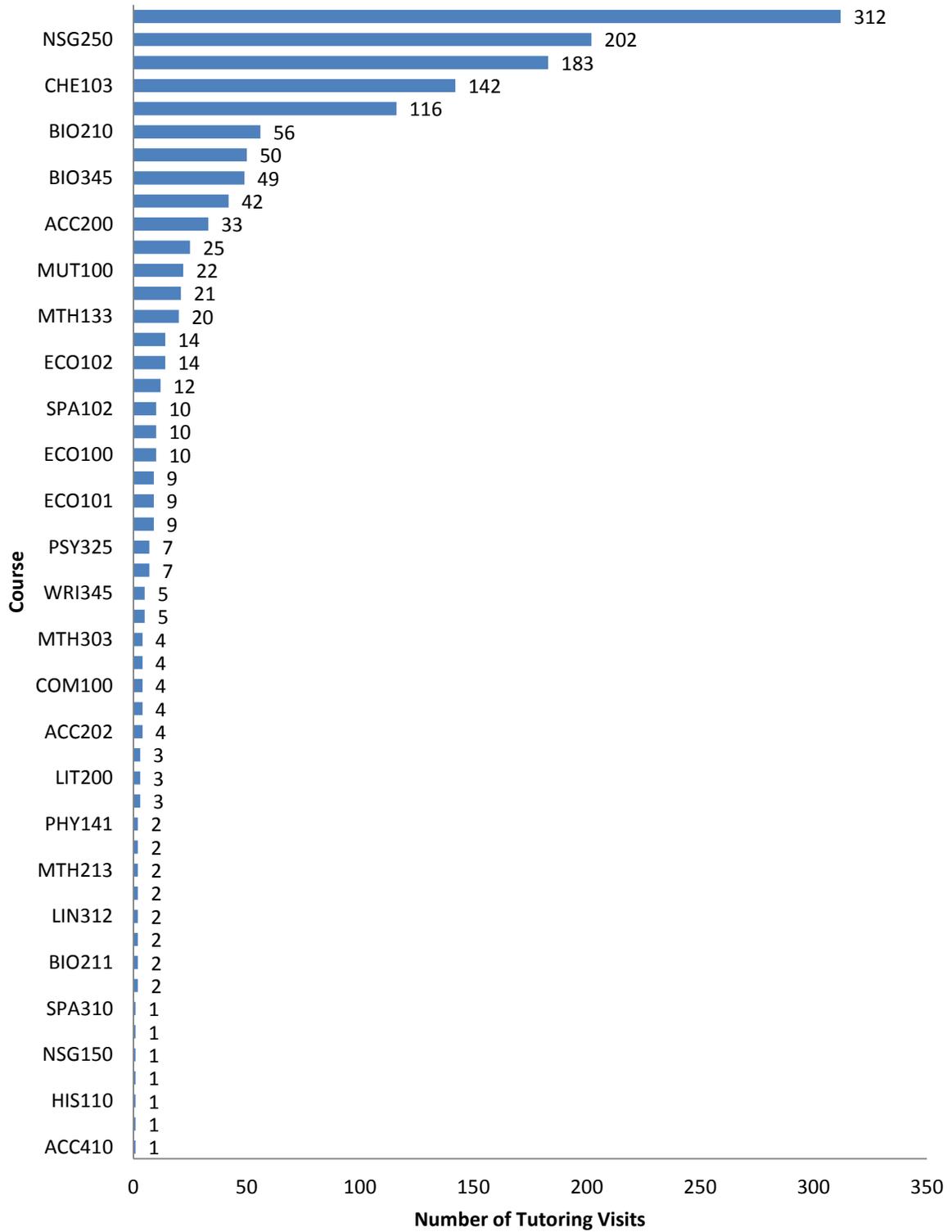
Spring Total = 230 Annual Total= 447



## APPENDIX E: TUTORIAL CENTER DATA 2015/16



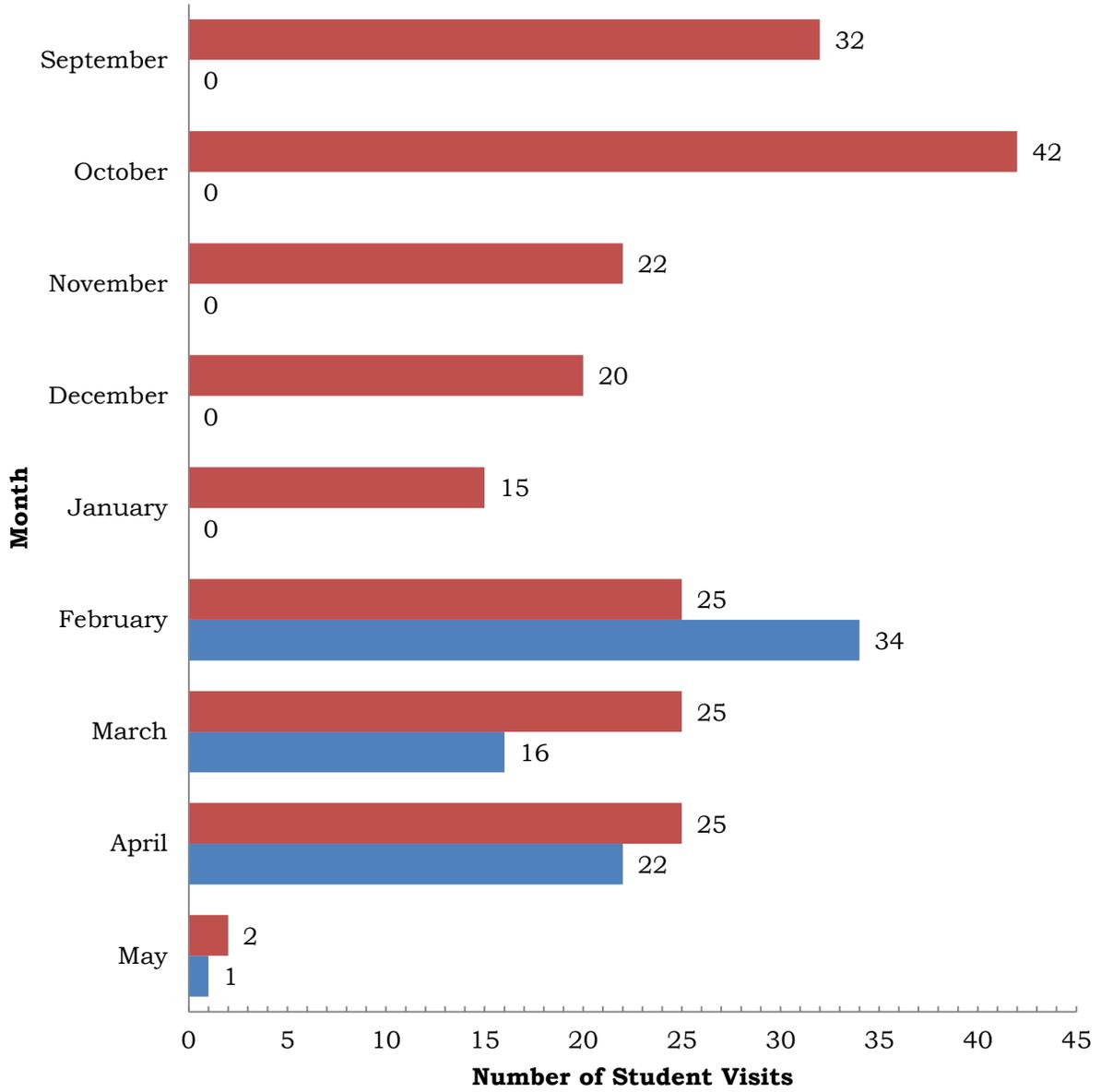
**Ranked Courses: Fall 2015**  
**Fall Total = 1446    Annual Total = 2589**





# Meetings

■ Director ■ ASPC



## APPENDIX F: NUTRITIONAL CONSULTATION DATA 2015/16

	Nutritional Counseling (hours)	Live Well/Sodexo (hours)	Admin (hours)	Presentation (hours)	Total Hours
Fall 2015	61.5	9.5	85.75	12	168.75
Spring 2016	34.45	5.75	46	3	89.2
Total Hours	95.95	15.25	131.75	15	257.95