



**Student Success and Wellness**

# **ANNUAL REPORT**

**2018 - 2019**

# **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 collegiality and promoting holistic growth through full engagement in the life of the University.

2018/19 functional areas within the office the Student Success and Wellness:

- Academic Coaching
- ADA/504 Coordinator
- Counseling Services
- Disability Resource Center
  - *Main Campus Undergraduate Students*
  - *Mission Valley Adult Degree Completion Students*
  - *Mission Valley Graduate Students*
  - *College of Extended Learning Students on Community College Satellites*
- Financial Aid Satisfactory Academic Progress and Appeal (SAP) Advising
- Health Education Outreach Activities
- Life Skills Coaching
- Live Well Dietary/Nutritional Support
- Medical Services
- Nutritional Consultation
- Psychiatric Consultation Services
- Title IX Campus Victim/Survivor Advocate
- Tutorial Services

Developed and implemented in 2010/11, Student Success and Wellness has exemplified higher education's best practices of high collaboration and coordination in order to facilitate co-curricular student learning and personal development toward degree completion. In 2018/19 substantial enhancements were made to the operational structure of the SS&W unit.

- September – December 2018- The Associate Dean for Student Success and Wellness participated in a Family and Medical Leave of Absence as a result, the Senior Clinician for Counseling Service assumed interim administrative leadership for the SS&W Team and reported directly to the VP for Student Development.
  - Temporary Part-Time Counseling – was implemented initially for fall semester to fill the need for counseling services that could not be provided by the Senior Clinician. This position was extended through the spring 2019 to provide continuity of clinical services and care for students through the end of the semester.
- August 2018 – May 2019 – The maturation of the Nicholson Endowment provided partial funding for hiring a part-time psychiatrist. The addition of 8 hours of psychiatric services throughout the year, allowed the team to seamlessly and efficiently assess and refer students with the most critical mental health needs for appropriate follow up and/treatment.
- Spring 2019 – Funds were appropriated to increase the status of the Academic and Disability Support Specialist to full-time status throughout the academic year. This change in available hours increased the DRCs ability to provide disability support to the growing numbers of undergraduates enrolled in summer school courses on the main campus; in addition to the increased numbers of students attending classes at the Mission Valley and CEL satellite campuses.

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

## **Overview**

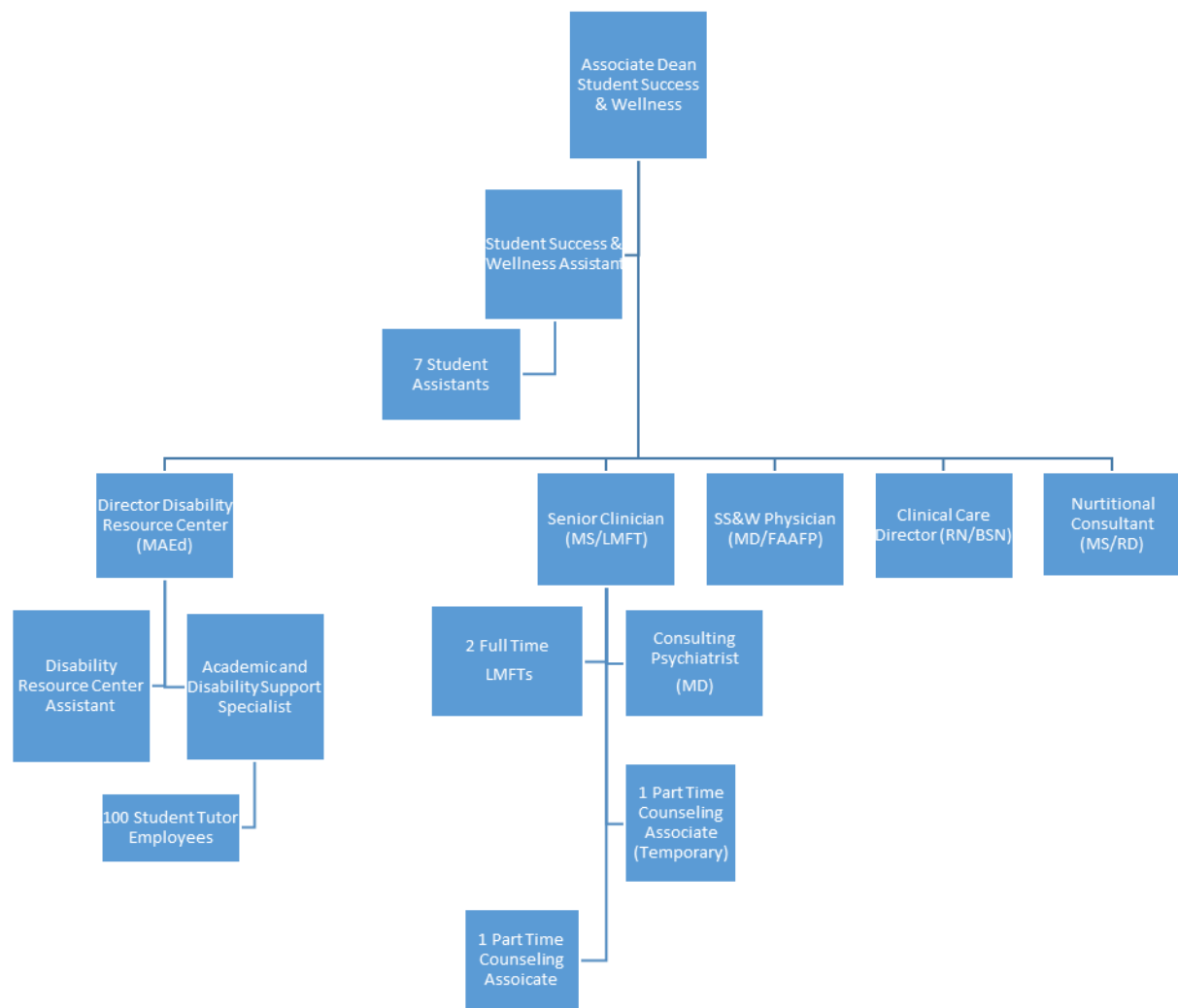
Student Development at PLNU supports the holistic, God-inspired potential of each student by facilitating multiple engagement opportunities to learn grow and serve. The Associate Dean for Student Success and Wellness supports the University's missions and goals by providing administrative leadership 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, consultation 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 and planning, and strategically-related functions. The Associate Dean serves the campus community on the following committees and in various capacities:

- ADA/504 Coordinator
- Member of the VP for Student Development's Executive Team (Associates)
- Member of the Student Care Group (SCG) Behavioral Intervention Team
- Member University Strategic Planning Group
- Student Development Representative for Assessment and Institutional Effectiveness
- Student Development Ombudsman
- Student Financial Services Satisfactory Academic Progress Advising Officer
- University's Title IX Compliance Team-Campus Victim/Survivor Advocate

**Student Success and Wellness 2018/19 Organizational Chart**



# **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, 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 of 2018/19 Counseling Services**

Counseling services at PLNU delivers brief therapeutic services to students which address the whole person including emotional, social, physical, intellectual and spiritual aspects. In the 2018/19 the Student Success and Wellness Counseling Team, consisted of three full time licensed Marriage and Family Therapists (LMFT), one part time consulting psychiatrist, one part time Marriage Family Therapy Associate (MFT), and one temporary part time Registered Associate Professional Clinical Counselor (PCC).

During the fall of 2018/19, the Senior Clinician provided administrative leadership for the Student Success & Wellness Team in the Associate Dean's absence due to medical family leave. This administrative shift required removing full-time direct counseling hours from the Senior Clinician and dispersing those hours among the two full-time LMFTs and two half-time Associates. The Senior Clinician met weekly with leadership from each area of Student Success & Wellness, provided Supervision weekly for the Associates and weekly Case Consultation for the licensed Counselors. The Senior Clinician also facilitated the addition of the Consulting Psychiatrist by scheduling and managing Psychiatrist appointments.

The counseling team saw 1,694 total student contacts during the 2018-2019 academic year. This is an 8.3% decrease over the total student contacts the previous year. The primary shift is due to a reduction of referrals for SASSI Assessments and Reviews (42 fewer), resulting in 84 fewer contacts. Because of the administrative shift and resulting reduction in counselor FTE, an effort was made to reduce the frequency of half-hour check-in appointments resulting in 70 fewer check-in contacts. 1.353 hour-long counseling sessions were completed without the need for a waiting list. This is only thirteen fewer sessions completed with 3.0 Counselor FTE than the prior year completed with 3.5 Counselor FTE. The Counseling Team benefited from the increased availability of the Senior Clinician for consult and support resulting from the shift in administrative responsibilities.

The Student Success and Wellness Assistant and 8 student employees provided administrative support to the team throughout 2018/19 for the following services to undergraduate students (registered on the main PLNU campus):

- Crisis Counseling and Mental Health (assessment, intervention and referral as needed)
- Individual Counseling
- Life Skills Coaching
- Health Education Outreach Activities
- Substance Abuse Assessments and Reviews (SASSI)
- Faculty/Staff Educational Workshops
- Consulting Psychiatrist Services (psychiatric evaluation, medication management, and client consultation)

## Student Development Learning Outcomes by Program

	Counseling Services Learning Outcomes				
<i>Counseling Services and 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>Crisis Counseling and Mental Health Assessment</i>	✓	✓		✓	✓
<i>Individual Counseling</i>	✓	✓	✓	✓	✓
<i>Life Skills Coaching</i>	✓	✓		✓	✓
<i>Health Education Outreach Activities</i>	✓	✓		✓	
<i>Faculty/ Staff Educational Workshops</i>	✓	✓	✓	✓	✓
<i>SASSI (Substance Abuse Subtle Screening Inventory) Assessments and Reviews</i>	✓	✓		✓	
<i>Consulting Psychiatrist</i>	✓	✓		✓	✓



## **Evidence of Learning**

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 and provide information to facilitate connecting with professionals in the community, as needed for long-term care. These interactions address the emotional, social, physical, intellectual and spiritual aspects of each student relative to the identified focus of need. In 2018-2019, a total of 1,694 direct student contacts were recorded across the various roles of the Counseling Team.

*Health Education Outreach Activities at PLNU*- enables individuals to increase control over and to improve their health. The counseling team with a focus on mental health improvement, enlisted campus and community partners to advance health promotion initiatives at PLNU (e.g., S.T.O.P. - Sobriety Talks On the Point, National Depression Screening Day, Fuel Success-Celebrate 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. In addition to student Health Education Outreach Activities, the counseling team participated in Staff Collaborative Activities. A list of each activity, including the number of participants and our staff and faculty partners, is included in the Appendix.

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

### **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 for a graph of the prevalence of the major 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.

*Health Education and Collaborative Activities* - There were five student education outreach activities in 2018/2019. There were also 5 Student and Staff Collaborative Activities. These events were designed to partner together on a variety of initiatives providing opportunities of engagement with campus and community resource representatives to undergird integration and application of ideas and insight. (See Appendix A for details.)

*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.) (See Appendix A for details.)

*S.T.O.P. - Sobriety Talks on the Point* - The Counseling and Medical Team collaborated with ASB in presenting "S.T.O.P. - Sobriety Talks on the Point". Fifteen community partners participated including the Hazelden Betty Ford Addiction and Treatment Center, La Jolla Recovery, Teen Challenge, MADD, SAY San Diego, Al-Anon, Boardwalk Recovery Center, Celebrate Recovery, PLNU Mental Health Club, SD Fire Department, SD Harbor Patrol, CHP El Cajon, CHP Pacific Highway, CHP K-9 Unit, 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, and UCSD Eating Disorder Center. ASB Student Senate assisted with hosting the event.

## **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.

## **2018-2019 Area Assessment**

Counseling Services purposed to continue to develop and expand communication and collaboration with campus constituents, specifically ASB, Athletics, Student Dietetics Club, Mental Health Club 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. Counseling Services has developed and will implement a Client Satisfaction Survey in 2019-2020 to further assess and quantify the effectiveness of our programming.

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

*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.

## **Webinars**

- Suicide Prevention: New Interventions that Work
- Sexual Trauma: Effectively Guide Survivors to Release the past, Restore Resilience and Heal from Sexual Abuse
- 2 Day Intensive: Clinical Supervision: Confidently Manage Risk, Ethical Dilemmas, and the Most Difficult Scenarios you'll Face in Supervision
- Hazelden Betty Ford Foundation: Social Trends and Addiction Treatment

- Through a Child's Eyes: Understanding Addiction and Recovery (Hazelden Betty Ford)
- California Law and Ethics 2019
- 7 Questions for Quick Assessment, Appropriate Referral & Upholding Duty of Care Expectations
- ED, Trauma and the Brain
- Certified Clinical Anxiety Treatment Professional (CCATP) Training Course: Applied Neuroscience for Treating Anxiety, Panic, and Worry

### **Areas of Distinction**

There was an 8% decrease from the previous year in the total number of student contacts in the 2018/2019 academic year. (Again, this is primarily due to the significant decrease in SASSI Assessment/Review Referrals from Residential Life.) The Counseling Team, with only 3.0 FTE, expediently served 389 individual students (15% of the 2,600 total student body) without requiring a "Wait List".

The Counseling Team continued 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: the number of students reporting frequent use of hard alcohol, marijuana and numerous illegal drugs that caused a myriad of serious physical and social problems, reports of alcoholism in the family of origin, a shocking number of students who personally knew someone who had completed suicide, and students struggling with suicidal ideation without a plan or intent. A pervasive decrease in the resiliency of the student population has been evident. 2017-2018 data noted an increase 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, Celebrate Recovery and support groups addressing pornography. The trend continued in 2018-2019.

*Psychiatric Consultation Services* - became a reality for undergraduate students with the most critical needs. A generous endowment for the Wellness Center provided funding for a consulting Psychiatrist to join the Counseling Team. During the academic year the psychiatrist met with 22 individual students and completed 20 Psychiatric Evaluations, 24 Follow-up Appointments, and 3 Information Consultations for a combined total of 47 appointments. The Psychiatrist and the Counselors held Case Consultation as needed. This new collaboration greatly augmented Counseling Services.

# Disability Resource Center

## Mission Statement

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

## Overview

The Disability Resource Center (DRC) is committed to supporting the ongoing development of an accessible university. Supports and services for undergraduate students registered on the main campus include providing academic and non-academic accommodations across the campus including Liberty Station.

In 2018/19 the DRC continues to experience an increase in 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 are not 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
  - Academic Coaching
  - “Live Well” Dietary Needs Support Program
- Delta Alpha Pi International Honor Society for students with disabilities

## Student Development Learning Outcomes by Program

	Disability Resource Center Learning Outcomes				
	<b>Cognitive Complexity</b> Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions	<b>Knowledge Acquisition, Integration &amp; Application</b> Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions	<b>Humanitarianism and Civic Engagement</b> Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds	<b>Interpersonal and Intrapersonal Competence</b> Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy	<b>Practical Competence</b> 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**

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 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 2018/19, the undergraduate student Academic Coaching program continued to be successful with an increase in students accessing and following through with the program. The program is 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.). These services are primarily administered by MACC PLNU students working towards graduation requirements and considered to be Academic Coaches.

During 2018/19, the academic progress of students participating in Academic Coaching was closely monitored each semester by their Academic Coach. GPA, current course progress, and current academic prep skills were noted. As the semester progressed, student feedback was noted and strategies were modified to support an upward movement towards a letter grade of "A" or "B". Academic Coaching students also accessed additional support services (i.e. tutoring, review sessions, and disability services, if applicable). Results of this academic year proved to show continued progress. As seen in the DRC section of the Appendix, three (3) Academic Coaching students out of the 30 students participated in the program for both the Fall and Spring semester and their GPA increase on average was 3.24.

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. This goal was not met; however, the increase was an average 0.3.

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

### Professional Development Meetings and Conferences

- Tri-annual San Diego Disability Directors Collaboration Meetings
- Annual Accessible Media, Web and Technology Conference

## **Areas of Distinction**

- *Advisor*, Delta Alpha Pi International Honor Society
- 2019 Special Olympics Track and Field Event
- Mission Valley Disability Resource Center Office

# Health/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 Nutritional Consultant, and an administrative assistants.

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
- Giving out symptom relief bags with educational material Cold vs. Flu (over 400 given)

- 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 by Program

	Medical Services Learning Outcomes				
	Cognitive Complexity	Knowledge Acquisition, Integration and Application	Humanitarianism and Civic Engagement	Interpersonal and Intrapersonal Competence	Practical Competence
<i>Medical Services</i>	✓	✓		✓	✓

### Evidence of Learning

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. Our providers have with immediate feedback when they request students to reiterate the plan, ask clarifying questions and comment on the visit.

With almost 1000 first time student visits and (40%) who have had more than one visit in 2018/2019, our providers were offered 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, students 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 2018/2019 academic year, the Wellness Center medical care providers had more than 1800 separate encounters 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 well-being.



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 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.

### **2018-2019 Medical Services Satisfaction Survey**

Throughout the year Medical Service follows up each student visit with an email containing a link to a 15 question Satisfaction Survey assessing the previously described outcomes. The questionnaire used a Likert 5-point-scale ranging from 1 as being very unsatisfied, 2 as unsatisfied, 3 as neutral, 4 as satisfied and 5 as very satisfied. High satisfaction scores would suggest that students were “learning” in each of the learning outcome dimensions. Low or neutral scores would suggest areas for improvement as learning outcome in the specific area needed improvement. This year Medical Services has received the most responses to date with 209 students completing the survey a 12% response rate. See appendix for complete question response results.

### **Cognitive Complexity**

Two questions asked the depth of knowledge of the provider and the scope of possible conditions. The average cognitive complexity learning outcome satisfaction rate was 4.6.

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

Five questions dealt with health prevention, knowledge, and quality. The average Knowledge, Acquisition, Integration, and Application learning outcome rate was 4.7.

### **Interpersonal and Intrapersonal Competence**

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

The average Interpersonal and Intrapersonal Competence learning outcome rate was 4.6.

### **Practical Competence**

One question was able to assess the ability of the students to actually do what the doctor or nurse told them. The average Practical Competence learning outcome rate was 4.7.

### **Significant Results**

In spring of 2018 the pilot survey of 52 responses revealed the question with the lowest score: *The amount of time your nurse and doctor talked to you about prevention during a visit.* Students were satisfied or very satisfied scores in 74% of the responses, neutral in 19% of responses, unsatisfied in 5%, and 0% very unsatisfied. For 2018/19 this year this question scored the highest ranking with 95% of the respondents indicating they were satisfied or very satisfied, 3% neutral, 1% unsatisfied, and 1% very unsatisfied.

The question that received the lowest response was: *The attentiveness to what you had to say.* Students were satisfied or very satisfied 81% of the time, 12% neutral, 3% unsatisfied, and 3% very unsatisfied.

### **Conclusion**

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

PLNU community. We can improve in our ability to listen and asked open ended questions for students to communicate their health needs. During 2019/20 the medical services team will ask all students if they have all their questions answered and if they have anything they wanted to say.

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

Medical Services participated in a benchmarking project in which Pepperdine University detailed immunization practices of 27 universities and colleges nationwide and their current acceptance of immunization waivers. Results of the project shared by Pepperdine revealed PLNU Medical Services had common practices with the other 27 universities and colleges that participated, among them were USC, USD and Baylor University.

PLNU participates in the San Diego Universities and Colleges Public Health Services Information Sharing Meeting which 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 which could be distributed to our campus in language that was appropriate for our demographic.

This fall a public health alert was released regarding a meningococcal outbreak on SDSU's main campus. Due to our connection with the California Health Alert Network (CAHAN), we were able to stay abreast of current recommendations and actions that were requested of all healthcare providers and administrators. Part of our Medical Services response was to review and identify the needs of our campus preparedness in the event of an outbreak. Medical Services also reached out to the American College Health Association (ACHA) for current practice recommendations.

In the early part of 2019, the medical team completed a CDC College Outbreak Readiness Survey. We have not received any feedback from that survey yet.

Also this year, PLNU was represented by our Clinical Care Director in a Public Health task force initiated by the San Diego HHSA to evaluate and plan a county-wide effort to eliminate incidents TB. Information was shared around new guidelines, better diagnostic methods, improved treatments and mobilization plans on a local level. A very applicable presentation by UCSD Student Health Services highlighted lessons learned from their 2011 TB outbreak, and initiatives they applied for their new student TB screening protocol that we hope can become a model for us to institute.

Our medical providers continue to enrich medical knowledge and skills by completing Continuing Medical Education (CME) courses totaling 37+ hours throughout the 2018-2019 year. Medical Services continues to rely on resources that allow for current evidence-based practices throughout the year. Such resources include 'Up-to-Date.com', that allows our providers to have in-the- moment access during student visits as well as a strengthened diagnostic approach. This all lends to fulfilling Departmental Goals for a seamless continuity of care enhancing the quality of student health treatment, planning and follow-up.

Online subscriptions to Up-to-Date.com allowed for our providers to be equipped with resources that gave thorough and current primary medical continuing education through point-of-care referencing of 62 hours. Our providers utilized these resources throughout 2018-2019 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**

*Implementation of Intake (Self-Check-In) Kiosks* - In November 2018 Medical Services completed another phase of our EMR implementation with the setup of student self-check-in kiosks. This has furthered our advances in EMR usage by streamlining our check-in process, ensuring confidentiality of presenting problems, and enhancing opportunities for data collection such as seasonal flu shot status. This decreased paper waste, streamlined our check in progress, decreased front office staff work, improved data collection, and allowed the student to express in their own words the reason for the visit.

*Expansion of Concussion Protocol* - A need was identified to improve our institutional response to concussed students. Therefore, a department wide revision of the concussion care protocol integrated with the Academic Affairs office was done to provide efficient and coordinated communication with the goal of high quality care.

*Compliance for New Student Health Information* - Students that are accepted into the university are sent health forms and immunization record forms to complete. We have been able to improve student health information compliance from 71% in 2016/17, 80% in 2017/18, and 94% in 2018/19. Our goal for the 2019/20 academic year is 100% compliance and fully documented waivers of immunization.

The immunization status of our students has been a focus in the past years, even before the current measles outbreak in 2019. We are able to identify students who are at risk and take measures to ensure their safety.

2017-2018 Academic Year Compliance			
Fall enrolled 823		Spring enrolled 65	
No documents	Waiver	No documents	Waiver
71 (8.6%)	17 (2%)	11 (17%)	1 (1.5%)
2018-2019 Academic Year Compliance			
Fall 858 enrolled		Spring 70 enrolled	
No documents	Waiver	No documents	Waiver
36 (4%)	22 (2.6)	18 (26%)	1 (1.4%)

*Emergency Response Improvements* - We are responding to calls on campus and have improved our response time, documentation, and regular check of our equipment to ensure quick and accurate assessment of whomever is in need.

*Collection of Flu Immunization Data* - Though use of the self-check-in kiosk we learned that there is a significant percentage of students that have received the flu vaccine. The total kiosk response includes those who have repeat visits. The extrapolated calculation shows about 20% have received the flu immunization.

*Nurse Practitioner Preceptorship Opportunities* - Two Family Nurse Practitioner interns from Azusa Pacific University were invited for clinical rotations this year. This provides a teaching and learning atmosphere.

*Most Common Diagnosis* - Medical Services have become proficient in the collection of data used by the Electronic Medical Record (EMR) system, Mediat. The diagnostic code ICD-10 is used exclusively. This is an accurate system that allow visualization of detailed patterns. The 10 most common conditions that in the medical center in decreasing order of occurrence were: upper respiratory virus, concussion, viral pharyngitis, bronchitis, cough, cystitis, strep throat, gastroenteritis, sinusitis, influenza, and fever.

The only abnormal occurrence in most common diagnosis list was the number of concussions. This year there were thirty initial diagnosis of concussion. This is more than the entire three years (2015-2018) combined (27). This could be due to the fact that students are more aware of the symptoms of concussions and are seeking care more readily or that diagnostically, thresholds have lowered and the diagnosis is made more frequently, or both of the above reasons together.

*Service Level complexity* - This academic year noted that the level of service seemed to be higher than in previous years. This was bore out with visit coding that showed that 7% of all new visits were complex in their level of medical decision making and level of treatment. Four percent of all return visits were complex. The average for all visits was

5%. Another way of assessing medical complexity is comparing the medial charges that cover our supplies, laboratory diagnostics, and pharmacy service to students. This year is 43% more than last year and is more than the 17% increase in the number of encounter visits.

*Clinical Laboratory Improvement Amendments (CLIA) Renewal* - The Centers for Medicare & Medicaid Services (CMS) regulates all laboratory testing (except research) performed on humans in the U.S. through the Clinical Laboratory Improvement Amendments (CLIA). The State of California renewed laboratory registration for the Wellness Center laboratory for the second year February 2019.

*At-Risk Student Review* - 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 is then sent to the student to invite them to the clinic to establish a relationship with the Medical team.

*Updates to Standardized Operating Procedures* -All Standardized Operating Procedures (SOP) were reviewed updated and a new SOP was written for Blood Drive Events.

*Antibiotic Stewardship Policy* - An Antibiotic Stewardship Policy began that includes decreased duration of treatment and monitoring appropriate use.

# 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 by Program

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

### Evidence of Learning

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

### Cognitive Complexity

As students engage in nutritional and eating disorder counseling with the dietitian in a constructive way, they develop cognitive complexity. Students are encouraged to look at and assess assumptions they have made about food, nutrition, body image, and relationships with food and consider alternative views.

The result of this interactive process creates opportunities for problem solving, openness to new ideas and perspectives, and transformation.

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

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

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

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

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

## **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 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.

### **2018-2019 Area Assessment**

For the 2018/19 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. For the first time, the dietitian was present at the athlete's orientation day and each athlete completed an eating disorder screening form called Eat 26. These were evaluated and invitations for one-on-one nutritional consultations were made as necessary. This was a successful endeavor to increase student engagement & awareness of the services offered by the Wellness Center. Plan is to continue in 2019. 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 a result, they have discovered a new sense of "freedom and recovery in their relationships to food and body image".

In the previous year, an Intuitive Eating Encouragement Group was piloted and successful based on consistent attendance and reviews by participants. The plan was to launch new groups this year as appropriate, however, this did not occur due to scheduling conflicts with eligible participants. This will be attempted again in the Fall of 2019. Discussion around an Encouragement Group for those in Eating Disorder Recovery is also underway.

According to documentation of time spent, there was a slight decrease in one-on-one nutritional counseling hours compared to last year. This may be a result of scheduling my follow-up appointments less frequently, which is based on clinical assessment &

student's risk level. The tracking tool was also altered this year to capture more demographic information, which may have affected the data.

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.

This year, there was more discussion around the needs and concerns of student's in the dining hall. As a result, the dietitian plans to spend 2 lunch periods per week in the dining hall & available to students for "nutritional coaching". The goal is to increase student engagement, create a continuum of care by making on-site appointments for follow up in the Wellness Center, and increase support for students who could benefit from tangible nutrition education at meal time. A tool for tracking time and effectiveness will be used to assess the outcomes of this new effort.

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

Supporting documentation for evidence of learning is described in the Appendix. In order to better understand the student population and needs in the area of nutrition services, documentation now includes total number of hours for Nutritional Counseling broken down by referral source, year in school, gender, and nutritional need category.

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

- Continues process to earn Sports Nutrition Certification- Spring 2019
- Continues process for CEU Home-Study Course on Inflammation

- Continues process for CEU Home-Study Course on Hormonal Balance & Metabolism
- Reviewed Intuitive Eating Program for RDs- Spring 2019
- Began Certification Process with the Integrative & Functional Nutrition Academy and completed Track 1 of 5- Spring 2019
- Completed 5-year cycle of CEU's to recertify as a Registered Dietitian Nutritionist

### **Areas of Distinction**

- Conducted Nutritional Screening using "Eat 26 Screening Form" during Student-Athlete Orientation
- Presentation to Men and Women's Tennis Team- Fall 2018
- Eating Disorder Awareness Lecture to Upper Division Kinesiology Class – Spring 2019
- Participation in the SS&W Fuel Success-Celebrate Wellness campus fair event
- Participation in Depression Screening Day - Spring 2019
- Presentation to Women's Track and Cross- Country Team- Fall 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 by Program

	Tutorial Services Learning Outcomes				
	<b>Cognitive Complexity</b>  Engages with others in constructive ways, assessing assumptions and considering alternative ideas, perspectives and solutions	<b>Knowledge Acquisition, Integration &amp; Application</b>  Seeks new information and uses co-curricular and curricular experiences to integrate knowledge with beliefs, values, and actions	<b>Humanitarianism &amp; Civic Engagement</b>  Engages in humanitarianism and civic engagement, showing a willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds	<b>Interpersonal &amp; Intrapersonal Competence</b>  Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) and practices self-efficacy	<b>Practical Competence</b>  Engages in practical skill-building experiences in preparation for one's vocation
<i>Student Success and Wellness Programs</i>					
<i>Academic Coaching</i>	✓	✓	✓	✓	✓
<i>Tutorial Services</i>	✓	✓	✓	✓	✓

### Evidence of Learning

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 with in the tutoring session, as well as, other resources (i.e. computers, whiteboards, textbooks, etc.) that will support the tutoring session. The tutors demonstrate leadership skills during every tutoring session by ensuring that the session remains productive and

focused on the tutoring goal while steering the tutee towards a higher level of understanding. Academic coaching support students' development of executive functioning skills. These skills are necessary for personal and professional development during and after their college career.

### **2018-2019 Area Assessment**

For the 2018/19 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). This goal has not been met; however, this goal will continue to be our 2019-2020 goal.

### **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, the following information was gathered:

- Receptionists need streamlined processes for juggling administrative tasks
- Tutors request the following improvements:
  - access to current textbooks
  - tutees held responsible for missing tutor appointments
  - more space for conducting tutor appointment
- Tutees were overall satisfied with tutoring and believed the tutor helped instill confidence in their skills.
- Goals for 2019/20 include:
  - Enhancing Tutor Training in Canvas
  - Improving tutor training for students with disabilities
  - Increasing consistency in the tutoring scheduling system
  - Requesting increase facility space for tutoring

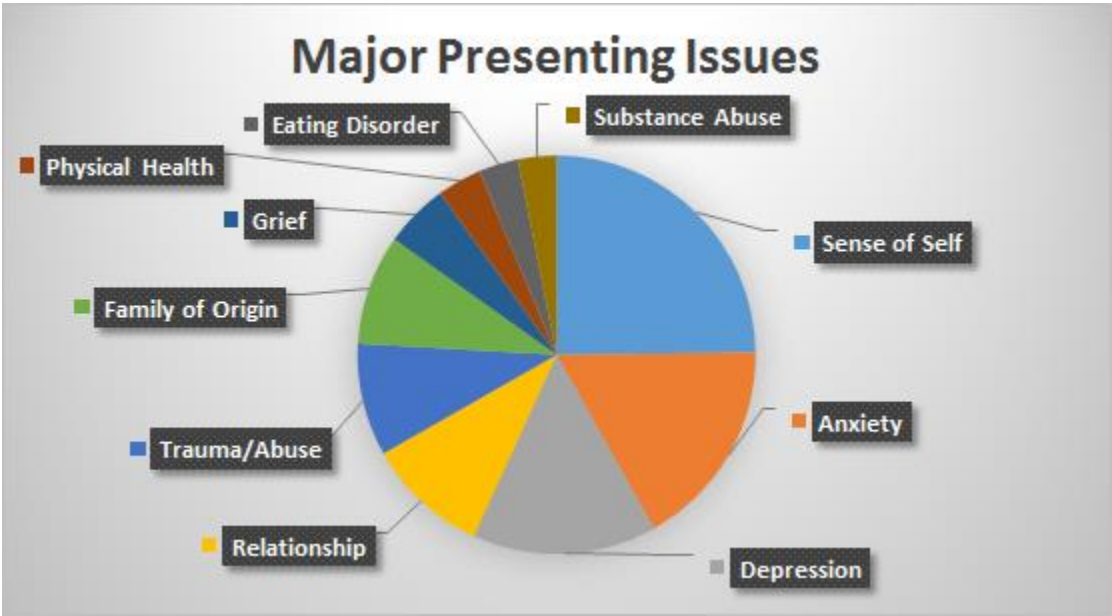
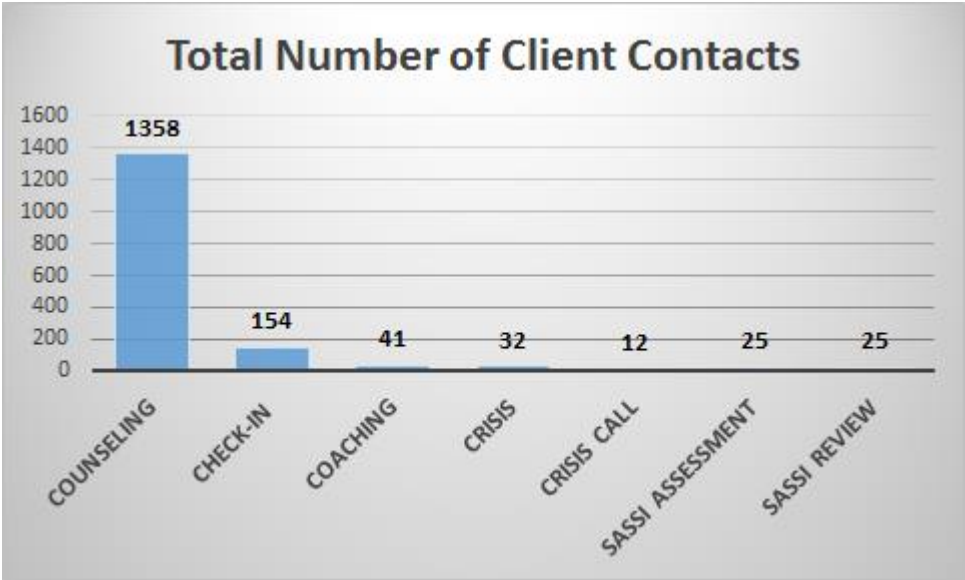
### **Areas of Study/Professional Development**

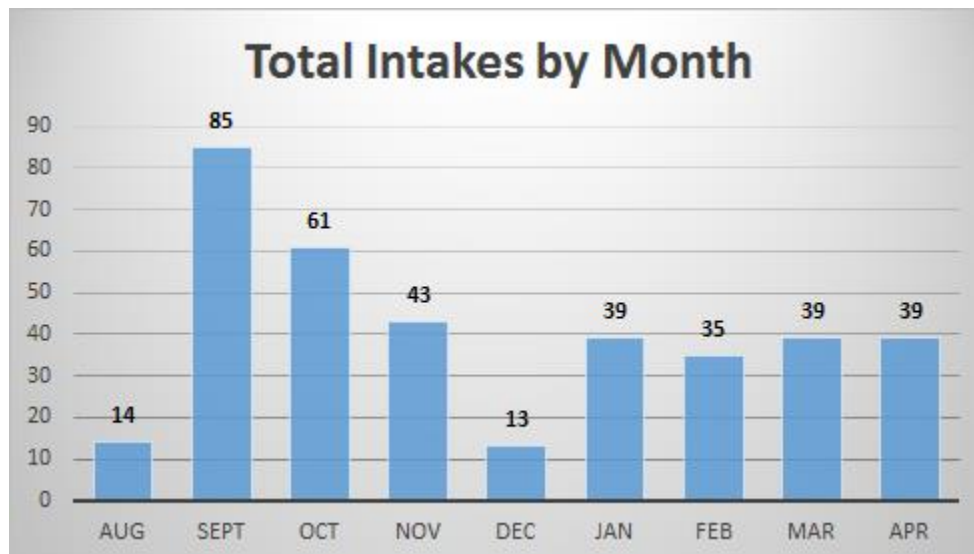
Books:

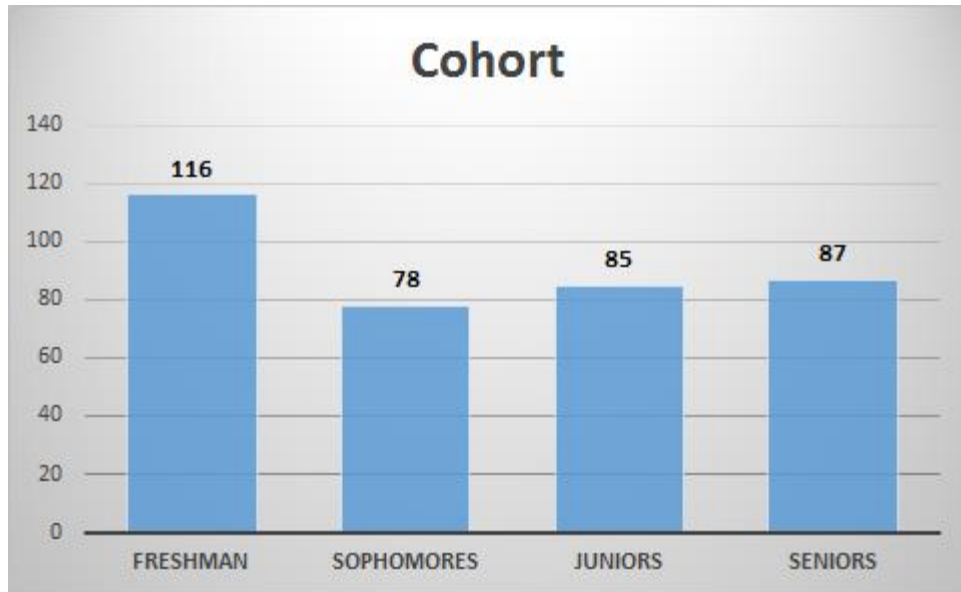
- Teaching Unprepared Students by K. F. Gabriel
- Teaching Students How to Learn by S. Y. McGuire

# **APPENDIX**

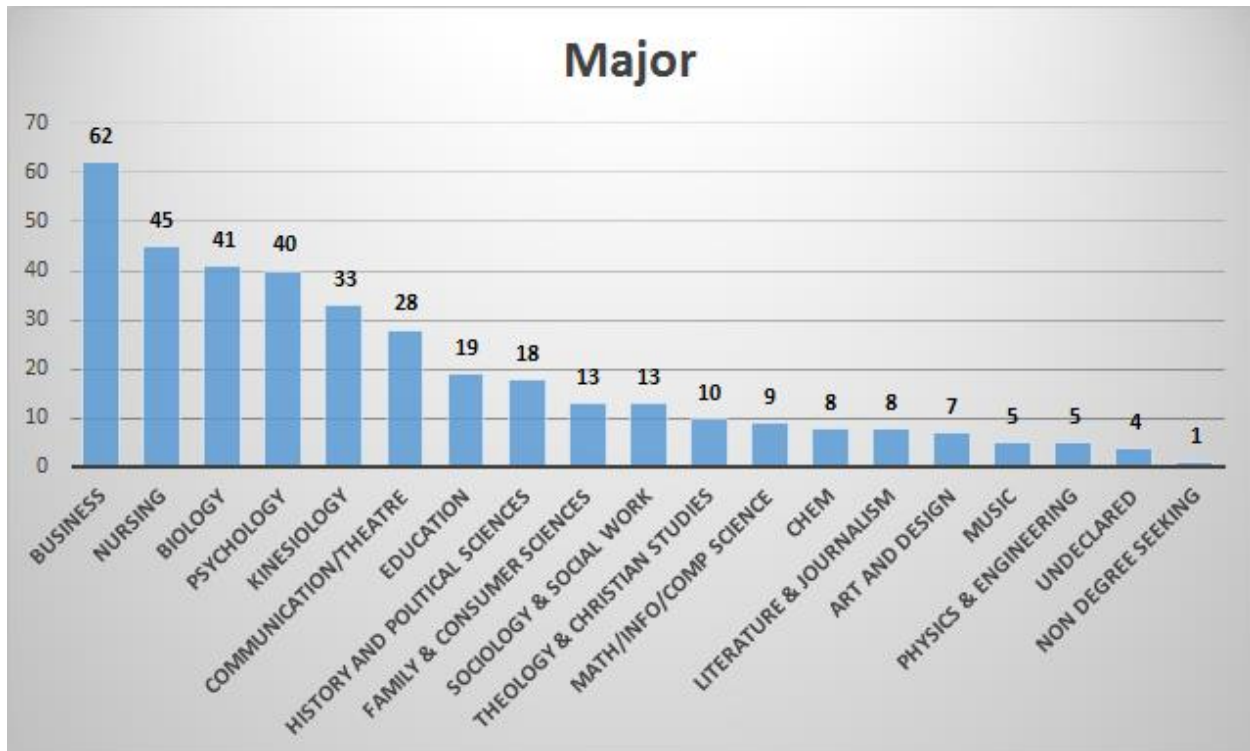
**COUNSELING SERVICES  
2018/19**

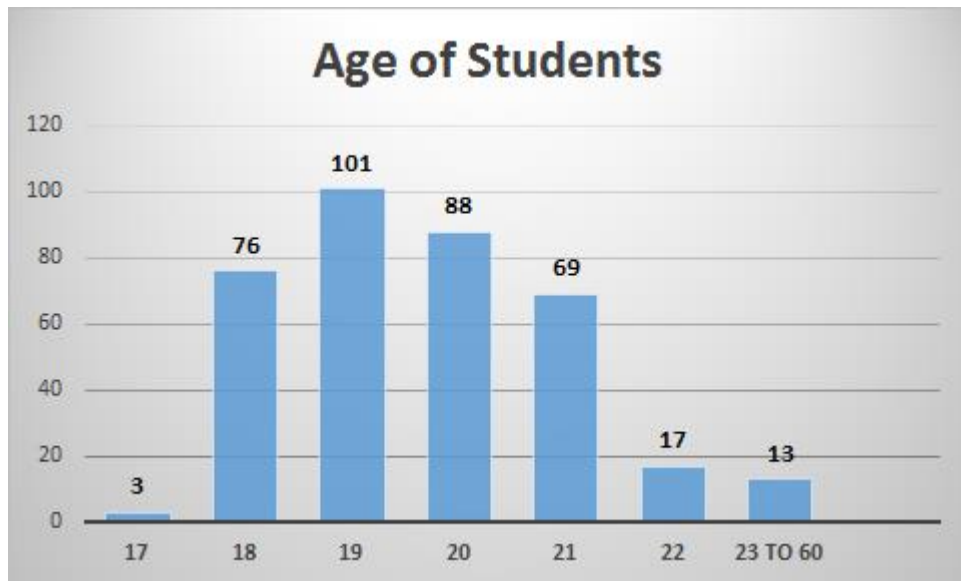
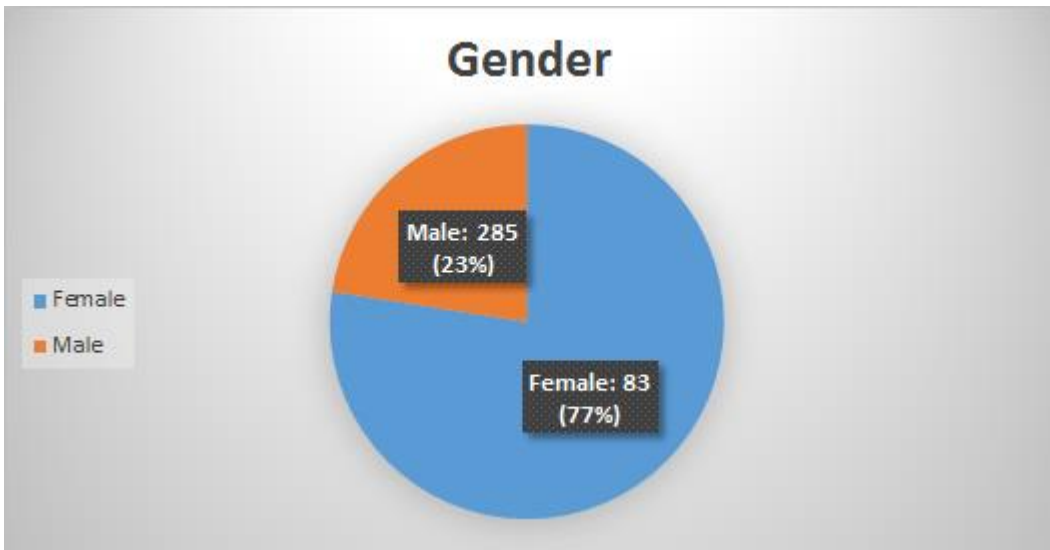




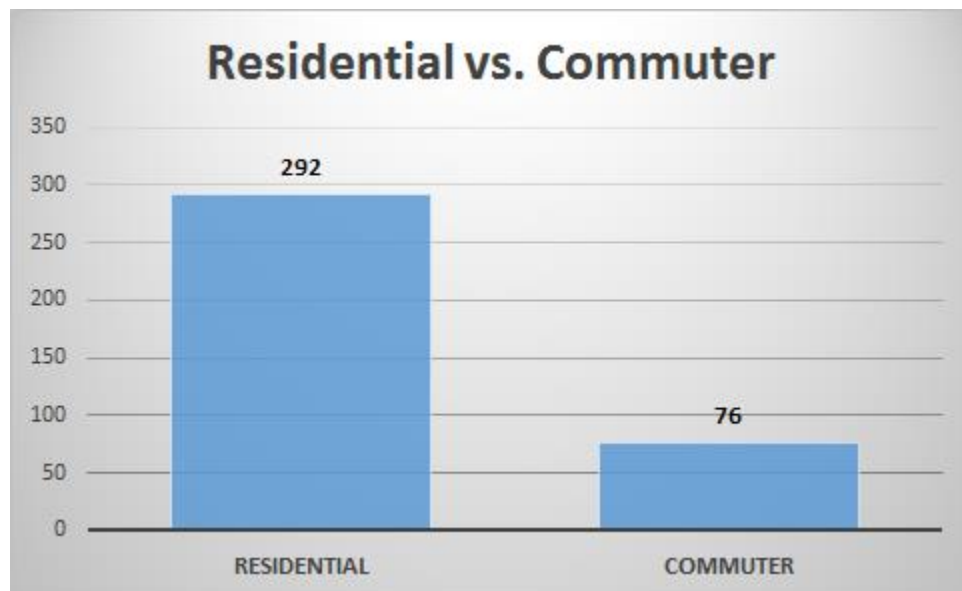
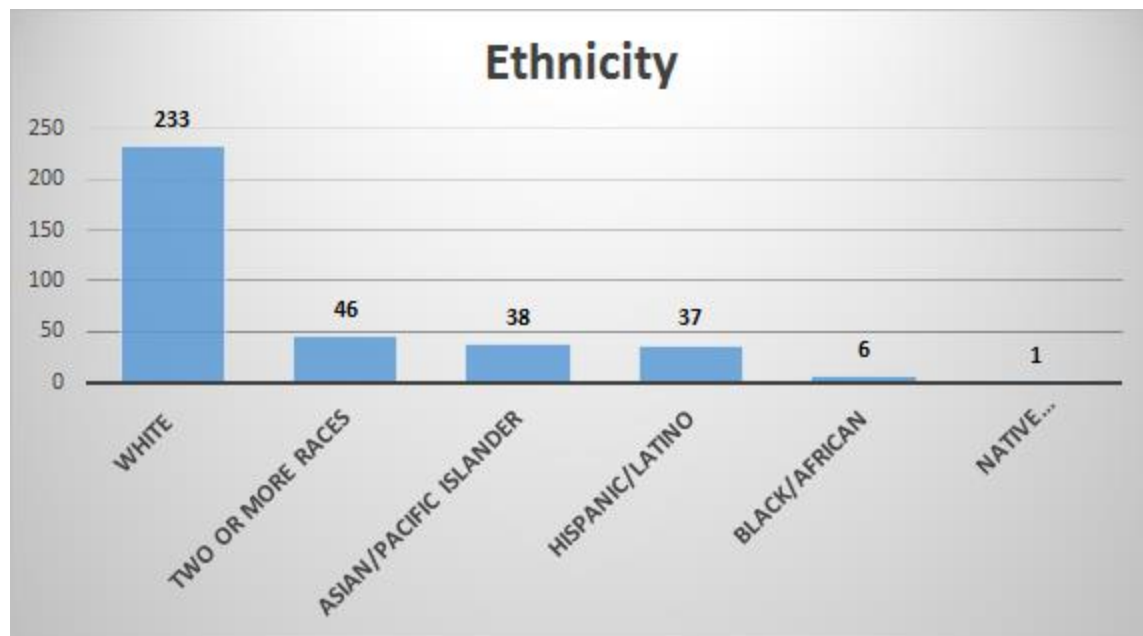


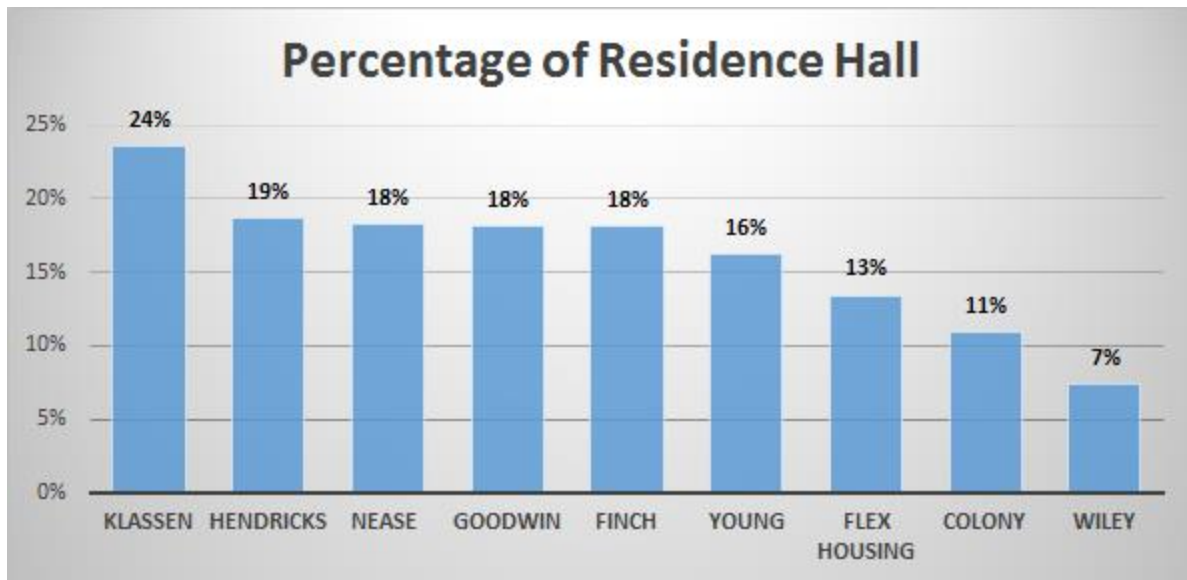
A total of 389 individual students were seen during the 2018-2019 academic year.  
(14.96% of the 2600 student body total)



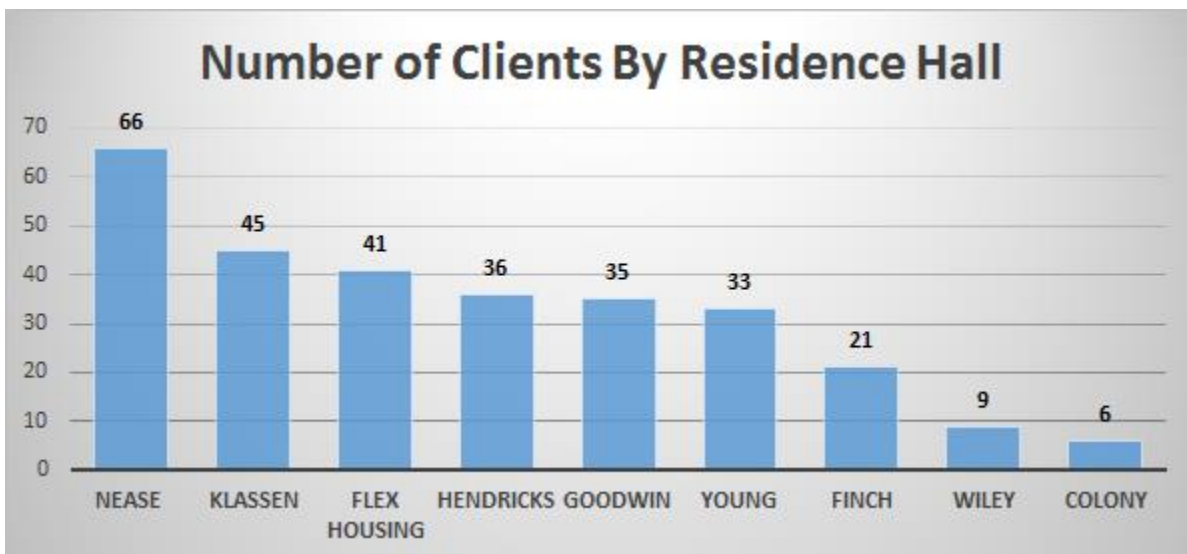


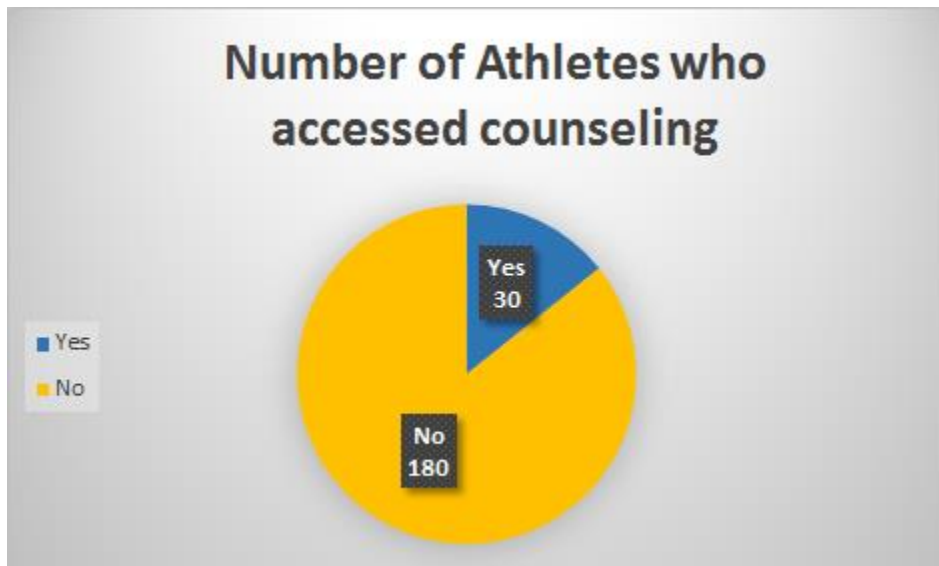
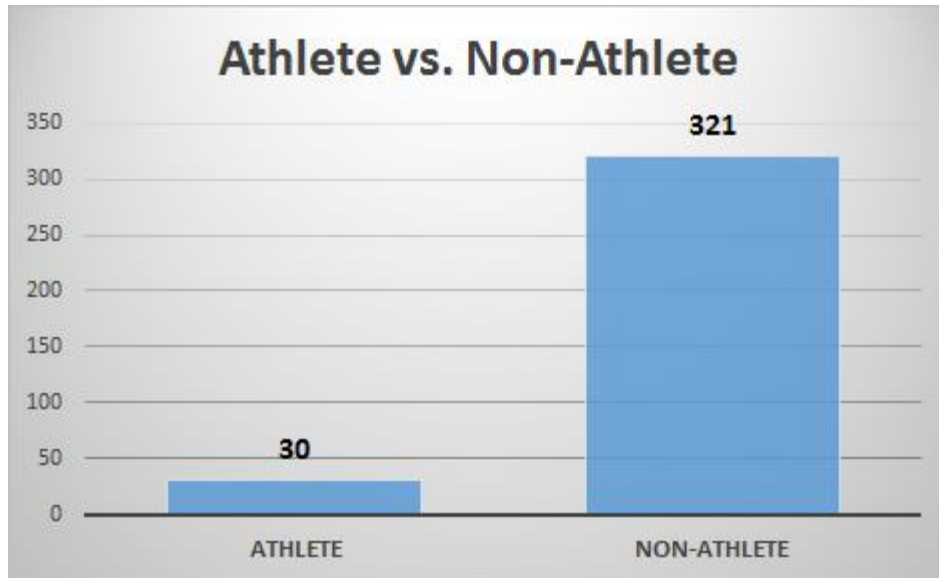




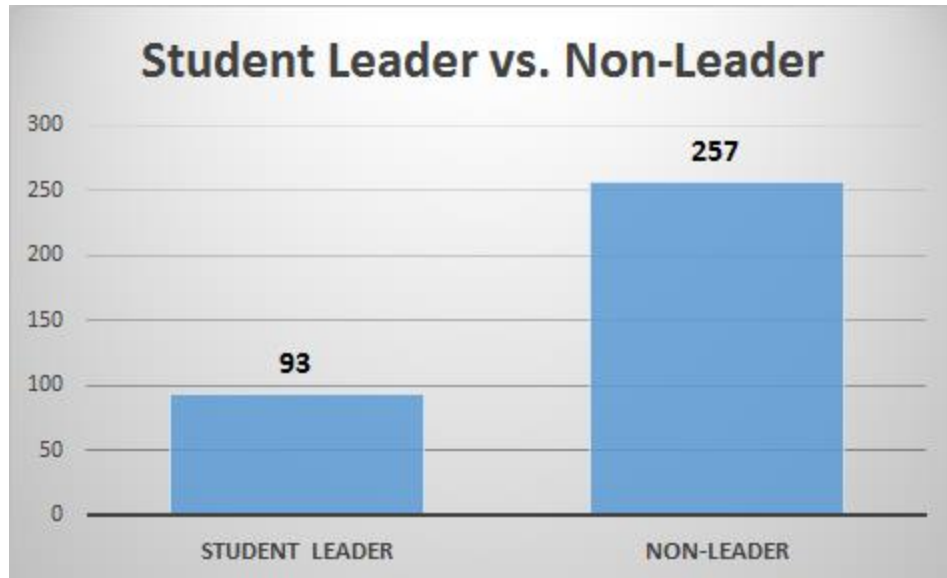


Percentage of students within each residence hall utilizing counseling services.

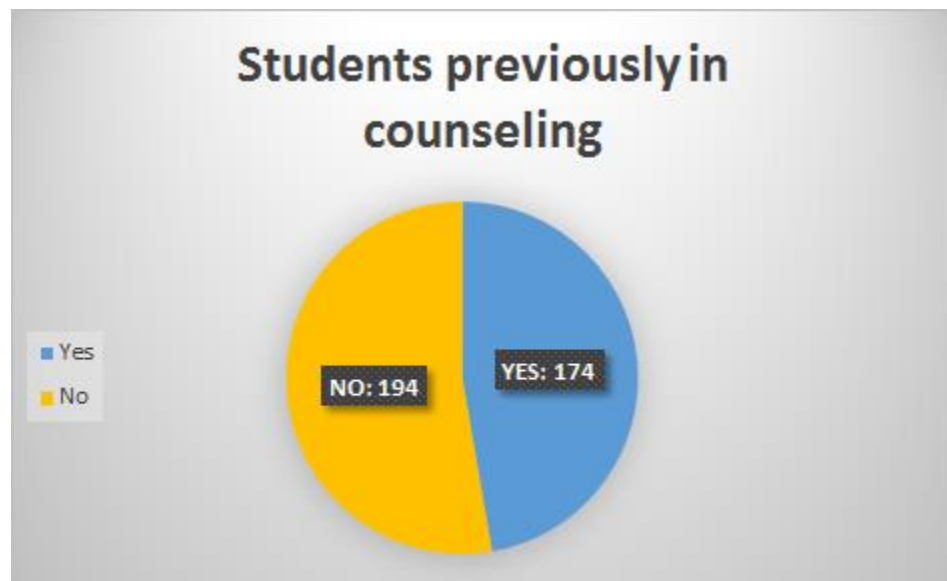




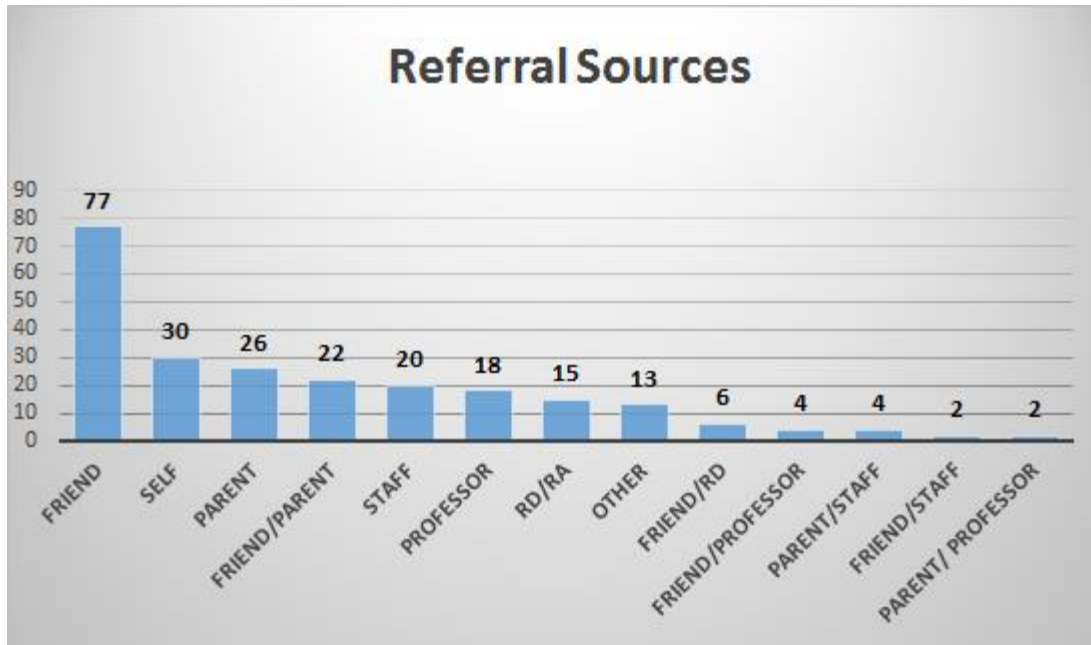
30/210 Athletes given the Depression Screening Inventory accessed counseling.



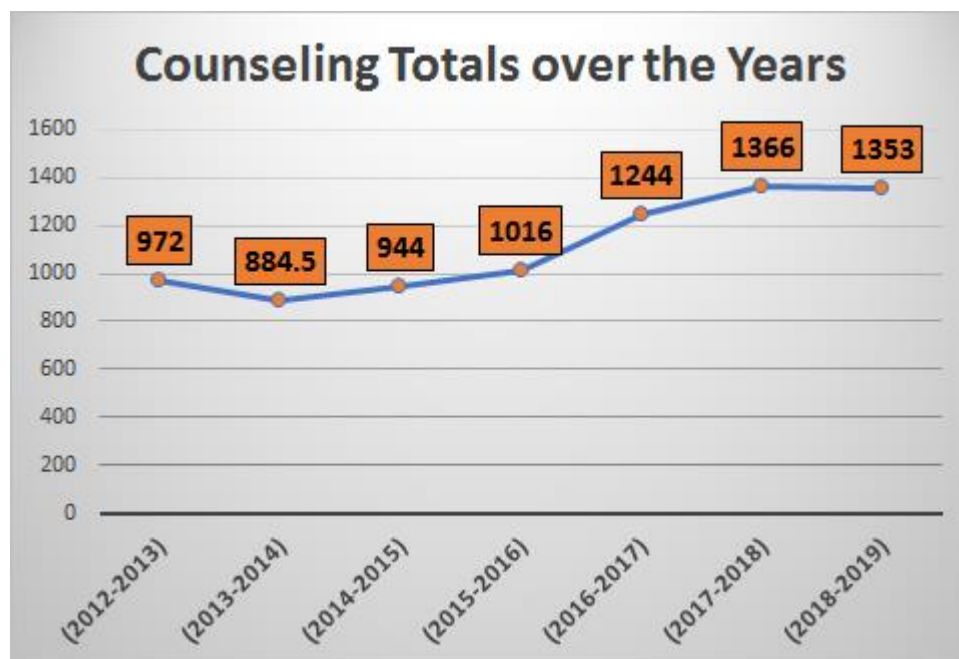
Of approximately 300 Student Leaders, 93 accessed Counseling Services.



174 students indicated they had previously been in counseling.  
80 of these students had accessed Counseling Services  
in the PLNU Wellness Center in prior academic years.



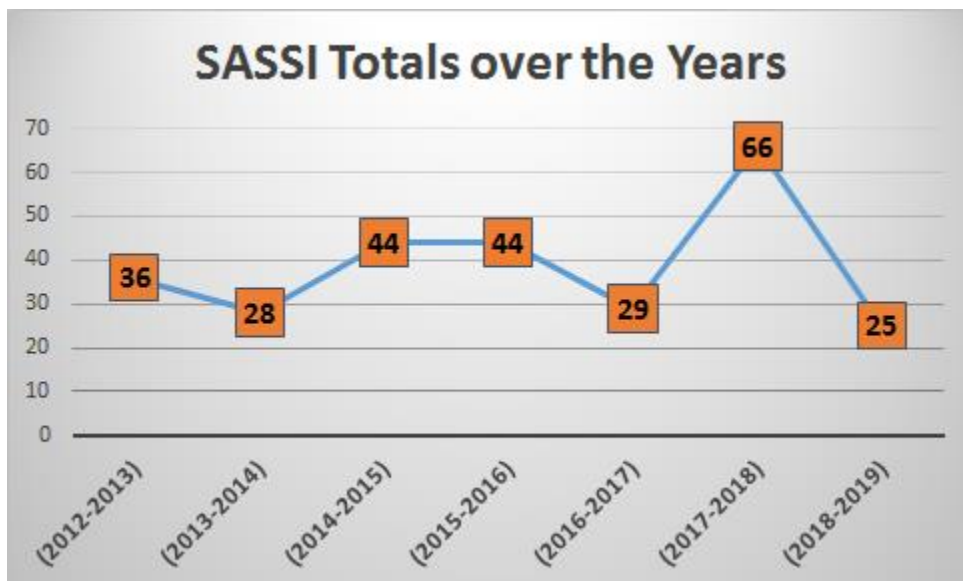
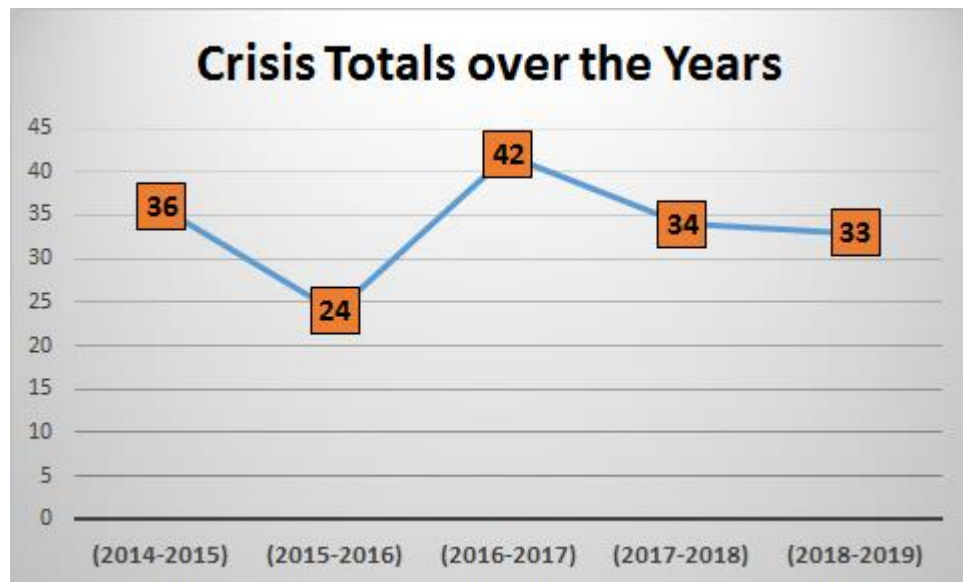
“Self” identifies students who came to counseling by their own initiative



Counseling Team consisted of 4 FTE in 2012/2013 and 2013/2014.

The team reduced to 3.5 FTE from Fall 2014 - Spring 2018.

In 2018/2019, the Counseling Team consisted of 3 FTE and 2- .5 Counseling Associates; Senior Clinician served as Interim Associate Dean during 2018/19.



## COLLABORATIVE COUNSELING ACTIVITIES 2018/2019

Event	# of Participants	Partners
Counselor Devotional at the Student Development Beginning of Year Breakfast (Josee's Devotional)	91	Student Development Staff
NCAA Compliant Depression Pre-Screening of Athletes - Athlete Orientation	210	Athletic Department
Meetings addressing the ASB Mental Health Initiative	9	ASB President/ ASB Senate Mental Health Committee Mental Health Club Helmet Club
Nazarene Student Leadership Conference (NSLC)	45	ASB Presidents and Student Development Vice Presidents from Nazarene Universities
WellTrack Proposal Preview and Planning Session	30	ASB President and Senate Residential Life Staff Student Development Staff
<b>5 Events</b>	<b>Total participants = 385</b>	<b>Total of 7 PLNU Partner Groups + Representatives from Nazarene Universities</b>

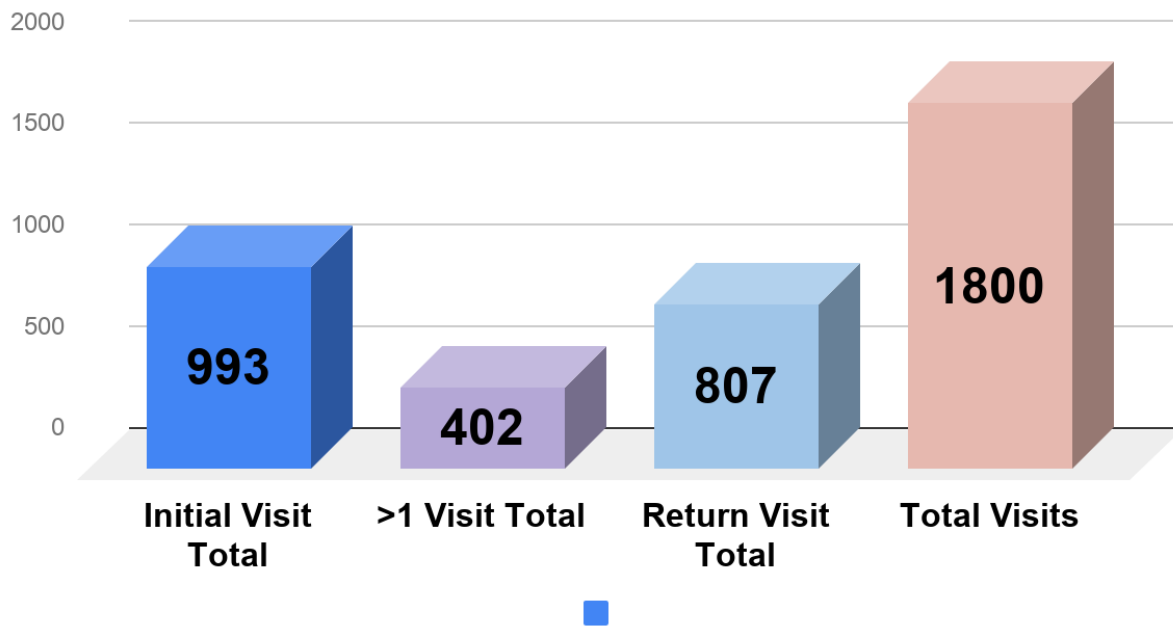
## HEALTH EDUCATION OUTREACH ACTIVITIES 2018/2019

Event	# of Participants	Partners
Depression Screening	Assessments = 48 Words of Hope Activity = 110	ASB - Student Senate
PAWS AWHILE (Fall) PAWS AWHILE (Spring)	492 -Students/Staff/Faculty 414 - Students/Staff/Faculty	SD Humane Society ASB Kris/Scott and Smoochy
Fuel Success – Celebrate Health	Information Fair = App. 300 (83 Completed passports)	3 Community Partners PLNU Student Dietetics Club ASB - Student Senate
Sobriety Talks On the Point	Student Body @ Chapel	6 Local emergency personnel 8 community treatment partners PLNU Mental Health Club
<b>5 Activities</b>	<b>Total Participants 1474 + Student Body @ STOP - Sobriety Talks On the Point</b>	<b>Total Partners = 22</b>

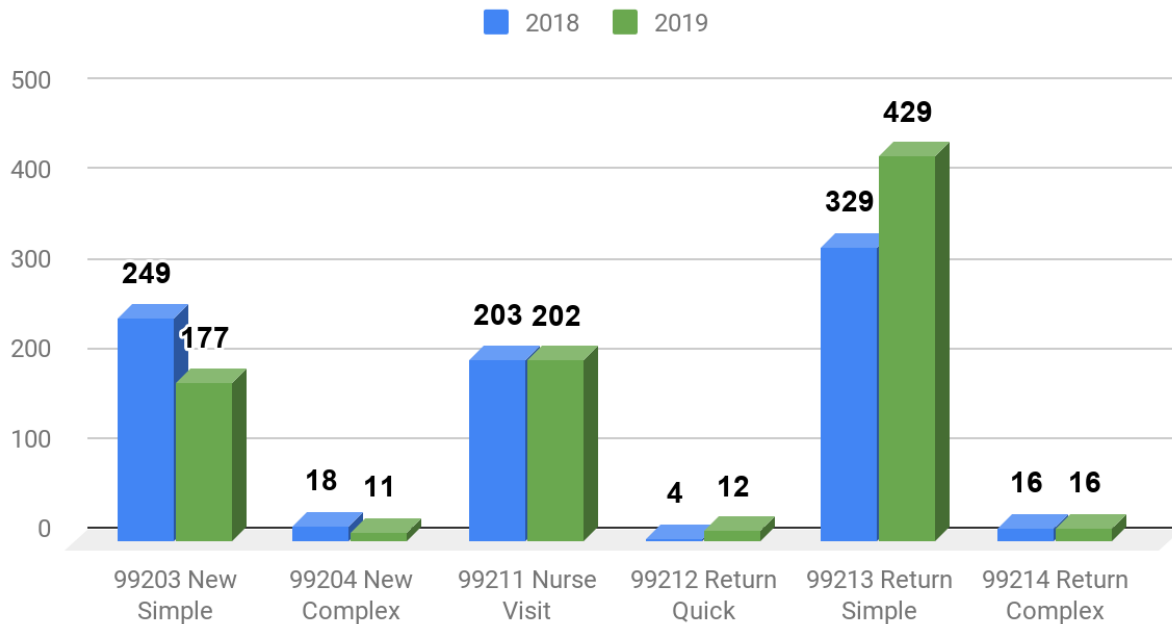


## HEALTH/MEDICAL SERVICES 2018/19

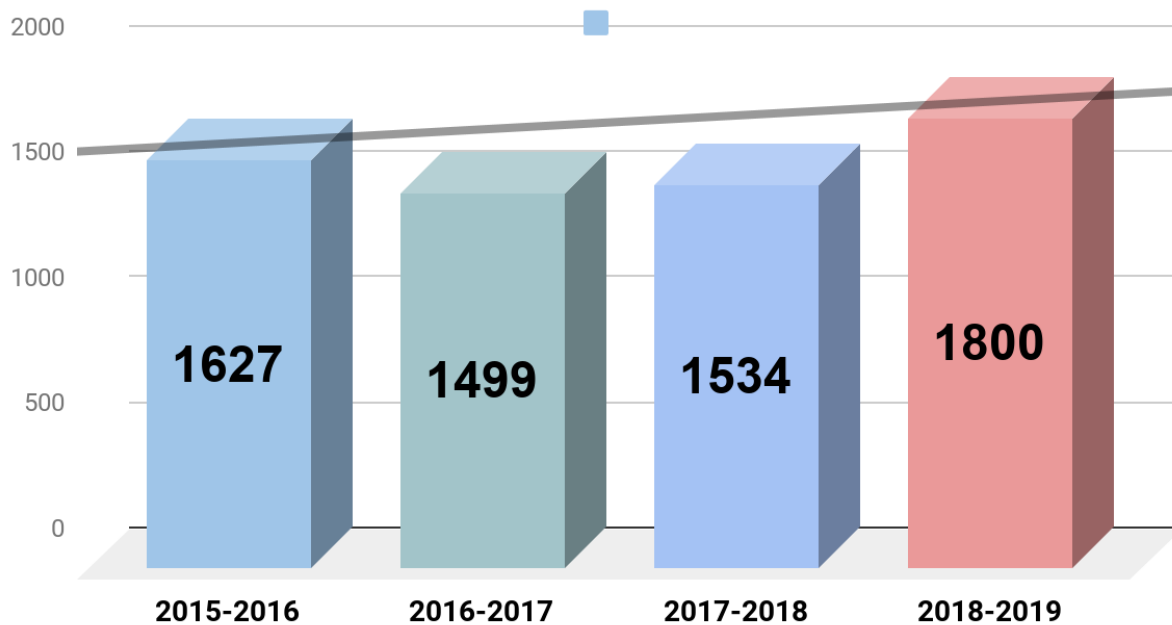
**Health Services Visit Totals - 2018/2019**



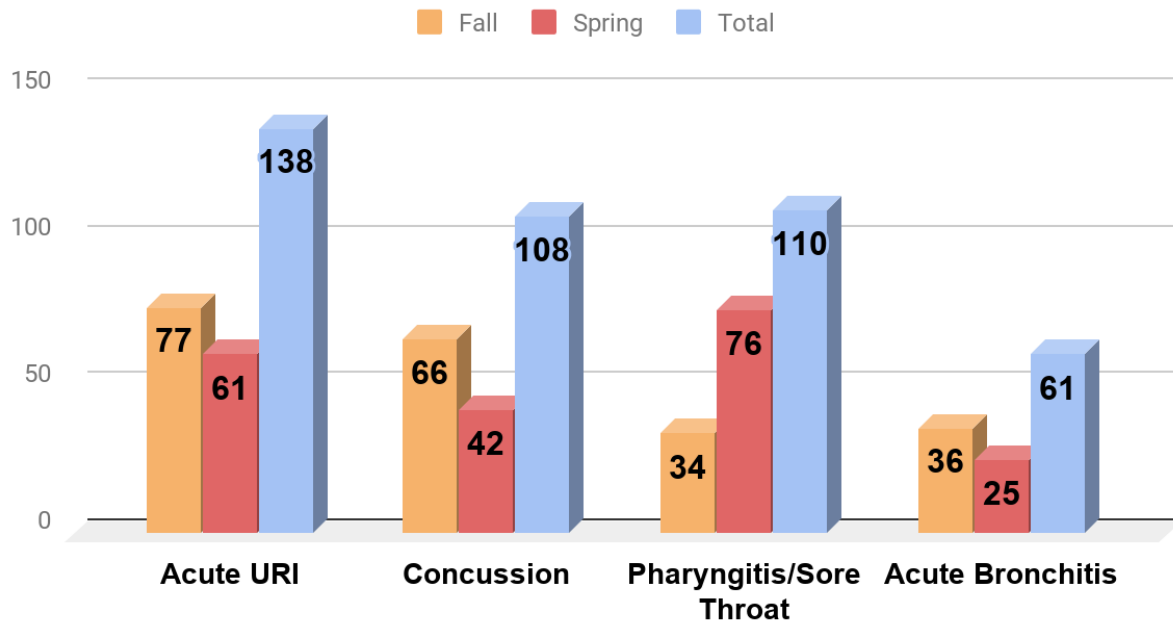
## Health Services Visit Acuity 2018-2019



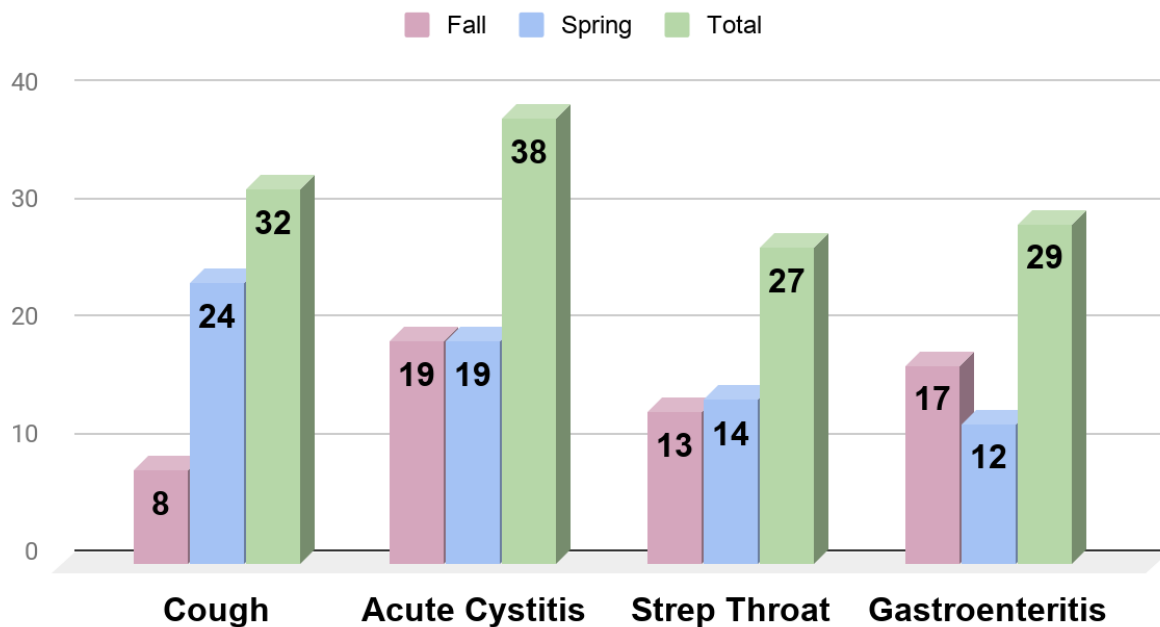
## Health Services 4 Year Visit Totals



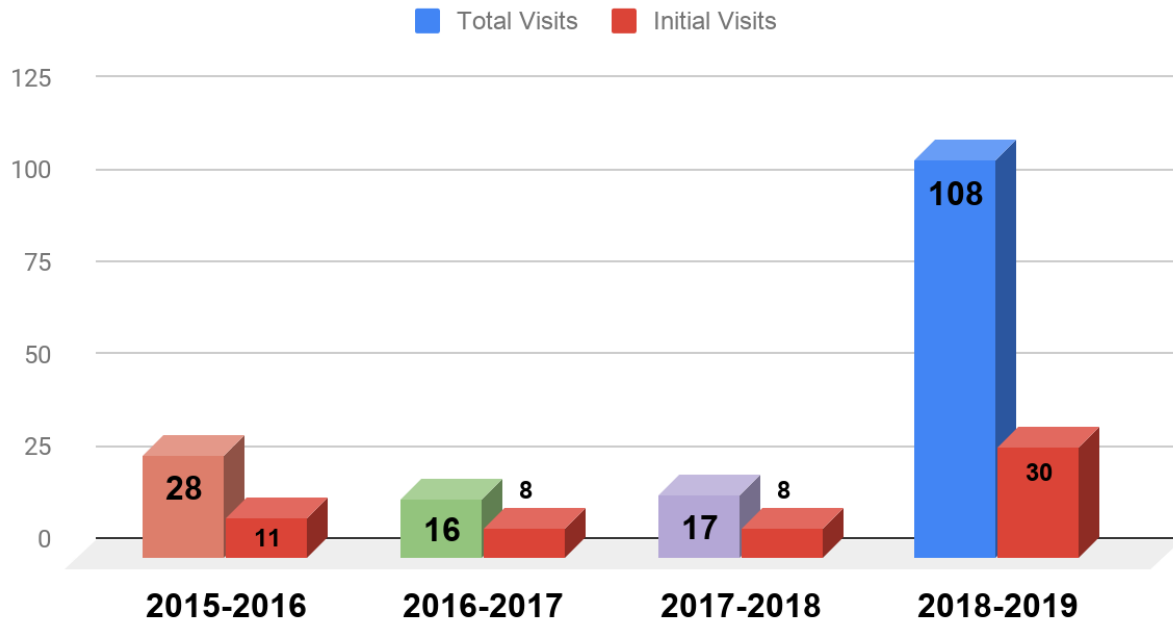
## Health Services Top Diagnosis 1-4



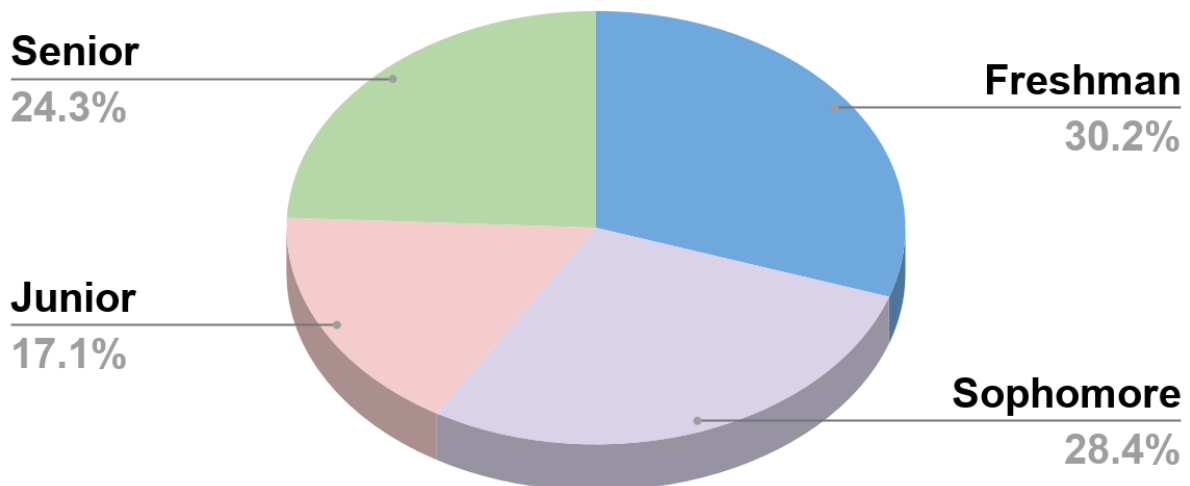
## Health Services Top Diagnosis 4-8



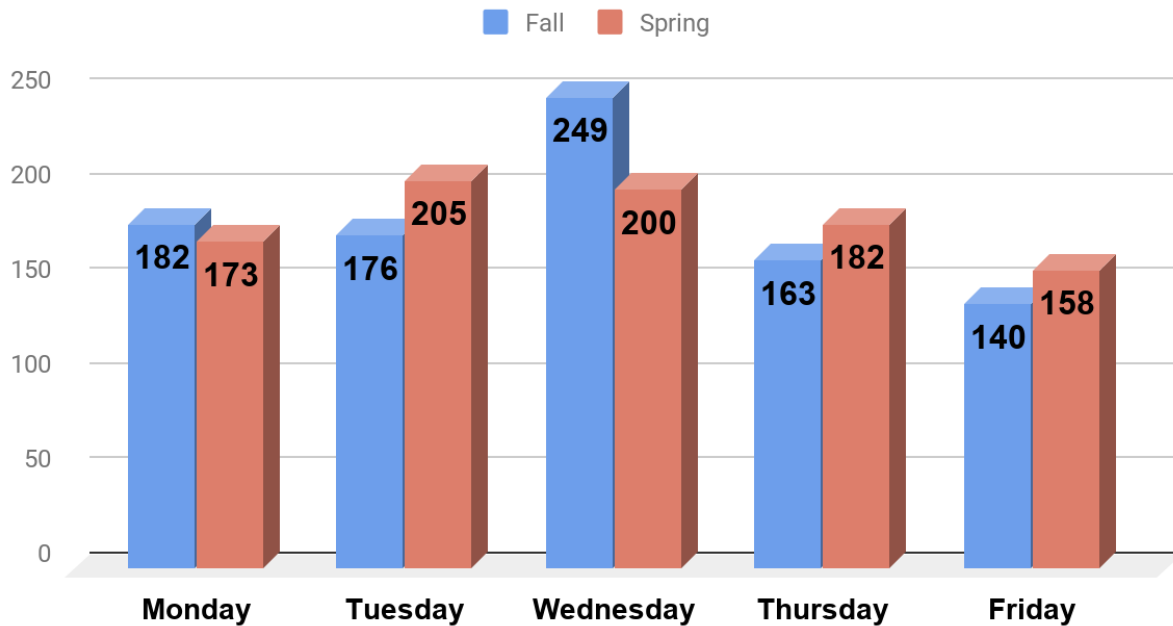
## Health Services 4 Year Concussion Visits



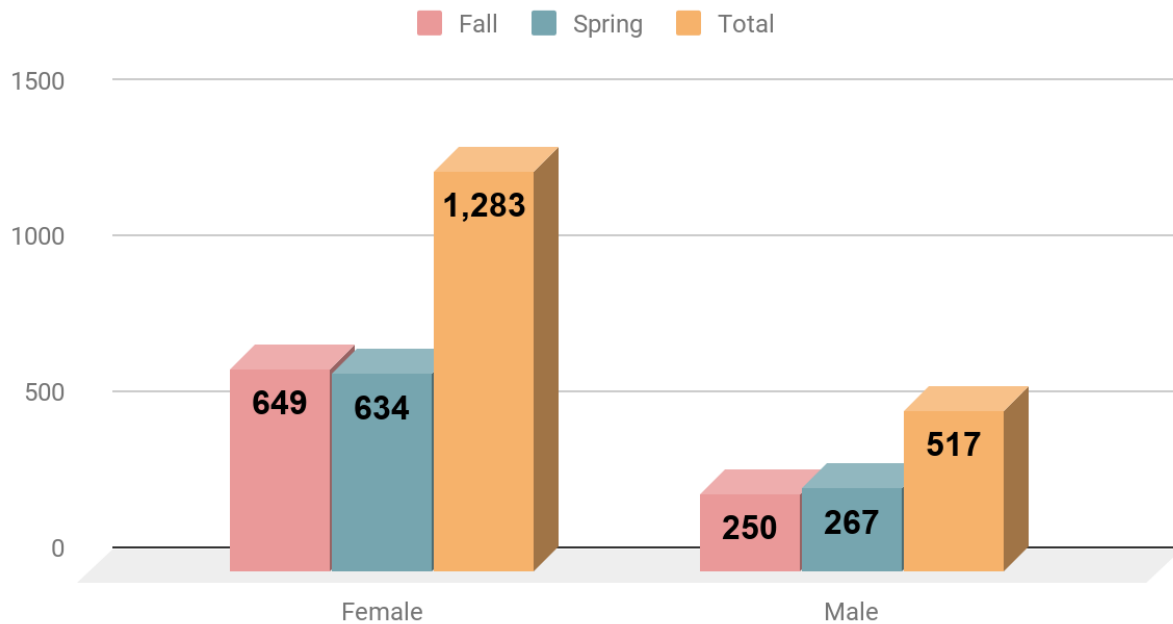
## Health Services Visits by Class - 2018-2019



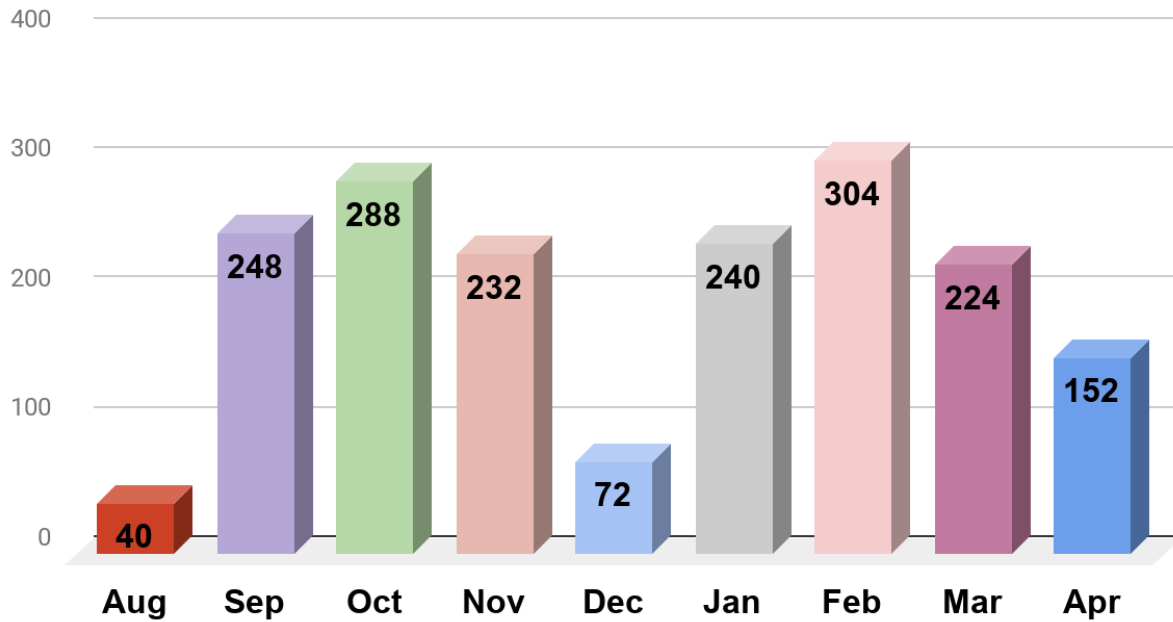
## Health Services Day of the Week 2018-2019



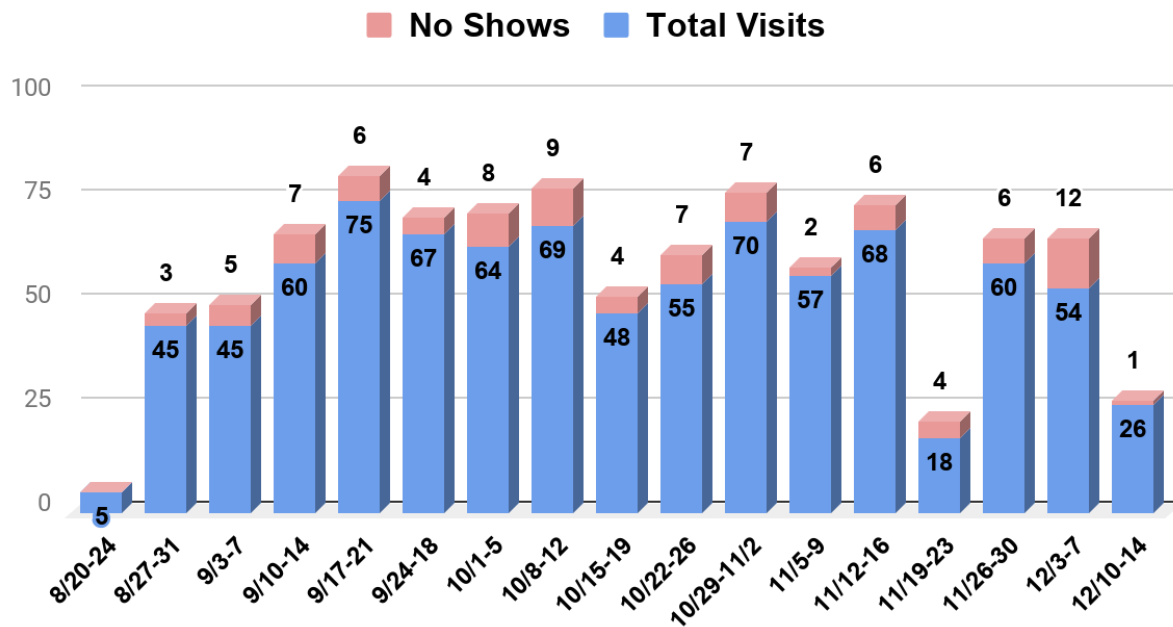
## Visits by Gender 2018/2019



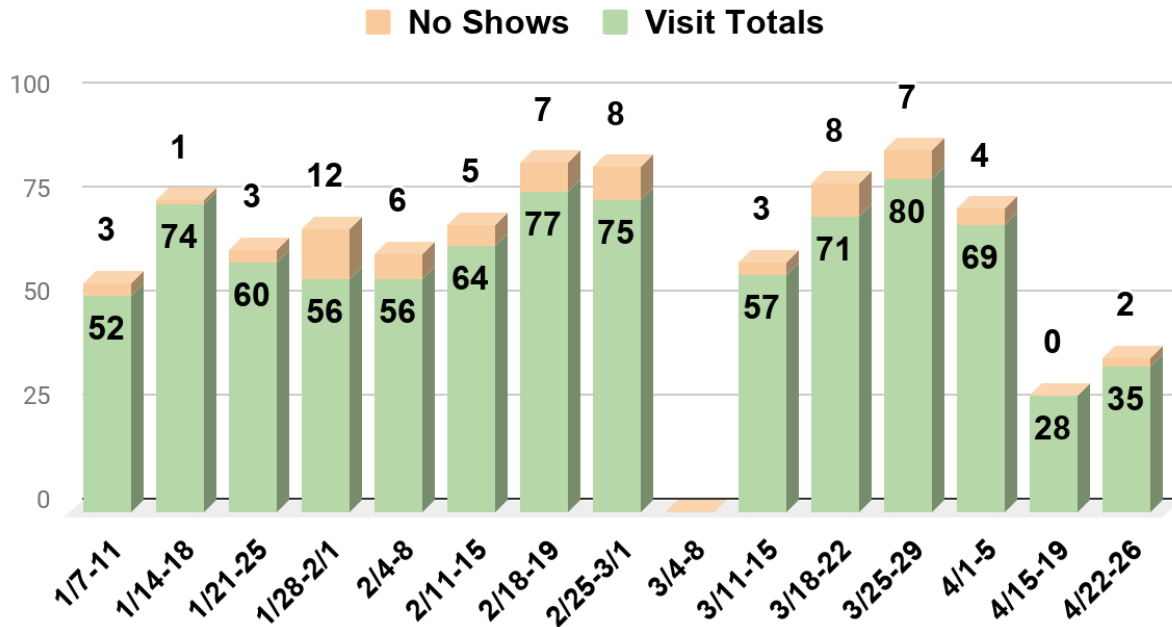
## Health Services Visits by Month 2018/2019



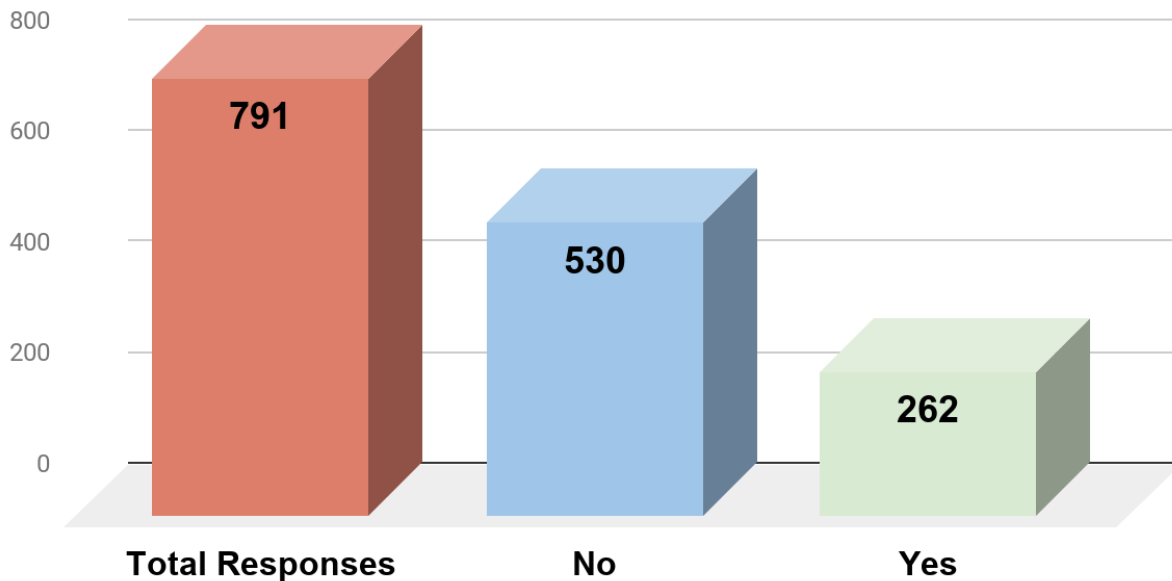
## Health Services Visits by Week - Fall 2018



## Health Services Visits by Week - Spring 2019



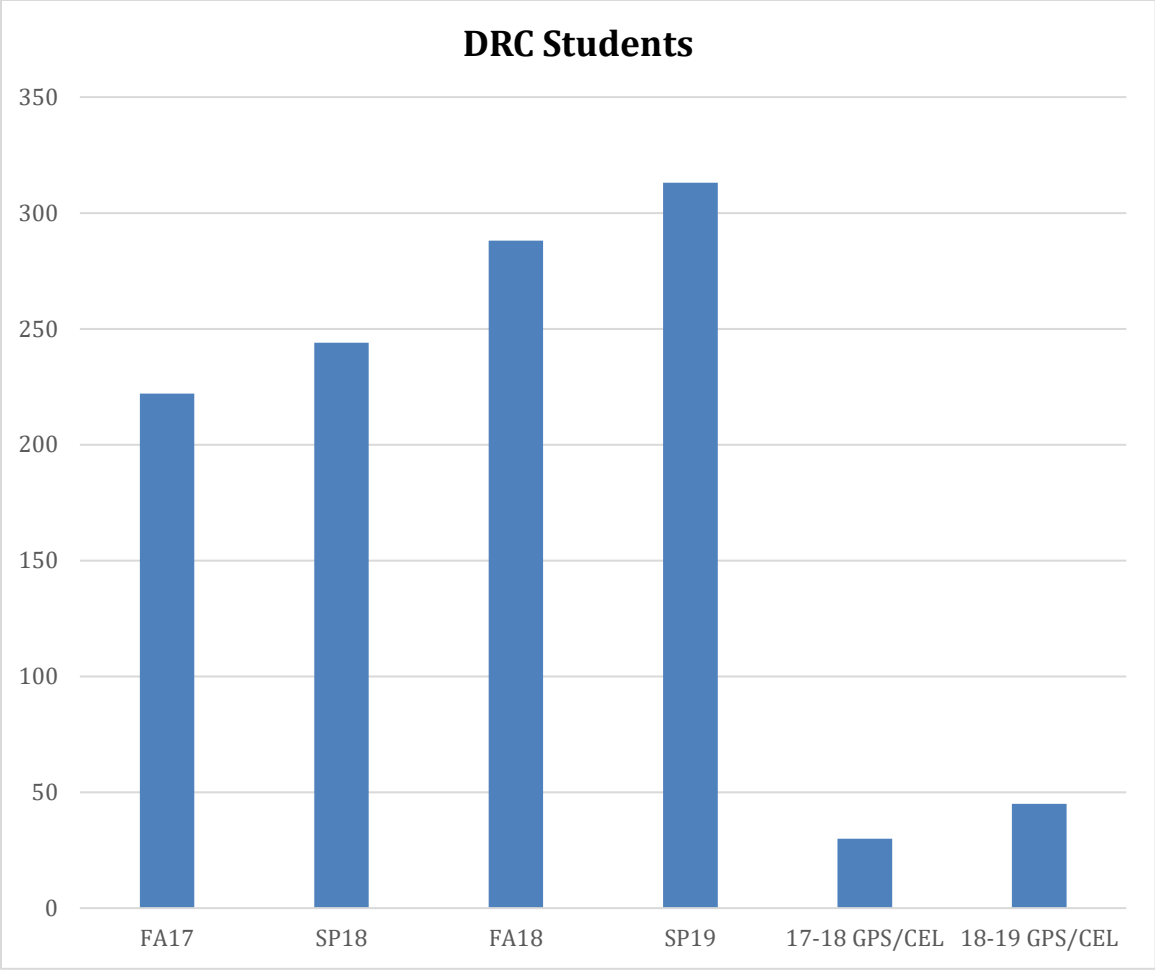
## Student Check-In Form from 1/2019 to 5/2019 Have you received the flu shot this season?

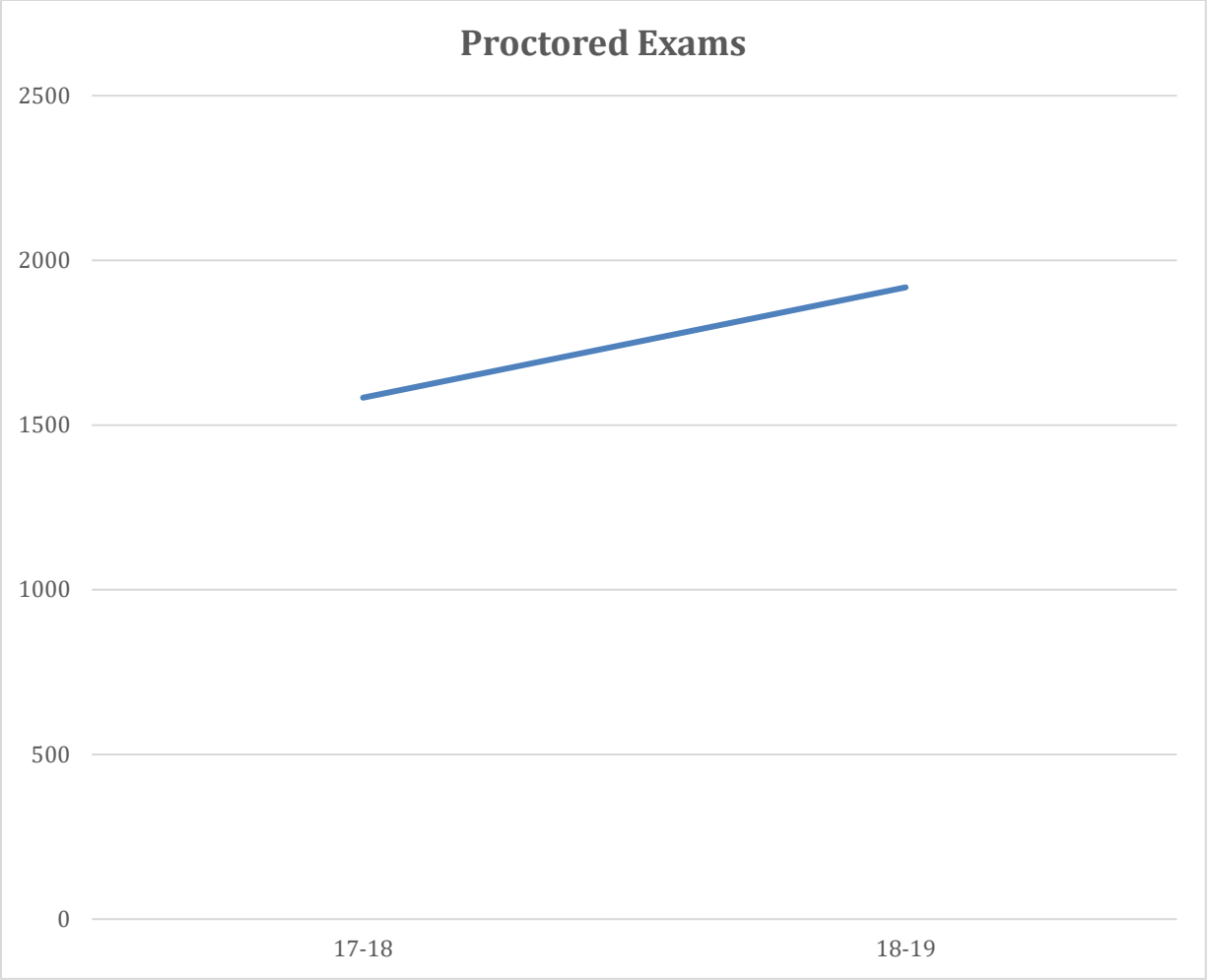


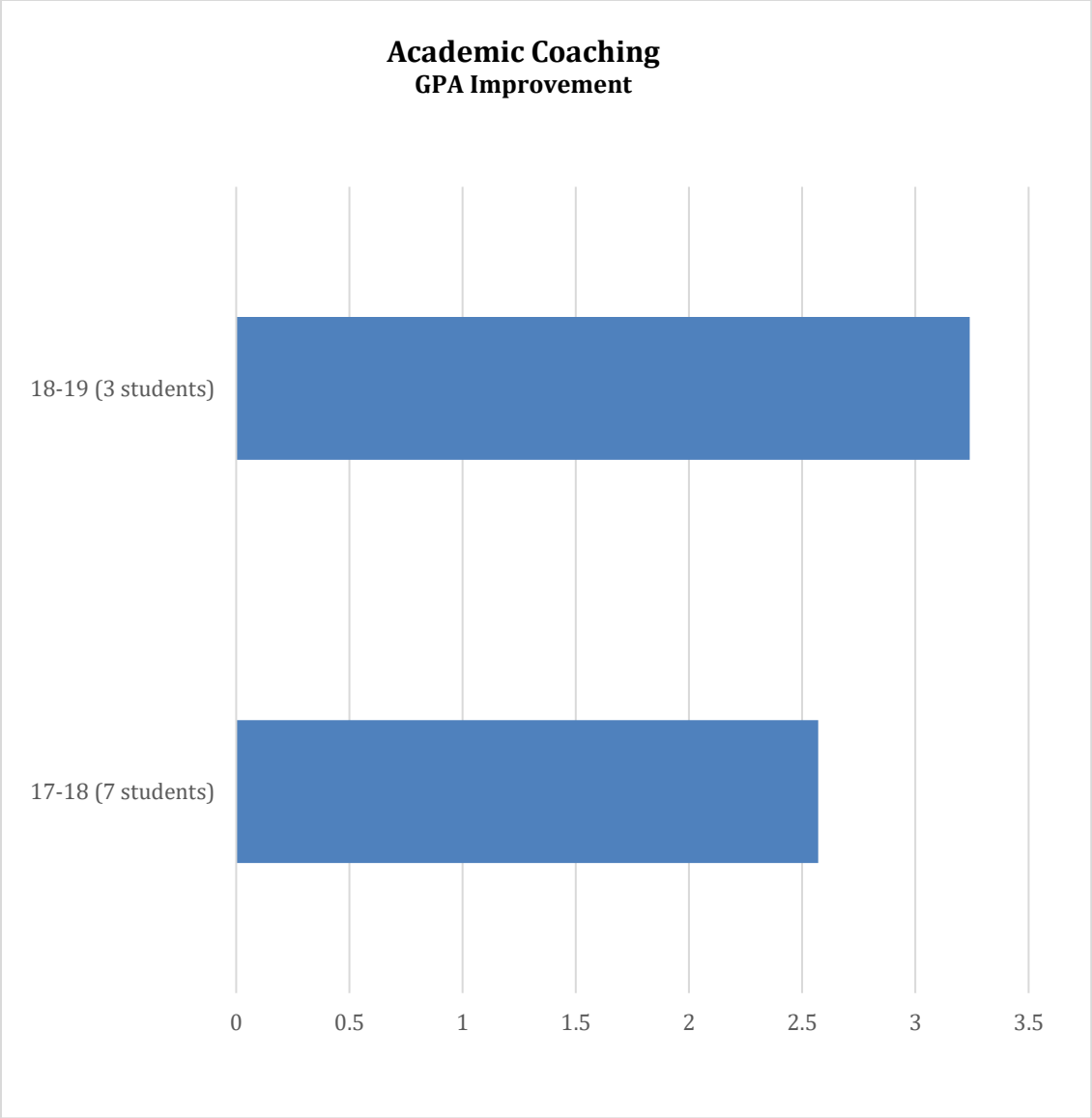
**Disability Resource Center  
2018/19**

<b>Program Activity</b>	<b>Statistics</b>
<b>Student Meetings (Annual)</b>	<b>Director: 353 ADC/GPS: 45 ADSS: 164</b>
<b>Undergraduate Proctored Exams ADC &amp; Grad Proctored Exams</b>	<b>1,918 12</b>
<b>Proctored Exams</b> (Percentage Change 17/18 vs 18/19)	<b>45% Increase</b>
<b>Academic Coaching</b> F18 – SP19 (4 students)	<b>Overall GPA: 3.24</b>
<b>DRC Students 17-18 vs 18-19</b>	<b>30% increase</b>

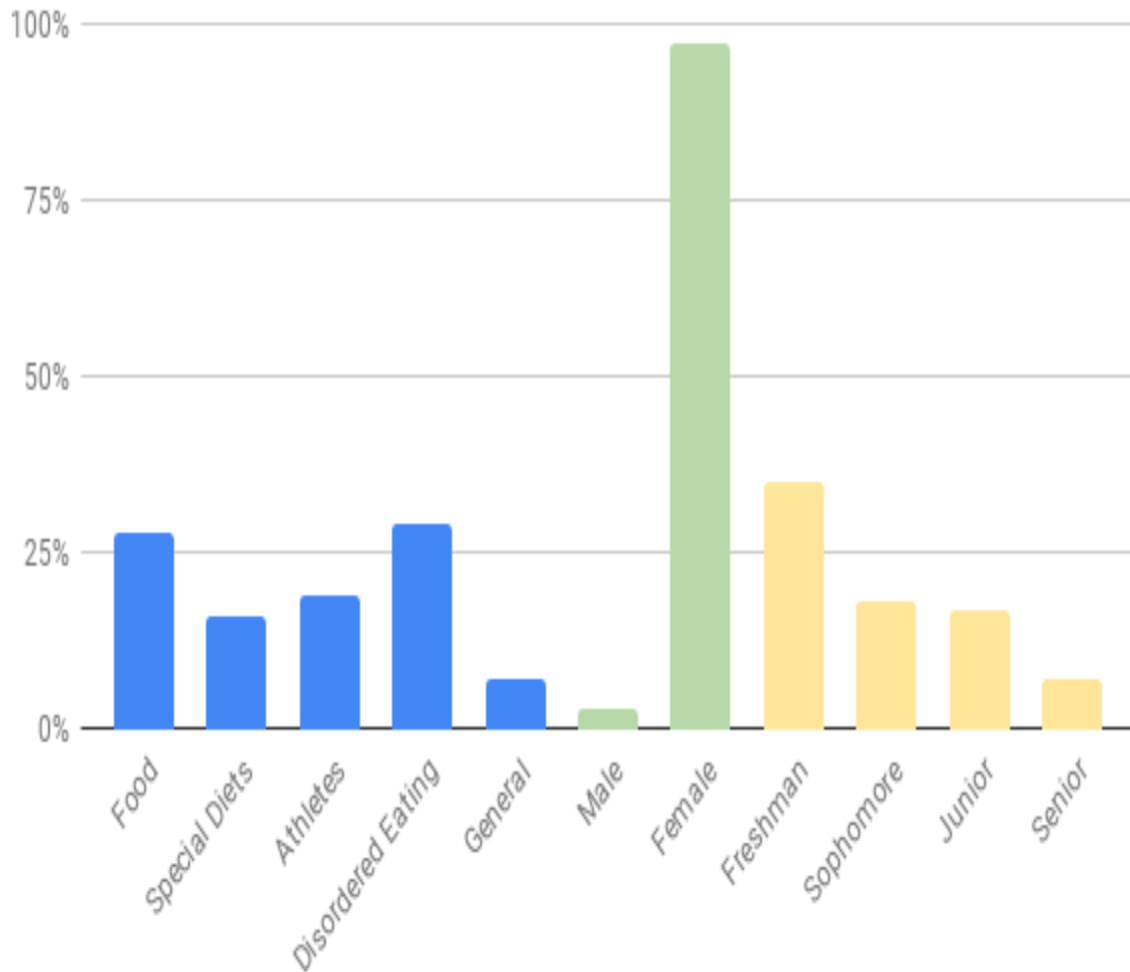








## Nutritional Consultation Services 2018/19



# **TUTORIAL SERVICES** **2018-2019**

PROGRAM	STATISTICS
Visits: tutoring; independent study; paper editing; review sessions	Tutoring = 2458 Ind. Study = 3 Paper Editing = 20 Review Sessions = 1469
Percentage Change 17/18 vs. 18/19	29% decrease total  Tutoring = 19% increase Ind. Study = 83% decrease Paper Editing = 71% decrease Review Sessions = 19% increase

