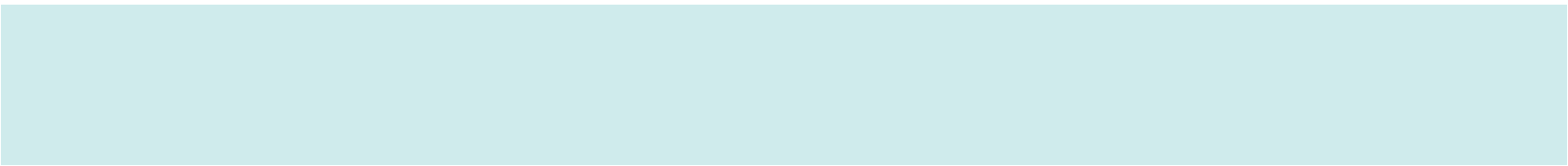


University of Wisconsin - System **COUNSELING IMPACT ASSESSMENT**

2018-2019



**University of Wisconsin System Counseling Impact Assessment Project
Annual Report
2018-2019**

This Annual Report summarizes results from data collection taking place during the 2018-2019 academic year by the University of Wisconsin (UW) System Counseling Impact Assessment Project, overseen by a system-wide committee of the same name. The project seeks to track a core set of common data elements across UW-System counseling centers, for the purposes of providing benchmarking data for each campus and to allow for system-level analyses of counseling utilization and impact.

Incremental progress has been made each year in establishing a systematic and sustainable assessment process that both serves day-to-day clinical needs of counseling center professionals and helps them evaluate and improve upon their work. By moving thoughtfully and systematically, we hope to continue to strengthen the ways in which we assess our work, for the betterment of the clients we serve.

The project has now gathered eight years of client feedback on the impact of services received through the Learning Outcomes and Satisfaction Survey (LOS) and seven years of client demographics through the Client Information Form (CIF). In 2014-2015, we began requesting client IDs to allow for pre/post comparisons of client functioning on the various instruments administered. 2018-2019 marked the year we discontinued data collection through the Counseling Center Assessment of Psychological Symptoms (CCAPS). This data was available to individual centers for assessment and the addition of questions to the LOS over the last several years may have negatively impacted client participation. In 2018-19, we began reporting trend data for counseling center staffing and utilization. This annual report attempts to summarize all of this data in a way that is accessible and helpful to counseling center professionals and their constituents in understanding our work. In addition to this report, participating campuses each receive an individualized report comparing their results to UW-System (LOS & CIF) and national (Center for Collegiate Mental Health) benchmarks.

Acknowledgments

This work would not be possible without the commitment of time and financial support from the participating counseling centers and the UW System Counseling Impact Assessment Committee. Special appreciation is extended to UW System Administration for their initial financial and administrative support of this project, without which we would not have gotten off the ground. Thanks also goes to the dedicated committee members from UW System institutions who continue to support and guide the project and to the UW-Stout Applied Research Center who has taken on the responsibility of guiding and directing the research involved in this project.

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OVERVIEW

This Annual Report summarizes results from data collection taking place during the 2018-2019 academic year by the University of Wisconsin (UW) System Counseling Impact Assessment Project, overseen by a system-wide committee of the same name. The project seeks to track a core set of common data elements across UW-System counseling centers, for the purposes of providing benchmarking data for each campus and to allow for system-level analyses of counseling utilization and impact.

METHODS

The current report summarizes data collected across 12 institutions within the University of Wisconsin System. There were two primary sources of data collection which are summarized in the table below.

Table 1: Measures

Client Information Form (CIF)	
<ul style="list-style-type: none"> A standard intake form created by the Counseling Impact Assessment Committee and piloted during the 2012-13 academic year Gathers information about presenting concerns, mental health background, and academic functioning at intake 	<ul style="list-style-type: none"> Utilizes items from the Center for Collegiate Mental Health (CCMH), which allows for national comparison Consists of the response scale of Strongly Disagree (1) to Strongly Agree (5)
Learning Outcomes and Satisfaction Survey (LOS)	
<ul style="list-style-type: none"> A survey for students who utilize counseling services administered on a semesterly basis Assesses the extent to which clients perceive counseling as helpful in the context of intrapersonal learning (e.g., stress management) and academic outcomes 	<ul style="list-style-type: none"> Includes an overall measure of satisfaction with services Consists of the response scales Disagree (1) to Strongly Agree (5) and Poor (1) to Excellent (5)

Campuses have an ongoing data collection mechanism for CIF data were collected from each campus at the end of each semester and were aggregated for reporting. LOS surveys are administered at the end of fall and spring semesters. The counts below represent valid responses as counted by responses that were 70% complete or higher although partial responses were included in the overall n values.

Table 2. 2018-2019 CIF and LOS Participation by UW Institution

	CIF - Intake <i>n</i> = 7228	LOS - End of Semester <i>n</i> = 1772
UW Platteville	8% (501)	12% (197)
UW Stout	13% (836)	17% (249)
UW Green Bay	3% (212)	1% (16)
UW River Falls	9% (573)	14% (180)
UW Stevens Point	6% (372)	2% (34)
UW Milwaukee	4% (290)	13% (215)
UW Parkside	2% (108)	2% (31)
UW Eau Claire	19% (1215)	7% (126)
UW Oshkosh	17% (1074)	11% (174)
UW Whitewater	4% (240)	15% (229)
UW La Crosse	14% (904)	11% (176)
UW Superior	2% (123)	1% (22)

Client Intake Form (CIF)

Designed to measure client characteristics and history, the CIF consists of a presenting concerns checklist, four items assessing intake academic functioning, and the standard demographic and personal history items established by the Center for Collegiate Mental Health (CCMH).

The 2018-19 results of the CIF are presented below, with comparisons to national counseling center data where available.



Table 3: CIF Current Overall Mental Health (Presenting Concerns)

Items	System Survey (n = 7228)
Anxiety/ fears/ worries (other than academic)	61%
Stress/ stress management	59%
Depression/ sadness/ mood swings	58%
Low self-esteem/ confidence	39%
Procrastination/ motivation	38%
Attention/ concentration	30%
Friends/ roommates/ dating concerns	26%
Sleep difficulties	26%
Problems related to school or grades	26%
Choice of major/ career	20%
Shyness/ social discomfort	20%
Eating behavior/ weight problems/ eating disorders/ body image	20%
Anger/ irritability	19%
Marital/ couple/ family concerns	11%
Grief/ loss	11%
Physical symptoms/ health (headaches, stomachaches, pain)	10%
Alcohol/ drug use	7%
Self-injury (cutting, hitting, burning)	7%
Childhood abuse (physical, emotional, sexual)	8%
Sexual assault/ dating violence/ stalking/ harassment	6%
Sexual orientation	3%
Gender Identity	2%
Seeing/ hearing things others don't	2%
Cultural adjustment	2%
Urge to injure/ harm someone else	1%
Bullying/ harassment	1%
Prejudice/discrimination	1%
Other	4%



Table 4: CIF Academic Status at Intake

Subscale Item	SD/Disagree	Neutral	Agree/SA	System Mean (n)
I am struggling with my academics	43%	24%	33%	2.85 (4638)
I am thinking of leaving school	77%	12%	11%	1.87 (4640)
My academic motivation and/or attendance are suffering	42%	18%	40%	2.92 (4639)
I am having a hard time focusing on my academics	29%	21%	50%	3.26 (4631)



Table 5: CIF Mental Health History Items

Items	Never	1 Time	2-3 Times	4-5 Times	More than 5 Times	System (%; n)	CCMH (%; n)
Been hospitalized for mental health concerns	90%	6%	3%	<1%	<1%	10% (468)	10% (12,273)
Felt the need to reduce your alcohol or drug use	74%	8%	11%	2%	5%	26% (1222)	28% (32,694)
Others expressed concern about your alcohol or drug use	84%	6%	6%	1%	3%	16% (709)	17% (19,826)
Received treatment for alcohol or drug use	97%	2%	<1%	<1%	<1%	3% (123)	3% (3,519)
Purposely injured yourself w/o suicidal intent (e.g., cutting, hitting, burning, etc.)	69%	5%	8%	3%	15%	31% (1371)	28% (33,702)
Seriously considered attempting suicide	66%	12%	14%	2%	6%	34% (1354)	36% (47,186)
Made a suicide attempt	88%	8%	3%	1%	<1%	12% (520)	11% (13,206)
Considered causing serious physical injury to another person	95%	2%	2%	<1%	1%	5% (232)	8% (9,527)
Intentionally caused serious physical injury to another	99%	1%	<1%	<1%	<1%	1% (60)	2% (2,363)
Someone had sexual contact with you w/o your consent	76%	12%	8%	1%	3%	24% (1125)	24% (28,555)

Items	Never	1 Time	2-3 Times	4-5 Times	More than 5 Times	System (%; n)	CCMH (%; n)
Experienced harassing, controlling, and/or abusive behavior from another person (e.g., friend, family member, partner, or authority figure)	46%	22%	8%	4%	20%	54% (2363)	37% (44,393)
Experienced a traumatic event that caused you to feel intense fear, helplessness, or horror	59%	18%	13%	3%	7%	41% (332)	41% (47,758)



Table 6: CIF Extended Mental Health History Items

Items	Never	Prior to College	After Starting College	Both	System (%; n)	CCMH (%; n)
Attended counseling for mental health concerns	43%	22%	18%	17%	57% (2368)	54% (64,174)
Taken a prescribed medication for mental health concerns	60%	9%	15%	16%	40% (1670)	45% (51,905)



Table 7: CIF Reported Marijuana Use

Items	None	Once	Twice	3 to 5 Times	6 to 9 Times	10 or More Times	System (%; n)	CCMH (%; n)
Think back over the last two weeks. How many times have you used marijuana?	80%	5%	4%	5%	2%	4%	20% (816)	24% (27,032)

Learning Outcomes and Satisfaction Survey (LOS)

The Learning Outcomes and Satisfaction Survey (LOS) is the standard outcome measure created by the Counseling Impact Assessment Committee in 2011. Given to clients at the end of the semester, the LOS is designed to measure the extent to which clients believe that counseling helped them to make improvements on intrapersonal skills, academic functioning, and well-being, as well as their satisfaction with services. The LOS contains three subscales, the Intrapersonal Learning Outcomes Subscale, the Client Satisfaction Subscale, and the Academic Outcomes Subscale. Additional items that do not factor onto the three Subscales are presented separately. The 2018-2019 results of the LOS are presented below with all client LOS entries included.



Table 8: LOS Demographic Data

System Survey (n = 1772)	
Academic Status (%)	
Freshman/ First year	335 (23%)
Sophomore	314 (21%)
Junior	356 (24%)
Senior	353 (24%)
Graduate/ professional degree student	107 (7%)
Other	18 (1%)
Gender Identity (%)	
Woman	1117 (75%)
Man	287 (19%)
Transgender	22 (2%)
Self-identify	58 (4%)
Race/Ethnicity (%)	
African American/ Black	30 (2%)
American Indian/ Alaskan Native	6 (0.4%)
Asian American/ Asian	54 (4%)
Hispanic/ Latino(a)	62 (4%)
Native Hawaiian/ Pacific Islander	2 (0.1%)
Multi-racial	36 (2%)
White	1274 (86%)
Self-identify	15 (1%)
Age [Mean (SD)]	21.28 (3.95)
Number of Sessions [Mode]	5



Table 9: LOS Lifestyle and Self-Efficacy

Subscale Items	SD/Disagree	Neutral	Agree/SA	System Mean (n)
I made improvements on the specific issues for which I sought counseling.	7%	13%	80%	4.00 (1570)
I have started to live a healthier lifestyle in at least one area (e.g. sleep, diet, exercise, alcohol/drug use).	8%	23%	69%	3.80 (1571)

Subscale Items	SD/Disagree	Neutral	Agree/SA	System Mean (n)
I have improved my ability to manage stress.	10%	24%	66%	3.73 (1571)
I am better prepared to work through future concerns and achieve my goals.	7%	18%	75%	3.91 (1571)
I increased my self-confidence and/or self-esteem.	12%	28%	60%	3.64 (1570)
The counseling process helped me understand cultural, family, ethnic, and/or community differences.	13%	41%	46%	3.47 (1569)
I have gained a greater understanding of myself or a clearer sense of identity.	9%	20%	71%	3.88 (1569)
I increased my ability to think clearly and critically about my problems.	8%	18%	74%	3.90 (1570)
I improved my communication skills.	9%	26%	65%	3.74 (1569)
Total Subscale				3.78 (1569)

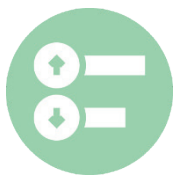


Table 10: LOS Counseling Satisfaction

Items	SD/Disagree	Neutral	Agree/SA	System Mean (n)
The office staff were helpful in providing information and direction.	3%	7%	90%	4.29 (1530)
This counselor displayed sensitivity/acceptance to individual differences (e.g. culture, gender, ethnicity, etc.).	2%	5%	93%	4.50 (1530)
This counselor helped me clarify my concerns and provide guidance.	5%	6%	89%	4.35 (1530)
This counselor supported me in making my own decisions and reaching my personal goals.	4%	7%	89%	4.35 (1530)
The counseling environment was warm and inviting.	3%	5%	92%	4.48 (1530)
It is important for me to have counseling services located on campus.	1%	4%	95%	4.68 (1530)
I would return to the counseling center again.	5%	45	91%	4.52 (1530)
I would recommend counseling services to a friend.	4%	4%	92%	4.58 (1530)
Total Subscale				4.47 (1530)



Table 11: LOS Academic Outcomes

Items	SD/Disagree	Neutral	Agree/SA	System Mean (n)
Counseling has increased my academic motivation and/or class attendance.	20%	42%	38%	3.19 (1572)
Counseling has helped me to focus better on my academics.	16%	33%	51%	3.40 (1572)
Counseling has helped with my academic performance.	18%	40%	42%	3.29 (1572)
Counseling has helped me stay at school.	18%	38%	44%	3.32 (1572)
Total Subscale				3.30 (1572)

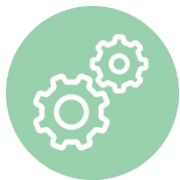


Table 12: LOS Retrospective Academic Functioning Items

Items	SD/Disagree	Neutral	Agree/SA	System Mean (n)
Prior to counseling, I was struggling with my academics.	45%	19%	36%	2.85 (1572)
Prior to counseling, I was thinking of leaving school.	66%	13%	21%	2.28 (1572)



Table 13: LOS Appointment Times

Item	SD/Disagree	Neutral	Agree/SA	System Mean (n)
I was able to get my first appointment in a timely manner.	12%	7%	81%	4.14 (1530)
I was able to get follow-up appointments in a timely manner.	8%	10%	82%	4.15 (1530)



Table 14: LOS Overall Satisfaction

Item	Poor	Fair	Good	Very Good	Excellent	System Mean (n)
Overall effectiveness of counseling in helping with my problems.	5%	10%	26%	37%	22%	3.62 (1526)
Overall quality of the services I received.	3%	6%	15%	30%	46%	4.10 (1526)



Table 15: LOS Changes in Well-Being

Item	Poor	Fair	Good	Very Good	Excellent	System Mean (n)
My level of well-being when I started counseling.	35%	45%	15%	3%	2%	1.92 (1526)
My level of well-being now.	3%	16%	41%	34%	6%	3.25 (1526)



Table 16: LOS Perceived change from start of counseling

	Decline	No change	Improvement
System Survey % (1417)	1.3% (19)	18.4% (260)	80.3% (1138)



Table 17: LOS Effectiveness of Counseling Support

Scale Items		SD/Disagree	Neutral	Agree/SA	Overall System Mean (n)
Counseling has increased my academic motivation and/or class attendance.	Struggling	13%	30%	57%	3.55 (569)
	Not Struggling	30%	49%	29%	2.83 (711)
	Total (average)				3.19 (1280)
Counseling has helped me to focus better on my academics.	Struggling	12%	24%	64%	3.66 (569)
	Not Struggling	22%	41%	37%	3.12 (711)
	Total (average)				3.39 (1280)
Counseling has helped with my academic performance.	Struggling	12%	29%	59%	3.59 (569)
	Not Struggling	25%	48%	27%	2.97 (711)
	Total (average)				3.28 (1280)
Counseling has helped me stay at school.	Struggling	12%	27%	61%	3.69 (569)
	Not Struggling	27%	44%	29%	2.96 (711)
	Total (average)				3.32 (1280)



Table 18: LOS Effect of Counseling on Academic Retention

Counseling has helped me stay at school.	SD/Disagree	Neutral	Agree/SA	System Mean (n)
Thinking of Leaving	13%	11%	76%	3.90 (334)
Not Thinking of Leaving	22%	46%	32%	3.09 (1041)
TOTAL (Average)				3.49 (1375)

Figure 1: Counseling center utilization

Counseling centers nationwide experienced a 30-40% increase in utilization between 2009 and 2015 (*Center for Collegiate Mental Health, 2016*). The graph below shows trends for UW-System counseling centers beginning in 2014, indicating that counseling utilization continues to rise. Important to interpreting this trend is the fact that, during the same 5-year time span (2014-2018), UW-System enrollment decreased by 3%.

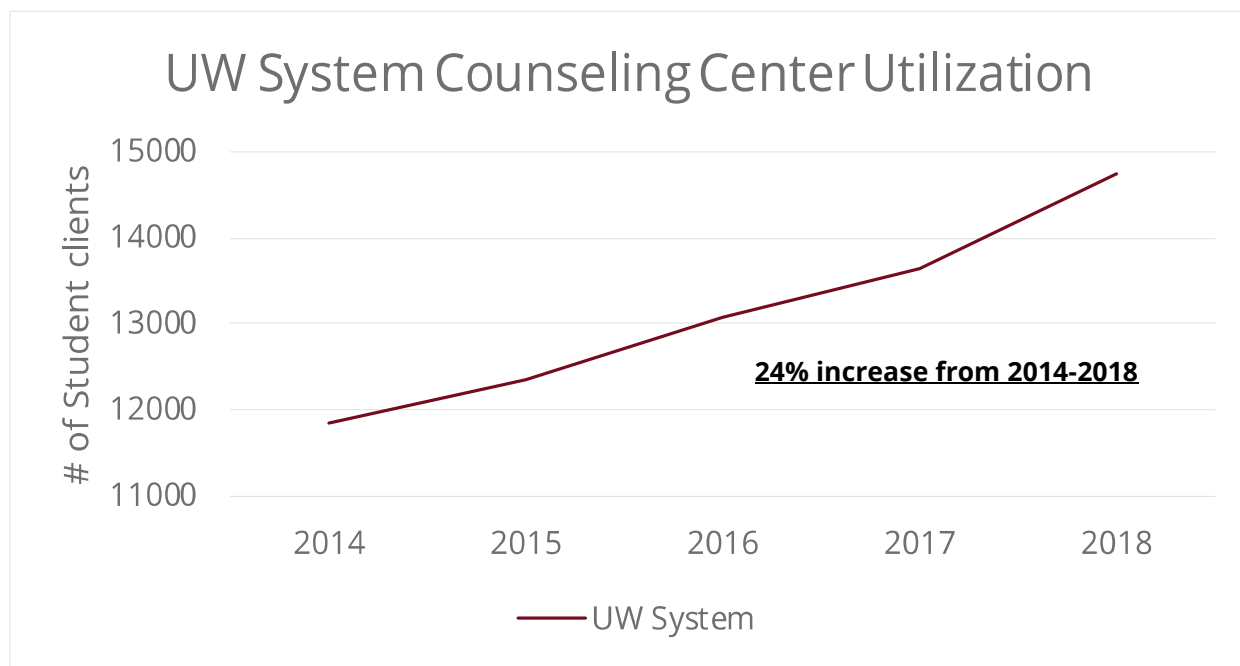


Figure 2: 5-year trend: ratio of counselors to students

According to the International Association of Counseling Services (IACS) Standards for University and College Counseling Services (2010), "Every effort should be made to maintain minimum staffing ratios in the range of one FTE professional staff member (excluding trainees) for every 1,000-1500 students, depending on services offered and other campus mental health agencies."

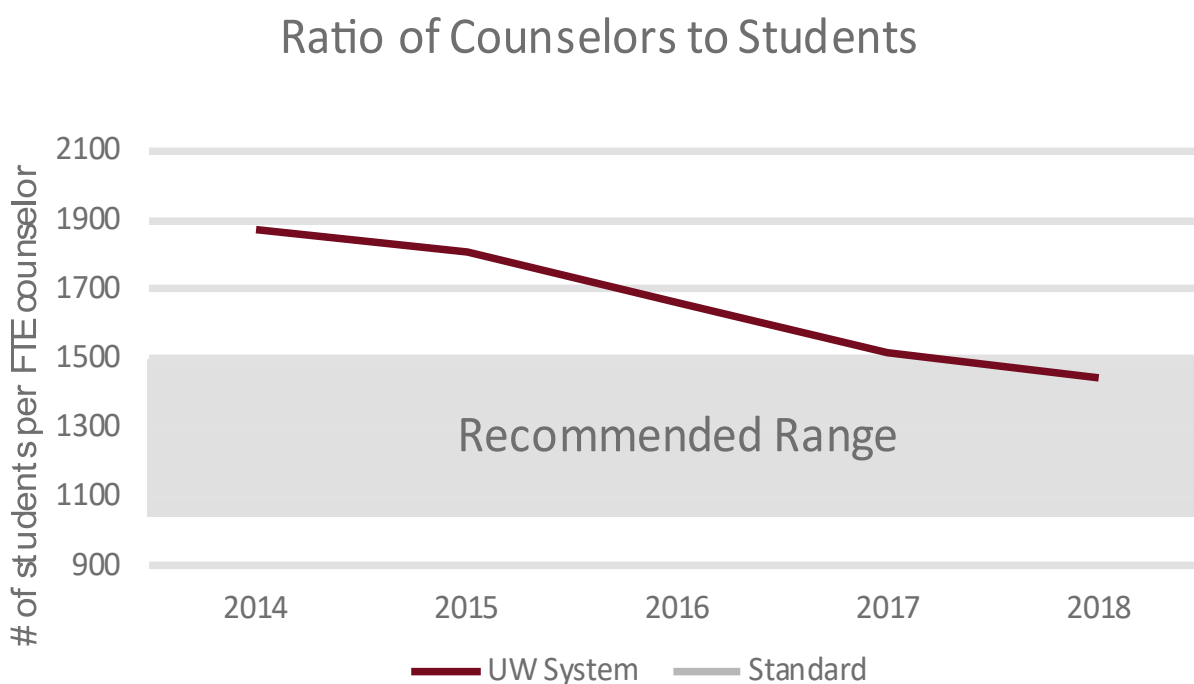




Table 19: 5-year trend: ratio of counselors to students by campus

The average change depicted above does not accurately portray the trends across all system campuses, because UW-Madison's enrollment size exercises a disproportionate impact on the average. The table below illustrates that most campuses have lowered their counselor/student ratio over the past 5 years. However, only 2 campuses currently meet the lower end of the recommended range (1:1000) and only 5 meet the higher end of the range (1:1500). That leaves 6 campuses that still fall out of the recommended range entirely.

Campus	2014	2015	2016	2017	2018	Trend
LaCrosse	1896	1706	1573	1566	1568	
Platteville	2491	2543	2177	1739	1616	
Madison	1651	1636	981	951	830	
Stout	1556	1558	1697	1364	1270	
River Falls	1551	1554	1598	1595	1344	
Milwaukee	2928	2952	2252	2187	2134	
Parkside	1796	2224	2138	2084	2045	
Superior	1379	1321	1577	947	918	
Eau Claire	2042	1599	1526	1312	1544	
Whitewater	2297	1737	1626	1855	1558	
Stevens Point	1484	1434	1443	1212	1145	
Oshkosh	1372	1441	1356	1349	1403	
UW System	1870	1809	1662	1513	1448	

Appendices

Appendix A: CIF Demographic Data

	System Survey (n =7,228)	UW System Population	CCMH (n =120,630)
Academic Status (%)			
Freshman/ First-year	25%	21%	21%
Sophomore	23%	19%	21%
Junior	23%	17%	23%
Senior	25%	24%	21%
Graduate/Professional Degree	2%	12%	14%
Other	2%	7%	2%
Gender Identity (%)			
Woman	64%	54%	64%
Man	33%	46%	34%
Transgender	1%	-	0.6%
Self-identify	2%	-	1%
Race/Ethnicity (%)			
White	84%	79%	66%
Asian American/ Asian	4.%	4%	9%
Multi-racial	4.%	3%	5%
Hispanic/ Latino(a)	4%	6%	9%
African American/Black	3%	3%	10%
American Indian or Alaskan Native	0.5%	0.4%	1%
Self-identify	0.5%	-	2%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.2%
Sexual Orientation (%)			
Heterosexual	78%	-	79%
Bisexual	11%	-	10%
Self-identify	4%	-	3%
Questioning	3%	-	3%
Lesbian	2%	-	2%
Gay	2%	-	3%
GPA [Mean (SD)]	2.94 (0.99)	-	-
International Student (% Yes)	2%	-	6%
First Generation Student (% Yes)	28%	-	23%
Age [Mean (SD)]	20.07 (5.19)	-	40
US Military Service (% Yes)	1%	-	2%
Traumatic/Stressful Military Experience [% Yes (n)]	1% (16)	-	29% (442)
Student Athlete (% Yes)	8%	-	9%
Transfer Student (% Yes)	20%	-	19%

Appendix B: CIF Demographics Data Continued

	System Survey (N = 7228)	CCMH (n = 102,276)
Current Housing (%)		
On-Campus residence hall/ apartment	51%	37%
Off campus apartment/house	47%	59%
On/off campus co-operative housing	1%	1%
On/off campus fraternity/sorority house	0.4%	2%
Other	1%	1%
With Whom Do You Live- check all that apply (%)		
Roommate(s)	81%	69%
Alone	22%	13%
Spouse, partner, or significant other	20%	10%
Parent(s) or guardian(s)	17%	10%
Family other	7%	5%
Children	3%	2%
Other	1%	1%
Relationship Status (%)		
Single	57%	62%
Serious dating or committed relationship	40%	34%
Married	2%	3%
Divorced	0.3%	0.4%
Civil union, domestic partnership, or equivalent	0.2%	0.4%
Widowed	0%	0%
Separated	0%	0.4%
Current Financial Situation (%)		
Always stressful	12%	13%
Often stressful	24%	21%
Sometimes stressful	39%	35%
Rarely stressful	20%	22%
Never stressful	5%	9%
Registered Disability (% Yes)		
	7%	9%
If yes, which category- check all that apply (%)		
Attention Deficit / Hyperactivity disorder	34.2%	45%
Deaf or Hard of Hearing	1.9%	4%
Specific Learning Disability	13.1%	13%
Mobility Impairments	1.1%	3%
Neurological Disorder	0.1%	-
Health Impairment / Condition	6.3%	11%
Psychological Disorder / Condition	17.1%	30%
Visual Impairments / Difficulty Seeing	0.6%	5%
Traumatic Brain Injury	1.9%	3%
Cognitive Difficulties/Intellectual Disability	4.4%	4%
Difficulty Speaking/Language Impairment	0.8%	1%
Autism Spectrum Disorder	3.4%	5%
Other	7.2%	13%
Religious/Spiritual Preference (%)		
Christian	34%	29%
Catholic	17%	16%
Agnostic	14%	15%
Atheist	9%	10%
Self-identify	3%	3%
Buddhist	1%	1%

	System Survey (N = 7228)	CCMH (n = 102,276)
Jewish	0.4%	3%
Muslim	0.4%	2%
Hindu	0.1%	1%
No preference	23%	21%
Hours of Work Per Week [Mean (SD)]	"6-10 Hours" (2.16)	-



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