

**Counseling & Student Development Center  
Program Review  
Subcommittee Report – Client & Constituent Perceptions and Needs**

**Executive Summary**

**I. Introduction**

In support of the periodic program review process administered by James Madison University's Division of Student Affairs and University Planning, this report highlights key findings regarding the perceptions and needs of internal constituents of the Counseling and Student Development Center (CSDC). For the purpose of this report, campus community members are defined as: faculty, staff or students of the university who have either (1) utilized services rendered by the CSDC or (2) are expected to have knowledge of CSDC services given the nature of their role and responsibilities within the campus community.

The Client & Constituent Perceptions and Needs Subcommittee and chair include:

Lou Hedrick, *Office of Institutional Research*

Susan Linn, *Office of the Dean of Students*

Scott Coverstone, *Office of Public Safety*

Jonny Novgrod, *Graduate Student*

LaNita Weisenberger, *Center for Multicultural Student Services (Chair)*

The report addresses two major questions:

- Are internal constituents satisfied with the quality of services provided by the CSDC?
- Are the services provided aligned with the needs of internal constituents?

Accompanying the key findings are recommendations for further examination by the staff of the CSDC in regards to feasibility and implementation.

**II. Description of Research**

The subcommittee focused its research on two populations within the JMU campus community: full-time faculty and staff and students. Student data was obtained from an existing CSDC survey entitled Client Evaluation Survey administered by the CSDC in the fall and spring academic semesters. The survey gathers quality of experience data from students who have utilized CSDC services.

**Student Data:**

Results from the Client Evaluation Survey were available for the previous four academic years; therefore, providing sufficient data to establish trends. Survey results were requested in October 2013 and reviewed by subcommittee members for feedback. An analysis report was

generated in November 2013 without the use of statistical significance tests – meaning all interpretations were based upon visual analyses of the data.

The decision to use preexisting data from the Client Evaluation Survey was based upon a stated concern generated in the CSDC S.W.O.T (strengths, weaknesses, opportunities, threats) analysis regarding low staffing levels and the correlation to perceived quality of service. Questions included in the Client Evaluation Survey indicate a student's level of satisfaction from pre to post-service; therefore, making it an adequate instrument to provide feedback from a student perspective.

### **Faculty & Staff Data:**

Data pertaining to faculty and staff was gathered utilizing a new instrument created and administered by the subcommittee in January of 2014 entitled, Faculty/Staff Perception and Needs Survey.

The subcommittee chose to develop a new instrument due to limited faculty and staff data related to knowledge and perceived quality of CSDC services. The survey was administered through Qualtrics and distributed via e-mail to full-time classified, instructional and administrative employees of the university. Full-time employees were selected as the target audience because of their heightened level of interaction with the CSDC as well as the students who utilize its services. A simple review of the survey data was used to inform key findings and related recommendations.

### **III. Research Findings & Recommendations**

#### **Student Data - Key Findings:**

With survey response rates between 17% and 20%, the sub-committee is concerned about the validity of the data and cautions use of survey results with any significant confidence in both findings and recommendations. That being said, many of the student responses were overwhelmingly in the “agree” to “strongly agree” range. Strong responses such as these may be used (with caution) as general indicators of student satisfaction and may help to supplement additional data from the overall program review process.

1. Greater than 95% of students surveyed agreed/strongly agreed that the staff and physical environment helped them feel welcomed and accepted.
2. More than 95% of students agreed/strongly agreed that the receptionists were helpful and professional.
3. More than 93% of students agreed/strongly agreed that they were able to get an initial counseling appointment within a reasonable period of time.
4. Greater than 88% of students reported that they were able to schedule additional appointments within a reasonable period of time.
5. Greater than 95% of students felt that their counselor began their sessions on or close to the scheduled time.
6. More than 88% of students feel that their counselor understood their concerns.
7. More than 80% of students felt that their counselor challenged them to explore difficult topics or feeling.
8. More than 95% of students agreed or strongly agreed that their counselor was fully attentive during their sessions.
9. More than 91% of students felt that their counselor was skilled and competent.
10. Over 4 years the percentage of students who would choose their current counselor again increased from 79% to 84%.
11. More than 94% of students agreed/strongly agreed that their information would be kept confidential.
12. More than 78% of students felt better prepared to work through future problems on their own.

13. Over the past 2 years, 69% to 73% of student agreed/strongly agreed that the counseling they received enabled them to tolerate negative emotions when things are out of control.
14. Over the past 4 years, the percentage of students who reported that they would recommend the CSDC to their friends ranged from 89% to 95%.
15. Over the past 4 years, 38-48% of students felt as though they experienced much improvement after CSDC involvement and 43-52% reported at least some improvement. Conversely, over the same time period, between 8 and 11% of students thought that they did not improve at all after counseling.

### **Faculty/Staff Data – Key Findings**

With survey response rates estimated between 1-2%, the sub-committee is significantly concerned about the validity of the data and does not recommend use of the results to support findings and/or recommendations other than to develop and resubmit a faculty/staff survey, as appropriate and in alignment with departmental objectives.

### **Recommendations:**

1. Continue current practice of revisiting the client survey process and instrument on an annual basis to improve the clarity of questions and increase the response rate. Suggested changes for questions are offered in Appendix I.
2. Consider the development of a client satisfaction survey for students referred to off-campus resources.
3. Continue current efforts to evaluate the triage process in order to analyze levels of satisfaction from a student perspective as well as the average time frame from initial contact and appointment.
4. As discussed in the full program review committee, further development of a resiliency program extended to students and their families is suggested. It is recommended the program include a component specifically geared toward family members in order to educate them on means of being the first line of defense for their student who may be experiencing difficulties coping with stress and/or adversity.
5. Continue efforts to assess the needs and satisfaction of students receiving off-campus services. Feedback (i.e. – survey, interviews) could assist the CSDC in the review of existing and the identification of new community resources. The list could include resources for various student sub-populations (i.e. – first-generation, racial minorities, GLBT, veteran) and socioeconomic levels (insured vs. noninsured).
6. Current student needs assessments that include various populations (i.e. – racial minorities, first generation, veteran, international and LGBT students) are encouraged.
7. Capitalize on the move to a new location in the Student Success Center through re-branding of the CSDC and associated marketing efforts to students, faculty and staff. Integration with Student Success marketing efforts is also encouraged.
8. In answering the question: *Are the services provided aligned with the needs of internal constituents?*, the sub-committee recommends that the CSDC review the broad array of services it provides in light of its mission and vision and consider a realignment of resources to address other areas of high demand and enable CSDC staff opportunities to engage more fully in the university community.
9. Where appropriate, and in alignment with departmental goals, the CSDC is encouraged to examine existing programs to determine if they are also provided by

departments charged with similar initiatives. Discussions regarding potential realignment of resources are encouraged.

10. Consider the development of a faculty/staff survey designed to gather useful data that can be used to further the mission of the department.

The subcommittee respectfully submits this information to the program review committee. We hope our recommendations are considered with compassion for the needs of internal constituents, but just as important, the CSDC staff who provide services which benefit the entire James Madison University community.

## APPENDIX 1

SAUP Program Review  
 Counseling & Student Development Center  
 Draft Analysis - Client Evaluation Survey Results  
 Prepared: November 15, 2013

### **METHODOLOGY**

This survey was administered by the Counseling & Student Development Center utilizing Qualtrics and sent to students via email. All students who completed the survey did so anonymously. There were two criteria that had to be met in order for students at the CSDC to receive this survey.

1<sup>st</sup> - Only students who gave permission for the CSDC to contact them through email were given this survey.

2<sup>nd</sup> - Students had to have had at least one appointment that year.

### **QUALIFIERS**

There are several factors that should be taken into consideration when interpreting the findings of this data.

1. Depth of Analysis: There were no statistical significance tests conducted in the analyses—all interpretations were based off of visual analyses of the data.
2. Response Rate: There was between a sixteen and twenty percent response rate for this survey, meaning that of the total number of clients at the CSDC, between sixteen and twenty percent are represented in this data. Caution should be exercised when making findings and/or recommendations.
3. Student Demographics: Of those students who chose to respond to the survey, 15% were male, and 84% were female (about one percent did not specify). While JMU's gender demographics have remained relatively constant for the past 4 years (around 40% male and 60% female), the findings mentioned below are not representative of our current student body but focus primarily on White females.

### **Number of clients, Number of surveys sent, Number of surveys completed**

Acad Year	Students Seen	Survey Invites Sent	Surveys completed	% of clients who completed survey
09-10	1,291	1,334	258	19.9%

10-11	1,427	1,503	276	19.3%
11-12	1,383	1,463	295	21.3%
12-13	1,425	1,520	237	16.6%

- The number of students seen in the CSDC each year is different than the number of students who are sent the survey each year for two reasons:
  - Not all students give permission to be contacted via email, and
  - Students who had visits during both the fall and spring will get invitations each semester.

**Item1: The staff and physical environment helped me feel welcomed and accepted.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	n/a	n/a	n/a	n/a	n/a	n/a
10 - 11	n/a	n/a	n/a	n/a	n/a	n/a
11 - 12	61.77%	35.84%	1.02%	0.68%	0.68%	293
12 - 13	58.37%	37.77%	3.00%	0.86%	0.00%	233

**Summary:**

Most students tend to agree that the staff and physical environment helped them feel welcomed and accepted.

- In '11-'12, 97.61% of students either agreed or strongly agreed. In '12-13, 96.14% of students either agreed or strongly agreed.
- There was a 3% decrease in the percentage of students who strongly agreed from '11-'12 to '12-'13, but in this same timeframe, there was a 2% increase in the percentage of students who generally agreed.
- From '11-'12 to '12-'13 there was a 2% increase in the number of students who generally disagreed.
- Less than one percent of students strongly disagrees or thinks that this question does not apply.

**Recommendations:**

Consider turning this question into two items. One that focuses on staff and the other that focuses on the physical environment.

**Item 2: I found the receptionists helpful and professional.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	53.70%	43.97%	1.95%	0.39%	0.00%	257
10 - 11	52.01%	43.96%	1.10%	2.20%	0.73%	273
11 - 12	58.97%	37.24%	3.10%	0.34%	0.34%	293
12 - 13	53.42%	44.87%	0.43%	1.28%	0.00%	234

**Summary:**

Most students Agreed/Strongly Agreed that the receptionists were helpful and professional.

- Percentage of students that either agreed or strongly agreed:
  - '09-'10: 97.67%
  - '10-'11: 95.97%
  - '11-'12: 96.71%
  - '12-'13: 98.29%
- The highest percentage strongly disagreed in '10-'11.  
The highest percentage strongly agreed the following year ('11-'12).

- Over the past 4 years, less than one percent of students think that this question does not apply.
- The lowest rate of strong and general disagreement was '12-'13.
- Similarly, the highest rate of strong and general agreement was '12-'13.

**Item 3: I was able to get an initial counseling appointment within a reasonable period of time.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	64.84%	33.59%	1.17%	0.39%	0.00%	256
10 - 11	60.66%	33.46%	3.68%	1.10%	1.10%	272
11 - 12	65.19%	30.38%	2.73%	1.02%	0.68%	293
12 - 13	54.74%	38.79%	6.03%	0.43%	0.00%	232

**Summary:**

More than 93% of students Agreed or Strongly Agreed that they were able to get an initial counseling appointment within a reasonable period of time..

- Percentage of students that either agreed or strongly agreed:
  - '09-'10: 98.43%
  - '10-'11: 94.12%
  - '11-'12: 95.57%
  - '12-'13: 93.53%
- This past year ('12-'13) people tended to disagree more than any of the previous years about being able to get an appointment within a reasonable period of time. This seems odd considering that there were the least number of respondents this past year.
- There was the highest rate of strong agreement the year before ('11-'12) when there were the most respondents.

**Item 4: I was able to schedule additional appointments within a reasonable period of time.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	57.36%	32.95%	3.10%	0.39%	6.20%	258
10 - 11	56.67%	31.48%	4.44%	1.85%	5.56%	270
11 - 12	63.45%	30.00%	1.72%	0.69%	4.14%	290
12 - 13	57.94%	36.48%	3.43%	0.00%	2.15%	233

**Summary:**

Greater than 88% of students reported that they were able to schedule additional appointments within a reasonable period of time. The lowest rate of agreement occurred in '10-'11, and during this year about 6% percent of students disagreed, and 5.5% of students did not think this statement applied.



- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 90.31%
  - ’10-’11: 88.15%
  - ’11-’12: 93.45%
  - ’12-’13: 94.42%
- This past year (’12-13), nobody strongly disagreed.
- Over the past 4 years, there has been a downward trend in the percentage of students who thought that this question does not apply.

**Item 5: My counselor began our sessions on or close to the scheduled time.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	63.92%	32.55%	1.96%	0.78%	0.78%	255
10 - 11	65.43%	30.11%	2.60%	1.12%	0.74%	269
11 - 12	72.01%	25.60%	1.71%	0.34%	0.34%	293
12 - 13	62.23%	34.76%	1.72%	0.43%	0.86%	233

**Summary:**

Greater than 95% of students felt that their counselor began their sessions on or close to the scheduled time.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 96.47%
  - ’10-’11: 95.54%
  - ’11-’12: 97.61%
  - ’12-’13: 96.99%
- Highest rate of strong agreement was in ’11-’12
- Highest rate of strong (and general) disagreement was in ’10-’11.
- Up until ’12-’13, there was an upward trend in the percentage of students who strongly agreed.
- Over the past 4 years, less than 1% of students thought that this question did not apply.

**Item 6: My counselor understood my concerns.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	62.50%	27.34%	5.47%	3.91%	0.78%	256
10 - 11	68.27%	23.62%	4.43%	3.32%	0.37%	271
11 - 12	67.59%	26.55%	2.76%	3.10%	0.00%	290
12 - 13	66.38%	26.72%	3.45%	3.02%	0.43%	232

**Summary:**

More than 88% of students feel that their counselor understood their concerns.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 88.84%
  - ’10-’11: 91.89%
  - ’11-’12: 94.14%
  - ’12-’13: 93.10%
- Over the past 4 years, between 5 and 9% of students either disagreed or strongly disagreed with this statement.
- ’09-’10 had the lowest rate of strong agreement, but the highest rate of general agreement out of the past 4 years.
- ’09-’10 also had the highest rate of strong disagreement/ general disagreement out of the past 4 years.

**Item 7: My counselor challenged me to explore difficult topics and/or feelings.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	53.10%	35.66%	7.75%	1.55%	1.94%	258
10 - 11	55.11%	32.48%	6.93%	2.55%	2.92%	274
11 - 12	57.73%	29.90%	6.53%	2.75%	3.09%	291
12 - 13	51.72%	38.36%	5.60%	1.72%	2.59%	232

**Summary:**

More than 80% of students felt that their counselor challenged them to explore difficult topics or feeling. Yet, compared to other questions, a smaller percentage of students agreed with this question.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 88.76%
  - ’10-’11: 81.59%
  - ’11-’12: 87.63%
  - ’12-’13: 90.08%
- Up until ’12-’13, there was an upward trend in the percentage of students who strongly agreed with this statement. There was also a corresponding downward trend in the percentage of students who generally agreed (again up until ’12-’13).
- Over the past 4 years, there was a downward trend in the percentage of students who disagreed.
- Between 6 and 9% of students agree and strongly disagree with this statement.
- This past year (’12-’13) had the highest rate of general and strong agreement.

**Item 8: My counselor was fully attentive during sessions.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	69.77%	26.36%	1.94%	1.16%	0.78%	258
10 - 11	76.01%	19.19%	2.58%	1.11%	1.11%	271
11 - 12	78.89%	19.03%	1.73%	0.00%	0.35%	289
12 - 13	75.00%	22.84%	1.72%	0.00%	0.43%	232

**Summary:**

More than 95% of students agree or strongly agree that their counselor was fully attentive during their sessions.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 96.13%
  - ’10-’11: 95.20%
  - ’11-’12: 97.92%
  - ’12-’13: 97.84%
- Compared to all other statements in this questionnaire, this was the most overall strongly agreed with statement.
- Between ’11 and ’13, zero percent of students strongly disagreed.
- Over the past 4 years, there has been a downward trend in the percentage of students who strongly disagreed.

**Item 9: My counselor seemed skilled and competent.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	65.10%	27.45%	4.31%	1.57%	1.57%	255
10 - 11	71.75%	19.70%	4.46%	3.35%	0.74%	269
11 - 12	68.51%	26.64%	4.15%	0.35%	0.35%	289
12 - 13	68.80%	23.93%	5.13%	1.28%	0.85%	234

**Summary:**

More than 91% of students felt that their counselor was skilled and competent.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 92.55%
  - ’10-’11: 91.45%
  - ’11-’12: 95.15%
  - ’12-’13: 92.73%
- The highest percentage of students strongly disagreed in ’10-’11.
- The lowest percentage of students strongly disagreed in ’11-’12

**Item 10: My counselor would be my first choice if I decided to return to counseling.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
------	----------------	-------	----------	-------------------	----------------	------------------

09 - 10	54.47%	24.12%	8.17%	9.34%	3.89%	257
10 - 11	61.54%	18.68%	9.16%	8.42%	2.20%	273
11 - 12	60.90%	21.11%	11.07%	5.19%	1.73%	289
12 - 13	57.51%	26.18%	6.87%	6.01%	3.43%	233

**Summary:**

Over 4 years the percentage of students who would choose their current counselor again increased from 79% to 84%.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 78.59%
  - ’10-’11: 80.22%
  - ’11-’12: 82.01%
  - ’12-’13: 83.69%
- Except for ’11-’12, there was about an equal amount of strong disagreements and disagreements.
- This was the most strongly disagreed with statement.

**Item 11: I feel sure that information about me will be kept completely confidential.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	69.65%	27.63%	1.56%	0.00%	1.17%	257
10 - 11	70.37%	24.07%	3.70%	1.85%	0.00%	270
11 - 12	74.31%	22.92%	1.74%	1.04%	0.00%	288
12 - 13	74.25%	24.46%	0.43%	0.86%	0.00%	233

**Summary:**

More than 94% of students agreed/strongly agreed that their information would be kept confidential.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 97.28%
  - ’10-’11: 94.44%
  - ’11-’12: 97.23%
  - ’12-’13: 98.71%
- This is the second most overall strongly agreed with question.
- Over the past 3 years (’10-’13), zero percent of students did not think that this statement applied.

- In '09-'10, zero percentage of students strongly disagreed with this statement.

**Item 12: I am now better prepared to work through future problems on my own.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	36.05%	43.02%	12.02%	3.10%	5.81%	258
10 - 11	33.46%	45.22%	10.29%	5.15%	5.88%	272
11 - 12	42.07%	41.38%	10.00%	1.38%	5.17%	290
12 - 13	35.78%	42.67%	9.05%	2.59%	9.91%	232

**Summary:**

More than 78% of students felt better prepared to work through future problems on their own.

- Percentage of students that either agreed or strongly agreed:
  - '09-'10: 79.07%
  - '10-'11: 78.68%
  - '11-'12: 83.45%
  - '12-'13: 78.45%
- There has been a downward trend in how many people generally disagree.
- The highest percentage of students thought this question did not apply in '12-'13.

**Item 13: Counseling has helped me improve my academic focus and performance.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	18.29%	35.02%	11.67%	2.33%	32.68%	257
10 - 11	21.17%	33.58%	12.41%	7.30%	25.55%	274
11 - 12	21.03%	39.31%	13.10%	2.07%	24.48%	290
12 - 13	19.05%	35.50%	15.15%	2.16%	28.14%	231

**Summary:**

While generally more than half students felt that counseling helped improve their academic focus and performance, a relatively high percentage (25% to 33%) thought that this question did not apply.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 53.31%
  - ’10-’11: 54.75%
  - ’11-’12: 60.34%
  - ’12-’13: 54.55%
- Students tend to think this question does not apply.
- There has been an increasing trend in how many students generally disagree with this statement.

**Recommendations:**

Consider revising the question to identify either academic focus or academic performance improvement as a result of counseling.

**Item 14: As a result of the work I’ve done in counseling, I am more likely to stay in school.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	19.07%	24.12%	3.89%	1.56%	51.36%	257
10 - 11	24.91%	20.88%	8.79%	3.30%	42.12%	273
11 - 12	24.74%	24.74%	4.81%	1.37%	44.33%	291
12 - 13	27.04%	20.60%	5.58%	0.86%	45.92%	233

**Summary:**

There were a high percentage of students who did not think that this question applied.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 43.19%
  - ’10-’11: 45.79%
  - ’11-’12: 49.48%
  - ’12-’13: 47.64%
- Students tend to think this question does not apply
- ’10-’11 had the highest percentage of disagreement out of the past 4 years.



**Item 15: Counseling has helped me become better able to communicate my needs and feelings.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	n/a	n/a	n/a	n/a	n/a	n/a
10 - 11	n/a	n/a	n/a	n/a	n/a	n/a
11 - 12	41.58%	41.24%	7.56%	2.06%	7.56%	291
12 - 13	36.48%	42.06%	8.58%	3.00%	9.87%	233

**Summary:**

While the past two years indicate strongly indicate that counseling has helped them to better communicate their needs and feelings, there is not enough data to identify any trends.

- Percentage of students that either agreed or strongly agreed:  
'11-'12: 82.82%  
'12-'13: 78.54%
- There is not enough data to identify trends.
- From '11-'12 to '12-'13, there was a 5% decrease in the number of students who strongly agreed, and a 2% increase in the number of students who disagreed overall (strongly as well as just disagreed).
- From '11-'12, there was a 2% increase in the number of students who did not think this question applied.

**Item 16: As a result of my counseling, I can tolerate negative emotions when things are out of my control.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	n/a	n/a	n/a	n/a	n/a	n/a
10 - 11	n/a	n/a	n/a	n/a	n/a	n/a
11 - 12	23.97%	48.97%	13.01%	1.37%	12.67%	292
12 - 13	23.08%	45.73%	13.68%	2.14%	15.38%	234

**Summary:**

Over the past 2 years, 69% to 73% of student agreed/strongly agreed that the counseling they received enabled them to tolerate negative emotions when things are out of control.

- Percentage of students that either agreed or strongly agreed:  
'11-'12: 72.94%  
'12-'13: 68.81%
- This question has only been asked in the past 2 years.
- This was one of the most disagreed with statements.
- In '12-'13, more students thought this statement did not apply than “disagreed





**Item 17: I would recommend the CSDC to my friends.**

Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	# of Respondents
09 - 10	60.94%	28.52%	5.08%	3.91%	1.56%	256
10 - 11	56.41%	32.60%	4.03%	4.03%	2.93%	273
11 - 12	60.82%	31.27%	3.09%	3.09%	1.72%	291
12 - 13	63.79%	31.47%	1.72%	1.72%	1.29%	232

**Summary:**

Over the past 4 years, the percentage of students who reported that they would recommend the CSDC to their friends ranged from 89% to 95%.

- Percentage of students that either agreed or strongly agreed:
  - ’09-’10: 89.46%
  - ’10-’11: 89.01%
  - ’11-’12: 92.09%
  - ’12-’13: 95.26%
- The exact same percentage of students disagreed and strongly disagreed in ’12-’13.
- Over the past 4 years, there has been a decreasing trend in the percentage of students who disagreed.
- ’12-’13 had the highest percentage of strong agreement.

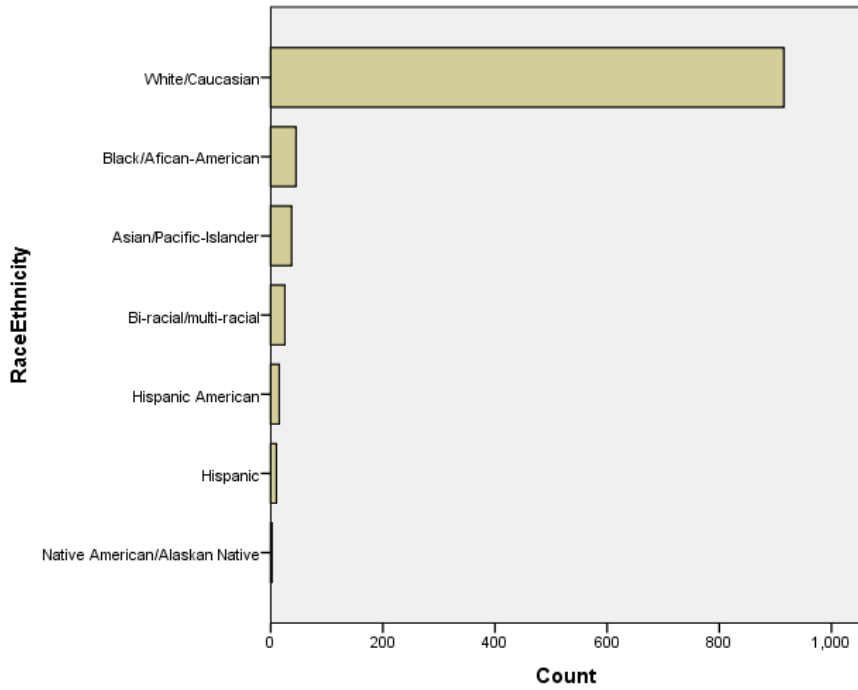
**Item 18: Overall improvement level**

Year	Much	Some	None	# of Respondents
09 - 10	42.41%	48.64%	8.95%	257
10 - 11	44.98%	44.24%	10.78%	269
11 - 12	48.62%	43.45%	7.93%	290
12 - 13	38.53%	51.95%	9.52%	231

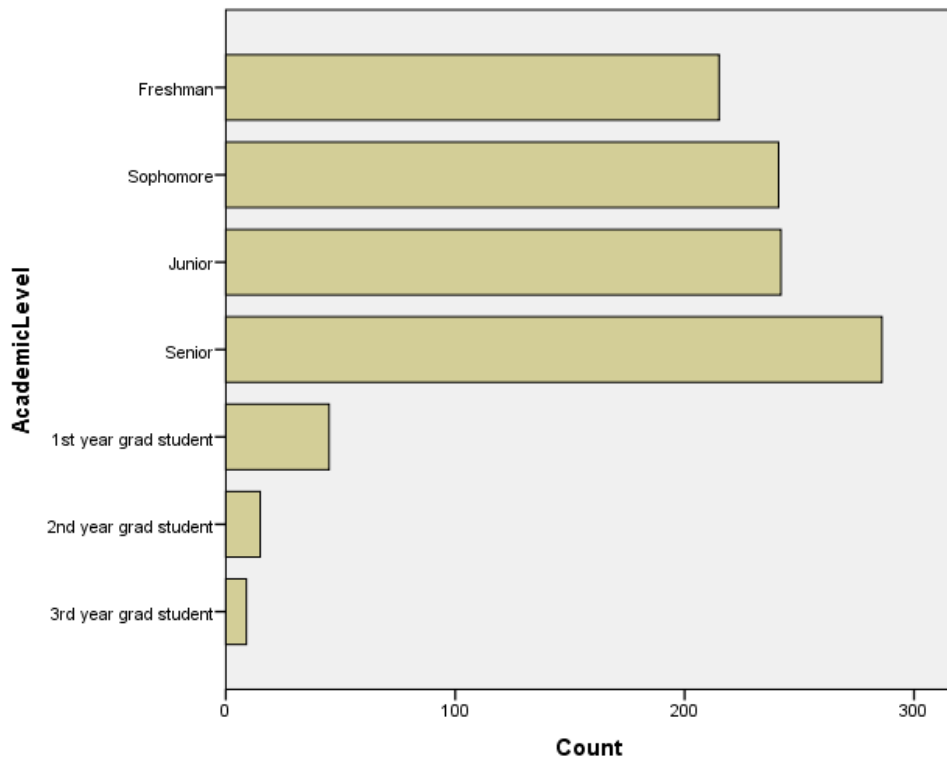
**Summary:**

Over the past 4 years, 38-48% of students felt as though they experienced much improvement after CSDC involvement and 43-52% reported at least some improvement. Conversely, over the same time period, between 8 and 11% of students thought that they did not improve at all after counseling.

## ETHNICITY OF CSDC CLIENTS ('09-'13)



## ACADEMIC LEVEL OF CSDC STUDENTS ('09-'13)





APPENDIX II

**SAUP Program Review  
Counseling and Student Development Center  
Survey Results - Faculty/Staff Perceptions and Needs  
Prepared: January 24, 2014**

**1. Please select which best defines your position at JMU:**

#	Answer	Response	%
1	Teaching Faculty	63	46%
2	Administrative and Professional Faculty	71	52%
3	Classified Staff	3	2%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.56
Variance	0.29
Standard Deviation	0.54
Total Responses	137

**2. Please select the option that best defines your years of service at JMU:**

#	Answer	Response	%
1	Less than 3 years	33	24%
2	3 -5 years	18	13%
3	6 -10 years	28	20%
4	More than 10 years	58	42%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	4

Mean	2.81
Variance	1.49
Standard Deviation	1.22
Total Responses	137

**3. How many students do you refer annually to the CSDC:**

#	Answer	Response	%
1	1-2 students	58	42%
2	3 -5 students	22	16%
3	6-8 students	5	4%
4	8-10 students	4	3%
5	More than 10 students	10	7%
6	None	38	28%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.00
Variance	4.71
Standard Deviation	2.17
Total Responses	137

**4. The CSDC is currently located in Varner House. Are you aware of its new location as of fall 2014?**

#	Answer	Response	%
1	Yes	78	57%
2	No	59	43%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.25

Standard Deviation	0.50
Total Responses	137

**5. The CSDC offers consultation services for faculty/staff who are concerned about unusual, problematic or potentially harmful behavior of students.**

**Are you aware of this service?**

#	Answer	Response	%
1	Yes	105	77%
2	No	32	23%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.23
Variance	0.18
Standard Deviation	0.42
Total Responses	137

**Have you utilized this service in the past year?**

#	Answer	Response	%
1	Yes	28	20%
2	No	109	80%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.80
Variance	0.16
Standard Deviation	0.40
Total Responses	137

**Have you ever utilized this service?**

#	Answer	Response	%
---	--------	----------	---

1	Yes		51	37%
2	No		86	63%
	Total		137	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.63
Variance	0.24
Standard Deviation	0.49
Total Responses	137

**If yes, do you feel better equipped to help students?**

#	Answer	Response	%
4	Yes	42	33%
5	No	6	5%
6	Does not apply	81	63%
	Total	129	100%

Statistic	Value
Min Value	4
Max Value	6
Mean	5.30
Variance	0.87
Standard Deviation	0.93
Total Responses	129

**6. The CSDC offers outreach services for faculty/staff. Those services include the following workshop sessions: (1) Long Distance (2) Relationships Dealing with Difficult People (3) Assertiveness (4) Diversity Awareness (5) How to Help a Friend with an Eating Disorder (6) Intimacy in Relationships (7) Self-Esteem (8) Time Management (9) Depression in Men (10) Conflict Resolution (11) Understanding Destructive Relationships**

**Are you aware of these services?**

#	Answer	Response	%
---	--------	----------	---



1	Yes		64	47%
2	No		71	53%
	Total		135	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.53
Variance	0.25
Standard Deviation	0.50
Total Responses	135

**Have you requested any of these services in the past year?**

#	Answer		Response	%
1	Yes		8	6%
2	No		127	94%
	Total		135	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.94
Variance	0.06
Standard Deviation	0.24
Total Responses	135

**Have you ever requested any these services?**

#	Answer		Response	%
1	Yes		14	10%
2	No		121	90%
	Total		135	100%

Statistic	Value
Min Value	1
Max Value	2

Mean	1.90
Variance	0.09
Standard Deviation	0.31
Total Responses	135

**Please select all of the workshops you have requested during the past 3 – 5 years:**

#	Answer	Response	%
1	Long Distance Relationships	0	0%
2	Dealing with Difficult People	4	3%
3	Assertiveness	0	0%
4	Diversity Awareness	3	2%
5	How to Help a Friend with an Eating Disorder	6	4%
6	Intimacy in Relationships	0	0%
7	Self-Esteem	3	2%
8	Time Management	6	4%
9	Depression in Men	0	0%
10	Conflict Resolution	7	5%
11	Understanding Destructive Relationships	0	0%
12	I have requested NONE of these workshops	121	90%

Statistic	Value
Min Value	2
Max Value	12
Total Responses	135

**7. The CSDC offers online information specifically geared toward faculty/staff about dealing with disruptive, distressed and dangerous students.**

**Are you aware this information exists?**

#	Answer	Response	%
1	Yes	95	71%
2	No	39	29%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.29
Variance	0.21
Standard Deviation	0.46
Total Responses	134

**Have you reviewed this information in the last year?**

#	Answer	Response	%
1	Yes	49	37%
2	No	85	63%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.63
Variance	0.23
Standard Deviation	0.48
Total Responses	134

**Have you ever reviewed this information?**

#	Answer	Response	%
1	Yes	77	57%
2	No	57	43%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.25
Standard Deviation	0.50
Total Responses	134

**If yes, did you find the online resources helpful in dealing with disruptive, distressed and dangerous students?**

#	Answer	Response	%
4	Yes	62	49%
5	No	7	6%
6	Does not apply	57	45%
	Total	126	100%

Statistic	Value
Min Value	4
Max Value	6
Mean	4.96
Variance	0.95
Standard Deviation	0.97
Total Responses	126

**8. Please answer the following questions regarding your perceptions and needs of the CSDC.**

#	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	No basis to evaluate	Total Responses	Mean
1	I feel confident referring a student to the CSDC for	3	6	35	64	11	119	4.55

	counseling services.							
2	I am well informed on how to refer students to the CSDC for counseling services.	6	14	46	48	5	119	4.10
3	I would benefit from additional education about the purpose of the CSDC.	6	24	46	13	1	90	3.43
4	I would benefit from additional education about the services the CSDC provides.	6	19	58	21	1	105	3.69
5	The CSDC is a valuable resource to the JMU campus community.	1	2	25	91	8	127	4.79
6	Overall, I receive positive feedback regarding the services students	4	8	36	29	37	114	4.66

	receive from the CSDC.							
7	Overall, my interactions with CSDC professional and counseling staff have been positive.	0	6	36	51	30	123	4.80

Statistic	I feel confident referring a student to the CSDC for counseling services.	I am well informed on how to refer students to the CSDC for counseling services.	I would benefit from additional education about the purpose of the CSDC.	I would benefit from additional education about the services the CSDC provides.	The CSDC is a valuable resource to the JMU campus community.	Overall, I receive positive feedback regarding the services students receive from the CSDC.	Overall, my interactions with CSDC professional and counseling staff have been positive.
Min Value	1	1	1	1	1	1	2
Max Value	6	6	6	6	6	6	6
Mean	4.55	4.10	3.43	3.69	4.79	4.66	4.80
Variance	1.05	1.50	1.55	1.39	0.49	1.73	0.95
Standard Deviation	1.02	1.22	1.25	1.18	0.70	1.32	0.97
Total Responses	119	119	90	105	127	114	123

**9. Please include any other comments you have about the CSDC.**

Text Response
The staff are very passionate and professional with regard to their specialty areas and working

with students. They are an invaluable resource to the campus community.

This is a wonderful resource for students, and I'm always extremely confident that students will be in good care when visiting for services. I was not aware of the many services that are available for faculty/staff, and definitely feel that I could benefit from learning more and taking advantage of these incredible resources.

I really appreciated the informational talk given at my department meeting (Math & Stat) at the beginning of the 2013 Fall Semester that made me aware of all that the CSDC provides.

From the time I identify a student in need to the time they actually receive services leaves a week or two gap in which the student's state typically deteriorates further. I wonder if this lag time can be remedied.

not as student oriented as other departments on campus, need to expand personnel and services.

students seem unsatisfied with services and disappointed with experience

I have heard two students complain about the need for someone with expertise on gender identity issues.

Another JMU Service lost in the Long List of JMU Student Services.

There seems to be a lack of resources on campus addressing LGBT concerns and issues faced by LGBT folks at JMU. I feel the CSDC is an important place to offer support to this population. LGBT students face incredible pressure at this point in their lives-- as evidenced by the rates of suicide and other mental health problems. A public presence supporting LGBT students from the CSDC would go a long way to making JMU a more welcoming and healthy environment for all it's students, faculty and staff.

The staff have always been professional and very effective.

I have had good and bad responses back from students regarding services. I think the CSDC is doing a great service to the JMU community. It is a vital campus resource that needs to exist to support our students, faculty and staff.

You need to blast, over and over, the simple information about how to refer a student -- so that it's close at hand to faculty when the need arises. I have that information somewhere here, but can't lay hands on it right now.

At times, it feels to others on campus that the CSDC members are not always willing to partner with colleagues. I think this topic should be addressed and reviewed in the program review. I don't feel that the intention is to do this, but the execution can feel that way. I also think the triage system that is utilized can be daunting for many students; I'm not sure what the solution to this problem is but the perception is not one I feel the CSDC should want for students who experience this.

they have no after hours/weekend options! They instruct faculty to contact the police after hours!!

While I understand the need for confidentiality regarding students referred to CSDC, as a faculty member, I don't always "trust" or "believe" students who say they are "receiving care". I often hope that they are, but I know I cannot call and "ask" if a student is receiving care. That puts me in a difficult situation when they say they are "struggling", I am not sure how much "leeway" I need to give them. Specifically, extra time to complete assignments.

The CSDC does an excellent job of collaborating with the Office of Residence Life in all facets.

I realize that the CSCD is very busy--which is great that your services are being utilized! However, it has come to my attention by several students that sometimes it takes a long time to get an initial appointment. This has caused distress for students in need, since when they actually come to you, they are seeking help as soon as possible. I wonder if there would be a way to get students in more quickly. I understand the challenges you must face with limited resources.

Thanks for all you do!

My sense is that the CSDC is understaffed and overwhelmed with requests for services. I perceive it as a hardworking group, but demand is too high for them to provide comprehensive services, and too often students with severe problems need to work with less experienced counselors.

Made a phone call to set up an appointment several years ago and no one ever answered the phone. Finally left a message (which I didn't want to do) and someone called back right away, but I suspect many people don't follow up or decide against service because they don't want to leave a message. (Not sure if the set-up is still like that or not.)

The CSDC is wonderful and fantastic resource on campus; though, it seems that is the first and only resource people (students, staff, faculty, etc.) reference when talking about or to distressed students. I'm sure they are overwhelmed with the number of clients they see each year and wonder how sustainable this is for their staff and business operations.

Needs to raise profile, without simply adding to the e-mail glut faculty receive...other kinds of outreach? visit dept. meetings?

Keep up the awesome work!

I support the increase of resources to the CSDC, particularly in terms of being able to attract and retain qualified LGBT counselors.

"Does my child (or do I) have the psychological preparedness to function at such a place?" should be answered by all contemplating studies at JMU. We simply don't have the resources (nor mandate) to be involved in most remedial/developmental services.

Statistic	Value
Total Responses	24