

Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: University Health & Counseling Services

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BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
We provide health and counseling services to students at UW-Whitewater, health information regarding healthy life-styles and disease prevention, and monitor public health issues on the campus, e.g. monitoring for communicable diseases.
2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
 1. ***Students:***
All registered students are eligible for care. UHCS sends this targeted audience health information in a variety of ways (student newspaper, Website etc) . There are currently 4,000 students actively being seen in the Health Services, totaling 12,500 visits annually. 350 students are seen annually in Counseling.
 2. ***Academic Departments:*** ***We teach class segments regarding health care issues or how to get proper care. For example, we teach a section in all Health and Personal Safety classes, reaching 2,500 students annually.***
 3. ***Faculty and Staff:*** ***We provide consultation to faculty and staff regarding health-care questions and how they can address specific problems brought to them by students We serve as a practicum site for student internships, for the biology department and Counselor Education.***
 4. ***Student Organizations:*** ***We provide advice to fraternities and sororities on issues that might arise. We work cooperatively with the Student Health Advisory Committee/Group, allowing UHCS direct feedback on program and budget development.***
 5. ***Campus as a Whole:*** ***We interact with University Police, Risk Management, City of Whitewater and others around disaster planning and issues affecting the health and safety of students. We are a reporting site with the Wisconsin State Lab for confirming any suspected communicable disease that could affect our campus. We work with area home health services, in meeting health needs of our students with disabilities (eg provide influenza vaccine to home health workers and pertussis surveillance)***
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

Answer: 7

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

While our Health Service is appropriately staffed, our Counseling Service is not. We have four counseling personnel (including Associate Director for Counseling) creating a ratio of one counselor for 2250 students. The organization accrediting college counseling centers recommends a ratio of counseling staff of 1/1500. Counseling staff find themselves unable to keep up with charting because of demand, and we are not able to provide reasonable levels of assistance to students as a whole regarding their developmental issues. Our efforts have been confined to a narrower group of students, many with pronounced mental health needs.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

Answer: 8

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

We are very fortunate to be occupying one of the few buildings among Wisconsin college campuses that was specifically designed for health care. The building has needs for updating that will promote safety and improve energy conservation and comfort. Presently, the stairways accessing the second floor are dark, narrow, and can represent a hazard. All external windows are single pane, icing over in winter and damaging sills as the ice melts

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

Answer: 7

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Fiscal resources for Health Services are adequately covered through segregated fees and charges. In Counseling, the budget is quite limited.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)
A new Executive Director arrived in August, 2001. Since that time, there has been a concerted effort to 1) create seamless flow between health and counseling, 2) upgrade equipment, 3) do building repair, and 4) tighten business practices. PyraMed, an appointments software program, was installed in 2002, enabling the program to gather more specific and reliable data. Inventory control and purchasing practices have been made more efficient. In 2002, a new business manager with a BBA and strong MIS skills was hired into a newly classified position.

In another paragraph or two, describe why these changes occurred.

These changes occurred in order to 1) take advantage of developments in technology, 2) improve data for use in monitoring of performance, 3) improve sampling techniques

for Quality Assurance studies, and 4) improve value received by students for dollar spent..

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
UHCS is in the process of increasing its campus outreach services designed to improve student health (and academic performance) in general. This kind of activity inevitably creates additional demand for clinical services, and it will be necessary for us to maintain a delicate balance. Promoting the physical and mental health of all students, however, is a primary value.

6. Below are five “core values” the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	30
Development of the individual	30
Personal and professional integrity	10
Commitment to serve	10
Commitment to develop a sense of community, respect for diversity, and global perspectives	20
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	20
Academic assessment data/information relevant to student performance against learning outcomes	5
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	20
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	20
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	5
Professional trends (e.g., changes evident at other universities/colleges)	5
Available human resources (e.g., # of employees, talents, etc.) within the unit	5
Available financial resources (e.g., budget, available and accessible \$)	5
Available physical resources (e.g., space, existing technology, etc.)	5
Other:	
Total=	100 points

8. Does your unit have a mission statement?

Yes

If you answered “yes,” please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

We the UHCS staff are committed to providing excellent services and programs which address physical and mental health concerns of all members of the University

Community. Emphasis will be on enhancing the knowledge, well-being and dignity of our clients, while constantly striving to provide the highest quality of services in a confidential, efficient, and cost effective manner.

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

We use our mission as the driving force behind what we strive to do:

- 1) address both physical and mental health of the student,**
- 2) promote the general health and safety of the entire campus through Public Health surveillance and intervention,**
- 3) provide on-the-job experience for student workers and extensive information about good health practice,**
- 4) maintain confidentiality,**
- 5) perform Quality Improvement studies to test for quality,**
- 6) maximize efficiencies in our business practices so as to be cost-effective and entail the least necessary cost to our students.**

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

Measurable objectives include measures such as

- 1) increasing student retention among our student employees and those receiving services from us,**
- 2) achievement of re-accreditation,**
- 3) meeting quality of care objectives established by the unit,**
- 4) percentage of students receiving services (as a measure of confidence),**
- 5) measure ratio of minority student using our services compared to their percentage on the campus as a whole, and**
- 6) patient satisfaction surveys..**

10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

Students served, retention rate of students receiving our services, achievement of quality assurance goals.

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- 1) Continuous patient satisfaction sampling.**
- 2) Number of students served.**
- 3) Professional time available for rendering services.**
- 4) Measures taken to improve efficiency.**

12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.

- 1. We installed an appointments software system that allows multiple individuals to make appointments at the same time, track outflow of materials, use of time, and charges made (versus cost for specific items).**
- 2. We created a 6-year capital plan for replacement of capital items.**
- 3. We redirected approaches in Counseling as a result of observing how the services were being distributed, referring out high intensity users in order to make services available to a broader base of students.**

13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- **Members of our staff participate in the Critical Incident Debriefing Team that assists personnel who respond to crisis situations. These personnel include law enforcement and other personnel in neighboring communities.**
 - **Members of our staff participate in staffing a 24/7 Sexual Assault Response Team (SART). SART volunteers can be accessed by members of the community.**
 - **We collaborate with Walworth County Public Health and the Wisconsin State Lab, operating as a reporting site and cooperatively deliver care, under state guidelines, for communicable diseases.**
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- **Public health partnerships as noted above.**
 - **Partnership with local and State laboratories for specimen analysis.**
 - **Partnership with medical specialists and local home health providers, particularly for students with disabilities and other special health needs**
 - **Hosted the 2004 Conference for the North Central College Health Association**
 - **Participate as reviewer for the Journal of American College Health.**
 - **Conduct mock accreditation review for a sister campus.**
 - **Participate in twice-annual meetings of Wisconsin Student Health Directors.**
 - **Participate in the American College Health Association's SHS listserv, frequently sharing forms and data with campuses across the country.**
 - **Participate in the AUCCD (Association of University and Counseling Center Directors) listserv, often sharing information.**
 - **Produced a video on Women's Health that is being sold to other student health centers.**

STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Answer: No

If "yes," please list these outcomes/objectives.

- 6.
- 7.
- 8.
- 9.

16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Yes

No

Not applicable.

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

10. Not applicable.

11.

12.

13.

17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.

Not applicable.

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: **Heavy emphasis on student learning life-long good health habits.**

Supporting Evidence: **Number of pamphlets and brochures distributed; number of students reached through presentations.**

2. Specific Strength: **Committed to providing the best quality patient care.**

Supporting Evidence: **Successful completion of three accreditation reviews by the Accreditation Association for Ambulatory Health Care Inc. At each review we received the maximum three-year award of accreditation. Accreditation review in 2002 found us in full compliance in all categories.**

3. Specific Strength: **Engagement of staff in problem solving in support of teamwork and greater quality of care.**

Supporting Evidence: **Staff collaboration and involvement in decision making is documented by minutes of meetings covering policy and practice in virtually every area.**

4. Specific Strength: **Provide health service that is appropriate for and well received by our population.**

Supporting Evidence: **Participate in the National College Health Assessment, as a means of learning what the health priorities are for college students in general, and for our campus in particular. We also conduct twice annual satisfaction surveys, obtain quick feedback comment forms as just two examples of our Quality Assurance Program**

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. **Specific Concern: Maintaining of resources necessary to continue at our current level of service.**

Supporting Evidence: It is a challenge to maintain high level health care. The costs of specialized staff, medications, supplies, laboratory and other ancillary services rise faster than the annual increases in campus budgets. Given the rising cost of college education, university and college administrators are looking at every possible way of mitigating cost.

Recommended Actions:

- 1) **Assure that our activities actively support the goals of the university, creating as much spread of benefit as possible.**
- 2) **Improve demonstration of how keeping students healthy in mind and body contributes to their academic success.**
- 3) **Point out to legislators that cutting positions from student-funded services saves the State no money and instead requires students to use community services at much higher cost.**

2. Specific Concern:

- Supporting Evidence:
- Recommended Actions:

3. Specific Concern:

- Supporting Evidence:
- Recommended Actions: