



## K-State 2025 Strategic Action and Alignment Plan

Division: **Student Life**

Department: **Counseling Services**

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### 1. What are your Department's mission and vision and how does your organization contribute to achieving the University's and your College's/Major Unit's vision for K-State 2025?

#### FOR DIVISION OF STUDENT LIFE

**VISION:** Student Life programs will advocate, support, and prepare students to achieve academic success while maximizing their personal and professional potential as we become a top 50 public research institution.

**MISSION:** The Division of Student Life promotes student success through opportunities for student involvement experiences to strengthen personal and academic growth, leadership, professional development, and community engagement.

Kansas State University Counseling Services, in support of the overall mission of the University, provides high quality professional services to help all students meet their full potential – personally, academically, and socially. Within an accepting, sustaining and compassionate setting, Counseling Services provides a professional resource to attend to the psychological needs, promote the well-being, alleviate concerns, facilitate problem resolution, and enhance the success of our students.

#### GOALS:

- I. **Develop and implement initiatives that enhance academic success and support student persistence.**
- II. **Support students through advocacy and development of the whole student.**
- III. **Provide active and diverse student engagement experiences that prepare students to become future leaders and citizens in a global society.**
- IV. **Provide environments, and facilities that are conducive to student learning and success.**

#### COUNSELING SERVICES:

**Counseling Services provides a range of services to meet its mission of helping students achieve success in school and in their personal lives. These services are: 1) counseling/therapy sessions in several modalities (individual, couples, and/or group sessions) and crisis consultations, 2) prevention/education via outreach presentations, online workshops, and web-based materials, 3) biofeedback/stress management programs to assist students in developing skills for performance enhancement, 4) career assessment and career counseling, and 5) alcohol and other drug education services. We have developed several outcome assessment tools over the years to track our services and are in the ongoing process of honing those assessment tools in our continual work to improve our service to students and the campus community.**

2. What are your Department’s key strategic activities and outcomes?

3. Identify [in brackets] which of your Department’s strategic outcomes are directly linked to your College’s/Major Unit’s outcomes. (If your Department or similar unit is not in a College or Major Unit, skip this question.)

Key Activities	Short Term (2013 - 2015) Key Outcomes	Intermediate (2016 - 2020) Key Outcomes	Long Term (2021 - 2025) Key Outcomes
<i>What we plan to do...</i>	<i>What we expect to happen...</i>	<i>What we expect to happen...</i>	<i>What we expect to happen...</i>
<p>(For Div of Student Life Goal I) CS WILL BE PART OF THE STUDENT SUCCESS INITIATIVES BY:</p> <ol style="list-style-type: none"> <li>1. Training advisors/faculty in the use of the CLEI and the CLEI online workbook to assist students in identifying areas of strengths and where improvement needed.</li> <li>2. Offer the CLEI and other goal-setting materials to “provisionally-ready” and first- year students referred by advisors/first year experience instructors.</li> <li>3. Educate faculty to refer students to CS online workshops &amp; resources for skills for success</li> <li>4. Increase overall student use of the CLEI and CS online workshops: Students using the CLEI and/or CS online workshops for skills for success will indicate that it has improved their academic success</li> </ol>	<ol style="list-style-type: none"> <li>1. 50% of academic advisors will have been introduced to the use of the CLEI in their work with students to help them remain in school by identifying individual areas of strength and where improvement needed in personal skills – measured by number of advisors trained. [SL:I-F, 2]</li> <li>2. 30% of students admitted to K-State as “provisionally-ready” or as “first-year admits” will have completed the CLEI/goal-setting materials and indicated that it improved their ability to stay in school – measured by number completing and their self-assessment of impact. [SL:I-F, 2]</li> <li>3. 30% of faculty will attend presentations to departments, marketed via K-State Today, and other media options each semester – measured by attendance [SL:I-B]</li> <li>4. 50% of overall students using the CLEI and/or starting the CS online workshops will complete them indicate that it has improved their academic success – measured by response to items on pre and post tests [SL:I-F]</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% of academic advisors will have been introduced to the use of the CLEI in their work with students to help them remain in school . by identifying individual areas of strength and where improvement needed in personal skills - measured by number of advisors trained. [SL:I-F, 2]</li> <li>2. 40% of students admitted to K-State as “provisionally-ready” will have completed the CLEI/goal-setting materials and indicated that it improved their ability to stay in school – measured by number completing and their self-assessment of impact. [SL:I-F, 2]</li> <li>3. 40% of faculty will attend presentations to departments, marketed via K-State Today, and other media options each semester – measured by attendance [SL:I-B]</li> <li>4. 70% of overall students using the CLEI and/or starting the CS online workshops will complete them and indicate that it has improved their academic success – measured by response to items on pre and post tests [SL:I-F]</li> </ol>	<ol style="list-style-type: none"> <li>1. 90% of academic advisors will have been introduced to the use of the CLEI in their work with students to help them remain in school by identifying individual areas of strength and where improvement needed in personal skills. - measured by number of advisors trained. [SL:I-F, 2]</li> <li>2. 50% of students admitted to K-State as “provisionally-ready” will have completed the CLEI/goal-setting materials and indicated that it improved their ability to stay in school – measured by number completing and their self-assessment of impact. [SL:I-F, 2]</li> <li>3. 50% of faculty will attend presentations to departments, marketed via K-State Today, and other media options each semester – measured by attendance [SL:I-B]</li> <li>4. 80% of overall students using the CLEI and/or starting the CS online workshops will complete them and indicate that it has improved their academic success – measured by response to items on pre and post tests [SL:I-F]</li> </ol>

**(For Div of Student Life Goal II)  
OUR SERVICES TO STUDENTS WILL  
DECREASE THE IMPACT OF THEIR  
PERSONAL PROBLEMS/CONCERNS ON  
THEIR ACADEMIC SUCCESS:**

- 5. Clients who are seen at CS three sessions or more in individual, couples, and/or group therapy will indicate a decrease in how much their problems are interfering in their academic life
- 6. Alcohol and Other Drug Education Programs (AODES) and Alcohol EDU will decrease the negative impact of alcohol use on students' academic success.
- 7. students referred to the AODES Project ABC program will complete the sessions and indicate a decrease in alcohol-related problems and/or an increase in their skills for goal-setting and academic success
- 8. Students who complete stress management/performance enhancement training in the CS performance enhancement clinic will indicate it has increased their adjustment and academic success

5. 70% of clients who are seen at CS three sessions or more will indicate a decrease in how much their problems are interfering in their academic life as measured on the KPIRS and/or other survey items [SL:II-A]	5. 80% of clients who are seen at CS three sessions or more will indicate a decrease in how much their problems are interfering in their academic life as measured on the KPIRS and/or other survey items [SL:II-A]	5. 90% of clients who are seen at CS three sessions or more will indicate a decrease in how much their problems are interfering in their academic life as measured on the KPIRS and/or other survey items [SL:II-A]
6. AlcoholEDU and bi-annual survey will show a decrease in use on campus [SL:II-A, 1]	6. AlcoholEDU and bi-annual survey will show a decrease in use on campus [SL:II-A, 1]	6. AlcoholEDU and bi-annual survey will show a decrease in use on campus [SL:II-A, 1]
7. Return rate for referral to Project ABC will be less than 5% [SL:II-A, 1]	7. Return rate for referral to Project ABC will be less than 2% [SL:II-A, 1]	7. Return rate for referral to Project ABC will be less than 2% [SL:II-A, 1]
8. 60% of students who start the performance enhancement training will complete it and rate it as having helped improve their adjustment and academic performance [SL:II-B]	8. 70% of students who start the performance enhancement training will complete it and rate it as having helped improve their adjustment and academic performance [SL:II-B]	8. 80% of students who start the performance enhancement training will complete it and rate it as having helped improve their adjustment and academic performance [SL:II-B]

**4a. What resources and/or opportunities exist for your Department to achieve its vision and outcomes?**

1. As a student service, our staff are our critical asset and essential for achieving our vision and outcomes. With the increasing demands for service, staff are strained to provide the range of services needed and to provide the training/supervision to our psychology interns. This training role is essential to extend services to more students since interns provide the full range of services to students. The following outlines our staffing in FY2013.

- a) 8 - 1.0 FTE clinical senior staff (15.6% Director for Alcohol & Other Drug Education Service funded by Manhattan City Grant)
- b) 4 - 1.0 FTE psychology interns
- c) 1 - 1.0 FTE post-doctoral fellow-funded ended FY2013
- d) 1 - 1.0 FTE assistant coordinator Alcohol & Other Drug Education Service (53.4% funded by Manhattan City Grant)
- e) 1 - 1.0 FTE (12-month) online programs coordinator position created for FY2013 with funding available only through FY2015
- f) 4 - 1.0 FTE classified employees
- g) 1 - .5 FTE graduate assistant for online programs

2. We have already developed online workshops which are currently being updated on KSOL

3. Our University Life Café website's "Discover Yourself" section gives K-State students access to the College Learning Effectiveness Inventory (CLEI) and its online workbook.

**4b. What resources and/or opportunities are needed for your Department to achieve its vision and outcomes?**

- a) An additional clinical staff in addition to maintaining current staffing and the 4 intern positions
- b) Make the post doctoral fellowship position a stable position line – current funding ends after FY2013
- c) Increase the staffing for Alcohol & Other drugs by funding a full-time assistant coordinator (currently have a half-time person funded by uncertain city-grant and funding to increase to full time is available only thru FY2014.)
- d) Full-time (12-month) online programs coordinator position funding needed after FY2015
- e) Need a part-time statistics person to help all of Student Life offices with the additional evaluations and research being implemented.

**5. How do you propose to acquire the resources needed for your Department to accomplish its vision and outcomes?**

1. Request additional funds from Student Privilege Fee Committee to cover the online programs coordinator, the post-doctoral fellow position, and part of the AODES assistant coordinator position – based on the increased clinical demands, increased referrals to Project ABC, and the positive results of reaching students using the online programs.

2. Will begin to charge a fee for Project ABC to fund part of the increased time needed; will continue to apply for the city grant and seek other grants to support the position.

3. In FY2014 will re-evaluate whether will need to increase fees currently charged students for services.

**6. How does your plan link to the K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics?  
(See below)**

To meet K-State 2025 Priority SEE CHECKLIST (ATTACHED)

FOR GOAL II T2-A, T2-I, AND T2-O: Counseling Services links to this via our training advisors/faculty in assessing students and helping them clarify their goals using the CLEI and our other resources. This also supports GTAs and Gas in their work with undergraduates.

FOR GOAL II T2-A, T2-G: Our attention to individual students (undergraduate) via the counseling, online programming, AODES programming, and performance enhancement training options support this goal.

FOR GOAL III T3-C : Our attention to individual students (graduate) via the counseling, online programming, AODES programming, and performance enhancement training options support this goal by increasing their functioning and satisfaction.

FOR GOAL IV T7-A: All of our services are available to athletes and in particular the performance enhancement training is very useful to them both in the classroom and in their sport.

6. Departmental Links to K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics

Links to Benchmark Metrics

Links to Common Elements

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<b>T2 - Undergraduate Educational Experience (UEE)</b>	<p>T2-A - Excellent, customized academic advising and services available to all students to support their success and degree completion</p> <p>T2-G - Successful recruitment and retention strategies that address our entire student population</p>	T2-I - Integrated learning communities experienced by students, faculty, and staff that promote student success within a culture of excellence	T2-O - An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities
<b>T3 - Graduate Scholarly Experience</b>	T3-C - Engaged graduate students integrated in university life with enhanced visibility and appreciation		
<b>T7 - Athletics</b>	T7-A - Outstanding academic and athletic success by our student-athletes		