

2012 CAPS/Oasis Student Satisfaction Survey

Overview

Project

An assessment study using a quantitative, summative, self-report method of data-collection. Students using counseling and psychiatry CAPS/Oasis completed surveys.

Purpose and Goals

- Examine students' perception of their CAPS/Oasis experience.
- Determine whether attending CAPS/Oasis contributed to: an increase in overall emotional health and wellness; improving school performance; decision to remain at U of A.

Domains Assessed

- Student's primary concerns and their impact on academics, well-being, and decision to remain on campus.
- Impact of services on academic success, emotional well-being, distress, and hope.
- Students' degree of satisfaction with front desk staff and providers.
- Students' utilization and interest in group services.
- Student satisfaction with CAPS/Oasis services.
- Areas of improvement for CAPS/Oasis services.

Method

Data Collection

Students were invited to take a brief confidential on-line survey after their counseling appointment. Data was collected on three computer kiosks in the CAPS/Oasis area utilizing Campus Labs. Data was collected from April 2-12, 2012. A total of 246 completed surveys were completed (20 triage-only students and 226 returning students).

Survey Questions

Demographic information, followed by self-report questions rated on Likert-type scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Space for comments was provided at the end of each section and end of survey.

Results

SAMPLE CHARACTERISTICS	
Total N	246
GENDER	
Male	34%
Female	63%
Transgender	3%
AGE	
18-22	60%
23-29	26%

30-39	12%
40-50	2%
50+	1%
SEXUAL ORIENTATION	
Bisexual	3%
Gay	4%
Lesbian	2%
Heterosexual	83%
Undecided	4%
Other	2%
Prefer not to answer	3%
RACE/ETHNICITY	
American Indian, Alaskan Native	2%
Arab	1%
Asian, Pacific Islander	5%
African American	3%
Hispanic/Latino	9%
Caucasian	72%
Multi-Racial	6%
Other	3%
CLASS	
Freshman	16%
Sophomore	17%
Junior	15%
Senior	21%
Non-Degree Seeking	0%
Visiting Scholar	0%
Graduate/Professional	28%
Other	1%
CLASSIFICATION	
International Students	3%
1 st Generation College	24%
Out-of-State Student	39%
FINANCIAL AID	
Scholarship	42%
Loans	28%
Work Study	2%
Other	15%
None	13%
LIVING ARRANGEMENTS	
On Campus	23%
Off Campus	70%
Off Campus with Family	7%
REFERRAL SOURCE	
Self-referred	53%

Suggested/recommended	44%
Mandated	3%
NUMBER OF SESSIONS	
0 (triage only)	8%
1	10%
2	11%
3	8%
4	5%
5	8%
More than 5	51%

Referral Sources: parents, roommates, friends, Campus Health, professors, and advisors. Students report hearing about CAPS/Oasis through pamphlets, campus events, signs, graduate fair, Dean of Students, and previous patients.

Most students seen at CAPS/Oasis and completing survey were female, between ages 18-22, heterosexual, and Caucasian. Students from all undergraduate classes were relatively evenly represented. 28% of student respondents were graduate students. Approximately half of students were self-referred to CAPS/Oasis, with 44% of the remaining students referred by someone else. Students often considered to be at higher risk for adjustment problems and leaving school include freshman (16%), 1st generation college students (24%), and out of state students (39%). Other groups that may be of clinical interest are those at U of A on scholarship (42%) and those living off-campus with family (7%), as opposed to on campus or off campus with roommates. Approximately half of students had more than 5 sessions at CAP/Oasis.

ACCESS AND FACILITIES	% 4 and 5
ACCESS TO TRIAGE <i>All Students (N = 246)</i>	
Being able to walk in without appointment increased by likelihood to come to CAPS today.	67%
Wait time to see triage counselor was reasonable.	81%
After triage, I was able to get a first appointment within a reasonable amount of time.	83%
FOLLOW-UP VISITS <i>Returning Students (N = 226)</i>	
I was able to schedule a follow-up visit with a counselor or psychiatrist within a reasonable amount of time.	92%
My scheduled appointments began on time.	76%
	(16.3% 1 and 2)
FACILITY <i>Returning Students (N = 226)</i>	
The waiting room was reasonable comfortable.	95%
Confidential Atmosphere.	95%

Note: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree.

Students are generally satisfied with access and facilities. Survey results and comments suggest that wait time for scheduled appointments could be improved. 16.3% reported dissatisfaction with wait-time for scheduled visits. Discussion with staff and follow-up study will be completed to address this issue.

Facility and Atmosphere Comments

- Students’ comments indicate that they view CAPS/Oasis as a “safe place to talk.” This was referred to by students as one of the most positive aspects of their experience at CAPS/Oasis (27).
 - *“Convenient and discreet place to get therapy.”*
 - *“The sense of community within the office from the front desk to the doctors and counselors.”*
 - *“Helpful and safe environment.”*
- Students indicated interest in fish tank (1) and interest in playing “more innocuous music” in the waiting room in order to study while waiting (1).
- Students commented on the convenience of services on campus (4).

Student Recommendations for Advertising Services

- *“Maybe put some flyers in some of the grad colleges. (grad students have a lot of stress and some of us we struggle with cultural issues) A lot of people do not know about all the presentations offered.”*
- *“Let students know that CAPS is helpful for improving academic performance, not only mental health issues. It has been a positive consequence of my counseling.”*
- *“I think that you should have groups in my dorm.”*
- *“Have more information for incoming freshman-wish I'd heard how great it was sooner!”*

PRESENTING PROBLEM (Circle all that Apply) <i>All Students (N = 246)</i>	Percent Endorsing as Presenting Problem	Selected Problem Impacted:	
		Academic Performance % 4 and 5	Decision to Stay at U of A % 4 and 5
Abusive Relationship	8%	95%	58%
Academic Probation	8%	63%	58%
ADHD Issues	11%	85%	41%
Alcohol/Drug Issues	13%	84%	52%
Anger	16%	63%	26%
Anxiety/Panic	70%	91%	45%
Career Concerns	20%	77%	47%
Code of Conduct Violation	1%	33%	33%
Continue Medications	9%	52%	30%
Cultural Diversity Issues	2%	60%	60%
Death or Loss	11%	85%	54%
Depression	70%	93%	53%
Difficult Transition	15%	68%	43%
Eating/Body Image	15%	56%	25%
Family Issues	30%	78%	53%
Finals/Midterms Stress	10%	85%	58%
Friend Issues	13%	70%	42%
Gender Identity	4%	44%	22%

Graduation Issue	7%	77%	41%
Hopelessness	32%	91%	60%
Life Decisions	25%	80%	57%
Losing Financial Aid	7%	88%	81%
Low Self-Esteem	40%	85%	43%
Other Academic Concerns	17%	88%	64%
Physical Health	10%	80%	44%
Role Confusion	1%	50%	0%
Romantic Relationship Issues	24%	81%	34%
Roommate/Living Situation	8%	79%	37%
<i>Self-Harm</i>	<i>10%</i>	<i>67%</i>	<i>38%</i>
Sexual Assault/Abuse	4%	44%	11%
Sexual Issues	5%	54%	23%
Sexual Orientation	4%	50%	25%
<i>Suicidal Thoughts</i>	<i>20%</i>	<i>83%</i>	<i>56%</i>
Test/Performance Anxiety	11%	96%	50%
Traumatic Event	13%	87%	48%
Other	5%	100%	54%

Note: Bolded items reflect top 5 presenting problems; high-risk problems are italicized.

Other presenting problems include bipolar disorder, advisor/academic relationship, cancer diagnosis, sleep problems/fatigue, lack of interest/motivation, lack of concentration, and learning disorder. Survey results indicate that anxiety/panic, depression, low self-esteem, hopelessness and family issues are the leading presenting problems. 20% of students reported suicidal thoughts, and 10% reported self-harm. Students perceived their academic performance is impacted by most presenting problems, particularly the leading presenting problems. Together, these results suggest that students are more distressed as compared to a similar study completed in 2010. This increase in student distress reflects national trends in college counseling centers.

IMPACT OF SERVICES	LEVEL OF DISTRESS	
	AT FIRST VISIT	NOW
	<i>All Students (N = 246)</i>	<i>Return Students (N = 226)</i>
Extremely High	37%	7% *
High	41%	14% *
Moderate	16%	46%*
Low	4%	30%*
Extremely Low	2%	4%

IMPACT OF SERVICES	LEVEL OF HOPE	
	AT FIRST VISIT	NOW
	<i>(N = 246)</i>	<i>(N = 226)</i>
Extremely High	9%	23%*
High	28%	34%*
Moderate	35%	34%
Low	18%	6% *
Extremely Low	9%	3% *

Note: * Reflects statistically significant change ($p < .05$).

IMPACT OF SERVICES	% 4 and 5
ACADEMIC (<i>N = 226</i>)	
Overall Academic Success	60%
Focus/Concentration	65%
Motivation	72%
Enrollment at U of A	53%
Study Habits	50%
GENERAL (<i>N = 226</i>)	
Improvement in Problems	85%
Improved Coping Strategies	80%
Instilled Hope	86%
Improve Life Skills	69%
Improve Self-Care	77%
SATISFACTION WITH SERVICES (<i>N = 226</i>)	
Services Met my Expectations	90%
I would Recommend to a Friend	93%
Services are Critically Important	98%

Students' initial level of distress (78% extremely high/high) was significantly reduced with services (21% extremely high/high). Significantly fewer students reported extremely low/low hope currently (9%) compared to the number of students reporting extremely low/low hope at first visit (27%). Moreover, compared with ratings of high/extremely high hope at first visit (37%), significantly more students reported high/extremely high hope currently (57%). Over 80% of students reported impact in hope, improvement in presenting concerns, and improved coping strategies. Over 90% of students are satisfied with services and would recommend services to a friend. 98% find CAPS/Oasis critically important on

campus. Student comments reflected that for those students whose academic performance was impacted, the impact was significant. Students also appear to be satisfied with services and recommending services to friends.

Academic Impact Comments

- Students commented that CAPS/Oasis counseling and medication helped academically (i.e., “would have dropped out, failing, test anxiety, low motivation, graduation issues”) (10).
 - *“I’ve been coming to CAPS since my freshman year. I am now a senior. I would not be graduating, or possibly even alive, had it not been for CAPS.”*
 - *“I probably would have dropped out without help here--or maybe I would not have finished my classes. I don't think I would have kept pursuing my graduate degree either.”*
 - *“Most of these are not applicable right now as CAPS is still helping me through my issues. However, CAPS is one of the few reasons I have stayed at UA.”*

Overall Impact and Satisfaction Comments

- Students expressed the positive impact of CAPS/Oasis in their lives. Comments most commonly reflected appreciation of help, tools, and improvement in distress, among other factors (58).
 - *“CAPS has been the most helpful resource on campus.”*
 - *“I can't express how profoundly important counseling services are to my well-being especially in high-stress academic environment. Without it, I would feel like I am sinking.”*
 - *“I want to stress that having these services is absolutely essential. If possible, I'd rate that one an 8 out of 5.”*
 - *“The students at the U of A are very lucky to have access to such wonderful services!”*
 - *“There is absolutely nothing bad to say about my experience at CAPS. It has been nothing short of a positive experience.”*
 - *“I cannot overestimate the value of CAPS on campus.”*
- Student responses indicate that students are recommending CAPS/Oasis to friends (2).

Other Comments about Services:

- *“You most definitely found the right people to work the front desk for a counseling center. They are always compassionate and caring.”*
- *“I never thought anyone would be able to help me with what I go through, and talking my psychiatrist, knowing that she is going to try and help me as best as she can without making conclusions about me has given me hope that life can improve.”*
- *“My counselor has great availability and it has been easy to see her on a regular basis. She is very creative in her ideas and responses to my concerns and offers ideas based upon my particular situation. I never feel like she is just giving me a formulaic response that she once read in a psych textbook. :)”*
- *“Absolutely everything, from the helpful ladies behind the front desk to the amazing doctors in the back of the house.”*
- *“Everyone is so caring. People have been kind. I needed kindness.”*
- *“Nice to have people who understand the stresses of school life.”*

INTEREST IN GROUPS <i>(not already offered by CAPS/Oasis)</i>	All students <i>(N = 246)</i>
Depression	46%
Social Anxiety	39%
Improving Sleep	30%
Goal-Setting and Motivation	28%
Improving Self-Care	27%
Study Skills	24%
Women's Group	20%
Testing Skills	19%
Coping with Break-Up	15%
Graduate Student Groups	14%
Note-Taking Skills	10%
Cutting Down on Alcohol Use	9%
Men's Groups	6%
Freshman Groups	3%

Note: Group topics chosen from 2010 top presenting problems and services offered by other college counseling centers. Topics presented to students did not include groups already offered by CAPS/Oasis. Groups already offered this year include: Gender Spectrum, Healthy Mind, Healthy Body (eating disorder group), Learning To Cope (coping skills group), LGBTQA Support Group, Mind-Body Stress and Anxiety Management, Sexual Assault Survivors Support Group, Tackle Test Anxiety workshop, and Women and Relationships

Groups or workshops with most student interest included depression, social anxiety, and improving sleep. Group interest generally reflected top presenting problems. 29 students indicated interest in “other” group, including ADHD, time management, cancer, major illness, coping with death or loss of suicide, dealing with others’ addictions, drug abuse, weekly reflection/talk, and yoga. 17 of those students (7% of all students) indicated “none.”

The groups for which students indicated most fell into more general categories related to life skills (e.g., self-care, sleep, academic skills). Skill-based programming and web-based information will therefore be a useful direction for future CAPS/Oasis services.

Other Student Comments

What has been positive about your experience at CAPS/Oasis?

- Being able to talk and be listened to (27).
- Feeling understood and accepted; empathy (3).
- Hope, empowerment, and self-acceptance (12).
 - *“CAPS for help and more empowered about the fact that I have been doing something to improve my health and my life. I took the initiative to change something I didn't like by coming here.”*
 - *“The fact that I regained the hope of finding solutions to my problems.”*
- Help and noticeable improvement (50).

- *“I could also see steady improvement throughout treatment. If I had an issue with a medication, they listened and changed it.”*
- *“Seeing how things have progressed since I have started coming to CAPS.”*
- Good relationship/match with counselor or psychiatrist (6).
- “Everything” (8).

What would have made your experience at CAPS/Oasis better?

- “Nothing” (33).
 - *“CAPS is already so 'on the ball' I don't know if there is even room for improvement. They have met and exceeded every one of my needs.”*
 - *“I feel that if I can allow myself to actively do the things I am told will make me feel better through CAPS then I can begin to turn myself around. CAPS isn't the fix to a problem, the person is. I need to do my part.”*
- *“Having some parking available for free.”*
- *“I would have liked to see a counselor rather than being referred to the community.”*
- *“Maybe knowing more before I came.”*

Discussion

Overall, results suggest that students are satisfied with the services received at CAPS/Oasis. Students provided positive feedback for staff, atmosphere, and impact of services. Student responses and comments also show potential areas for improvement.

Access and Facilities

Students are generally satisfied with access and facilities. Survey results and comments suggest that wait time for scheduled appointments could be improved. Although some students reported wait-times longer than 10 minutes for scheduled appointments, students also reported that services were efficient and convenient. Follow-up study and discussion with staff may be beneficial in addressing this issue. A second issue presented by students in their comments was desire for more frequent visits, though 92% of students also responded that time between appointments was reasonable.

Student feedback indicates that students are generally pleased with the atmosphere of CAPS/Oasis, viewing it as a “safe place.” Students indicated interest in changing the music to something more soothing, getting a fish tank, and having more snacks available. Students also recommended advertising more directly to graduate students and freshmen.

Presenting Problems

Top presenting problems include anxiety, depression, family issues, hopelessness, and low self-esteem. 10% of students reported engaging in self-harm and 20% reported suicidal thoughts. Students perceived their academic performance as impacted by most presenting problems, particularly the leading presenting problems.

Impact of Services

Results suggest that students come to CAPS/Oasis with high levels of distress and low levels of hope. Students report lower levels of distress and higher levels of hope after receiving services. Students also

report impact in degree of presenting problems and coping strategies. Student comments reflected that for those students whose academic performance was impacted, the impact was significant. Students also appear to be satisfied with services and recommending services to friends.

Group Utilization and Interest

Students expressed most interest in groups for depression, social anxiety, and improving sleep. This appears to reflect top presenting concerns of students. Groups already offered this year include: Gender Spectrum, Healthy Mind, Healthy Body (eating disorder group), Learning To Cope (coping skills group), LGBTQA Support Group, Mind-Body Stress and Anxiety Management, Sexual Assault Survivors Support Group, Tackle Test Anxiety workshop, and Women and Relationships.

What has been positive about your experience at CAPS/Oasis?

Student responses indicate that the most helpful aspects of CAPS/Oasis include being able to talk and be listened to; empathy and understanding; hope, empowerment, and self-acceptance; visible improvement in symptoms; and good relationship with provider.

What would have made your experience at CAPS/Oasis better?

Many students indicated that they would not change CAPS/Oasis. Other aspects of CAPS/Oasis that students suggested changing included using testing to inform diagnosis; free parking; and providing students with more information about CAPS/Oasis.