



Board of Trustees University Affairs Committee Meeting  
April 19, 2018  
Agenda

- I. Approval of February 15, 2018 Minutes Action
  
- II. Academic Affairs
  - A. Conferral of Degrees Action
  - B. Online Heritage Hall Update Information
  
- III. Student Affairs
  - A. Student Mental Health and Wellness Information
  
- IV. Closed Session



**Board of Trustees  
University Affairs Committee  
April 19, 2018**

Agenda Item:	I. Approval of Feb. 15, 2018 Minutes
Responsible Person:	Mark Copeland, Chair
Action Requested:	Approval
Notes:	N/A

Minutes of the Meeting of the  
**University Affairs Committee**  
**East Carolina University Board of Trustees**  
February 15, 2018 at 1:30pm  
Coastal Studies Institute

Board Members Attending: Full Board Attendance

Others ECU Leaders in Attendance: Cecil Staton, Ron Mitchelson, Virginia Hardy, Donna Payne, Phyllis Horns

Mr. Copeland opened the meeting at 1:30pm by reading the conflict of interest statement as well as the Jurisdiction Review and Conduct Statement for University Affairs.

The minutes from the previous meeting were approved.

**Academic Affairs – Ron Mitchelson**

- **FERPA Policy**

- Donna Payne shared two main changes to the policy, as listed in Board materials. One relates to the sensitivity for the students in the Lab School. The other is limited use directory information to allow likenesses of students be part of the directory for use by the University. It allows the University to use a student photo without having to get a signed approval. ECU Photographers will still ask for the student's name and consent of use for photos. FERPA doesn't make us provide copies to students, but does allow us to make it available for their review.

- **MOTION – Made by Mr. Davenport and seconded by Ms. Davis – this was approved without dissent**

- **Raise Me**

- Dr. Chris Locklear shared the premise for Raise Me and how it will connect with ECU. Raise Me establishes micro scholarships for students. Students can learn about this as soon as 8<sup>th</sup> grade, which lets them know about how affordable college can be for them. There are certain dollar amounts available for different levels and criteria, such as \$500 for an A in Calculus or \$xx for taking an AP course. Penn State has been a model that we have followed. PSU targeted low-income high school students. ECU will be targeting Free and Reduced Lunch High School students in NC with a GPA of 2.5 and above. With little to no communication, we have about 3,500 followers of students in NC already. We are doing individual outreach starting this spring and into the summer and fall. There are multiple design pieces that will go out as part of the communication strategy too including emails, posters, flyers, etc.

- **Lab School Update**

- Laura Bilbro Berry shared some information from Spilman in Greenville. She shared some of the lessons learned from the first few months. We have learned about some of the students nutritional and clothing needs too. There are many that still are hungry even beyond what we can provide. We had a clothing drive that helped us provide a clothing closet for students in need. Space is also a challenge. We have six classrooms and having storage space, conference space with parents and services/meetings are limited due to space. We have provided some engagement and

student success options for the Lab students and this has been well received by the students. We have done a great deal of work on the academic and health needs assessment. We have seen some behavioral issues from our students, but we are working through this and it's going well with adjustments. In 2018-19 we will add a couple of more classes including PreK/K, 1<sup>st</sup> grade and 5<sup>th</sup> grade classes. We will keep our students in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade capped at 18 students per class.

**Motion to move to Closed Session at 2:00 pm**

Returned from Closed Session at 2:38 pm

- Closed Session Follow Up
  - Mr. Joyner shared that he went with a group of fraternity brothers from Kappa Alpha to talk about what they can do to become safe and mitigate risk. He stated that the University can continue to strengthen its communication with the advisors to the chapters. Dr. Hardy shared that we have had success with the advisors in Greenville, but we are working with the others to strengthen our relations with them. Tamika shared that we have to explore allegations against individuals and chapters/orgs as a whole. Chair Copeland suggested the creation of sub-committee or group to explore ways to mitigate risk with our Greek community.

Meeting Adjourned at 2:47pm



**Board of Trustees  
University Affairs Committee  
April 19, 2018**

Agenda Item:	II. A. Conferral of Degrees
Responsible Person:	Ron Mitchelson, Provost
Action Requested:	Approval
Notes:	N/A



**Board of Trustees  
University Affairs Committee  
April 19, 2018**

Agenda Item:	II. B. Online Heritage Hall Update
Responsible Person:	Ron Mitchelson, Provost
Action Requested:	Approval
Notes:	N/A



**Board of Trustees  
University Affairs Committee  
April 19, 2018**

Agenda Item:	III. A. Student Mental Health and Wellness
Responsible Person:	Virginia Hardy Vice Chancellor Student Affairs
Action Requested:	Information
Notes:	N/A



**THE LANDSCAPE OF STUDENT MENTAL HEALTH,  
WELL-BEING, AND RESILIENCE**

**BOARD OF TRUSTEES BRIEFING**

Greenville, North Carolina  
April 2018



## Executive Briefing Purpose

The mental health needs of college students have been a growing concern on college campuses across the country during the past decade. Since fall semester 2014, ECU has seen an upward trend in the number of complex psycho-social needs of students. These students are at-risk for departure from college as well as being challenged by stressors that can have a long term mental and personal impact on their lives. The purpose of this briefing is to provide an overview of:

1. Salient national trends
2. ECU's current landscape of student mental health concerns and well-being interventions
3. Proactive efforts to build student resilience

## National Trends

The Association for University and College Counseling Center Directors (AUCCCD) is comprised of members representing approximately 826 universities and colleges. Directors respond to an annual survey as a means to increase understanding of factors critical to the functioning of college and university counseling centers. The following 2016 survey results (n=529, 65% response rate) illuminate trends that are not just isolated to the ECU campus (2017 survey results to be published late spring 2018). It should be noted that ECU participates in this annual survey process.

- Anxiety continues to be the most predominant and increasing concern among college students (51%) followed by depression (41%), relationship concerns (34%), suicidal ideation (20.5%), self-injury (14%), and alcohol abuse (10%). ECU student data are consistent with these national trends.
- On average, 27% of students seeking counseling services take psychotropic medications. ECU student data appear to be lower than the national trend with respect to medication prior to seeking counseling services.
- Service utilization by diverse groups is proportionate to the general student body as it has been in previous years. The notable deviation continues to be with male students who only make up 33% of clients, but comprise 44% of the student body. ECU student data are consistent with this trend.
- Among institutions with student populations of 25,001-30,000, annual totals for:
  - # of students served (unduplicated) = 1757 mean with a minimum of 250 and maximum of 5039
  - # of appointments = 9100 mean
  - Percent of student body served = 8% with minimum of 1% and maximum of 31.5%

Overall, the number of students served at ECU is somewhat higher than the national average, while the average number of appointments is comparable to the national average.

- Among students asked whether counseling services helped with their academic performance, 72% responded positively.
- Counseling center staff spend on average 61% of their time providing direct clinical service, 23% indirect service (training, supervision, consultation, outreach), 14% administrative serve (meetings, committee work, professional development, and 3% other (teaching, research). The work distribution is virtually unchanged from previous years.

- Nationally over the past year, the severity of mental health cases and related behavior on campus has:
- Increased = 57%
  - Unchanged = 24%
  - Decreased = 1%
  - Unsure = 11% (Note: 7% of directors did not respond to this question)

Given these national trends, the UNC System Office established a Mental Health Task Force in 2016 comprised of vice chancellors for student affairs, deans of students, counseling center directors, conduct directors and other student affairs personnel. This task force, chaired by Vice Chancellor Virginia Hardy, explored student mental health and wellness needs with specific attention directed toward data and advocacy, staff burnout, special populations, and community connections. A set of 12 recommendations addressing national and state trends was produced then launched via a system-wide symposium held in fall 2017. The scope of recommendations focus on:

- System level support for improving counseling center's capacity for electronic records and data systems, adequate staffing and salary support, and professional development funds and activities.
- Campus level implementation strategies for flexible staff scheduling and appreciation.
- Campus level implementation strategies for campus resource awareness, training for faculty and staff specific to student response and referral, developing living-learning programs and mentoring programs for special populations, and lowering stigma associated with help-seeking.
- Provide outreach to local high schools about transition to college and available resources.

A team of ECU representatives participated in the symposium and serve to provide guidance and support for ECU specific efforts as well as engage with other leaders across the system.

## ECU's Current Landscape

- Analysis of national campus statistics suggest a mental health resiliency crisis on many college campuses (Brzycki and Brzycki, 2016). ECU is no exception and the following information highlights the context for our current state of student mental health and well-being.
- Eight-five percent of ECU students are younger than 25 years of age, which is when many mental health issues emerge.
  - Typical college stressors include: transition to college, academic pressures, finances, technology/social media, relationships, and lifestyle.
  - More students are seeking psychological care.
  - There is a rise in serious psychological problems.
  - More students are enrolling with pre-existing mental health issues/diagnosis.
  - A growing number of ECU students have not had access to community mental health services and/or the financial means to access mental health services prior to attending college.
  - Greater diversity of counseling services is needed. The counseling approach to working with students has shifted from personal counseling to crisis management.
- Roughly half of ECU students responding to the 2016 National College Health Assessment (n=649), indicated that they experienced above average stress during the previous 12 months. A third of all respondents indicated that stress negatively affected academic performance, followed by anxiety (25%), sleep difficulties (20%), and depression (16%). These results are consistent with the 2014 NCHA survey.

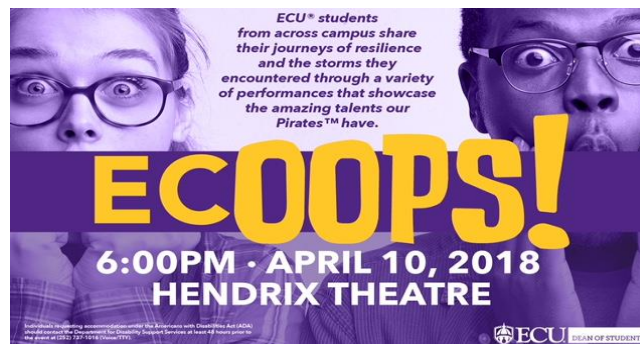
➤ The tables below provide a summary of student engagement with the Center for Counseling and Student Development relative to unduplicated number of clients and demographics, total appointments, types of appointments, trends and presenting concerns. A summary of professional staffing is provided as well.

CENTER FOR COUNSELING & STUDENT DEVELOPMENT		
	Fall 2017	Jan-Mar 18
Total Number of Appointments	4585	3073
Average Wait Time (in days)	18.45	4.58
<b>TYPES OF APPOINTMENTS</b>		
Crisis	543	232
Intake/Screening	531	294
Psychiatric	576	382
Individual Therapy	1722	1279
Number of Clients (unique)	1248	888
Hospitalizations	15	6
Discharge Visits as Follow-up	20	9
Follow-up Crisis Appointments	18	11
Victim Advocacy Appointments	219	182
<b>TRENDS (self-reported upon intake)</b>		
Attempted Suicide Prior to Visit	15%	15%
Prior Alcohol/Drug Treatment	3%	2%
Prior Hospitalization	12%	10%
Medications Prior to ECU	12%	8%
Identified as Transfer Students	19%	15%
Unwanted Sexual Experience	28%	29%
<b>PRESENTING CONCERNS</b>		
Anxiety	26%	24%
Depression	24%	22%
Adjustment	10%	6%
Relationship Issues	13%	11%
Substance Use	15%	26%
Trauma	5%	5%

CCSD PROFESSIONAL STAFF	
<b>Permanent Positions:</b> 2 case managers, 2 victim advocates, 3 substance abuse counselors, 11 dedicated to general mental health, 1 grant funded collegiate recovery (3 positions vacant)	19
<b>Student Staff:</b> 3 GA trainees, 1 full-time MS intern - unpaid	4
<b>STUDENTS BY CLASSIFICATION</b>	
First Year	22.6%
Sophomore	23.3%
Junior	21.9%
Senior	22.8%
Graduate and Professional	8.1%
<b>STUDENTS BY GENDER</b>	
Women	67.5%
Men	29.1%
Transgender	1.0%
Self-Identify	1.5%
<b>STUDENTS BY RACE &amp; ETHNICITY</b>	
African-American	17.7%
American Indian	0.2%
Asian American	2.4%
Latino/a	5.6%
Multiracial	5.2%
Caucasian	67.1%

## Building Student Resilience

- During spring 2015, the Student Resilience Project was launched to understand the characteristics and outcomes associated with students seeking and/or needing specialized support. In particular, the intent is to use institutional data about ECU students to inform interventions and educational experiences that increase student resilience when facing adversity and stress.
- A total of 1,465 ECU first-year students responded to the UNC Non-Cognitive Assessment Pilot (NCAP) survey during 2016-2017, comprising a 34% response rate of the first-year class. In regression analyses, some of the variables found to be significant positive predictors of student success were: female gender, resilience score, grit score, high school GPA, number of credits earned, and first-generation status. Resilience scores were higher for Pell recipients, first generation students, and students living east of I-95. In essence, students who have had more opportunities to develop resilience reported higher resilience than those who have had fewer opportunities. Resilience, growth mindset, grit, and optimism are positively related to psychological well-being.
- The Division of Student Affairs is taking a proactive approach to building student resilience as follows:
  - Student Self-Assessment: This is a collaborative project between Student Affairs, Institutional Research, and the Department of Psychology utilizing the Connor-Davidson Resilience Scale with the addition of a new mental health and stress instrument. Students enrolled in Psychology 1000 voluntarily engage in the self-assessment and are provided their scores along with educational resource information.
  - COAD 1000 Resilience Module: The resilience module is one of four core learning experiences built into the COAD 1000 curriculum.
  - Dean of Students Three-Pronged Approach to Building Resilience:
    - Large group programming is designed for students, in which basic resilience and stress management skills are addressed, thereby allowing the Center for Counseling and Student Development and other offices to focus on individual sessions. This programming approach includes both weekly and monthly programs open to all students, as well as a couple of “signature” programs per year.
    - A Student Affairs division-wide peer education collaborative has been developed in which groups attend BACCHUS Certified Peer Educator training and specializations for students to do outreach and peer education work (mental health, AOD, victim advocate, resilience, eating disorders, wellness, sexual health) with both new and existing groups.
    - Faculty and staff programming/workshops on resilience are offered to develop understanding of the state of student resilience as well as how to model/implement in faculty/staff personal and professional lives. Planning is also being initiated to develop integrative relationships and programming with the Wellness Institute, HR programs, SA Continuing Career Development and other already existing programs.



**Briefing Inquiries**

This briefing for the April 2018 Board of Trustees meeting was generated on behalf of Vice Chancellor Hardy by the Student Affairs Assessment, Research and Retention staff: Kathleen Hill, and Jeremy Tuchmayer with information support from the Center for Counseling and Student Development: Dr. Valerie Kisler-van Reede and Bob Morphet; and Associate Vice Chancellor and Dean of Students, Dr. Lynn Roeder.

**Questions about this briefing may be directed to:** Kathleen Hill, Executive Director (hillka@ecu.edu)  
Student Affairs Assessment, Research and Retention; 23 Mendenhall Student Center, Mailstop 224.



**Board of Trustees  
University Affairs Committee  
April 19, 2018**

Agenda Item:

IV. Closed Session

Responsible Person:

Mark Copeland, Committee Chair

Action Requested:

N/A

Notes:

N/A