The Impact of Counseling on Retention and Graduation

IUPUI Counseling and Psychological Services (CAPS)
...promoting psychological health, well-being, and success for all students.

Julia M. Lash, PhD, HSPP, Director
What is CAPS?

• CAPS provides direct professional mental health services, including:
  • crisis response,
  • counseling,
  • assessment, and,
  • referral.

• Services also include:
  • consultation to the campus community, and,
  • training experiences for graduate student counselors.
CAPS Services

Individual Counseling
- Anxiety/Phobias
- Depression
- Eating Disorders
- Grief/Loss
- Parenting
- Relationships
- Stress & Time Management
- Study Skills
- Test Anxiety
- Trauma/Recovery

Relationship Counseling

Evaluation and Testing
- ADHD
- Developmental Disorders
- Learning Disorders
- Substance Abuse

Medication Management
Students Served

![Graph showing the number of students served from 2004-05 to 2008-09, with a peak of 706 students served and 474 intakes.]
Clinical Sessions

Number of Sessions

- Counseling
- Total Sessions

Year:
- 2004-05: 3000
- 2005-06: 3100
- 2006-07: 3200
- 2007-08: 2900
- 2008-09: 3500

Total Sessions:
- 2004-05: 3802
- 2005-06: 3700
- 2006-07: 3600
- 2007-08: 3400
- 2008-09: 3802

Counseling:
- 2004-05: 2940
- 2005-06: 2800
- 2006-07: 2700
- 2007-08: 2500
- 2008-09: 2940
Psychiatric Services

Number of Appointments

Psychiatric Services

Med Check  Intakes

0 100 200 300 400

(386) (88)
# Class Status

<table>
<thead>
<tr>
<th></th>
<th>IUPUI 2008</th>
<th>CAPS 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>15.8%</td>
<td>91</td>
</tr>
<tr>
<td>Sophomore</td>
<td>15.5%</td>
<td>136</td>
</tr>
<tr>
<td>Junior</td>
<td>13.3%</td>
<td>164</td>
</tr>
<tr>
<td>Senior</td>
<td>21.6%</td>
<td>129</td>
</tr>
<tr>
<td>UG Special/Unclassified</td>
<td>3.3%</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>17.3%</td>
<td>75</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1.7%</td>
<td>27</td>
</tr>
<tr>
<td>Professional</td>
<td>9.2%</td>
<td>49</td>
</tr>
<tr>
<td>GR Special/Unclassified</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>63</td>
<td>8.5%</td>
</tr>
</tbody>
</table>
# Race/Ethnicity and Gender

<table>
<thead>
<tr>
<th></th>
<th>IUPUI 2008</th>
<th>CAPS 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.0%</td>
<td>35</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>9.1%</td>
<td>70</td>
</tr>
<tr>
<td>Hispanic/Latina(o)</td>
<td>2.5%</td>
<td>30</td>
</tr>
<tr>
<td>Native American</td>
<td>0.3%</td>
<td>4</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>73.8%</td>
<td>530</td>
</tr>
<tr>
<td>International</td>
<td>4.7%</td>
<td></td>
</tr>
<tr>
<td>Multiracial and Other</td>
<td>36</td>
<td>4.9%</td>
</tr>
<tr>
<td>No Answer/Unknown</td>
<td>5.7%</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28,772</td>
<td>740</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>IUPUI 2008</th>
<th>CAPS 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>56.5%</td>
<td>456</td>
</tr>
<tr>
<td>Male</td>
<td>43.5%</td>
<td>256</td>
</tr>
</tbody>
</table>


Functional Impairments

Academic Year 2008-09: N = 500

- Good Functioning
- Slight Impairment
- Mild Difficulties
- Moderate Difficulties
- Serious Difficulties
- Imminent

Number of Students
Academic Impairments

Academic Year 2008-09: N = 500

- None: 230
- Mild: 120
- Apparent: 80
- Decline: 50
- Failure: 20

Number of Students
Counseling and Persistence

- “Emotional and social adjustment items predicted attrition as well or better than academic adjustment issues” (Gerdes & Mallinckrodt, 1994)

- College Students who engage in personal counseling have 12-14% higher retention, persistence, and graduation rates than their peers (Wilson, 1997; Turner & Berry, 2000)
CAPS Satisfaction Survey 08-09

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th></th>
<th></th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I experienced improvement in the condition or difficulties for which I sought services.</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>14. Receiving services at CAPS contributed to my ability to stay at the university.</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>15. Receiving services at CAPS contributed to my academic performance at the university.</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>16. Overall, I am satisfied with the services I received</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
Graduation After Receiving CAPS Services

- Graduation Rate

- 2 years
- 4 years
- 6 years

- Total
- Asian/Pacific Islander
- Black/African American
- Hispanic/Latina(o)
- International
- Native American
- White/Caucasian

- 0.0%
- 10.0%
- 20.0%
- 30.0%
- 40.0%
- 50.0%
- 60.0%
CAPS First-Time Full-Time
Combined 6-year Graduation Rates

Graduation Rate

%  

Total IUPUI 16536  
Total CAPS 479  
African American/Black 50  
Asian/Pacific Islander 17  
Hispanic/Latino(0) 11  
International 14  
Native American 3  
White/Caucasian 380
Summary

- Cumulatively over the past 7-years, FTFT graduation rates were:
  - ~42% for students using CAPS’ services, and,
  - ~27% for their cohort.

- Four years after accessing CAPS’ services:
  - ~42% of students have graduated, and,
  - an additional 20% remain enrolled.
# Wait List

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1</td>
<td>20</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>2007-08</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>2008-09</td>
<td>0</td>
<td>4</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>2009-10</td>
<td>7</td>
<td>87</td>
<td>(17)</td>
<td>???</td>
</tr>
</tbody>
</table>
Student: Staff Ratio

- IACS
- >15,000 ACCA
- >25,000 AUCCCD
- IU-B (14)
- Purdue (13)
- IUPUI
Limitations

IUPUI CAPS is...

- significantly understaffed compared to accreditation standards and the student: staff ratio of comparably sized institutions.
- currently serving maximum number of students possible.
- not able to meet the increased demand, resulting in more students being placed on a wait list.
- awaiting assignment of space with closing of Union Building in 2011.