

Counseling and Psychological Services

Campus Awareness Assessment

Spring 2022

Purpose of Assessment

Counseling and Psychological Services (CAPS) wanted to understand the level of awareness faculty, staff, and students have of the department's services as well as their knowledge of suicide prevention training and My Student Support Program (My SSP) @ TAMU. Additionally, the department wanted to learn what services students thought were beneficial and discover any reservations students had about going to CAPS. Furthermore, CAPS wanted to know the comfort level faculty and staff had in referring students to the department. This was the second time Student Affairs Planning, Assessment & Research (formerly Student Life Studies) assisted CAPS with this assessment.

Key Findings with Recommendations

Student Affairs Planning, Assessment & Research (SAPAR) identified several key findings and developed actionable recommendations the department may take based on the results. However, Counseling and Psychological Services staff may identify other findings using their knowledge and understanding of the students they serve. Staff members are strongly encouraged to review all the results and read all qualitative comments to gain a fuller understanding of the experiences of students, faculty, and staff members.

- Over half of all respondents (57%) knew about the suicide prevention and intervention training offered by CAPS, which was an increase of 8% compared to last year. This was consistent when looking at students, faculty, and staff individually. Additionally, 81% of students and 70% of faculty and staff were aware of the counseling services through CAPS. This was also an increase compared to last year and a noticeable increase for staff members.
 - CAPS staff are encouraged to continue with their marketing campaign for suicide prevention and intervention training and the overall services CAPS offers. All audiences reported email was the most preferred way of learning about suicide prevention programs, which increased compared to 2021. However, students learned about current events a little less through email. CAPS could consider this in selecting marketing methods and messages based on the audience more likely to prefer different mediums.
 - CAPS suicide prevention trainers might also explore offering suicide prevention training as a class presentation when faculty will be absent, and the training could be in place of canceling the class.
- Just under one-quarter (22%) of all respondents were aware of My Student Support Program (My SSP @ TAMU), a new initiative started in January 2022 which offers mental health resources to students 24 hours a day, seven days a week. Students and staff were slightly more aware of My SSP @ TAMU than faculty members. Additionally, approximately three-fourths of students indicated counseling options through My SSP @ TAMU would be a benefit for them. Furthermore, approximately three-fourths of students reported agreement that telehealth was an acceptable option for counseling services and that they would feel comfortable using telehealth for counseling services.
 - While this is still a relatively new initiative, CAPS is encouraged to continue its marketing campaign for this service. The beginning of the academic year may provide some opportunities to share this resource with all audiences through Howdy Week, residence life move-in, new faculty and staff orientations, and new graduate student orientations.
 - Two common thoughts shared by students, faculty, and staff are that long-term counseling is not available at CAPS and that it is difficult to get an appointment without waiting a couple of weeks. CAPS might also be able to market My SSP @ TAMU as an option to address both of these concerns.

- Similar to last year, stress, anxiety, depression, and health and wellness counseling were identified by students as being the most beneficial for them.
 - CAPS may want to continue to focus on these areas and opportunities to provide resources to students. This might be an opportunity to collaborate with Health Promotion, Student Health Services, Rec Sports, or First Year Experience Seminars to educate students on the impact their overall well-being, such as adequate sleep, good nutrition, and exercise, has on their mental health, especially when it comes to managing anxiety, stress, and depression.

Method and Sample

The survey was developed using Qualtrics®, a software program for creating web-based surveys. The 30-question survey consisted of 22 quantitative questions and eight qualitative questions. Due to branching technology and questions designed only for specific audiences, not all respondents saw all questions. Student Affairs Planning, Assessment & Research evaluated the results using SPSS®, a statistical software package, and Microsoft Excel®.

The survey was distributed via email to 5,800 students, faculty, and staff members on April 4, 2022; however, 20 email addresses were undeliverable. Of the 5,780 who were sent the survey, 609 responded to at least one question, yielding an 11% response rate (3% points higher than in 2021). There was an error when the survey was initially sent resulting in faculty and staff receiving questions designed only for students and students seeing questions asked only for faculty and staff. This error was fixed quickly after the survey was administered. Only student responses were retained in the analysis of student-only questions; likewise, only faculty and staff responses were retained in the analysis of faculty- and staff-only questions.

Results

Results are reported as means, standard deviation (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency order for 2022 all respondents unless otherwise specified. Summary themes are contained in this report; the entire list can be found in a separate document. Some results were disaggregated by student demographics in this report; all disaggregated data can be found in separate documents. Comparisons to 2021 will be made where appropriate. This report is divided into five sections: Suicide Prevention and Intervention Training; My Student Support Program @ TAMU; Students; Faculty and Staff; and Demographics.

Suicide Prevention and Intervention Training

All faculty, staff members, and students were asked about their awareness of the suicide prevention and intervention training offered by CAPS. Table 1 shows that over half of all respondents knew of the training, which was consistent with all three populations individually. This was an increase for all three populations reporting that they were aware of CAPS' suicide prevention and intervention training compared to 2021.

| Are you aware of Texas A&M CAPS' suicide prevention and intervention training? | 2022 All Respondents [n=578] | 2022 Faculty [n=203] | 2022 Staff [n=195] | 2022 Students [n=180] | 2021 All Respondents [n=1,071] |
|---|---|-------------------------------------|-----------------------------------|--------------------------------------|---|
| Yes | 57% | 59% | 56% | 55% | 49% |
| No | 43% | 41% | 44% | 45% | 51% |

Table 1: Awareness of Suicide Prevention and Intervention Training

Two follow-up questions were asked of respondents, depending on if they were aware of the training. Those indicating they were aware of the training offered by CAPS (n=328) were asked how they learned about the training using a select all that apply formatted question. Table 2 demonstrates that email continued to be the most common way of learning about the training overall. However, this was less so for students compared to faculty and staff. Learning from friends/peers/colleagues was the next most common way to learn about training overall. Those selecting the “other” response option could write a comment. Several methods were shared from the 24 responses including training workshops, employment, meeting/presentation, CAPS, and being a previous attendee.

| How did you learn about the suicide prevention and intervention training? (select all that apply) | 2022 All Respondents [n=328] | 2022 Faculty [n=120] | 2022 Staff [n=109] | 2022 Students [n=99] | 2021 All Respondents [n=520] |
|---|---------------------------------------|----------------------------|--------------------------|----------------------------|---------------------------------------|
| Email | 48% | 52% | 56% | 35% | 39% |
| Friend/Peer/Colleague | 31% | 33% | 35% | 26% | 18% |
| Program/Event | 19% | 14% | 20% | 22% | 21% |
| Website | 16% | 17% | 14% | 17% | 10% |
| Poster/Digital Sign | 13% | 5% | 13% | 21% | ↓ |
| Other | 9% | 9% | 8% | 9% | 7% |
| Social Media | 6% | 3% | 5% | 9% | 5% |

Table 2: Learning about Suicide Prevention and Intervention Training
(↓ question not asked)

The second follow-up question asked those who were not aware of the suicide prevention and intervention training by CAPS (n=250) about their preferred way of learning about training opportunities. Table 3 reveals that email continued the most preferred method overall, although slightly less so for students compared to faculty and staff. Over one-third of all faculty would prefer to learn about the training from the website, and over one-third of all students preferred social media, followed by posters/flyers/yards signs to learn about the training. Eleven comments from those selecting the “other” response option included presentations at meetings, broadcast on radio or TV, social media, and word of mouth.

| What would be your preferred way of learning about suicide prevention and intervention training? (select all that apply) | 2022 All Respondents [n=246] | 2022 Faculty [n=81] | 2022 Staff [n=85] | 2022 Students [n=80] | 2021 All Respondents [n=536] |
|--|---------------------------------------|---------------------------|-------------------------|----------------------------|---------------------------------------|
| Email | 69% | 72% | 70% | 65% | 59% |
| Website | 24% | 35% | 24% | 13% | 34% |
| Social Media | 20% | 7% | 18% | 34% | 29% |
| Posters/Flyers/Yard Signs | 20% | 17% | 13% | 29% | 18% |
| I do not want to learn about suicide prevention and intervention | 11% | 7% | 13% | 13% | 14% |
| Other | 5% | 5% | 7% | 1% | 2% |

Table 3: Preferred Way to Learn about Suicide Prevention and Intervention Training

My Student Support Program @ TAMU

In January 2022, CAPS announced a new partnership with My Student Support Program (My SSP) to provide mental health resources to all students 24 hours a day, seven days a week. My SSP @ TAMU offers real-time virtual counseling and an on-demand content library. All faculty, staff members, and students were asked if they were

aware of this initiative. Table 4 indicates that about one-quarter of respondents knew about My SSP @ TAMU. Faculty were slightly lower than staff members and students in their awareness of this program.

| Are you aware of My Student Support Program (My SSP) @ TAMU? | 2022 All Respondents [n=573] | 2022 Faculty [n=203] | 2022 Staff [n=193] | 2022 Students [n=177] |
|---|---|-------------------------------------|-----------------------------------|--------------------------------------|
| No | 78% | 81% | 75% | 77% |
| Yes | 22% | 19% | 25% | 23% |

Table 4: Awareness of My SSP @ TAMU

A follow-up question was asked of those who were aware of My SSP @ TAMU (n=127) asking them how they learned about this new service. As seen in Table 5, email was the most common way respondents learned about My SSP @ TAMU overall. Faculty reported learning about the new platform from friends/peers/colleagues nearly as often as by email; however, students learned about My SSP @ TAMU by email far more often than any of the other options. Staff also reported learning about My SSP @ TAMU primarily by email, but also reported learning about the platform from most of the other options compared to faculty and students.

| How did you learn about My SSP @ TAMU? (select all that apply) | 2022 All Respondents [n=126] | 2022 Faculty [n=38] | 2022 Staff [n=49] | 2022 Students [n=39] |
|---|---|------------------------------------|----------------------------------|-------------------------------------|
| Email | 51% | 53% | 51% | 49% |
| Friend/Peer/Colleague | 33% | 47% | 35% | 18% |
| Website | 20% | 18% | 25% | 15% |
| Social Media | 12% | 5% | 16% | 13% |
| Program/Event | 12% | 5% | 22% | 5% |
| Other | 10% | 8% | 8% | 15% |
| Poster/Digital Sign | 10% | 3% | 16% | 10% |

Table 5: Learning about My SSP @ TAMU

Students

A series of questions were asked of students responding to the survey. The first was if they were aware that CAPS offered counseling services for students that are paid as part of their student fees. Over three-fourths of students (81%) said they were aware of counseling services offered by CAPS and 19% were not aware. More students reported being aware of these services compared to last year when 72% said they knew about CAPS' services. There were some differences in who was aware of CAPS' services when the results were disaggregated. Female students, Hispanic and White students, and undergraduate upperclassmen were slightly more aware of CAPS. However, International students, freshmen, masters, and doctoral students were slightly less likely to be aware of services offered by CAPS.

Students who were aware of the services offered by CAPS (n=140) were asked how they learned about these counseling services. Table 6, on the following page, shows that students learned about CAPS from their friends or peers, followed by New Student Conferences. Similar to last year, the Helpline was the least common method to learn about the services offered by CAPS. Of those selecting the "other" response option, 19 students wrote a comment. Students shared that they learned about CAPS' services from email, website, a doctor or counselor, Fish Camp, or classes. Black students and multiracial students learned about CAPS mostly from faculty and staff members and International students found out about CAPS from programs and events. Furthermore, freshmen learned about CAPS the most from New Student Conferences.

| How did you learn about the counseling services at CAPS? (select all that apply) | 2022 Students [n=139] | 2021 Students [n=515] |
|--|-----------------------|-----------------------|
| Friends/Peers | 48% | 37% |
| New Student Conferences | 39% | 41% |
| Faculty/Staff Members | 36% | 30% |
| Program/Events | 19% | 18% |
| Other | 14% | 13% |
| Helpline | 7% | 5% |

Table 6: Learning about Counseling Services at CAPS

Using a select all that apply option, all students responding to the survey were asked to select what services offered by CAPS would be beneficial to them. As seen in Table 7, over three-fourths said that services for stress and anxiety would be the most beneficial. Furthermore, approximately two-thirds of the students reported services for depression and health and wellness would also be beneficial. This is similar to results in 2021. Those selecting the “other” response option were able to write a comment. Four students shared four different ideas: having someone to talk to, non-physical abuse (verbal, emotional, etc.), self-harm, and trauma-related illness. Additionally, those selecting the “bilingual counseling” response were asked to share what language was preferred and one person said Chinese. Female students indicated they would benefit more from services on depression, relationships, and eating patterns/disorders. Asian, Black, and White students reported services for depression and stress, or anxiety would be beneficial. Seniors were more likely to identify career counseling as being beneficial, and sophomores indicated counseling for depression, personal relationships, and My SSP @ TAMU would be most beneficial.

| What services offered through CAPS would be of benefit to you? (select all that apply) | 2022 Students [n=157] | 2021 Students [n=673] |
|--|-----------------------|-----------------------|
| Stress/Anxiety | 82% | 84% |
| Depression | 68% | 62% |
| Health and Wellness Counseling (coping with pain, self-care, etc.) | 58% | 60% |
| Career Counseling | 45% | 48% |
| Personal Relationships | 38% | 35% |
| Family Relationships | 31% | 30% |
| Eating Patterns/Disorders | 27% | 21% |
| Adjusting to College | 22% | 30% |
| Grief/Loss | 22% | 16% |
| Identity Development | 17% | 16% |
| Couples/Partnership Counseling | 17% | 14% |
| Other Additions (internet, pornography, social media, etc.) | 12% | 11% |
| My SSP @ TAMU (on-demand & scheduled counseling, mental health and wellbeing, library, etc.) | 12% | ↓ |
| Assault | 11% | 8% |
| Drug or Alcohol Concerns | 10% | 8% |
| Dealing with or Support for Ongoing Illness Disease for You or a Family Member | 9% | 11% |
| Discrimination | 5% | 9% |
| Other | 3% | 3% |
| None | 2% | 4% |
| Bilingual Counseling | 1% | 2% |

Table 7: Beneficial Services of CAPS
(↓ question not asked)

Students who selected that My SSP @ TAMU would be beneficial for them (n=19) received a follow-up question about which of the current services for Texas A&M students through this platform would be of benefit to them. Table 8 reveals that counseling services in all methods would be the most beneficial. Sophomores, juniors, and seniors preferred regularly scheduled counseling. Asian, Black, Hispanic, International, and multiracial students and female students selected all options more than White students and male students.

| My SSP @ TAMU offers several services for Texas A&M students. Which of these My SSP @ TAMU services would be of benefit to you? (select all that apply) | 2022 Students [n=19] |
|--|-----------------------------|
| My SSP @ TAMU regularly scheduled counseling. | 84% |
| My SSP @ TAMU on-demand counseling by phone or chat. | 74% |
| My SSP @ TAMU mental health and wellbeing content library. | 58% |
| LIFT Virtual fitness sessions through My SSP @ TAMU. | 32% |
| My SSP @ TAMU foreign language mental health services. | 11% |

Table 8: My SSP @ TAMU services

Students were asked about their purpose for using CAPS, if at all. Table 9 indicates almost two-thirds of the students had not used services from CAPS. Of the students who used services through CAPS, approximately one-third shared that it was for personal, emotional, or relationship concerns. One student wrote a comment for the "other" response option and said it was for difficulty with transferring. Black students and freshmen reported not using services offered by CAPS more frequently.

| For what purposes, if any, have you used the services at CAPS? (select all that apply) | 2022 Students [n=159] | 2021 Students [n=682] |
|---|------------------------------|------------------------------|
| I have not used services offered by CAPS | 62% | 68% |
| Personal/Emotional/Relationship Concerns | 32% | 28% |
| Career Counseling & Exploration | 8% | 5% |
| Helpline | 7% | 3% |
| My SSP @ TAMU | 3% | 1 |
| Other | 1% | 3% |

Table 9: Purposes for Using Services at CAPS
(1 question not asked)

Students who reported using CAPS for any reason except My SSP @ TAMU were asked a series of follow-up questions. First, they were asked if they had any reservations about going to CAPS. Of the 55 respondents, 58% shared that they did not have any reservations and 42% said that they did have reservations. Sophomore and senior students, International students, and female students were more likely to have reservations.

Those who had reservations (n=23) were asked to share their reservations. From the 20 comments, several students mentioned there being a stigma around mental health and/or asking for help. Additionally, some did not know if it would help, and others did not think they needed the help or felt that other students needed it more. Some students expressed some general reservations such as not being taken seriously, not knowing what to expect, or thought they would be told to do something they would not want to do.

The next follow-up question asked students to share what helped facilitate them to reach out to CAPS and 35 provided a comment. The most common response was receiving encouragement from someone such as a family member, friend, or professor. Several students also stated that they had reached their breaking point or the lowest point possible. A few students said that the services being free was a factor for them. Some found information on the CAPS website and appreciated being able to select who they would see.

A Net Promoter Score® (NPS®) was the final follow-up question for students who indicated using services by CAPS beyond My SSP @ TAMU. The NPS® is an index ranging from -100 to +100 and measures the willingness of someone to recommend a product or service to others. Respondents were given the options of zero to 10 with 10 being most likely to recommend CAPS to others. Scores of nine or ten are promoters, scores of seven or eight are passives, and scores of six and below are detractors. The NPS® is determined by subtracting the percentage of detractors from the percentage of promoters. Given the NPS® range of -100 to +100, generally, a score above zero is considered good. Similar to last year, the Net Promoter Score® was -5.80.

As seen in Figure 1, 37% of the students who responded to this survey question were promoters. Additionally, Table 10 provides a more detailed breakdown of the Net Promoter Score® and reveals that over one-quarter (29%) of respondents scored CAPS at a 10, which is slightly higher than the previous year. There were some differences in ratings when the data were disaggregated by student demographics. Multiracial, Asian, and Black students were promoters more, while International students and female students were more likely to be detractors.

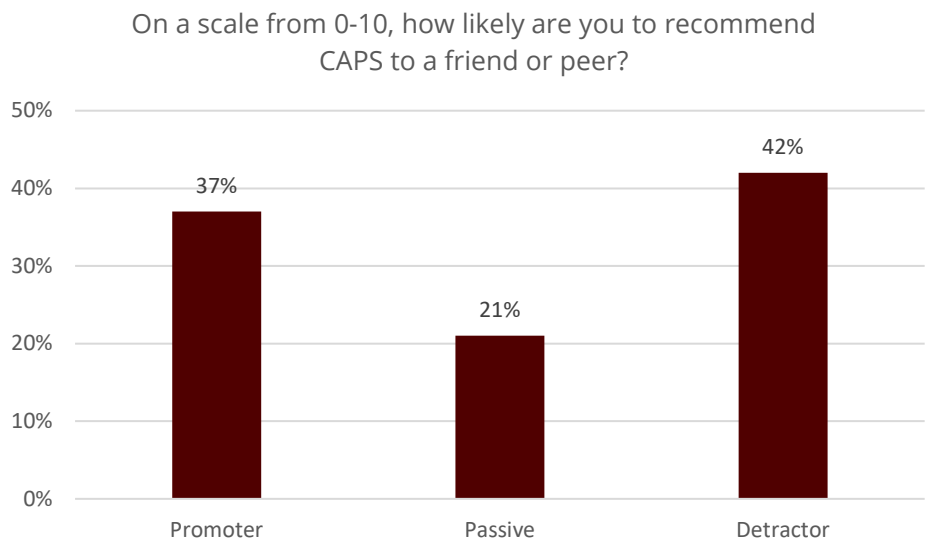


Figure 1: Student Breakdown of Net Promoter Score® for CAPS

| Net Promoter Score | | 2022 Frequency Percentage [n=52] | 2021 Frequency Percentage [n=171] |
|--------------------|----|---|--|
| Promoter | 10 | 23% | 29% |
| | 9 | 8% | 8% |
| Passive | 8 | 15% | 6% |
| | 7 | 19% | 15% |
| Detractor | 6 | 7% | 14% |
| | 5 | 8% | 8% |
| | 4 | 4% | 4% |
| | 3 | 4% | 2% |
| | 2 | 2% | 10% |
| | 1 | 5% | 2% |
| | 0 | 6% | 4% |

Table 10: Student Breakdown for the Net Promoter Score®

Additionally, students were provided the opportunity to explain their zero to 10 ratings and 39 shared a comment. Promoters (those rating a nine or 10) described CAPS as helpful, supportive, amazing, and a great resource. Some talked about the benefits of their experience such as feeling heard and learning coping tools. A few commented on it being free, but also a great resource for someone who needed help. Passives (those rating CAPS a seven or eight) were generally positive about their comments and similar to the promoters described CAPS as helpful and a great resource. However, some also indicated that it was not good for long-term support or making a connection with a counselor. Detractors (those rating between a six and zero) provided a wide range of comments. Some talked about CAPS being helpful and easy to schedule an appointment. However, others did not feel as positive about their experience. Students said the advice was generic, that they wanted one-on-one counseling, but were put in group therapy, that it was hard to get an appointment, and that students have a limited number of appointments per year.

Students who indicated they used services from CAPS and selected the My SSP @ TAMU option (n=5) were asked a follow-up question about their likelihood of recommending My SSP @ TAMU to other students using a Net Promoter Score® (NPS®) question. The Net Promoter Score® was a +20. Figure 2 shows that 60% were promoters and 40% were detractors. Specifically, 60% rated My SSP @ TAMU as a 10, 20% rated it as a 6 and 20% rated it as a 5. Note that only 5 students received and responded to this question and one person represents 20%.

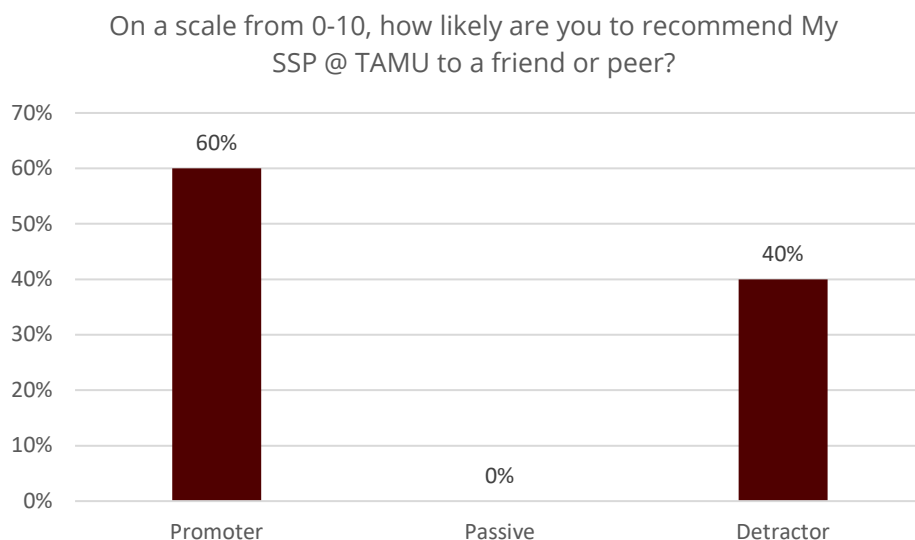


Figure 2: Student Breakdown of Net Promoter Score® for My SSP @ TAMU

Students were also provided the opportunity to explain their ratings and three of the five wrote a comment. One promoter who explained their rating said it was a great starting point to get further diagnosed. One of the two detractors said that they did not want to share with others that they went to CAPS and the other student said that when they reached out, they were sent a link to CAPS' website, which was not helpful to them at that time.

Students who reported that they had not used the services at CAPS (n=98) were asked what had kept them from using the services offered by CAPS if they were needed. Table 11, on the following page, shows that like last year not knowing what to expect in counseling was the most common factor that kept students from using CAPS. Those selecting the "other" response option (n=24) were able to write a comment and all students provided a comment. Students shared a wide range of reasons they had not used CAPS. The most common was that they did not know about CAPS, or the services provided. Others shared they had a counselor outside of Texas A&M, that they had not prioritized going to CAPS, that they had anxiety about starting, and that they wanted a counselor who shared their faith. Freshmen and Asian students were more likely to report not knowing what to expect in counseling and being hesitant to seek counseling due to the stigma.

| What has kept you from using the services offered by CAPS, if needed? (select all that apply) | 2022 Students [n=91] | 2021 Students [n=416] |
|--|-------------------------------------|--------------------------------------|
| I don't know what to expect in counseling | 30% | 36% |
| Other | 26% | 18% |
| It takes too long to get in | 21% | 14% |
| People have said it is not effective/helpful | 20% | 11% |
| I have not needed the services | 19% | 27% |
| The website says it is only short-term and I want more help than that | 18% | 12% |
| I am hesitant to seek counseling services due to the stigma | 15% | 17% |
| I don't want to take away from other students getting an appointment | 10% | 16% |
| Hours CAPS is open does not fit my schedule | 10% | 5% |
| CAPS does not offer the services I want/need | 9% | 2% |
| I don't want my family to know | 8% | 12% |
| I am afraid it will go on my permanent school record | 8% | 7% |
| There are not enough counselors | 6% | 4% |

Table 11: Kept Students from Using Services of CAPS

The last series of questions for all students asked about their level of agreement or disagreement with statements regarding telehealth. Table 12 demonstrates that students generally agreed regarding all three statements. They were slightly more in agreement about telehealth improving students' access to counseling services. Students were more agreeable to all three statements compared to the previous year. There were some slight differences in the level of agreement when the data were disaggregated by student demographics. Female students, Asian, multiracial excluding Black students, and doctoral students were more in agreement with all three statements.

| Statement | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | 2022 Mean (sd) [n] | 2021 Mean (sd) [n] |
|---|-----------------------------------|----------------------|------------------------|-------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| Telehealth improves students' access to counseling services. | 37% | 41% | 19% | 3% | 1% | 4.11 (.85) [145] | 3.96 (.90) [631] |
| Telehealth is an acceptable way to receive counseling services. | 18% | 49% | 23% | 8% | 1% | 3.74 (.90) [145] | 3.62 (1.07) [631] |
| I would feel comfortable using telehealth for counseling services. | 25% | 34% | 25% | 9% | 7% | 3.61 (1.16) [144] | 3.53 (1.18) [629] |

Table 12: Telehealth

Faculty and Staff

The faculty and staff section started by asking if they were aware of Texas A&M's mental health services through CAPS. As seen in Table 13, on the following page, faculty and staff were more aware of the in-person services at CAPS than with My SSP @ TAMU. In 2021, this question was yes or no if respondents were aware of Texas A&M's mental health services through CAPS and did not include My SSP @ TAMU. Last year almost two-thirds of faculty and staff (60%) reported they were aware of the services provided by CAPS.

| Are you aware of Texas A&M's mental health services through CAPS? (select all that apply) | 2022 All Respondents [n=346] | 2022 Faculty [n=175] | 2022 Staff [n=171] |
|--|---|-------------------------------------|-----------------------------------|
| Yes, I am aware of their in-person counseling services | 70% | 72% | 68% |
| Yes, I am aware of My SSP @ TAMU through CAPS | 17% | 10% | 24% |
| No, I am not aware of CAPS or My SSP @ TAMU | 28% | 26% | 29% |

Table 13: Awareness of Services through CAPS

Additionally, respondents were asked to describe their level of interaction with students for CAPS. Table 14 shows that almost two-thirds of all faculty and staff interact a great deal with students. Furthermore, faculty and staff who reported interacting with students a great deal were more likely to be aware of CAPS' in-person services and those who said they rarely interact with students were less likely to be aware of CAPS services.

| How would you describe your level of interaction with students, if any? | 2022 All Respondents [n=345] | 2022 Faculty [n=175] | 2022 Staff [n=170] |
|--|---|-------------------------------------|-----------------------------------|
| I interact with students a great deal | 59% | 77% | 39% |
| I interact with students somewhat | 22% | 19% | 26% |
| I rarely interact with students | 19% | 4% | 35% |

Table 14: Degree of Engagement with Students

Faculty and staff who were aware of the in-person mental health services offered by CAPS (n=242) were asked two follow-up questions. The first question was about their overall impression of the helpfulness of CAPS to students. Table 15 reveals that like last year almost all faculty and staff felt that CAPS was helpful or very helpful for students. Those who felt that CAPS was not helpful or not at all helpful (n=20) were given the opportunity to explain why they felt that way. Almost half of the 19 comments stated that it is hard for students to get an appointment quickly. Others commented on the limited number of visits not being enough and that CAPS needs additional counselors to meet the needs of the growing student population.

| What is your overall impression of the helpfulness of CAPS to students? | 2022 All Respondents [n=221] | 2022 Faculty [n=115] | 2022 Staff [n=106] | 2021 All Respo ndents [n=183] |
|--|---|-------------------------------------|-----------------------------------|--|
| Helpful | 61% | 67% | 54% | 55% |
| Very Helpful | 30% | 24% | 38% | 40% |
| Not Helpful | 8% | 9% | 8% | 4% |
| Not At All Helpful | 1% | 1% | 1% | 1% |

Table 15: Awareness of Services through CAPS

A Net Promoter Score® was used for the second follow-up question to ask faculty and staff how likely they would be to refer a student to CAPS if needed. As seen in figure 3, on the following page, 68% of the faculty and staff who responded were promoters, 21% were passive, and 10% were detractors. This resulted in a Net Promoter Score® of +58. Additionally, Table 16, on the following page, provides a more detailed breakdown of the Net Promoter Score® and shows that over half (57%) of the respondents scored CAPS recommendation at 10.

On a scale from 0-10, how likely are you to recommend
CAPS to a student?

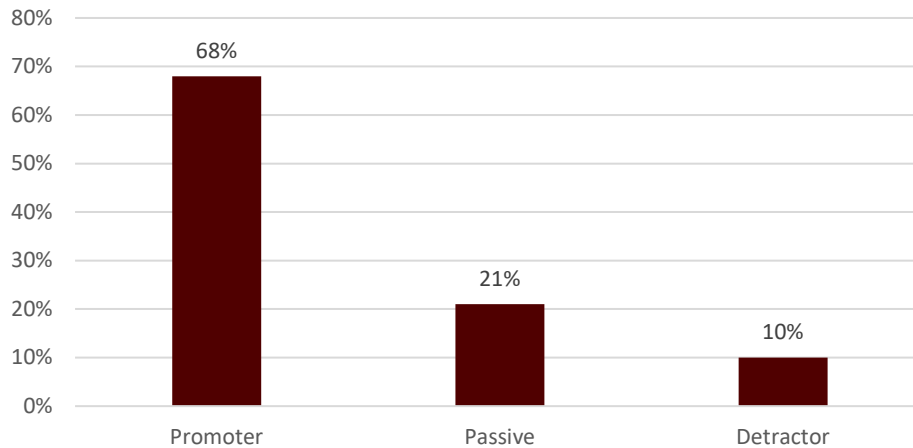


Figure 3: Faculty and Staff Breakdown of Net Promoter Score® for CAPS

| Net Promoter Score | | 2022 Frequency Percentage [n=230] | 2022 Faculty [n=122] | 2022 Staff [n=108] |
|--------------------|----|--|----------------------------|--------------------------|
| Promoter | 10 | 57% | 63% | 50% |
| | 9 | 11% | 10% | 13% |
| Passive | 8 | 15% | 13% | 18% |
| | 7 | 6% | 6% | 7% |
| Detractor | 6 | 1% | 1% | 2% |
| | 5 | 4% | 4% | 5% |
| | 4 | 2% | 2% | 2% |
| | 3 | <1% | -- | 1% |
| | 2 | 1% | 1% | 1% |
| | 1 | 1% | -- | 2% |
| | 0 | 1% | 1% | 1% |

Table 16: Faculty and Staff Breakdown for the Net Promoter Score®

Respondents were provided the opportunity to explain their 0-10 rating and 114 shared their thoughts. Many promoters (rated a 9 or 10) said that they already referred students to CAPS. Promoters described CAPS as a great resource, premiere service, amazing, life-changing, and critical. Some also mentioned that they personally knew the value of counseling and that students are often stressed and need help. Passives (rated 8 or 7) were positive about the services CAPS offers and the need for those services; however, some felt that the wait time was too long or that they do not recommend CAPS in general and only if a student needs it. Many detractors (rated 6 or lower) commented on not knowing enough about services at CAPS or not having the need to refer students. Some also mentioned that it is difficult for students to get an appointment and that there are limited sessions.

Faculty and staff who reported being aware of My SSP @ TAMU through CAPS (n=59) were asked about how likely they were to recommend My SSP @ TAMU to a student using a Net Promoter Score®. Almost three-fourths of the respondents were promoters by rating a 9 or 10 as seen in Figure 4, on the following page. This resulted in a Net Promoter Score® of +61. Additionally, the detailed breakdown for the Net Promoter Score® rating is found in Table 17, on the following page.

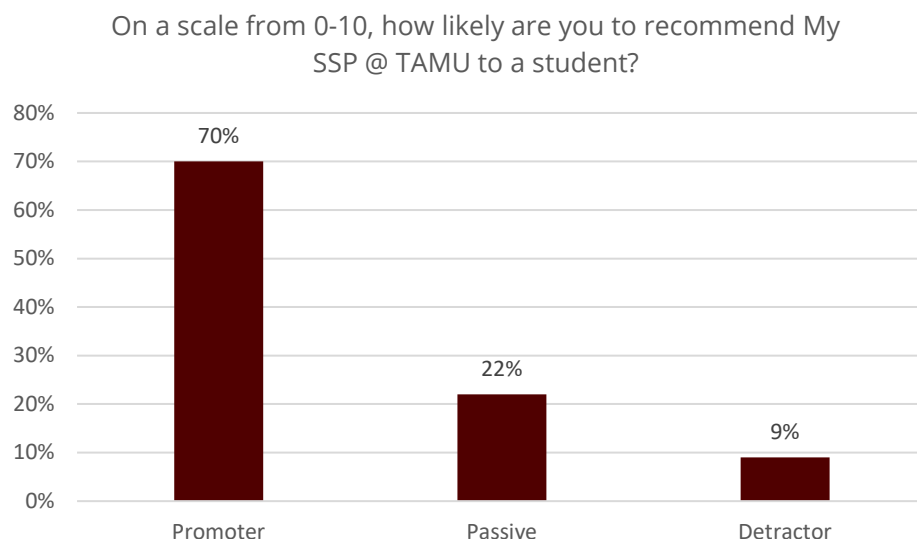


Figure 4: Faculty and Staff Breakdown of Net Promoter Score® for My SSP @ TAMU

| Net Promoter Score | | 2022 Frequency Percentage [n=59] | 2022 Faculty [n=18] | 2022 Staff [n=41] |
|--------------------|----|---|---------------------------|-------------------------|
| Promoter | 10 | 58% | 61% | 56% |
| | 9 | 12% | 11% | 12% |
| Passive | 8 | 15% | 17% | 15% |
| | 7 | 7% | 11% | 5% |
| Detractor | 6 | 2% | -- | 2% |
| | 5 | 3% | -- | 5% |
| | 4 | -- | -- | -- |
| | 3 | -- | -- | -- |
| | 2 | 2% | -- | 2% |
| | 1 | -- | -- | -- |
| | 0 | 2% | -- | 2% |

Table 17: Faculty and Staff Breakdown for the Net Promoter Score® for My SSP @ TAMU

Nineteen respondents took the opportunity to explain their 0-10 ratings. Promoters felt My SSP @ TAMU was a great resource for students and an amazing app. They appreciated this option and that it is available and convenient for students. Some passives said that they just learned about this service and would need to learn more about it, but thought it was a valuable resource. One respondent said that they use a mental health app and would recommend students try it if they need it. The two detractors both said they were not very familiar with the app yet.

Faculty and staff who indicated that they were not aware of CAPS or My SSP @ TAMU (n=95) were asked to share what would help them learn more about CAPS' services and 38 faculty and staff wrote a comment. Sending emails was the most common suggestion, followed by doing presentations to the colleges/departments. A few said flyers or newsletters.

Demographics

Table 18, on the following page, provides the affiliation of who the survey was sent to and who responded to the survey. Approximately one-third of students, faculty, and staff responded to the survey.

| Affiliation | Sent the Survey [n] | Responded to the survey [n] |
|-------------|------------------------|--------------------------------|
| Student | 60% [3,500] | 31% [189] |
| Faculty | 23% [1,350] | 35% [213] |
| Staff | 16% [950] | 34% [207] |

Table 18: Affiliation

Additional demographics for students were gathered through university student records as seen in Table 19, below, and on the following page in descending order for each category based on the student respondents. There is limited demographic data for faculty and staff, so they are not included in Table 19. Most students responding to the survey were female, seniors, White, not first-generation, and in the College of Engineering. Categories with a statistically significant difference between the students invited to take the survey compared to those who responded included sex and sophomores.

| Demographic Category | Students Surveyed [n=3,500] | Student Respondents [n=189] |
|---------------------------------|--------------------------------|--------------------------------|
| College | | |
| Engineering | 31% | 29% |
| Liberal Arts | 13% | 18% |
| Agriculture and Life Sciences | 12% | 14% |
| Education and Human Development | 10% | 10% |
| Veterinary Medicine | 5% | 6% |
| Mays Business School | 9% | 6% |
| Sciences | 6% | 5% |
| General Studies | 5% | 4% |
| Geosciences | 2% | 3% |
| Architecture | 5% | 3% |
| Bush School | 1% | 2% |
| Public Health | 2% | 1% |
| Medicine | <1% | 1% |
| Pharmacy | <1% | -- |
| Nursing | <1% | -- |
| Exchange | <1% | -- |
| Sex | | |
| Female | 47% | 64% |
| Male | 53% | 37% |
| Top Ten Percent | | |
| Not Top 10% | 64% | 60% |
| Top 10% | 36% | 40% |
| First-Generation Status | | |
| Not First-Generation Student | 69% | 69% |
| First-Generation Student | 20% | 18% |
| Unknown | 11% | 13% |

Table 19: Demographics

| Demographic Category | Students Surveyed [n=3,500] | Student Respondents [n=189] |
|-------------------------------------|--------------------------------|--------------------------------|
| Race/Ethnicity | | |
| White | 57% | 61% |
| Hispanic/Latinx | 20% | 19% |
| International | 7% | 8% |
| Asian | 10% | 6% |
| Multiracial excluding Black | 3% | 4% |
| Black or Multiracial with Black | 3% | 2% |
| Unknown or Not Reported | <1% | -- |
| Native Hawaiian or Pacific Islander | <1% | -- |
| American Indian | <1% | -- |
| Classification | | |
| Senior | 33% | 37% |
| Junior | 20% | 20% |
| Masters | 11% | 13% |
| Sophomore | 17% | 12% |
| Doctoral | 7% | 10% |
| Freshmen | 10% | 9% |
| Vet (all years) | 1% | 1% |
| Nondegree/ Postbaccalaureate | <1% | -- |
| Pharmacy (all years) | <1% | -- |
| Medical (all years) | <1% | -- |

Table 19: Demographics (continued)

Department Background

According to its website (<https://caps.tamu.edu/services/>), CAPS supports students' mental health and wellbeing. CAPS provides individual and group counseling services, crisis counseling, resources, screening for learning disabilities and ADHD, career exploration and counseling, and alcohol and other drug services. Additionally, CAPS provides resources and on-demand workshops on a variety of mental health concerns on its website.

Project Details

Student Affairs Planning, Assessment & Research provides quality assessment services, resources, and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Affairs Planning, Assessment & Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Planning, Assessment & Research can be found at <https://sapar.tamu.edu/results/>. Additionally, anyone can follow Student Affairs Planning, Assessment & Research on Facebook. To work with Student Affairs Planning, Assessment & Research for future assessment projects, please fill out the Assessment Questionnaire at <https://sapar.tamu.edu/aqform/>.

| | |
|----------------------|--|
| Report Prepared for: | Nathan Elison, Laura Tolentino, and Miles Rucker Counseling and Psychological Services |
| Report Prepared by: | Kelly Cox, Student Affairs Planning, Assessment & Research |
| Report Prepared on: | June 8, 2022 |
| Survey Designed by: | Kelly Cox, Student Affairs Planning, Assessment & Research |
| Analysis by: | Robert Tirso, Ph.D., Student Affairs Planning, Assessment & Research |