MARKETING AND OUTREACH FOR THE

WORCESTER POLYTECHNIC INSTITUTE

STUDENT DEVELOPMENT AND COUNSELING CENTER

An Interactive Qualifying Project Report

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WORCESTER POLYTEHCNIC INSTITUTE

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by

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Abstract

Despite successful methods to provide support and services to the WPI community, the Student Development and Counseling Center(SDCC) is an underutilized resource. Stigmas are attached to seeking counseling, preventing some students from getting the guidance they need. This project explored potential areas for SDCC visibility increase. Outreach plans such as collaboration with The Towers, an Advanced SSN program, and a list of future programs were developed. Emphasis was placed on reorganizing the SDCC website. Observations of the current usability of the SDCC website were quantified using Urchin and Camtasia software. The addition of videos, restructuring of content, improvement of staff pages, and increase in navigational options were among the website alterations.

Acknowledgments

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Executive Summary

Problem and Approaches

Despite successful methods to provide support and services to the WPI community, certain barriers remain that deter students from accessing care offered by the Worcester Polytechnic Institute Student Development and Counseling Center (SDCC). These barriers include resistance to seeking help due to associated stigmas, a need for increased familiarity with the SDCC, and a need for growth in developing the ease of access to helpful and relevant information regarding services offered by the SDCC and information on mental health. In order to address these barriers, our main objectives in completing this project were to increase the ease of access to information on the SDCC and the services offered by the SDCC, improve campus awareness of the services offered by the SDCC, provide new ways to increase familiarity with the SDCC, and ensure that all public representation of the SDCC are consistent and attractive to those who may wish to seek help. To aid in overcoming the barriers faced by the WPI SDCC our project will research the counseling centers at various colleges and universities and examine the website layout, information provided on the site, as well as programming and outreach initiatives of the counseling centers. After reviewing the other school's websites we will improve the ease of navigation, access to staff information, and content provided on the website about the counseling center and mental health making the site more clear and concise. We will also adopt and adapt programs from other college counseling centers to the WPI community and the SDCC's current outreach programs as well as creating new programs and plans for implementation in the near future. Success in this project will be shown by an improvement in the counseling center website as shown by a navigability study, data comparison of the new and old sites, and proposals for future programs provided by the SDCC.

Results

Our project focused on updating and restructuring the SDCC website based on data that encouraged navigation and aesthetic improvements. Overall, the edits we made to the website were able to cut down on the average time a user would spend scrolling through what used to be the lengthy subpages of the SDCC website. The observed results showed a modest improvement in the navigation of the website. Other outreach initiatives include the creation of a calendar of events for the SDCC and the establishment of a liaison between the SDCC and the WPI newspaper. These new

approaches to reaching the WPI community will aid in overcoming some of the stigmas associated with seeking counseling.

Recommendations

After going through the website and making edits, alterations to the aesthetic features, and the addition of videos, we still have some suggestions to making the website even more user-friendly. We suggest relooking at all content within the website for both relevance to the WPI students and keeping the information current. We suggest adding staff videos to the website as a means for students to feel more comfortable with the counselors prior to their visiting the center. We also suggest adding the credentials of each staff member to their individual staff page. Our research shows that emphasis is put on counselors to be up-to-date on current psychological topics, and at a technical institution it is our opinion that credentials would instill confidence in the students and help them to feel more comfortable seeking counseling at the SDCC. We encourage the restructuring of the website text to make it as clear and concise as possible for the students of WPI. Overall, while the website has improved tremendously, there are still a number of potential improvements yet to be made.

We have included a Calendar of Events that outlines potential areas of SDCC collaboration with other WPI organizations. This calendar can aid in the planning and visibility of the SDCC events. We also encourage continued collaboration with the school newspaper, The Towers. Beginning next year, reaching out to the newspaper would be a great start to keeping the connection with the "Health and Wellness" column the newspaper started this school year. One final suggestion we encourage is the idea of an "Advanced Student Support Network" program. This program would reach out to first year students and utilize already trained SSN students. The program would be linked to both Resident Advisors and Community Advisors and give first year students a peer to reach out to in relation to the SDCC.

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Problem Statement

Despite successful methods to provide support and services to the Worcester Polytechnic Institute, WPI, community, certain barriers remain that deter students from accessing care offered by the Student Development and Counseling Center, the SDCC. These barriers include:

a. Resistance to seeking help due to associated stigmas
b. Unfamiliarity with the SDCC
c. Difficulty accessing helpful and relevant information regarding services offered by the SDCC and information on mental health

Mission Statement

Our main objectives in completing this project will be to:

a. Increase ease of access to information on the SDCC website and the services offered by the SDCC
b. Improve campus awareness of the services offered by the SDCC
c. Provide new ways to increase familiarity with the SDCC
d. Ensure that all public representations of the SDCC are consistent and attractive to those who may wish to seek help

Approaches

1. Research the counseling centers at various colleges and universities and examine the following areas:
   a. Website layout
   b. Information provided on the website
   c. Programming and outreach initiatives
2. Improve the following aspects of the SDCC website:
   a. Ease of navigation
   b. Access to staff information
   c. Provide clear and concise information about both the counseling center and mental health
3. Adopt and adapt programs from counseling centers of various colleges and universities to the WPI community and the SDCC's outreach programs

4. Create new programs and marketing plans for implementation by the SDCC for the near future

Measuring Success

1. Have an impact on students at WPI by informing the WPI community of the resources available at the SDCC.

2. In completing this project, personal success will be measured in the following ways:
   a. Development of our abilities to work independently and effectively on our goals while resourcefully using those abilities within the group dynamic.
   b. Development of our writing and research skills by advancing our ability to form complete and concise conclusions and arguments.

Background and Literature Review

Importance of College Counseling

During students' time at college, they may be presented with issues and decisions they have never faced on their own. At a time when most young adults are adapting to a new environment and finding themselves, it can be very important to have a resource specifically designed to support them in their time of need.

The role of college counselors is often underutilized for both lack of knowledge and unwillingness to seek counseling. The importance of those counselors, however, is unsurpassed by most other resources offered to the average college student. It has been observed that as many as 36% of students who seek counseling at some point in their college career suffer from severe stress, and that 18% of students who seek counseling would not be able to remain enrolled at school without regular counseling (Dean 2007). These statistics are only considering those students who are willing to seek counseling on their own. This fact brings up the question, how many students in need of counseling are unaware of the available resources? How many of them do not seek counseling for fear of what others may think?

College counselors focus on the ideas that are pertinent to their audience. Most often these topics include: group dynamic issues, family concerns, eating disorders, issues with independence, grieving, high levels of stress, time management concerns, and many others (Bor 2002). The needs

and severity of an individual's issue change often. A college counseling center must have the ability to adapt to the changes its students require of it

Focusing on topics that are most prevalent during particular times during the academic year would be an effective means for the counseling center to tailor to the students' needs. Sociologists often try to categorize particular phenomena (Goldthorpe, 1991) in order to foresee what their patients may need. Consideration of what kind of help students have needed in the past can forecast the help students will need in the future. While history may repeat itself, sociology and psychology are constantly evolving as well, due to issues such as global environmental change (Stern, 1992) and changes to technology (Jerome 2000). These new advancements, especially in technology, create new social issues resulting from changes in social interactions (Jerome 2000). With a larger number of electronic interactions than in past years, the topics of psychology as well as the means of receiving counseling are changing at an exponential rate. As new discoveries are made in the social sciences, only an up-to-date counseling facility will be considered credible (Dean 2007). Considering the time and dedication it requires to stay current and knowledgeable about these topics, it is important for counseling centers to make known that they have up-to-date information.

Worcester Polytechnic Institute's Student Development and Counseling Center provides up-to-date resources for the students of WPI. The SDCC is a valuable resource to the students at WPI. Gaining presence on a campus-wide level will better allow the counseling staff to assist the WPI population.

Common Stigmas and Overcoming Stigmas

The world of college counseling is often associated with stigmas. Fear of being judged by one's peers breeds hesitation to seek counseling. Studies have shown that "public stigma" can directly affect "self-stigma, the internalized perceptions of oneself if one were to seek help" (Vogel, 2007). If a group of people as a whole, the public, can view seeking counseling as an acceptable behavior then individuals will be more likely to seek counseling (Vogel, 2007).

The best approach to dissolving stigmas about receiving professional counseling is to understand that one must focus on the individual prior to focusing on the public.

In order to change the views of many you must begin by helping the individual (Vogel, 2007).

A survey taken of 680 mid-western university students, consisting of 48% first year students and an even distribution amongst the other three classes, revealed evidence supporting the direct relationship between perceived public stigma and self-stigma, attitudes towards counseling, and finally the willingness of an individual to seek counseling (Vogel, 2007). The study found that when asked about the "public's perception" of those who seek counseling, there was a much smaller chance that people would seek counseling because they were concerned about what others would think. On an individual basis, however, when asked to only consider themselves, the students were more willing to consider seeking counseling based solely on whether they would judge themselves about getting help. While the overall goal should be to reduce the public perception and reduce the public stigma of seeking counseling, the study proves that it will be most effective to reach out to the individual and help him/her internalize his/her need for help rather than trying to work on an entire population at one time. The idea presented here is that breaking the "self-stigma" will be a catalyst in breaking the "public stigma".

Other hesitations to seeking counseling, pertinent to the WPI campus, derive from the diverse background of the students. WPI is currently 70% male, 19% multicultural and 9% international, including undergraduates and both full and part-time graduate students. The campus diversity presents the SDCC counselors with the challenge of overcoming a variety of hindrances that keep different students from seeking counseling.

The gender ratio of the WPI community is significant in thinking about appealing to a broader population. Women are often more likely to seek help for emotional issues (Moller-Leimkuhler, 2002). For fear of seeming weak or over emotional, men find the greatest difficulty seeking counseling (McCarthy & Holliday, 2004). Women typically have a more open minded view of seeking the help of counselors (Fischer & Farina, 1995). In studies geared specifically towards college males, concerns about expressing emotions towards or around other men and anxieties about losing the role as "male" lead to few males seeking counseling (Good, Dell & Mintz, 1989). The gender ratio presents greater challenges in reaching out to the majority of the WPI community.

There is also a need to be aware that the large number of international and multi-cultural students at WPI may respond better to different types of counseling than the American students. For example, in many Asian cultures there is a high level of shame instilled within the culture. A strong desire to work amicably as a member of a group is very important, and "living up to the group's

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norms and values is important" (You, 1997). Often in Asian culture, competition is considered not falling behind, instead of the traditional Western ideal of competition: standing out (You, 1997). This strong desire to achieve as a group and not fail according to the social norms reflects upon the willingness of people from Asian culture to seek counseling. Asian students have the potential to respond better to a group counseling approach (Wong, Hwang & Heppner, 2002). A sense of community could lessen anxieties about seeking counseling from an American counselor. Also, a group setting is more familiar to the Asian culture where shame comes from being different (You, 1997).

With so many obstacles in the way of helping those students who really need the counseling, there are strategies that can help overcome the stigmas perceived by the male, international, and general population of WPI. The most influential means of breaking down counseling stigmas involves different forms of marketing and outreach of the counseling center and relating to the students of WPI (Ludwig, Buchholz & Clarke, 2004). The utilization of "strength in numbers" and getting peers to encourage one another can be a great means of breaking the public stigma discussed earlier (Ludwig, Buchholz & Clarke, 2004). Creating a catchy and stigma-defying slogan or campaign has also proven very successful (Potter & Stapleton, 2011). Other outreach initiatives specific to a college setting include articles advertising wellness and the counseling center in the school newspaper, parent letters, and additional manuals specific to mental health. The addition of student advisory committees and up-to-date user-friendly website content (Kahn, Wood & Wiesen, 1999) has also proven effective in marketing counseling centers. An effective and efficient way to reach students of a technical background comes from the utilization of a website. Especially for the introverted student, which WPI sees more often than most colleges, a useful, informative, and non-confrontational resource such as a website can make a huge impact on the students' perception of counseling and the counseling center.

College Counseling Outreach

Between the ages of 17-23, often when a young adult is attending a college or university, some of the most rapid mental and physical development in an individual's life take place. This is frequently accompanied by a period of experimentation and self-discovery, particularly for those living on their own for the first time. Many people have never had the responsibilities and challenges of cleaning up after themselves, creating new friendships, and developing and maintaining romantic

relationships. This can be a very stressful time in one's life, and while it is the responsibility and expectation that each college student would take this learning curve and develop their coping and interpersonal skills, often even the most well put together student may need a helping hand along the way.

At WPI students often find themselves under incredible pressure to succeed academically. With the unusually fast paced WPI "term system", each undergraduate typically has seven weeks to complete three courses. Each student must intensely focus on three areas of study at one time. In addition to the unconventional set up of the course system, the institution also puts incredible emphasis on group work throughout the students' time at WPI. Most typically during their junior and senior year, students complete two major projects, each worth the equivalent of three WPI courses. These projects are often completed in groups of at least three undergraduate students. For all of the reasons already mentioned, WPI adds a level of additional stress that students at other institutions may not encounter.

Because of the added stressors and pressures brought on by the WPI plan, the counselors of the SDCC tailor their approaches and services to most effectively serve the WPI community. The SDCC staff reaches out to students both inside their offices and on campus. On campus the staff holds programs geared towards time management, stress management, relaxation, etc. The SDCC is located conveniently and thoughtfully on the border of the main campus. This allows for ease of access to the center as well as privacy for those who may be hesitant to receive counseling. Specialties of the SDCC include drug and alcohol education and awareness, student to student support education, and even respectful relationship education. These areas of focus adds to the SDCC staff's ability to better aid the WPI community in areas it tends to need help the most. When a student is overwhelmed and in need of guidance or an encouraging mentor, the counseling offered at WPI's Student Development and Counseling Center can be one of the most valuable resources available to the WPI students.

WPI SDCC Outreach

Website

Importance of Website Navigation and Aesthetic Appeal

Research shows that today's "Generation Y," 18-31 year olds, prefers websites to have specific features. Studies have shown that as of 2008, this generation has certain webpage preferences, which include "a main large image, pictures of celebrities, a search feature, and little text (Djamasbi, Siegel & Tullis, 2010)." Other studies have noticed that, based on aesthetics such as font size, font color, and font type, there is little variation in the way that a man views a webpage in comparison to how a woman views a webpage (Djamasbi & Tullis, 2007). The presentation of complex text is most effective when separated into distinct pages (Sanchez & Wiley, 2009). Scrolling can hinder the experience of a website viewer (Sanchez & Wiley, 2009). Therefore, as more subpages are added to a site, navigation becomes very important to the positive image of a website (Tullis, Tranquada, & Siegel, 2010). The average webpage viewer does not spend more that 10-20 seconds on one particular webpage (Lindgaard, 2007). The overall visual appeal can make up for other negative website attributes (Lindgaard, 2007). This will be important to utilize when certain aspects of the SDCC website cannot be changed due to the restrictions of the WPI webpage layouts.

Comparing Website Design and Content

After gathering information on important aspects of websites as well as identifying areas of improvement for the SDCC website itself, a rubric was created to track and evaluate the effectiveness of the set characteristics on college counseling center websites. See Figure 1. The rubric covered website aesthetics, navigation, use of links, availability of contact information and hours, instructions regarding appointments, ease of finding information, clarity and quality of provided information, and explanation of services provided; all of which were determined to be important to a college counseling center website.

University Name:		URL:			Date Last Modified:	
	5	4	3	2	1	
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	

Figure 1: The rubric used for evaluation of websites

The colleges and universities whose websites were evaluated were chosen for one of multiple reasons, including a well-known college counseling center, a similar student body to that of WPI based on data from US News and World Report detailing where WPI students apply to go to school, and geographical location.

Below are screenshots of the websites of other schools that show what those sites do well and things that we took into consideration when making edits to the WPI SDCC website.

- MIT had an aesthetically pleasing homepage, the layout was simple and clean. Hours, contact information, and location were easy to find and an overview of services were provided. It was also easy to navigate from the homepage to other pages and back to the home page.
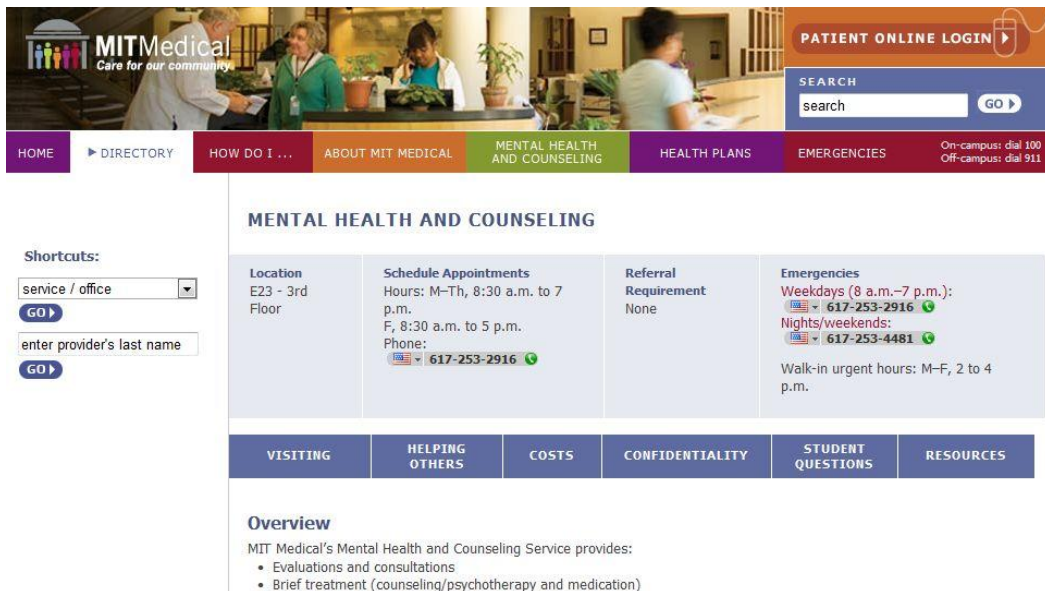
Figure 2: Screenshot of the MIT counseling services homepage

- MIT and RPI both had staff pages that had clear pictures of the counselors as well as educational and professional interests. The information that we asked for when creating

  the original staff videos (Name, counseling interests, fun fact, etc) was similar to the information provided on these two sites. In addition, our final product for the staff pages ended up being a combination of these two sites. The information about each staff member remained in paragraph form similar to the RPI site while like the MIT site, each staff member was given their own page on the site.

- Georgia Tech and Loyola both had videos on their sites, which led our goals of having multiple videos on the site as an additional form of media from which students could obtain valuable information. Loyola had just a video touring their counseling center which was shown to us when the hope of having a tour video was originally expressed. We like the
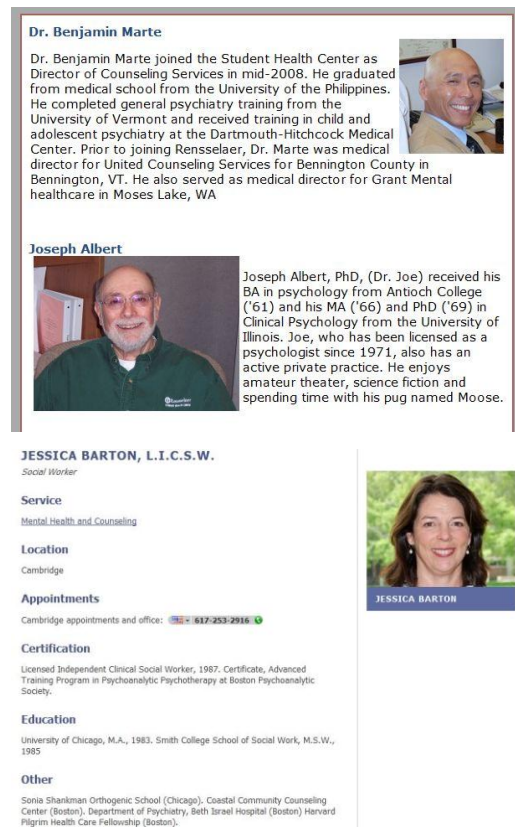
Figure 3: RPI (above) and MIT (below) Staff Page screenshots

video that they had created but there were a few definite changes that we wanted to make which we kept in mind when developing the script, filming, and editing the video. We also found that the counseling center at Georgia Tech had numerous videos, primarily for the self-help portion of their site. Although we liked the idea of having videos on the website, our group felt that it would be difficult to get students to watch multiple short videos and that it was more likely for students to quickly skim through the text to find what they were looking for rather than having to watch an entire video.

- Another aspect of Loyola's site that our group thought was beneficial was that all of the services provided by the counseling center were clearly listed and easy to find. There was no question from viewers about whether or not a problem that they were experiencing was one that they would be able to go to the counseling center with. We felt that having the services listed in one central location was very convenient for students using the site.

Figure 4: Loyola Counseling Center services webpage screenshot

- Information pertaining to appointments was another area of focus we had when reviewing the websites of other college counseling centers because we felt that one reason that students at WPI may not have been using t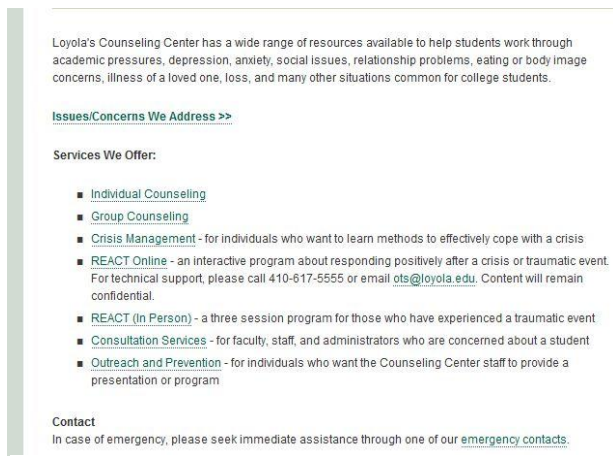he SDCC to its full potential was a lack of knowledge, specifically in the procedure of making an appointment. Both Tufts and MIT had very clear instructions on making

Figure 5: MIT appointment page screenshot

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appointments that was easy to find and did not require much digging within the site. Examples of the navigation to get to these sources of information can be seen in the screenshots. The Tufts site specifically discusses the paperwork that one must fill out prior to receiving counseling while the MIT site focuses on what to expect at the first appointment and subsequent appointments. This information was

Figure 6: Tufts Counseling Center Making an Appointment webpage screenshot

seen as important because it helped students to get rid of the anxiety associated with not knowing what to expect upon arrival at the counseling center.

- Lastly, navigation was an important aspect of the websites. Northeastern provided links within the text which allowed for readers to easily find specific information. While this was useful it still required viewers to read through all of the text until they reached the links. The layout we favored was similar to how the MIT site provided navigation on their Student Questions page, a system which highlighted major topics and brought readers to information pertaining solely to those topics rather than requiring them to scroll through pages of information to find the answer to a specific question or look into a specific topic.

Figure 7: Examples of links used in counseling center webpages from Northeastern (left) and MIT (right)

Based on these observations, we were able to review the WPI SDCC website and determine important areas of improvement.

Current State of WPI SDCC Webpages

Many WPI students use the internet to find answers to their questions. Thus the SDCC website is a resource of great importance to the WPI community. The SDCC website provides information on a variety of common problems including in areas such as teamwork, group dynamics, substance abuse, grief, eating disorders, and depression. The website provides viewers with advice on how to overcome these situations themselves or how to help friends through these difficult positions. While advice on the website is helpful, the wordiness of the content and absence of links within each page to aid in navigation make finding the desired information difficult. Viewers will leave the page prior to reading the information provided. This was demonstrated in the tests run using Camtasia, explained later in this report. In addition, analysis of the amount of time spent on each page of the SDCC website showed that students spent an average of less than a minute on a webpage that took at least three minutes to skim through. This discrepancy in time shows that students are not utilizing the SDCC website to its full potential and valuable information gets lost or is left unread by students who are unwilling to spend more time on the site.

The website is also an invaluable resource for getting information on members of the SDCC staff. As seen in Figure 8, however, the staff page has only one small picture of all members of the SDCC staff standing on the front porch of the counseling center.

In the picture it is difficult to identify each staff member and get information on each individual's persona. Not only is the picture difficult to get information from, each staff member only had a few sentences about themselves. Although keeping the biographies short is important, the brevity does not provide readers with the staff member's professional accomplishments or give a strong sense of who the staff members are. Changing the style in which the website content is provided, adding additional links to act as a table of contents for each individual self-help page, and improving the staff portion of the website will make the WPI SDCC website a resource that is easier for students to utilize in the future.

Urchin Analysis

Worcester Polytechnic Institute's marketing office is responsible for keeping the university and its website relevant to today's college entrants. One of the tools the marketing department uses to hone in on how the website is being utilized and how many people are looking at the WPI webpages is Urchin, a web statistics analysis program made by Urchin Software Corporation.

This software tracks a number of different features and statistics about websites, including where the website is accessed geographically, depth of visit (the number of pages a visitor goes to before

closing the browser for that visit), and many other factors. The purpose of analyzing the Urchin data was to depict how the SDCC website has been utilized in the past. Ideally those statistics would forecast how students will utilize the website in the future, justifying the need for changes to the SDCC website. Upon looking through the different statistics available we focused on four main sources of data:

1. Visits- the total number of visits in which the page was viewed.
2. Page Views- the number of times the page was viewed.
3. Average Time- the average amount of time that the page was viewed.
4. % Exit- the percentage of time that the page was the exit page (the last page viewed during a visit).

In observing the Urchin statistics several conclusions can be made about how the WPI SDCC website is being utilized and where there may be area for improvement.

The average of each of the four variables broken down by specific page of the SDCC website was first analyzed. We went back as far in the data as Urchin would allow. The system had data from January of 2011 through March of 2012, but it did not include data from the entire months of June, July and August, 2011. Also, the data for the month of May only includes May 1st through May 4th and the data from September includes September 8th through the 30th.[1] The data can only be retrieved by specific day or specific month. We chose to record the data per website page per month and then average all of the months together. We first averaged the number of visits; the results are as follows. The averages in each of the following four charts are in order from greatest to least.

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[1] When referring to 2011 data, please note that these data restrictions always apply.

Webpage	Average # Visits
index	319
network	109
about	72
relaxroom	51
staff	48
activeminds	40
internship	39
selfhelp	38
insights	26
assault	22
links	22
suicide	22
faq	21
alcohol-drug	19
peered	17
success	14
depression	13
anxiety	11
sheets	10
grief	8
cas101	7
eating	7
alcohol	6
sleep	6
consent	5
mavric	5
academic	4
procrastination	3
presentationform	1

We found that the SDCC homepage (www.wpi.edu/Admin/SDCC/index.html) had the largest average number of visits to the page over the 14 month period with 319 visits. This is largely because most students begin their navigation through the SDCC website at the homepage. Therefore, we consider the number of visits to this page an artificially inflated statistic. The Student Support Network, SSN, page was a distant second with 109 average visits over the same time period, and the About page came in next with 72 visits. These are the main pages students go to upon first visiting the SDCC website. The following pages had the fewest average visits:

1. www.wpi.edu/Admin/SDCC/presentationform.html- 1 visit
2. www.wpi.edu/Admin/SDCC/procrastination.html- 3 visits
3. www.wpi.edu/Admin/SDCC/academic.html- 4 visits

These pages deal with requesting presentations from the student support groups run by the SDCC and with issues like procrastination and the stress of academics. We do need to consider that these pages might not be as pertinent to the students as some of the others; however, we cannot ignore the fact that students are not frequenting these pages. This could be because of how deep within the website the pages are. For example, the presentation form is three clicks from the homepage, while most pages are one or two clicks from the homepage. The procrastination and academic pages are near the bottom of the navigation panel on the left hand side of the website. Location of information is a consideration that must be made concerning what information is most pertinent to the students. Making sure the most popular pages fall closest to the top of the navigation panel is a high priority.

Table 2: Average # Page Views

Webpage	Average # Page Views
index	391
network	132
about	97
relaxroom	70
staff	56
selfhelp	51
activeminds	46
internship	45
insights	34
links	29
faq	27
suicide	25
alcohol-drug	24
assault	24
peered	22
depression	16
sheets	14
success	14
anxiety	13
eating	9
cas101	8
grief	8
mavric	7
sleep	7
alcohol	6
academic	5
consent	5
procrastination	3
presentationform	1

In observing the page views, the number of times a specific page was viewed, we found the following averages for each page, again in order from highest to lowest shown in Table 2.

The results reflect almost identical conclusions as the average number of visits. Both the highest and lowest average numbers of visits match those of the average number of page views. This tells us that students are going to the website to find what they are looking for and are done searching through the website. They seem to most often have a pre-determined destination within the website. If viewers were doing more sporadic navigation through the site, we would expect to have seen a larger number of page views even if a certain page had a small number of visits. Since the goal of most viewers is to find particular information, making the website easy to navigate is a high priority the SDCC should consider in the structure of their website.

We next looked at the average time spent, in seconds, on each page with the following averages over the same 14 months[1]:

Webpage	Average Time (seconds)
eating	659
faq	219
network	204
index	174
depression	150
consent	126
assault	125
activeminds	109
staff	101
alcohol-drug	94
academic	90
anxiety	87
internship	73
suicide	69
cas101	68
mavric	68
peered	59
success	59
alcohol	56
sheets	52
relaxroom	51
grief	43
sleep	42
links	39
insights	30
about	26
procrastination	26
selfhelp	11
presentationform	8

The values highlighted in yellow represent pages where visitors spent an average of more than two minutes viewing the page. The eating disorder page averaged almost 11 minutes, which is about 7 minutes more than the page with the second longest average time, which is the Frequently Asked Questions page. This suggests that the page is in high demand by students. The page has a lot of very useful information, but based on the average time spent, perhaps it is too long. We cannot overlook that students are taking a large amount of time to view specific pages, but shortening the page will better hold the attention of the viewer.

The values highlighted in blue represent the four pages with the shortest average time, all below 30 seconds. These four pages include: about us, procrastination, selfhelp, and presentation form.

We also looked at % Exit, the percentage of time that a specific page was the last page viewed during a visit. The averages are found in Table 4 below:

Table 4: Average % Exit per page

Webpage	Average % Exit
assault	79
Index	62
suicide	62
grief	60
consent	57
eating	57
activeminds	54
network	54
Staff	54
academic	52
cas101	51
sheets	50
alcohol-drug	48
internship	47
mavric	46
presentationform	45
sleep	45
alcohol	44
faq	36
anxiety	33
links	32
success	32
insights	31
procrastination	31
depression	29
peered	29
relaxroom	27
about	14
selfhelp	3

During the months of observation[1], 79% of the time students were exiting from the assault page if they visited it, 62% of the time that students arrived at the main page and the suicide page of the SDCC website, they exited right from that page of the website. While other pages had significant % exit rates, on average, none were as high as the assault, main, or suicide pages. This suggests that the students found the desired information and left directly afterwards or became frustrated with the pages due to length.

Times Series Graphs

In order to see which website pages were receiving the largest and smallest number of visits, number of page views, average time, and % exit, graphs of each month were made depicting each webpage separately. All graphs with conclusive trends are explained below. Full graphs with all variables and pages can be seen in Appendix II.

We also created graphs that map each month in a particular year on one graph to view whether any month stood out as an outlier amongst the other months. A graph was also created to depict the average of each of the four variables[1]. All of these graphs can be found in Appendix II. Please note that for most of the variables the axes are the same for each month's data.

The following graphs proved to be the most telling:

Visits

The number of visits to a particular page on the SDCC website were fairly uniform with the exception of September of 2011 which proved to have more extreme peaks for the about, activeminds, network(SSN), relaxroom, selfhelp, and staff pages. These extremes are depicted below in Figure 3: Graph of Visits-Index for September 2011.

The average number of visits per page is also a good depiction of where students are going upon reaching the SDCC webpage. Due to uniformity of the data, the Average graph is a strong representation of the number of page visits per month; this graph can be seen in Figure 9. Graph of Average Visits for each month of 2011 below:

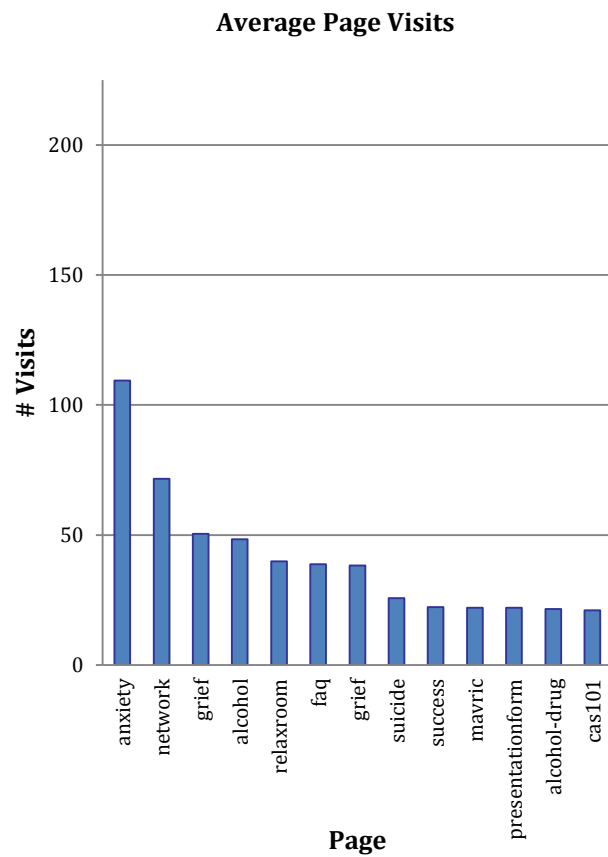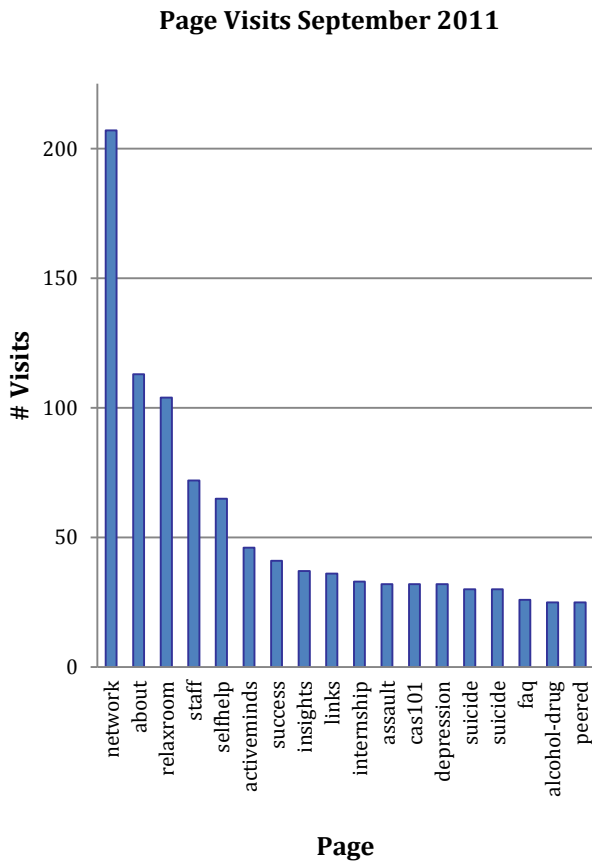**Page Visits September 2011**

Average Page Visits

Figure 9: Graph of Visits for September 2011   Figure 10: Graph of Average Visits since Jan 2011

Note that the number of visits and page views does not include data pertaining to the "index" page because it was an obvious outlier. Viewers are automatically led to the homepage by search engines and navigation within the WPI website; from there they navigate away from the homepage

to find the desired information. We wanted the graphs to focus on the differences between the other webpages. Also, the only pages graphed were those that received at least 20 visits.

Page Views

The following graph in Figure 11 depicts the average page view since January 2011[1]. Notice how it follows a similar pattern to page visits.
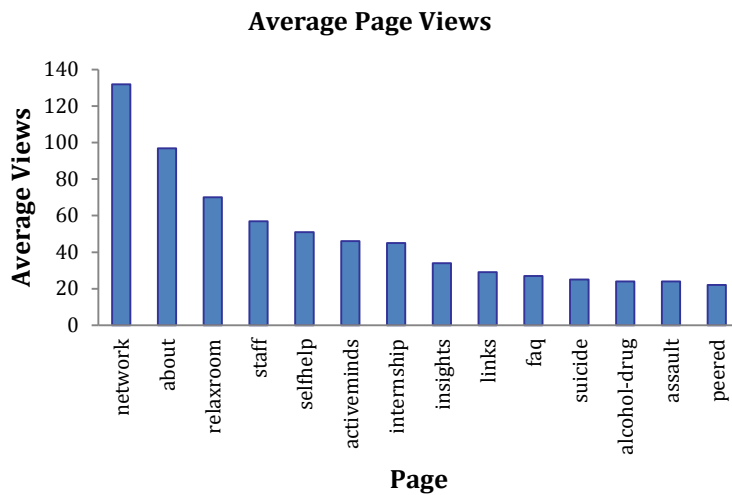
Average Page Views

Average Time

We have included the average time spent on each of the pages for each month in the following figures. The leftmost graphs indicate the pages with an average time of greater than sixty seconds, and the rightmost graphs indicate the pages with an average time less than sixty seconds. Interestingly, each month has certain pages that receive more attention depending on the time of year. This is important for the SDCC to notice in trying to direct their efforts to the "hot topics" of specific times during the academic year. Take note that some of the axes are more varied amongst the months because of outliers.

Jan 2011 Avg. Time per Page
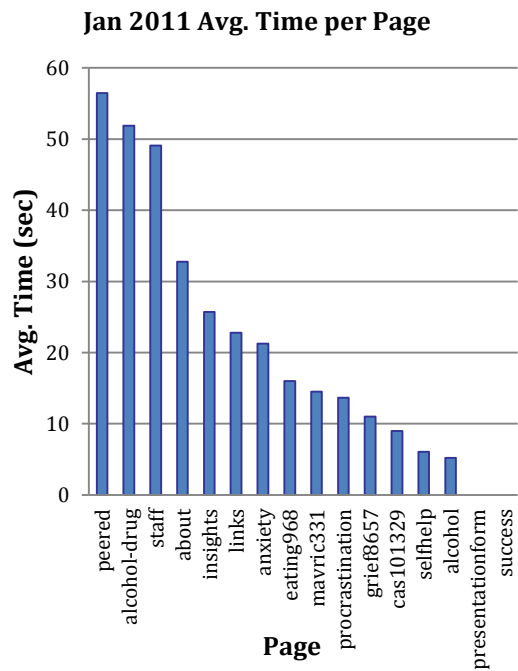
Jan 2011 Avg. Time per Page

Figure 12: January 2011 average time over 60 seconds per page (left) and average time less than 60 seconds per page (right)

Feb 2011 Avg. Time per Page

Feb 2011 Avg. Time per Page

Figure 13: February 2011 average time over 60 seconds per page (left) and average time less than 60 seconds per page (right)

Mar 2011 Avg. Time per Page

Mar 2011 Avg. Time per Page

Figure 14: March 2011 average time over 60 seconds per page (left) and average time less than 60 seconds per page (right)

Apr 2011 Avg. Time per Page

Apr 2011 Avg. Time per Page
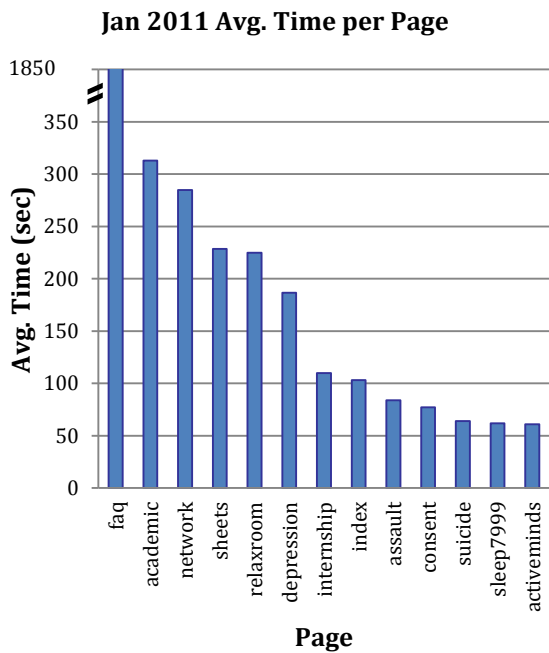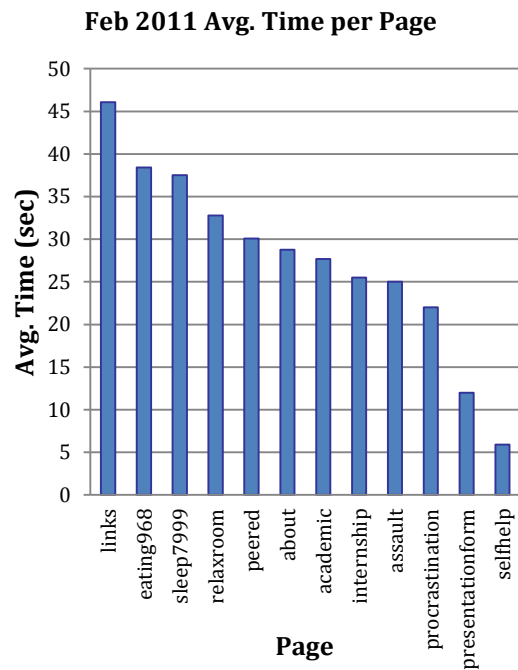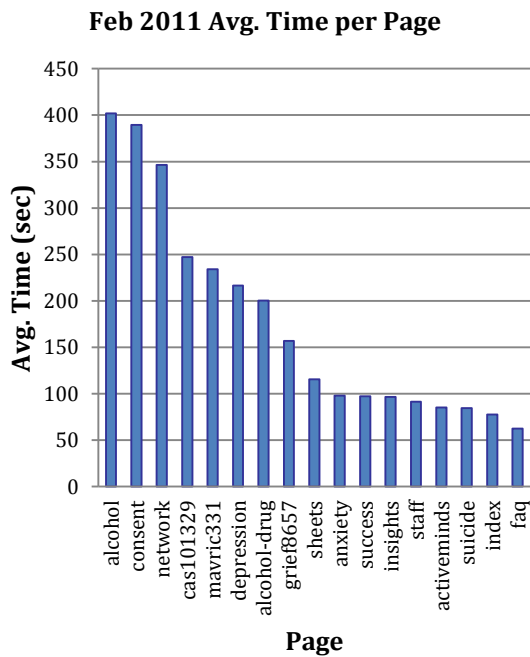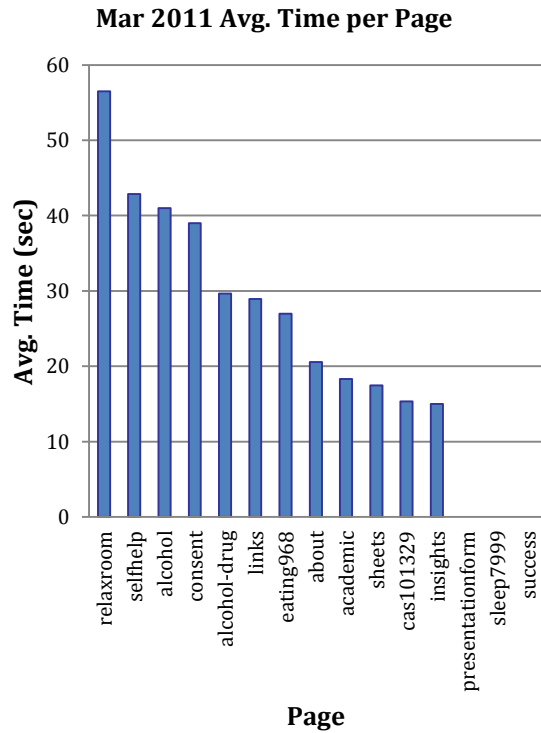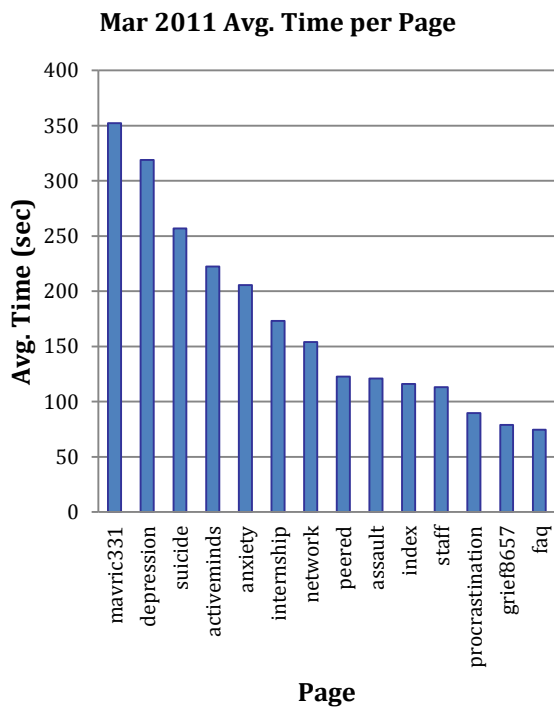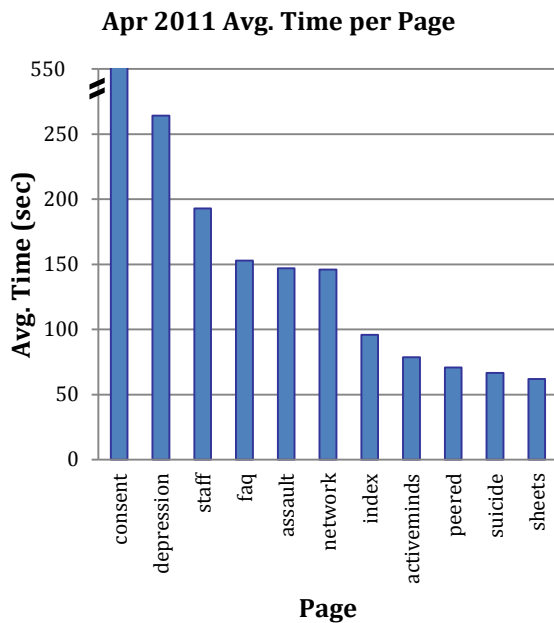

Figure 15: April 2011 average time over 60 seconds per page (left) and average time less than 60 seconds per page (right)

May 2011 Avg. Time per Page
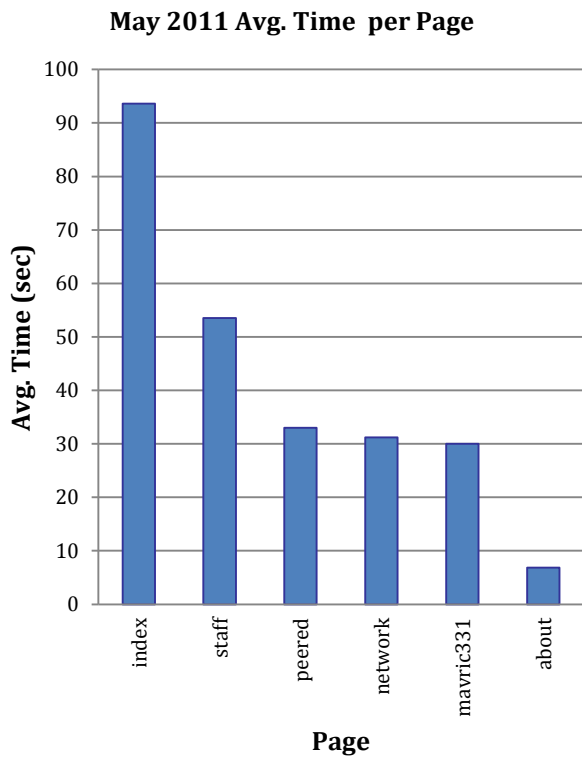
Table 5: May 2011 Webpages with Avg Time as zero seconds

Webpage	Average Time (seconds)
academic	0
activeminds	0
alcohol-drug	0
alcohol	0
anxiety	0
assault	0
cas101	0
consent	0
depression	0
eating	0
faq	0
grief	0
insights	0
internship	0
links	0
presentationform	0
procrastination	0
relaxroom	0
selfhelp	0
sheets	0
sleep	0
success	0
suicide	0

Figure 16: May 2011 average time over 60 seconds per page (left). All other pages had an average viewing time of zero seconds (Table 5).

Sep 2011 Avg. Time per Page

Sep 2011 Avg. Time per Page
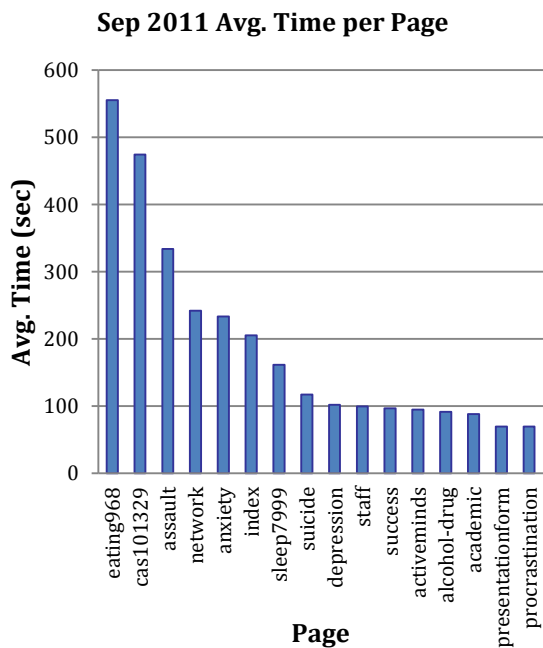
Figure 17: September 2011 average time over 60 seconds per page (left) and average time less than 60 seconds (right)

Oct 2011 Avg. Time per Page

Oct 2011 Avg. Time per Page
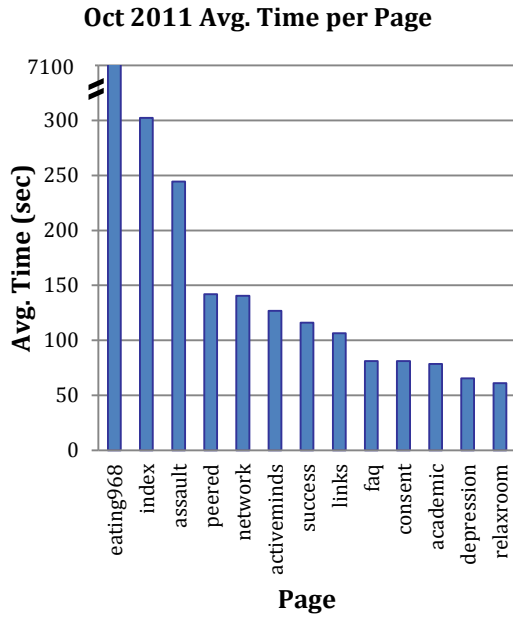
Figure 18: October 2011 average time over 60 seconds per page (left) and average time less than 60 seconds (right)

Nov 2011 Avg. Time per Page

Nov 2011 Avg. Time per Page
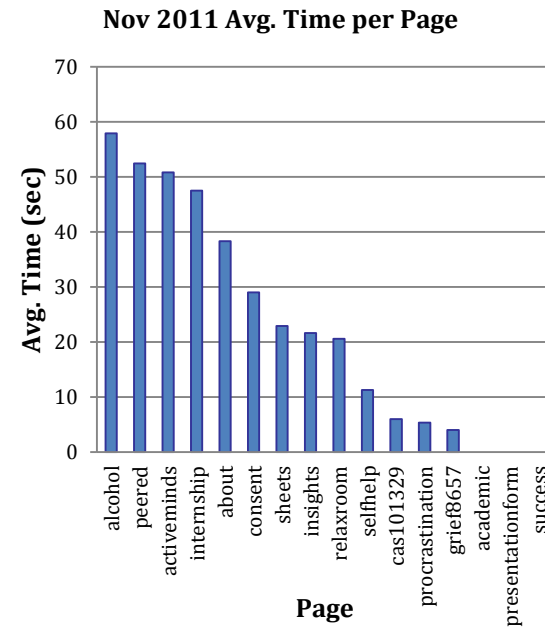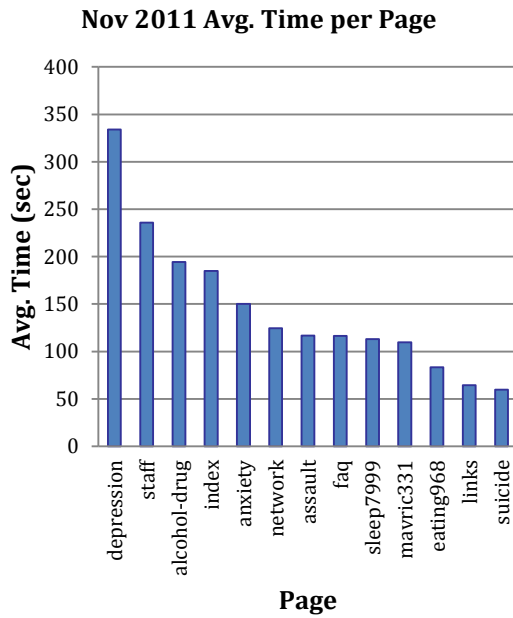
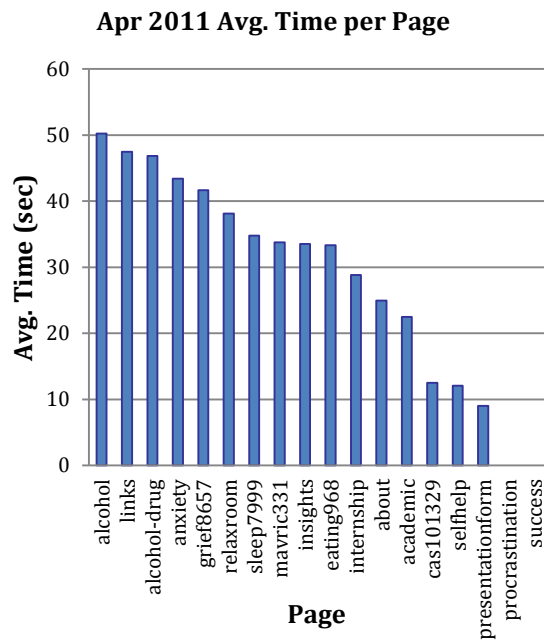**Figure 19: November 2011 average time over 60 seconds per page (left) and average time less than 60 seconds (right)**

Dec 2011 Avg. Time per Page

Dec 2011 Avg. Time per Page
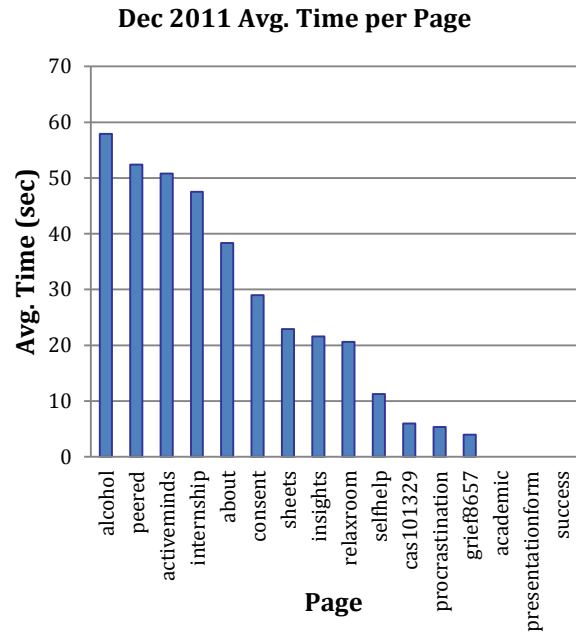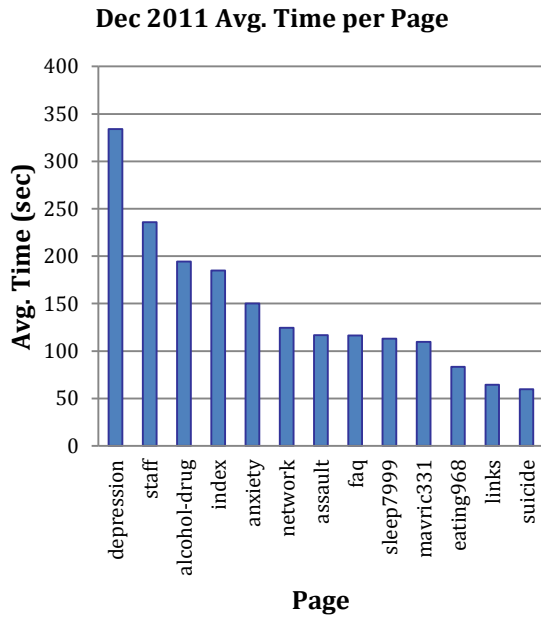
Figure 20: December 2011 average time over 60 seconds per page (left) and average time less than 60 seconds (right)

Jan 2012 Avg. Time per Page

Jan 2012 Avg. Time per Page
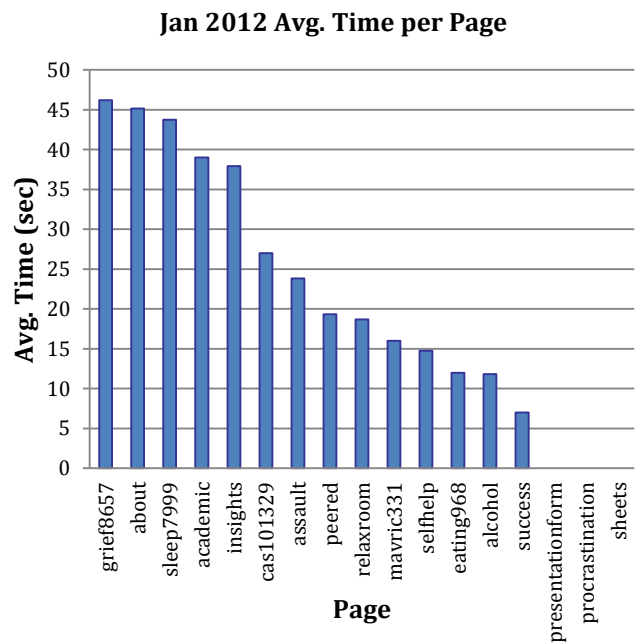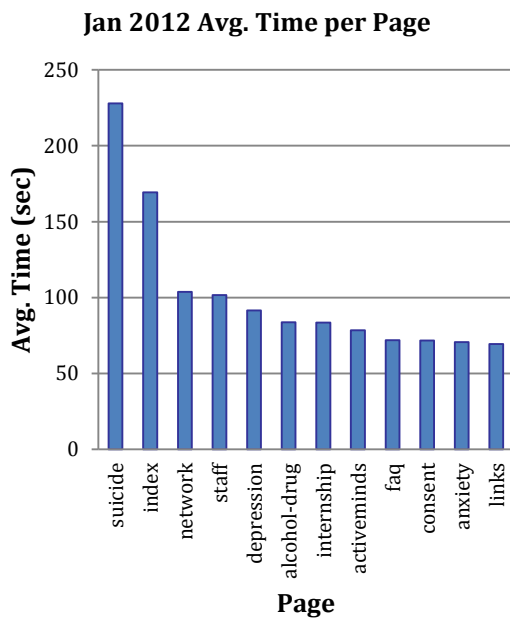
Figure 21: January 2012 average time over 60 seconds per page (left) and average time less than 60 seconds (right)

Feb 2012 Avg. Time per Page
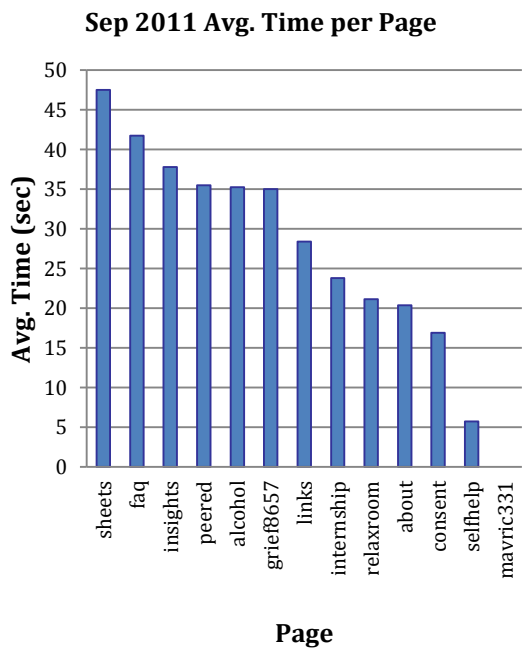

Feb 2012 Avg. Time per Page
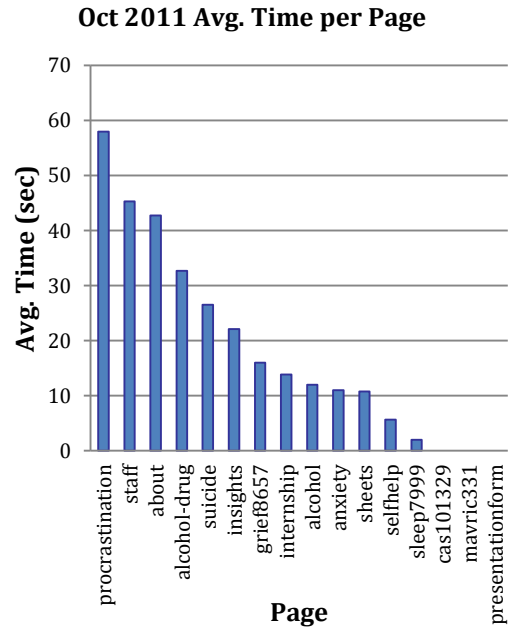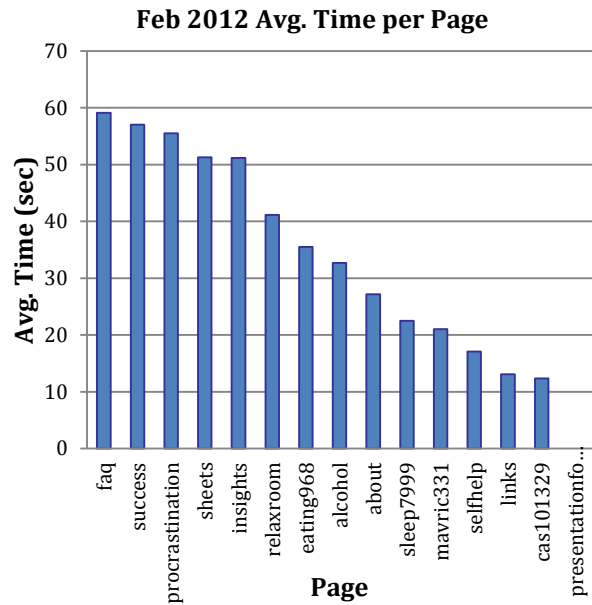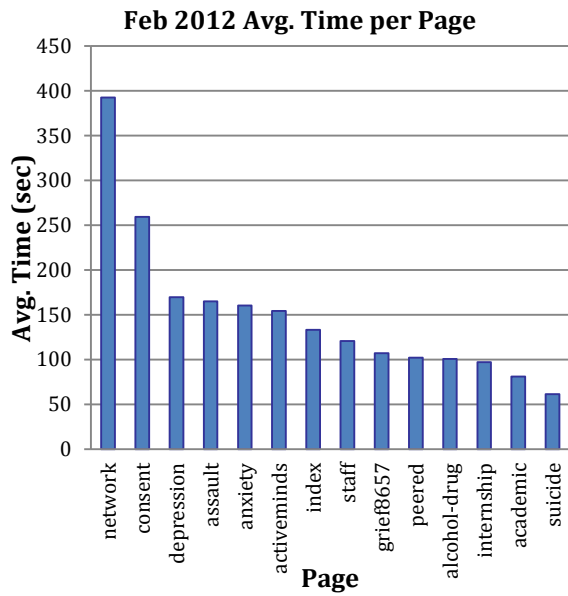

Figure 22: February 2012 average time over 60 seconds per page (left) and average time less than 60 seconds (right)

Mar 2012 Avg. Time per Page
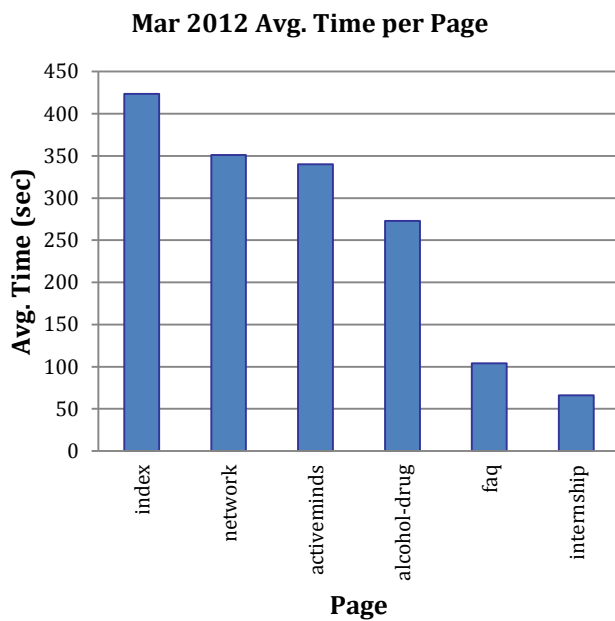
Table 6: May 2012 Webpages with Avg Time near zero seconds

Webpage	Average Time (seconds)
peered	22
links	16
staff	13
sheets	7
academic	5
about	4
selfhelp	1
alcohol	0
anxiety	0
assault	0
cas101	0
consent	0
depression	0
eating	0
grief	0
insights	0
mavric	0
presentationform	0
procrastination	0
relaxroom	0
sleep	0
success	0
suicide	0

Figure 23: March 2012 average time over 60 seconds per page (left). Most other pages had average viewing times very close to zero seconds (Table 6).

% Exit

The graphs showing each month's % exit for individual pages on the SDCC website are all located in Appendix II. Overall, none of the graphs were conclusive of any particular patterns concerning which pages are left most frequently or in which months.

Correlation Graphs

We also looked at the correlation between different variables that may have an effect on one another.

In Figure 24, we see the clear correlation between the average number of visits and the average number of page views. This makes logical sense because to have a page view, the page must also have a visit. If the viewer returns to that page multiple times, the page numbers will increase. This is an obvious correlation but interesting to note.

Average # PageViews vs Average # Visits
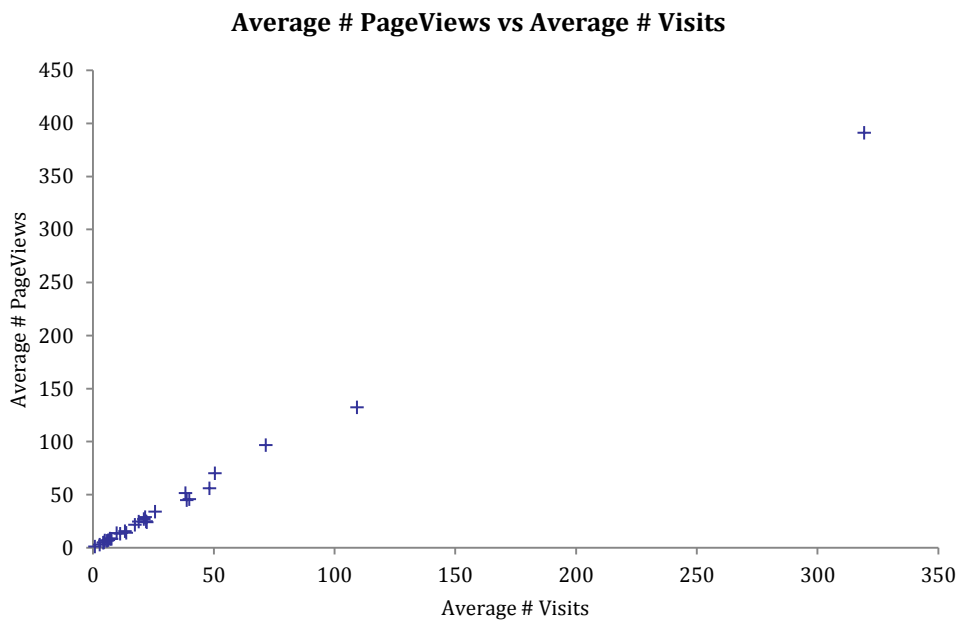
Figure 24: Correlation of Average # PageViews vs Average # Visits

The only other variables that showed significant correlation between the averages were the correlation between average time and average % exit. The correlation coefficient was only 0.329 on a scale of -1 to 1, with the strongest correlations at the whole numbers. The coefficient of 0.329 is not very strong, however it was the most significant relationship for this data. The two variables

are graphed together in Figure 25.
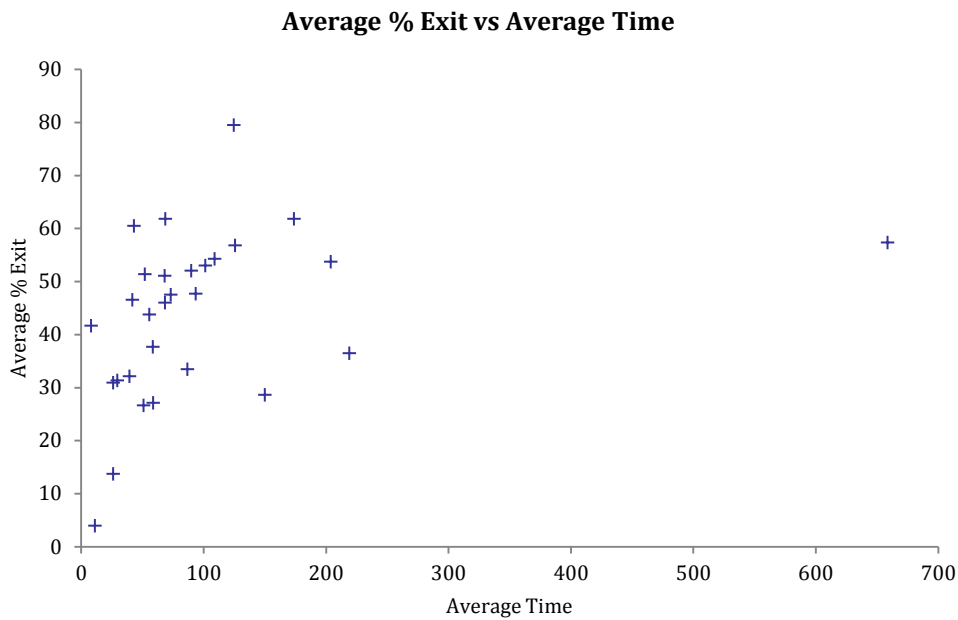
Average % Exit vs Average Time

Self-Help Analysis

The use of self help pages was evaluated and based on the three leading statistical factors, the page with the highest value per month was recorded. This data can be seen in the figure below.

Self-help Subpage Statistics

Month	Highest # Page Views	Highest # Visits	Highest Average Time
January 2011	Suicide	Assault	Depression
February 2011	Suicide	Suicide	Alcohol
March 2011	Suicide	Suicide	Depression
April 2011	Assault	Suicide	Depression
May 2011	Suicide	Assault	N/A
September 2011	Depression	Assault/Depression	Eating Disorders
October 2011	Assault	Assault	Eating Disorders
November 2011	Assault	Assault	Depression
December 2011	Sleep	Depression	Assault
January 2012	Depression	Depression	Suicide
February 2012	Anxiety	Anxiety	Depression
March 2012	Suicide	Eating Disorders	N/A

Figure 26: Self Help Page Analysis

Camtasia is a user-friendly video recording software. The software allows the user to record the computer screen and create a video from that recording. Camtasia software is often used to create videos to train, teach or sell different processes or items. For our purposes we used Camtasia to record how first year students navigated through the SDCC website. We created a short questionnaire of eleven specific questions whose answers could be found throughout the SDCC website. There were two final questions at the end of the questionnaire asking the subjects their opinions of the SDCC website and ways to potentially improve the website. The full questionnaire can be found in Appendix III.

The first trial of the Camtasia testing involved twelve first year student volunteers. We looked to first year students as a particular target audience because we anticipated they would have the least amount of familiarity with the SDCC website purely based on the short time they have been at WPI.

The first question asked the students to find their way to the SDCC homepage. Each subject was left to the main screen of a WPI library computer. No browser was open for the subject. All 12 subjects first opened the internet explorer browser available on the desktop. This brought them to the WPI homepage. 75% of the subjects tried using the WPI homepage search engine and either searched "SDCC" or "Student Development Counseling Center." Of that, 75% of the subjects who used the search engine, each one had a different experience. Some were able to wait for a link to pop up for the SDCC homepage, but others were directed to a page of links. Sometimes the students would find their first link to be the correct link to take them to the SDCC homepage. Other times, students would click on more specific links to different one time articles about the SDCC such as articles about "Take Back the Night" or "To Write Love on Her Arms." Roughly 25% of the subjects went to the WPI homepage at first and then started to navigate through the "Student" subpage where there is a list of campus resources. The SDCC is not located as one of these resources.

Questions two through eleven on the questionnaire posed questions specific to the information available on the SDCC website. While each subject found the correct answers to every question, except for one subject who had two wrong answers, the more telling information was how long it took each subject to find each answer. Another interesting variable was which subpages of the website each subject went to in hopes of finding each question's answer. The full results of the 12 subjects can be found in Appendix III, but the observations that stood out are explained below.

One area of confusion for the subjects involved the "Stress and Wellness Resources" subpage. None of the answers to any of the questions were located on the "Stress and Wellness Resources" subpage. However, 25% of the subjects went to this subpage multiple times looking for answers that existed elsewhere on the SDCC website. Upon viewing the actual "Stress and Wellness Resources" subpage, we realized that some of the resources depicted as available are no longer in existence at the counseling center. For example, a meditation room at the counseling center is mentioned but does not actually exist at the SDCC.

Question number seven took the subjects the longest time to answer. The question was, "Please locate and write down the full name of the member of the SDCC staff who graduated from Boston College." On average, the subjects took 00:01:07, one minute and seven seconds, to find the answer to this question. The large mass of text on the staff page seen below makes finding a specific fact about a staff member difficult.

Figure 26: Entirety of original staff page

Our research points out that most people are only willing to spend 10-20 seconds on a particular webpage. Therefore, we will look into the option for breaking down the large quantity of text that is on the staff subpage. Overall, the 12 subjects averaged 9 minutes and 30 seconds to complete the entire survey. Not a bad time but certainly longer than the 3 minutes and 40 seconds it took one of our team members to get through the survey. Granted, our team is now very familiar with the SDCC website.

None of the other questions stood out as large problem areas for the subjects. Most of the subjects rated the site, in response to question twelve, as being fairly easy to navigate with areas for

navigation improvements. Some comments from the subjects included making the website more "aesthetically pleasing." The creation of easier ways to view the subpages, such as a more detailed menu bar, was another suggestion. A common complaint amongst the twelve subjects was the difficulty they experienced is search for the SDCC homepage at the very beginning. They suggest creating a better search engine from the WPI homepage or a more direct way of finding the SDCC website's homepage all together.

Changes Made to the SDCC Website

The evaluation of website material led to the determination of primary points of focus for the SDCC website: restructuring the content, increasing navigational options, improvement of the staff page, and inclusion of videos.

Reduction of Text and Change in Format

By visually and contextually analyzing each page of the SDCC website, our team identified the pages that needed content editing. The analyses of our group were further backed by the results of the Camtasia testing detailed earlier in this report. The pages were revised to shorten the length of each page and provide an easier read. As WPI students, we felt it was necessary to compress the information into bullet points for ease of access to information; based on observation, WPI students shy away from lengthy paragraphs and descriptions. Additionally, information that our research found to be more popular was moved to the top of each page, giving readers quick and direct access to crucial information. The revised pages include the following: the Self Help Pages (Alcohol, Anxiety, Depression, Eating Disorders, Grief, Sexual Assault, Sleep, and Suicide), the Staff Page, the Home Screen, and the Stress and Wellness Resources Page. The Home Screen was not edited for content, but was improved with the addition of three videos: How to Make an Appointment, A Mock Session, and A Guided Tour. Comparison of the new and old websites can be seen in Figure 27, depicting the Self Help: Anxiety webpage.
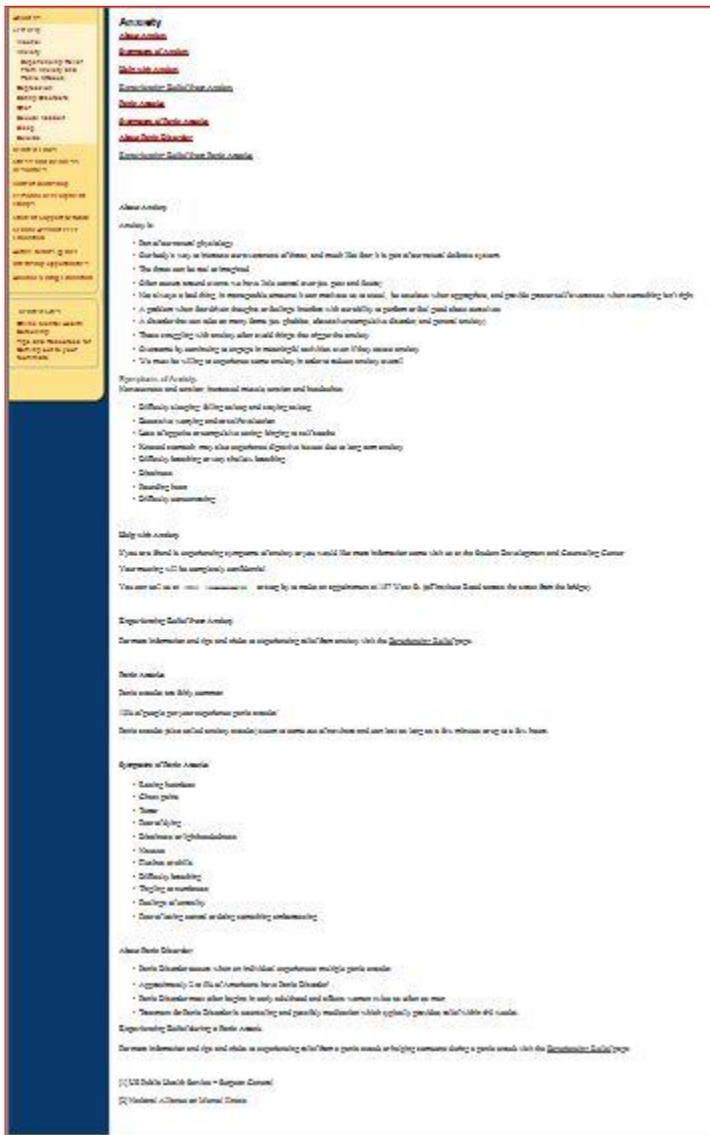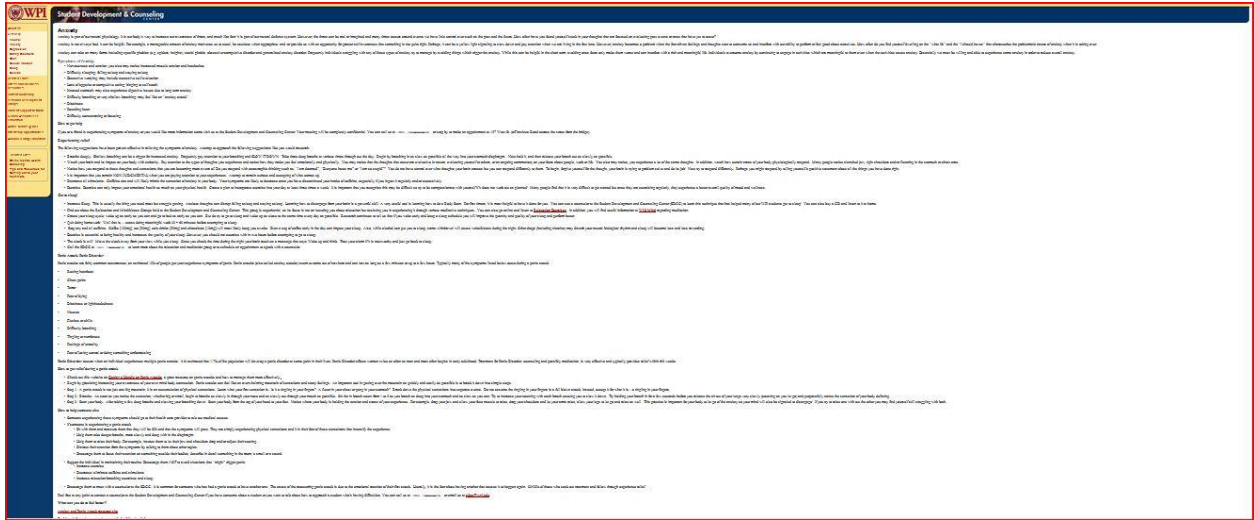
Figure 27: The above screenshot shows the original anxiety page (at 25% zoom), while the bottom image shows the updated anxiety page (at 100% zoom)

During the process of content review, and throughout the Camtasia testing, it was found that navigation within the SDCC website was also challenging. The subjects had difficulty finding specific information on the individual pages. To improve this, sub-headings were created on each self-help page and were also listed under the page title as is seen in Figure 28.

Figure 28: The Sub-headings which link to sections further down the webpage

Clicking on the listed headings allows for the reader to be taken directly to that particular section rather than scrolling through the entire page. In addition to the sub-headings, in some cases, additional pages were added to the website. This provided readers with easier access to desired information and aided in separating some of the content that had been extremely lengthy on the original website. Additional pages were created for the Alcohol, Anxiety, Eating Disorders, Sexual Assault, and Sleep sections of website as can be seen in Figure 29.

Figure 29: The added sub-pages are indented in the above image

Videos

The SDCC originally requested that videos be added to the website. Not only would videos provide students with a better picture of the SDCC, they would also provide the website with a bit more interaction and add a personal touch to the website. In order for the SDCC website to stay up-to-date in the future, the videos all needed to be easily replicable. To ensure this was the case, equipment used to make the videos was rented from the WPI Academic Technology Center (ATC) so that additional videos or additions to the videos could easily be made in the future. The equipment used was a tripod, a handheld digital high definition (HD) camera, and a Bluetooth microphone for better sound quality. Note that none of the videos were taken in HD per the advisement of the ATC staff.

The initial request was for a video tour of the SDCC; however, adding more videos to the site would add value and variety. With this in mind, other ideas for videos were produced including a mock counseling session and a how to make an appointment video. Each of the videos, which can be seen in Figure 30, showcase a different aspect of the SDCC. The "Guided Tour" video details how to arrive at the SDCC, the hours of operation, the upstairs and downstairs waiting areas, some of the counselor offices, and two meeting rooms that the staff uses on a day-to-day basis. The "Mock Session" details a typical session environment and the initial questions that counselors may ask in a session with a student. The intent of this video is to provide the viewer with a general understanding of what to expect in a session. The last video, "How to Make an Appointment," details the process that students must go through in order to make an appointment with the SDCC. This video outlines the paperwork that each student must sign and the options available for appointment scheduling.

The videos that were added to the website provide students with a different way to retrieve information and learn about the SDCC. They also walk students through what will happen when arriving at the SDCC, aiding in eliminating the anxiety that can occur when going somewhere unknown.
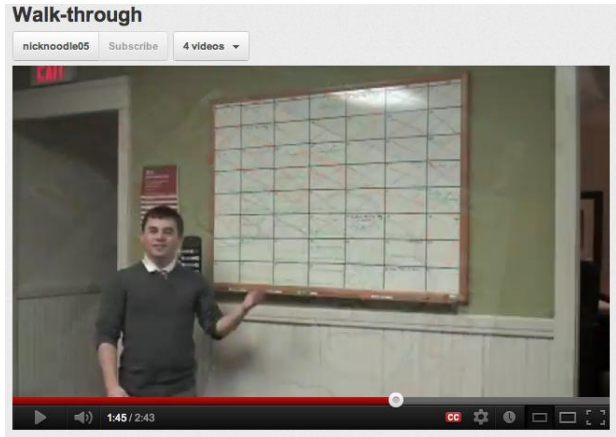
Figure 30: Mock Session, Walk Through, Making an Appointment, and Staff Videos screenshots

Staff Page

Another area of the SDCC website that was focused on was the staff page. One way to ease tension about who a student will be talking with once down at the SDCC is by looking at the staff page of the website. The old site had one page with one picture of the entire staff as seen in Figure 26. This made it difficult to see who was who and there were only a few short sentences about each staff member, making it difficult for students to figure out what role each staff member played within the SDCC.

Adding a video for each member of the staff would give students the opportunity to gain a fuller understanding of the personalities, counseling interests, academic and professional backgrounds, and hobbies of each member of the SDCC staff. An outline of topics to cover in the video was created and included their name, how long they have been at the SDCC, why they chose to go into college counseling, and a fun fact. After reviewing all of the staff videos, the SDCC decided that this was not a direction that they were comfortable with. Instead of the individual staff videos, each staff member was given a page of their own which included a short paragraph about themselves and an individual picture as can be seen in Figure 31. This option was more widely received by staff members and will also allow for the SDCC to update the website more easily as new staff members and interns join the counseling center.

Figure 31: Screenshot of a staff page

Deletion of Pages

The Stress and Wellness Resources Page was removed entirely, as it contained information on meditation programs and information on a Saori Loom; however, neither of those resources are currently either available or useful to students on the WPI campus. The Stress and Wellness Resources Page also included a pre-recorded "Body Scan," which was moved to a subpage of the Sleep Page.

Analysis of Website use after the modifications

Once the websites were revised we wanted to see if there were any changes to the original statistics. The Urchin data was recollected for the same factors as had been previously discussed and a second round of Camtasia testing was performed.

Urchin Analysis

Table 7: March 2012 Urchin results

Webpage	Visits	Pageviews	Avg Time	% Exit
about	6	12	4	17
academic	2	2	5	50
activeminds	2	2	340	50
alcohol-drug	2	2	273	0
assault	1	1	0	100
eating	3	3	0	100
faq	1	1	104	0
grief	1	1	0	100
index	34	44	423	66
insights	1	1	0	100
internship	8	10	66	80
links	2	2	16	50
network	7	10	351	50
peered	2	2	22	50
selfhelp	2	3	1	0
sheets	1	2	7	50
sleep	2	2	0	100
staff	2	4	13	0

The March 2012 data does not show any variation from the March data from 2011. The numbers of visits for each webpage is lower than most of the other months for which data was retrieved. This could very possibly be because we have a week long break during the month of March and there are fewer visitors to the SDCC website.

Webpage	Visits	Pageviews	Avg Time	% Exit
aaronf	13	18	4	6
about	45	68	10	13
academic	10	10	16	90
activeminds	23	26	141	58
additi	5	5	9	40
alcoho	3	3	20	33
alcohol-drug	10	16	39	56
alcohol	10	12	61	8
anxiety	12	13	19	46
assault	43	55	69	71
bodysc	4	4	150	75
cas101	4	9	8	33
charli	16	29	33	14
consent	5	8	114	50
debora	7	7	3	0
depression	10	10	38	70
eating	18	21	38	76
ericat	14	21	5	14
experi	6	7	13	43
faq	16	25	54	16
grief	9	11	77	45
index	302	357	136	66
inform	5	6	4	50
insights	13	15	51	33
internship	28	30	183	80
jamies	7	8	5	0
julieg	7	9	43	0
juliem	7	7	33	0
links	11	17	38	29
mattba	10	12	16	8
mavric	5	6	8	67
network	40	51	139	45
peered	11	11	17	45
presentationform	1	1	44	0
procrastination	1	3	52	0
relaxroom	27	31	45	29
sabrin	10	13	9	0
selfhelp	28	37	11	0
sleep	3	6	3	50
staff	50	68	129	38
suicide	18	25	76	60
thanks	1	1	24	0
tipsfo	1	1	0	100
tjdins	6	6	9	0

The April 2012 data is difficult to pull conclusions from at this point in time. The data was pulled on April 24th, 2012 and while the pages that existed before any edits to the website were made remained consistent in their number of views and page views, the newly added pages show little conclusive data. Because the website was not fully edited until April 24th, 2012, more time would prove to be more telling about how viewers are responding to the new break-down of staff pages and the other newly added subpages. On average, each staff page was receiving around seven visits or page views; this is most likely from the seven subjects who were involved in the second round of Camtasia testing.

The average times spent on each subpage is interesting to look at for the newly segmented pages. When comparing April of 2011 (Figure 32) to April of 2012 (Figure 33), notice that the average time spent on that anxiety page is decreased in the 2012 data by more than 50% from 2011. Note that both of these graphs only show the pages with average times under 60 seconds.

Apr 2011 Avg. Time per Page
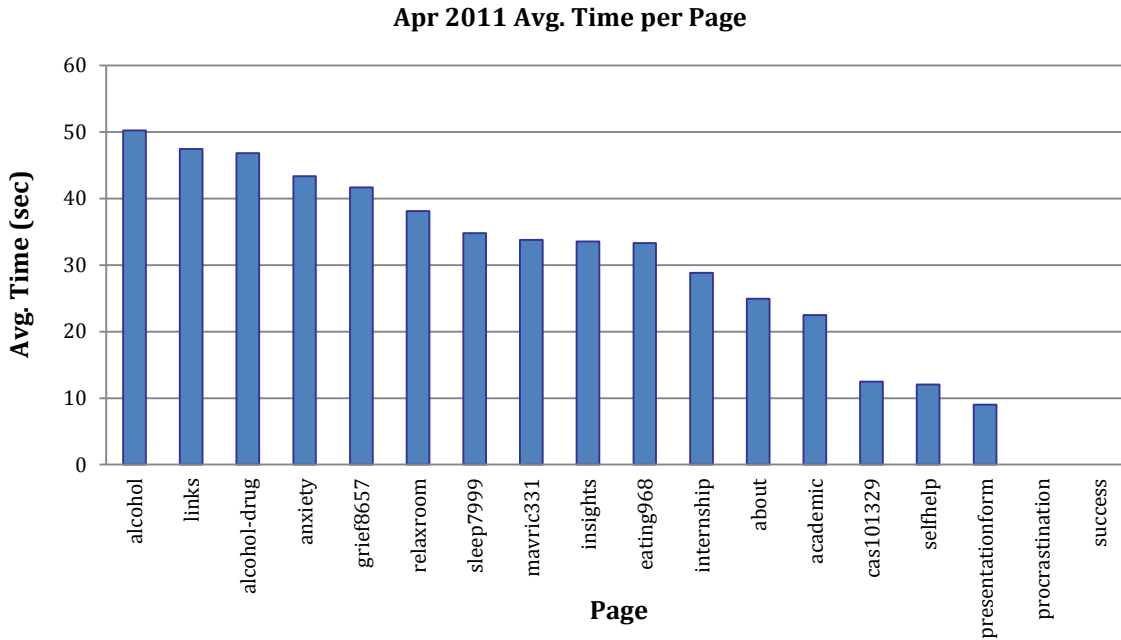
Figure 32: April 2011 Avg time spent on each webpage for times under 60 seconds

Apr 2012 Avg. Time per Page
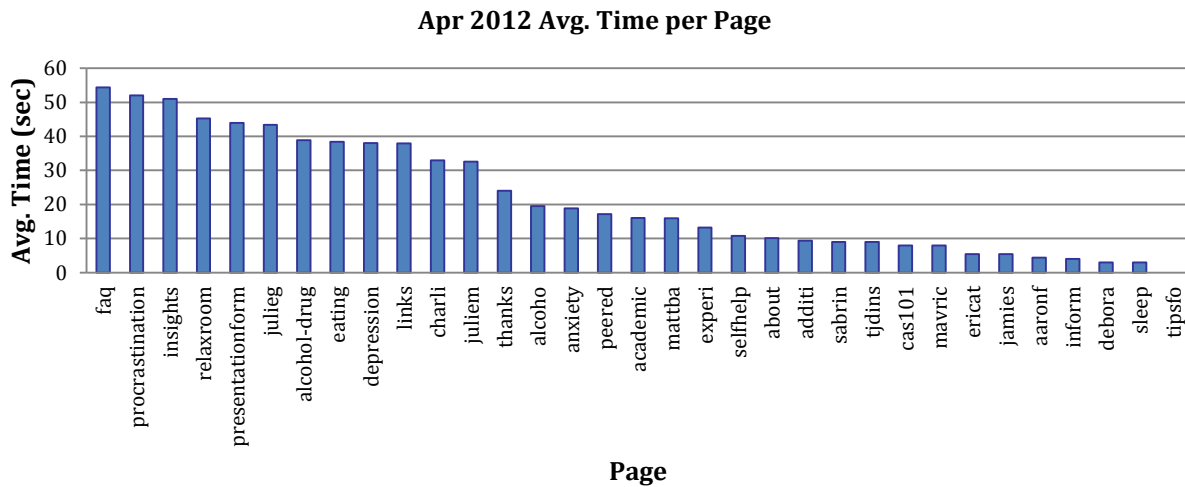
Figure 33: April 2012 average time spent on each webpage for times under 60 seconds

Overall, more time for the new version of the website to be up and viewed would provide more telling data through the Urchin system.

Camtasia Analysis

Once the website was edited to the fullest extent of our project, a second round of Camtasia testing was conducted. Seven first year WPI undergraduates were asked to fill out the same questionnaire

as the first twelve subjects. Their navigation through the website was recorded using Camtasia software and later analyzed.

From the seven subjects who participated in the second round of Camtasia testing, their average time to get through the survey was eight minutes and fifty-eight seconds. This is a modest improvement from the nine minutes and thirty seconds our first twelve subjects averaged to complete the survey. However, some of the decrease in time spent can be attributed directly to one of the changes made to the website. In trying to cut down on the amount of scrolling necessary to view the entire "Anxiety" subpage of the website, one of the changes made was to divide that original page of the website into one page talking about anxiety and panic attacks and another page talking about experiencing relief from anxiety and panic attacks. On average, the first twelve subjects took about one minute to find the answer to question five on the questionnaire. This question asked how many steps the SDCC suggests to take in order to experience relief from a panic attack. The seven subjects during the second round of Camtasia testing averaged about 30seconds to find this information. This is a direct result of how having a page about anxiety with a specific link to a new page dealing with experiencing relief. You no longer have to scroll down the anxiety page to find the subject of "experiencing relief." We found this to be a major contributing factor to the decrease in average time. The results of the entire second round of Camtasia testing can be found in Appendix III.

Some new suggestions brought up by six of the seven subjects in the second round of Camtasia was to add a specific tab to the navigation panel titled "How to Make an Appointment." Most of the subjects had a difficult time finding the answer to the question, "Does the SDCC allow you to make appointments online?" They also all found the website easy to navigate in their opinions. Overall, more changes that are similar to the breaking up of the "Anxiety" page would be highly beneficial for the usability of the SDCC website.

Other Outreach Initiatives

The SDCC's current outreach initiatives, aside from their website, include the Student Support Network; presentations to first-year Insight groups, and outreach to campus organizations and student leaders. The SDCC also participates in the activities fairs and invites speakers to campus

through the Alcohol and Other Drugs Task Force, Active Minds, and Students Preventing Assault and Rape in Our Community (SPARCs). These events are successful and are attended by many students, however it is often the same group of students in attendance at these events. The SDCC would benefit from outreach initiatives that include a more diverse population of the WPI community.

Newspaper

Different resources that we looked into suggested getting involved in already existent forms of advertisement such as the school newspaper. We realized this would be a positive opportunity for both the counseling center as well as the newspaper because they are often looking for article inspiration.

An initial meeting with the Editor-in-Chief of the newspaper yielded a number of options. There was consideration of a constant advertisement of the programs that the SDCC was going to be running in the future; this route, however, would require both constant payments to the newspaper as well as a new role for one of the members of the counseling center staff. There would need to be a liaison from the SDCC responsible for creating and submitting advertisements on a regular basis depending on the frequency of SDCC programs. Another option would be to have articles submitted by either a member of the SDCC staff or perhaps from a student who is invested in the SDCC. These articles ideally would be based on subjects such as alcohol awareness, team management, etc. The last option we discussed was a regular "health and wellness column" in collaboration with one of the members of The Towers staff. This option seemed the most practical for both the SDCC as well as the newspaper.

In brainstorming the areas of the WPI community that provide outlets for potential collaboration and publicity for the SDCC, we began exploring a potential partnership between the WPI newspaper, The Towers, and the Student development and Counseling Center.

Our goal was to maximize SDCC visibility without adding to the workload of the SDCC staff members. We wanted to explore all options the SDCC had to get their name into the paper. Ideally we would minimize cost and time required of the SDCC staff. By minimizing the work for the SDCC staff and allocating the task of writing the articles to a WPI student with both time, drive, and peer perspective, these articles should be an easy outreach initiative to continue in the future.

The writer had already begun the venture of creating a "health and wellness" column for The Towers. The shift in design now involves the writer going down to the SDCC about two or three times a term to interview one of the counselors or other members of the SDCC staff. The first article was published on February 21st, 2012 and can be found in Appendix V. In order to make the process even easier, we compiled a list of pertinent topics based on the time of year for the writer's use in the coming terms. We decided which topics were the most popular throughout the course of a school year by analyzing the Urchin data. If a particular month had a long average time or a large number of visits for a particular page then we would consider what events would be pertinent to that topic and during what time of the year. For example, the suicide webpage receives a larger number of visits during the months of February, March, and April according to the 2011 Urchin data. This would be an opportune time to schedule a SDCC speaker or program about suicide and what you can do for yourself or a friend if you are ever in that type of situation. This calendar of events can be found in Appendix VIII.

Blog

Different WPI departments and offices, such as the Admissions Office, utilize blogs to reach out to students and keep them up to date on the most recent happenings in the office and on campus. The idea to incorporate a blog into the SDCC website was considered by both our IQP team and the Director and the Outreach Coordinator of the SDCC. After the issues of time commitment and whether or not students would actually take the time to read the blog were discussed, it was unanimously decided that a blog would not be an appropriate means to pursue for the SDCC to reach out to WPI students.

Advanced SSN

The Student Development and Counseling Center runs a program known as Student Support Network (SSN). The program trains students and faculty on the basic techniques of spotting students in distress, preventing harmful behaviors such as suicide, alcoholism, drug abuse, depression, and many other issues. This program has already proven to be a wonderful success on the WPI campus, and has also spread to other college campuses such as Boston University. This program has also gained national interest, featured in an article in the New York Times. Based on personal experience as well as student testimonials, WPI students wanted another way to be involved in SSN, aside from the occasional post-training sessions, after the initial training period.

Our team proposed an "Advanced SSN" program, in which students would be able to act as a campus liaison for the SDCC and improve awareness of the SDCC in the freshman residence halls through the Insight Program. These liaisons could also advocate for SSN and the SDCC throughout campus. For the sake of time, our group was not able to develop and initiate an action plan for this initiative, however, a business plan may be found in Appendix VI. Our hope is that a program like this will be self-sufficient once developed as many SSN graduates are looking for ways to extend their involvement with the SDCC initiatives.

Calendar of Campus Events/Proposal of Programs to get Involved In

While the Student Development and Counseling Center provides campus programming and participates in other campus events, it is difficult for a busy department to know all of the happenings on campus. Our IQP team scanned a typical year at WPI, making note of all the large annual campus events. With these events in mind, our team made a list of proposed SDCC programs to incorporate into these large events that would be beneficial and interesting to the WPI community based on the time of the year and the event itself. Additionally, our team made a list of contact-people that the SDCC could utilize to help incorporate their programs into already programmed campus events. Incorporating their own events into these annual events will provide the SDCC with a sustainable means to programming, as all planning would already be in place, and the planning on the SDCC side would be minimal. An example of one of these events would be programming a "Body Scan" at the end of each term while the Student Government Association runs their quarterly "Subs and Rubs" program in the Campus Center. This would give the students the opportunity to partake in a relaxing massage, get free food, and also participate in a therapeutic guided meditation. The list of proposed campus events can be found in Appendix VIII.

Conclusion

Suggestions for Future SDCC Outreach Initiatives

The Student Development and Counseling Center must rely on the support of its students to engage the WPI community. In order to improve visibility of the SDCC, the staff must be present at large campus events, and they must be available to students as early as their freshman year. Implementing an Advanced SSN Liaison would be very beneficial to the outreach efforts of the SDCC.

While all departments are slowly upgrading to the new website design, it would be in the best interest of the SDCC to ensure that their website is updated as soon as possible. Following a full content rewrite, it is suggested that the SDCC send an undergraduate email informing the WPI community of the new eye-catching and easy to read website. In order to ensure that they are upgraded to the new design sooner rather than later, it would be beneficial for the SDCC to develop one or more student surveys that would further enforce the necessity of a new and updated website. Having these surveys as evidence will give the Marketing Department at WPI a push to move the SDCC up the list of websites to be renovated.

Another suggestion in the redesign of the SDCC website is the addition of the staff member's credentials, especially subjects such as recent conferences attended or contributed to, recent publications or seminars attended. Our research found that the more credible a resource proves to be, the more confidence the student will have in seeking help from the center. Although this may seem a tedious or trivial addition, it is our belief that this would give WPI students additional confidence in seeking help and guidance from the SDCC staff.

A "Calendar of Events" that depicts potential program opportunities for the SDCC is located in Appendix VIII. It is encouraged that the SDCC utilize this calendar to incorporate their programs into already established campus wide events. The calendar is also formatted in a way that suggests when an appropriate time would be to contact the corresponding parties to begin preparation. The parties responsible for the events are also included in this document.

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Authorship

The authorship of this project was segmented to best utilaize the assets of each group member as well as their desired areas of growth. All three of the team's members played a role in communicating with the sponsor, the SDCC, and scheduling and creating meetings and video times with the SDCC staff. The detailed breakdown is as follows:

Devon Rehm

Devon focused primarily on the website for this project. She evaluated the WPI SDCC website as well as the websites of other universities. She also eliminated excess content and updated the formatting of the self-help pages on the website, specifically the Anxiety, Depression, Eating Disorders, Greif, and Sleep pages. She was also responsible for learning how to use the Red Dot software and making all of the necessary updates to the website including improvements with navigation, the addition of pictures, and the addition and deletion of multiple pages. In addition to the website, she was responsible for filling out and submitting the necessary forms for IRB approval. In writing, Devon wrote about the current state of the SDCC as well as about the changes that were made to the website.

Elizabeth Riendeau

Elizabeth was responsible for the background research pertaining to college counseling and the collection and analysis of the Urchin and Camtasia data. She looked heavily into the stigmas related to college counseling and possible solutions to decreasing such stigmas. Elizabeth also researched effective ways of observing the usability of a website. She worked closely with Professor Djamasbi to design an approach to observe the user's experience with the current and changed SDCC website. Elizabeth also looked to the Urchin data for correlations and significant data summaries.

Nicholas Teceno

Nicholas primarily worked on the video component of this project. He was responsible for production of the videos from beginning to end; from writing a proposal script and incorporating edits made by the Student Development and Counseling Center, filming multiple versions, and editing for a final product. He shared responsibilities with Devon to improve website content and rearrange information on each page. He also created internal links inside each page to enhance navigation. Additionally, Nicholas was responsible for creating and editing the Advanced Student

Support Network Business Plan. Collaboratively with Devon and Elizabeth, Nicholas provided support creating and editing each version of this report.

Learning Statements

Devon Rehm

This project has been a very good learning experience; it has taught me more about the WPI Student Development and Counseling Center and the role that they play in helping students at WPI. Not only has it strengthened my knowledge of the SDCC and their available services, the project has taught me teamwork, helped me to recognize the importance of clear and concise writing, provided me with an understanding of the IRB process, and given me the opportunity to work on a project from idea to completion.

After spending seven months working on this project I have learned the importance of proper planning and sticking to the timeline that is set. I have learned that when beginning a project it is important to create a solid plan rather than creating it as you go. Spending the time to truly think about the problem at hand and how we were going to approach it is what helped to give us a strong sense of direction and an idea of the goals for our project. Also, creating realistic deadlines and holding oneself and group accountable for staying true to the set deadlines is something that will be useful in completing future projects. Another aspect of the planning was being sure that parts of our project which needed to be approved by the SDCC or required the assistance of other people were done well enough in advance that there would be time for the necessary approval.

Elizabeth Riendeau

This project involved a variety of skills: creativity, writing, editing, teamwork, etc. I will be able to take these skills with me in future group and individual projects. I learned how to begin a project from just an idea. Learning how to set goals and deadlines and make sure that they are met for a sponsor, advisor, or other team members. I learned how to ask for help and how to be open to revisiting you own work. I enjoyed the opportunity to have only the limitations of our own research and creativity. When we began the project, Camtasia was not software I even knew was available. Our creativity as a team led to interesting ways to collect data and analyze the success of marketing strategies.

The Student Development and Counseling Center includes a staff of over a dozen counselors who work to aid the students of Worcester Polytechnic Institute in multiple areas of concern or distress. The staff is very welcoming and works around the clock to help the students in whatever way they

can. I learned a lot about how utilized the SDCC office is by the WPI campus and how many ways the staff is reaching out to help the students.

I grew as a team member as well as an individual student through working on this project. If I could re-do the entire project there are absolutely things I would do different. Throughout the project I learned how important it is to know where your plan is going before you begin. I would also try to better organize when certain aspects of the project would be completed with greater anticipation of potential set-backs. Overall, I will use what I learned about completing our IQP to better conduct my future ventures whether they are team or individual projects.

Nicholas Teceno

This project was a great learning experience about the challenges and difficulties of preparing for a large scale and lengthy project. Having experienced each phase of this project (preparation, execution, results, and analysis), I have a much clearer understanding of what must be completed at pre-determined time intervals in order for the project to run smoothly and with as few problems as possible. Specifically, I have a much better understanding of the importance of timelines and schedules, and the importance of sticking to those. Preparation for setbacks and approval periods has been my biggest learning experience.

Appendices

Appendix I: College Counseling Center Website Evaluation Rubrics

University Name:	WPI	URL:	http://www.wpi.edu/Admin/SDCC/index.html	Date Last Modified:		Date Visited:	11/13/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	3	
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	4	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	4	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	2	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	4	
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	4	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	3	

University Name:	Cornell	URL:	http://www.gannett.cornell.edu/	Date Last Modified:		Date Visited:	11/13/2011
	5	4	3	2	1	Score	Comments:
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	2.5	Layout is clean but there are very few pictures
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	2	There are multiple links but it is difficult to find what you are looking for
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	4	There are numerous links to other resources online
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	5	The phone number is located on every page
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	4	Information about both is available but it is difficult to find the staff.
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	4	Questions about mental health are answered by FAQs
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	5	

	5	4	3	2	1		Comments
University Name:	Tufts	URL:	http://ase.tufts.edu/ counseling/	Date Last Modified:		Date Visited:	11/14/2011
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	2	very few pictures
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	4	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	5	links are available and useful but are there instead of information
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find—a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	3	Hours are available but finding them is not very straight forward
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	Forms are also available to print out so one can complete them before going to their appointment
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	4	The information is pretty easy to find but there are no pictures of the staff, just short bios
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	1	Information is easy to find on the site but little information is shared, for more information people are sent to other sources
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	5	Services are breifly defined with a link to find out more

University Name:	MIT	URL:	http://medweb.mit.edu/directory/services/mental_health.html	Date Last Modified:		Date Visited:	11/14/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	3	very nice but no pictures
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	5	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	1	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	5	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	5	
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	1	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	3	

University Name:	RPI	URL:	http://studenthealth.rpi.edu/update.do?catcenterkey=2	Date Last Modified:		Date Visited:	11/14/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	2	plain and boring with no pictures
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	1.5	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	4	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	4	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	1	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	3	
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	3	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	3	

University Name:	Boston University	URL:	http://www.bu.edu/cwc/	Date Last Modified:		Date Visited:	11/14/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	3	limited pictures
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	4.5	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	4	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	3.5	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	1	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	4	
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	2	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	4.5	

University Name:	Purdue University	URL:	http://www.purdue.edu/caps/index.shtml	Date Last Modified:		Date Visited:	11/16/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	3.5	colors don't look great but they are warm
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	4	links are in appropiate places and it is easy to navigate around the site
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	3	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	4	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	no forms but the rest is there
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	4.5	no pictures
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	2	it is there but very minimal
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	4	

University Name:	Virginia Tech	URL:	http://www.ucc.vt.edu/	Date Last Modified:		Date Visited:	11/16/2011
	5		4	3	2	1	Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	2	No pictures but otherwise it looks nice
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	2	too many links, difficult to use
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	3	too many links, hard to find the right one, also flow is very choppy due to the large number of links
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	4	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	3	information is minimal
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	2	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	2	

University Name:	Georgia Tech	URL:	http://www.counseling.gatech.edu/	Date Last Modified:		Date Visited:	11/21/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	3	no pictures, although they do have videos (but I could not get the volume to work)
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of text	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	3	it is clear but information is not divided well so it is hard to find something specific
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	3	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	4	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	no form but instructions are present
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	4	information about each staff member is minimal though
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	3	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	3	

University Name:	Northeastern University	URL:	http://www.northeastern.edu/uhcs/counseling/index.html	Date Last Modified:		Date Visited:	11/21/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	2	no pictures but neat
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	5	but there is not much information there
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	1	
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	3	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	2	no information about staff, not even names
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	1	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	3	almost no information except for about groups

| University Name:	Loyola University	URL:	http://www.loyola.edu/counselingcenter/	Date Last Modified:		Date Visited:	11/21/2011
	5	4	3	2	1		Comments
Aesthetically Pleasing	Website uses colors, pictures, and design to effectively add to the information being provided	Colors, pictures, and layout are clean and relevant to the site and information provided	Colors, pictures, and layout are appropriate for the information being provided	Good Colors and layout. Pictures are non existent or add little value to the site or provided information	Colors, pictures, and site layout hinder the user's ability to find useful information	4	no pictures
Navigation	Navigation around the site is easy and straightforward, the side or top menus remain in place when scrolling down the page	Navigation around the site is easy and straightforward. There are links to jump around large blocks of test	The site navigation is clear and useful	The site has buttons and links to navigate but they are not placed in logical/convenient places	The site is very difficult to navigate	5	
Appropriate Use of Links	Links are used effectively to help students find other useful sources of information	Links to other sources of information are available	Links to other sources of information are present but not in convenient locations	Links to other sources of information exist but are difficult to find	There are no links to other sources of information	4	links are there but there aren't many
Availability of Contact Information and Hours	Contact information and hours are available on the website and easy to find-a phone number is located in multiple locations	Contact information and hours are available on the website and easy to find	Contact information and hours are available on the website	Contact information and hours are available but difficult to find	There is no contact information or hours on the site	4	
Appointments	Instructions for making an appointment are available and clear	Instructions for making an appointment are available	Instructions for making an appointment are available on the site but difficult to find	There are no instructions for making an appointment	Nothing about appointments is mentioned on the site	3	
Information is Easy to Find	Information about the counseling center and their staff is clear and concise and can be easily found	Information about the counseling center and their staff is available online	Information about the counseling center OR staff can be easily found	Information about the counseling center OR staff is available online	There is no information about the counseling center or staff on the site	5	
Concise Information on Mental Health	Information about mental health is easy to find and presented clearly and concisely	Information about mental health is easy to find but it is lengthy and difficult to get clear information	Information about mental health is clear and concise but difficult to find	Information about mental health is difficult to find and the provided information is lengthy and unclear	Information about mental health is very limited or non-existent	4	
Explains Available Services	Services provided by the counseling center are clearly defined and easy to find on the site	Services provided by the counseling center are clearly defined but difficult to find on the site	Services provided by the counseling center are easy to find but not clearly defined	Services provided by the counseling center are not clearly defined and difficult to find	There is no information about services provided by the counseling center	5	

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Appendix II: Urchin data

Self-Help Page Statistics

Month	Highest # Page Views	Highest # Visits	Highest Average Time
January 2011	Suicide	Assault	Depression
February 2011	Suicide	Suicide	Alcohol
March 2011	Suicide	Suicide	Depression
April 2011	Assault	Suicide	Depression
May 2011	Suicide	Assault	N/A
September 2011	Depression	Assault/Depression	Eating Disorders
October 2011	Assault	Assault	Eating Disorders
November 2011	Assault	Assault	Depression
December 2011	Sleep	Depression	Assault
January 2012	Depression	Depression	Suicide
February 2012	Anxiety	Anxiety	Depression
March 2012	Suicide	Eating Disorders	N/A

Content: /Admin/SDCC/…html	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Average
about	60	96	77	78	5	113	60	97	60	106	101	6	72
academic	6	5	4	4	0	6	4	4	10	3	4	2	4
activeminds	26	70	51	60	1	46	45	49	21	42	66	2	40
alcohol-drug	29	39	10	26	2	25	30	12	8	23	22	2	19
alcohol	6	6	7	10	2	5	4	12	5	8	6	0	6
anxiety	16	15	15	10	0	18	6	19	6	15	16	0	11
assault	22	28	33	39	4	32	36	53	5	6	9	1	22
cas101329	6	24	5	8	1	32	4	3	2	1	2	0	7
consent	8	5	2	6	2	8	2	6	1	7	8	0	5
depression	14	20	16	14	0	32	11	13	9	19	12	0	13
eating968	6	10	9	14	0	12	9	5	4	6	6	3	7
faq	23	38	31	18	1	26	17	26	10	31	31	1	21
grief8657	7	18	7	11	0	8	14	4	7	12	3	1	8
index	343	406	349	339	34	391	338	450	282	384	483	34	319
insights	28	45	21	28	1	37	28	33	14	45	28	1	26
internship	44	44	39	47	0	33	23	34	51	68	75	8	39
links	22	29	23	26	2	36	21	30	12	34	22	2	22
mavric331	3	11	9	13	1	3	3	6	3	3	5	0	5
network	99	280	65	215	17	207	86	81	38	74	144	7	109
peered	17	27	33	33	3	25	13	9	10	17	19	2	17
presentationform	0	1	0	3	1	2	1	0	0	1	1	0	1
procrastination	4	8	5	1	0	5	4	4	0	0	3	0	3
relaxroom	52	84	61	69	1	104	39	68	28	54	46	0	51
selfhelp	40	51	39	40	0	65	32	59	28	55	49	2	38
sheets	17	14	14	16	0	16	16	15	4	1	4	1	10
sleep7999	12	4	7	6	0	7	7	7	4	10	11	2	6
staff	40	64	57	60	7	72	62	59	37	62	58	2	48
success	3	61	0	0	0	41	1	0	2	2	42	0	13
suicide	16	53	45	62	1	30	18	17	6	7	10	0	22
thanks522	0	1	0	0	0	0	0	0	0	0	0	0	0

Jan 2011 Visits-Index
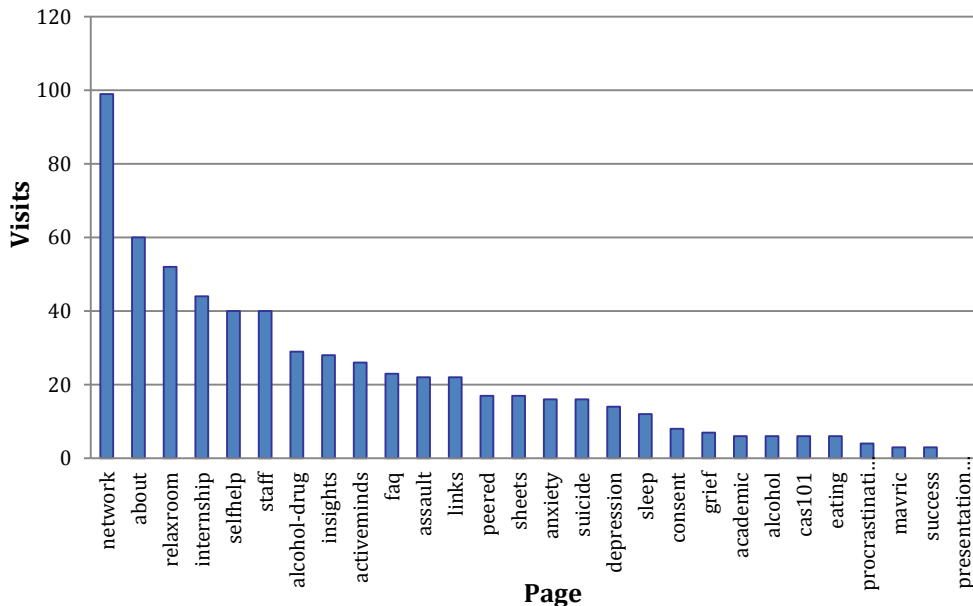
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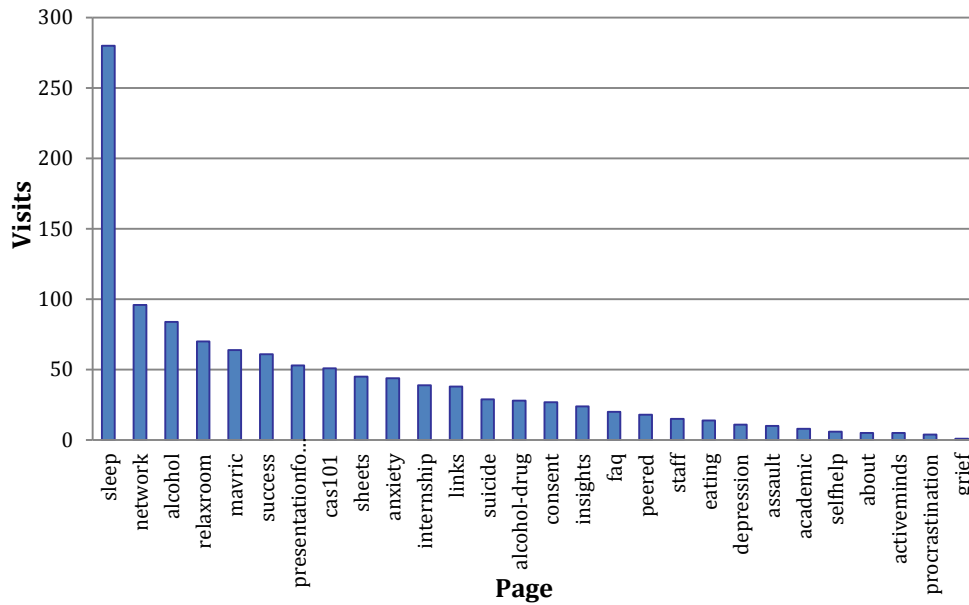
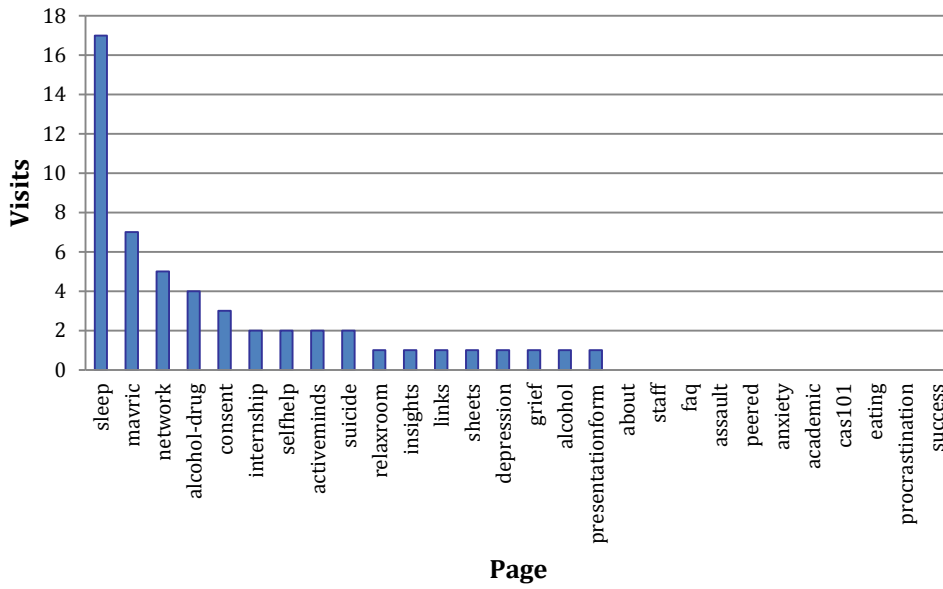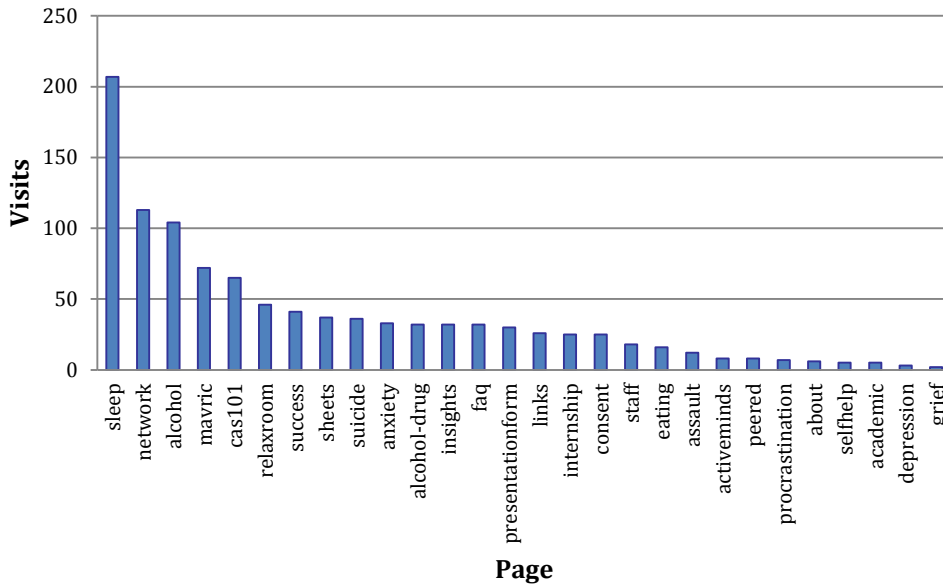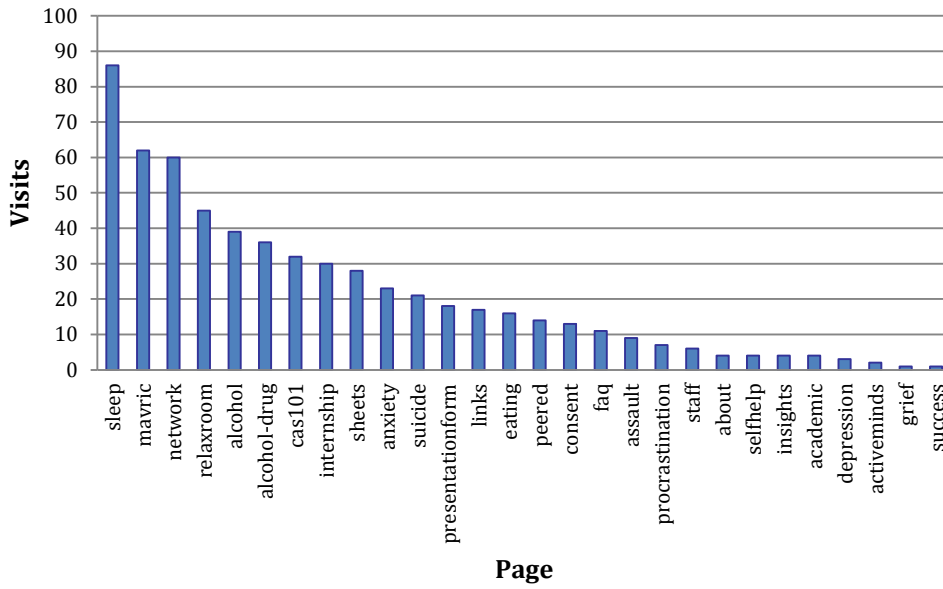## Mar 2011 Visits-Index
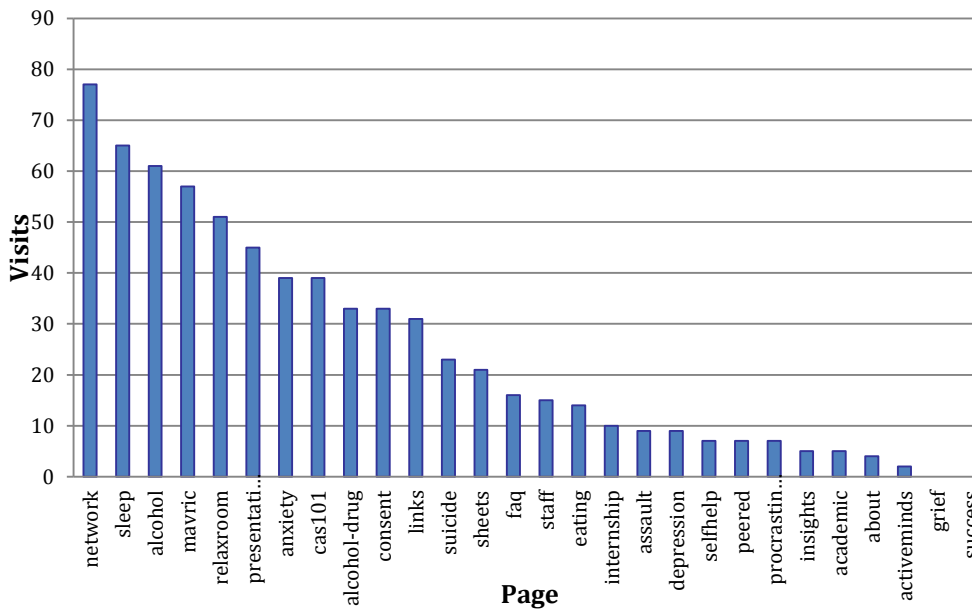
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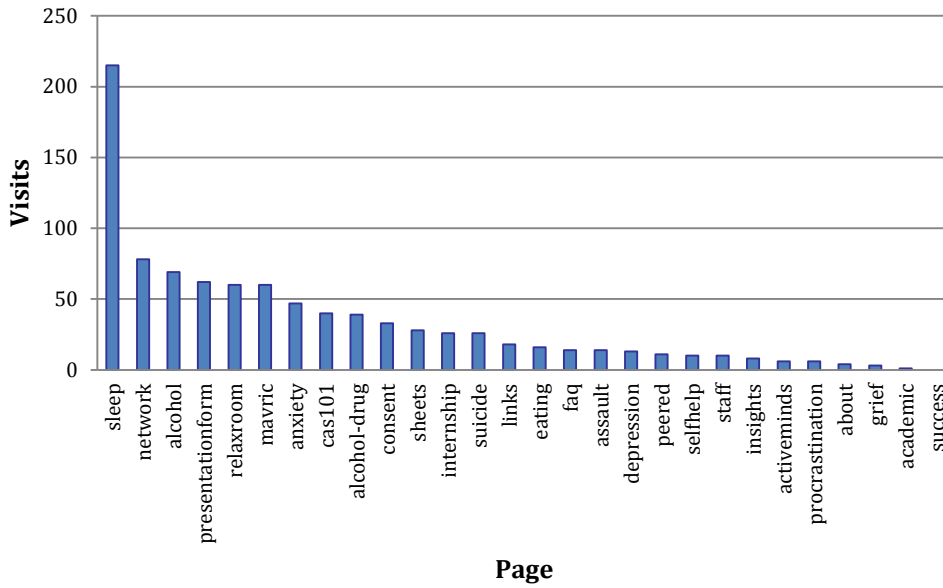
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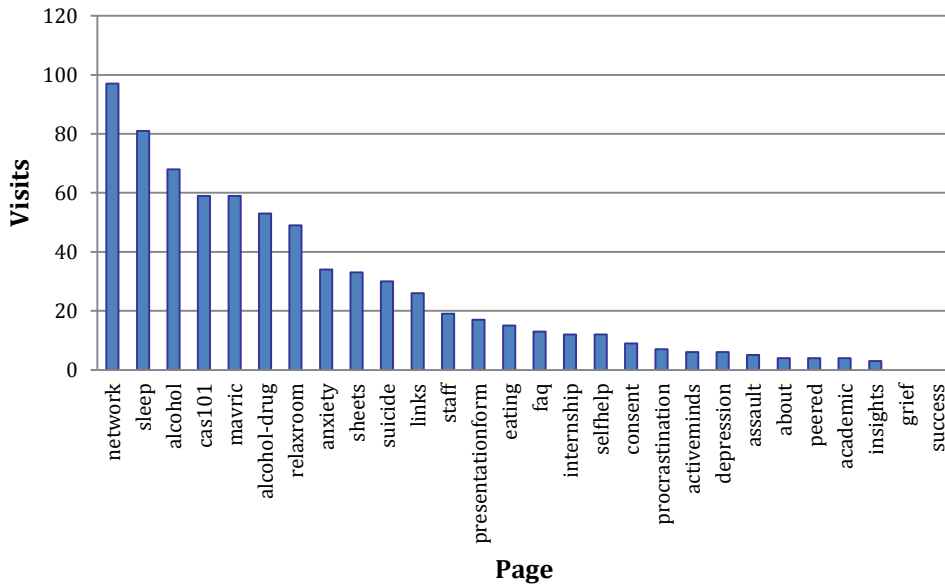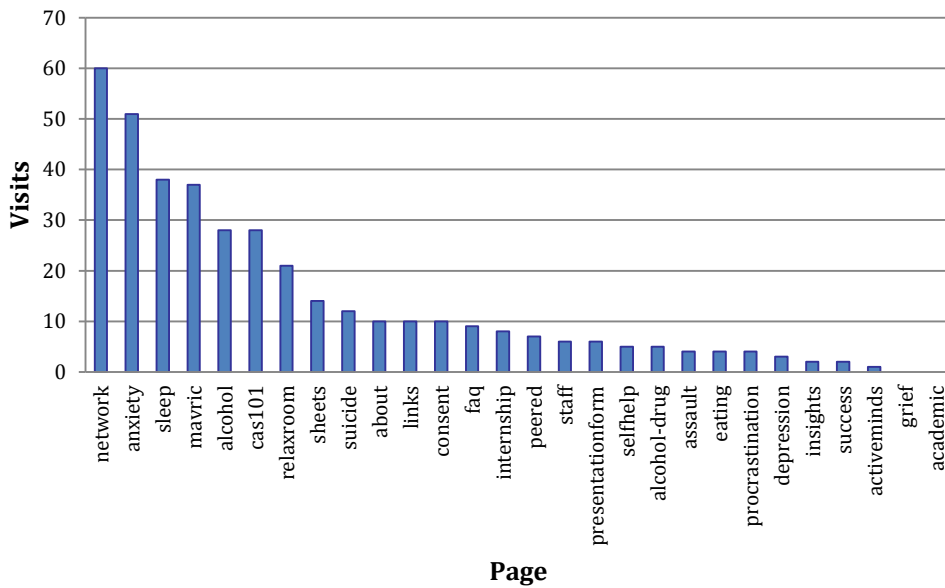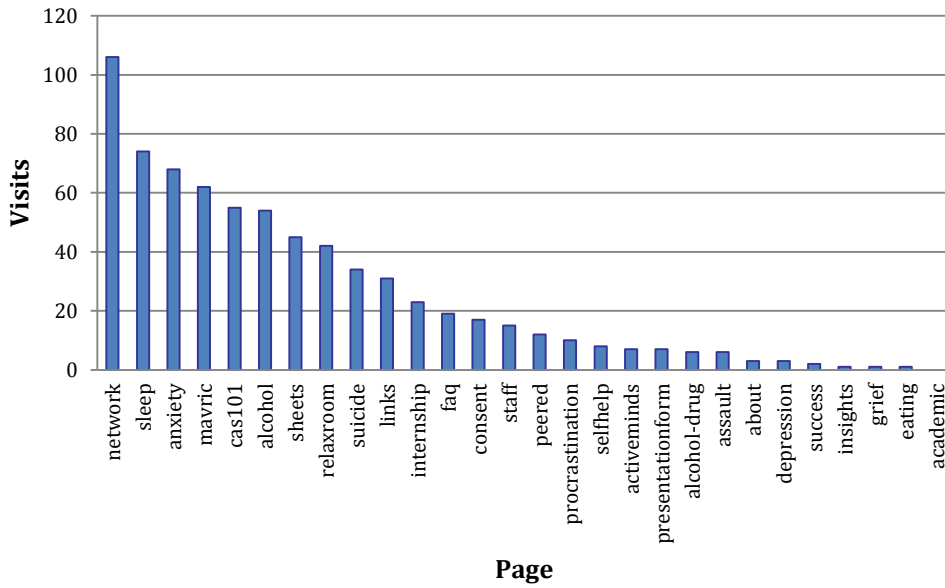
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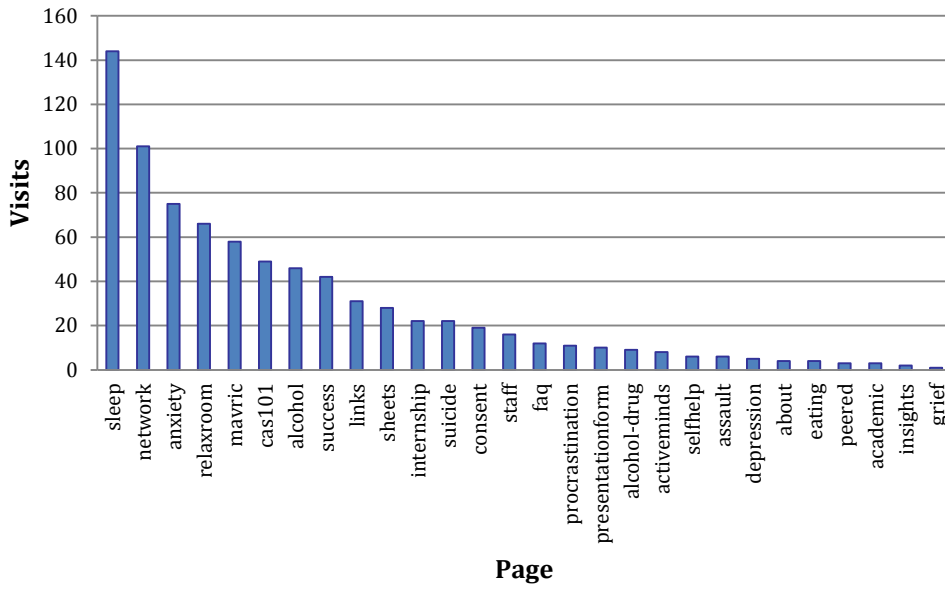

Oct 2011 Visits -Index
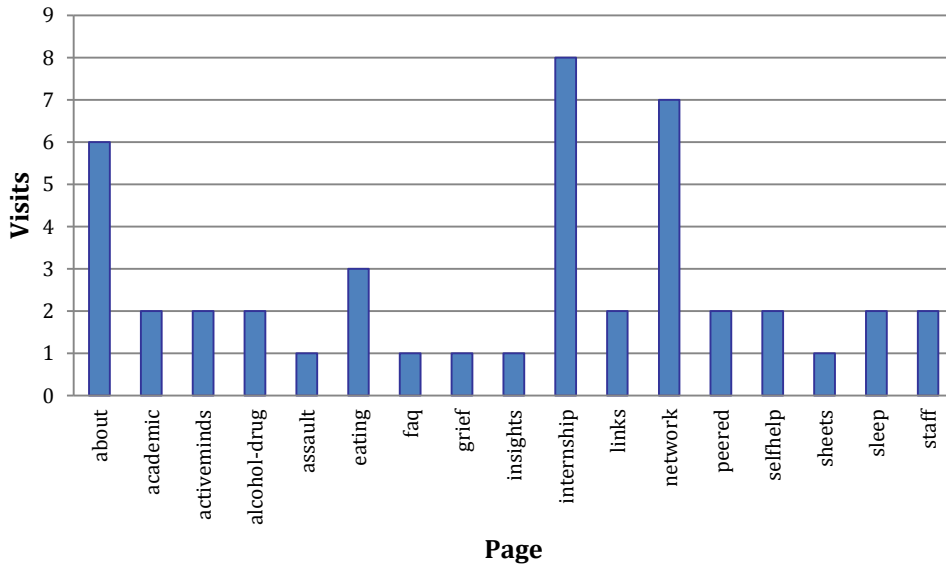
Nov 2011 Visits-Index
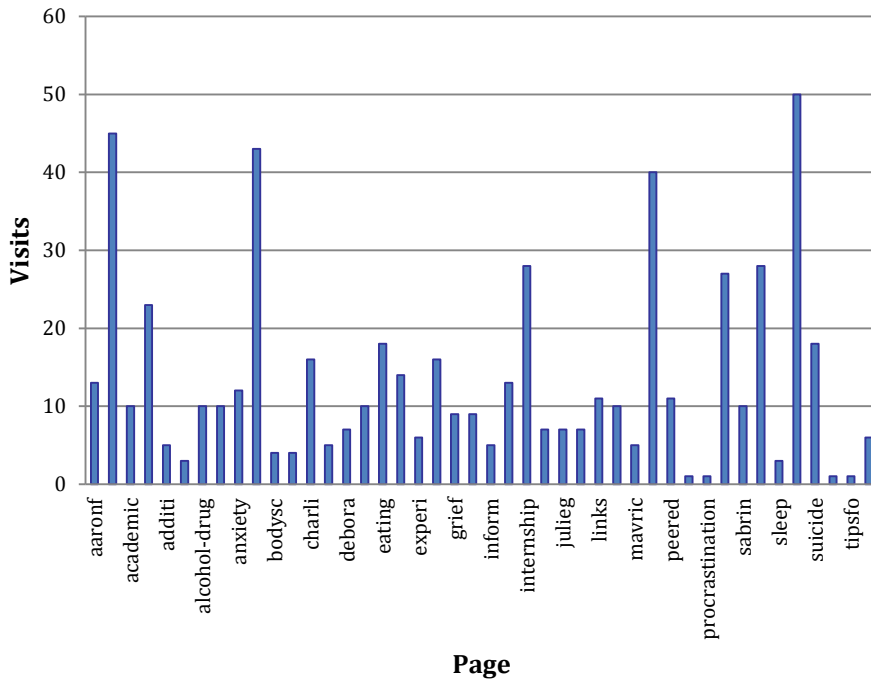

Dec 2011 Visits-Index
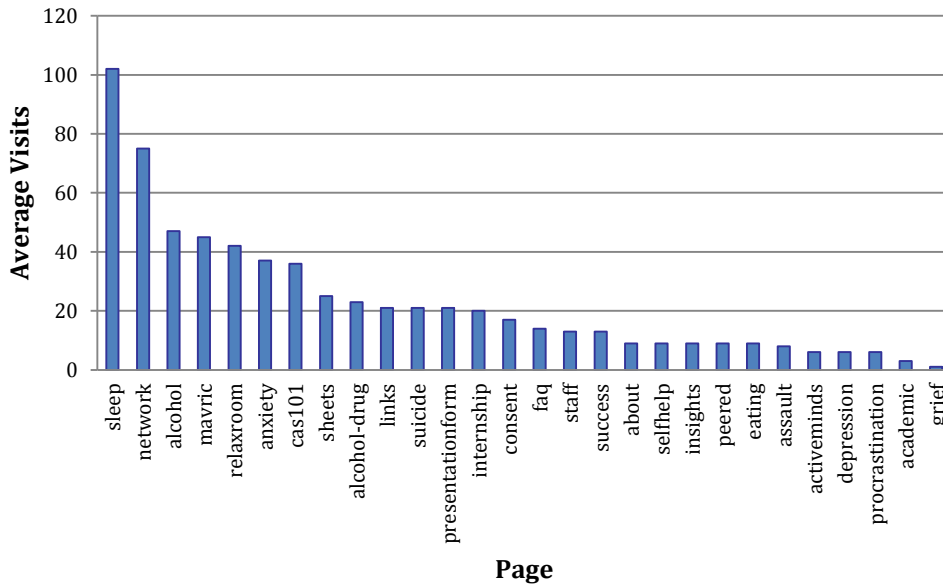
Jan 2012 Visits Index
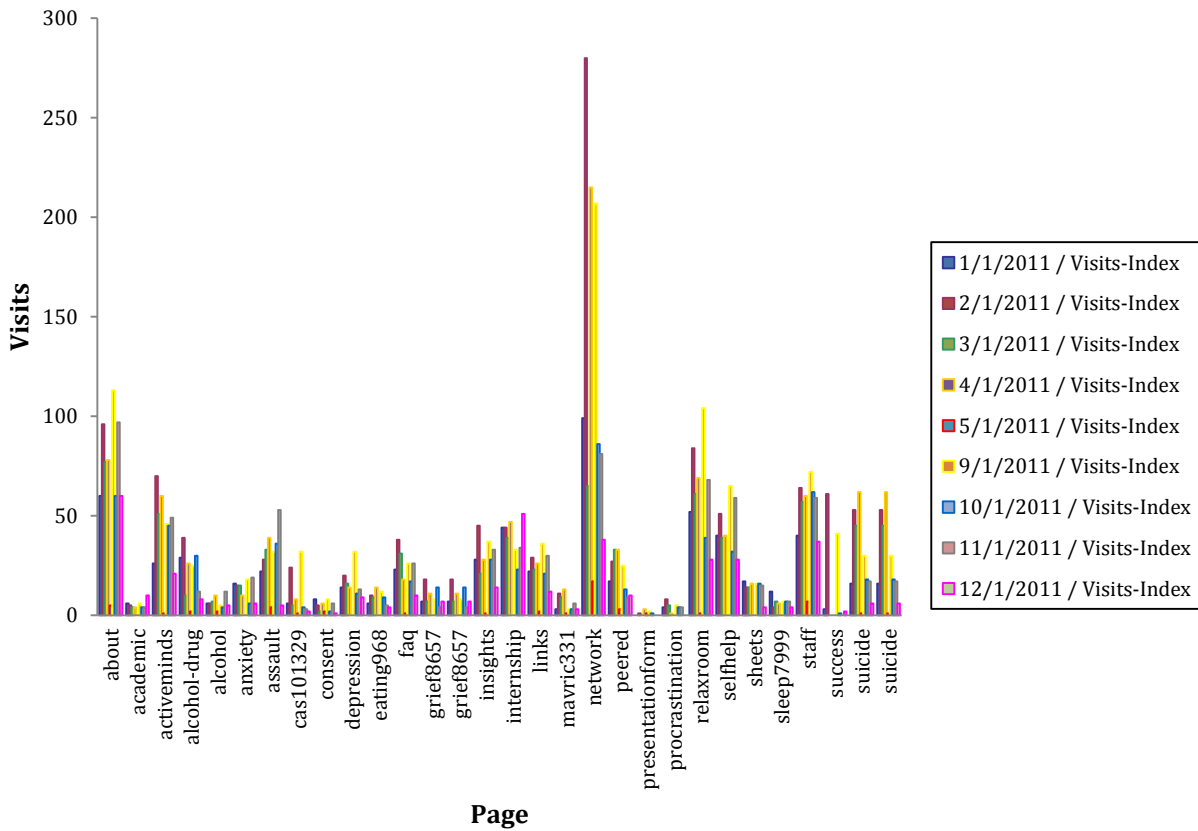

Feb 2012 Visits-Index

Mar 2012 Visits-Index

Visits

9
8
7
6
5
4
3
2
1
0

about | academic | activeminds | alcohol-drug | assault | eating | faq | grief | insights | internship | links | network | peered | selfhelp | sheets | sleep | staff

Page

Apr 2012 # Visits-Index per Page

Visits

60
50
40
30
20
10
0

aaronf | academic | additi | alcohol-drug | anxiety | bodysc | charli | debora | eating | experi | grief | inform | internship | julieg | links | mavric | peered | procrastination | sabrin | sleep | suicide | tipsfo

Page

Average/Visits -Index

Time Series
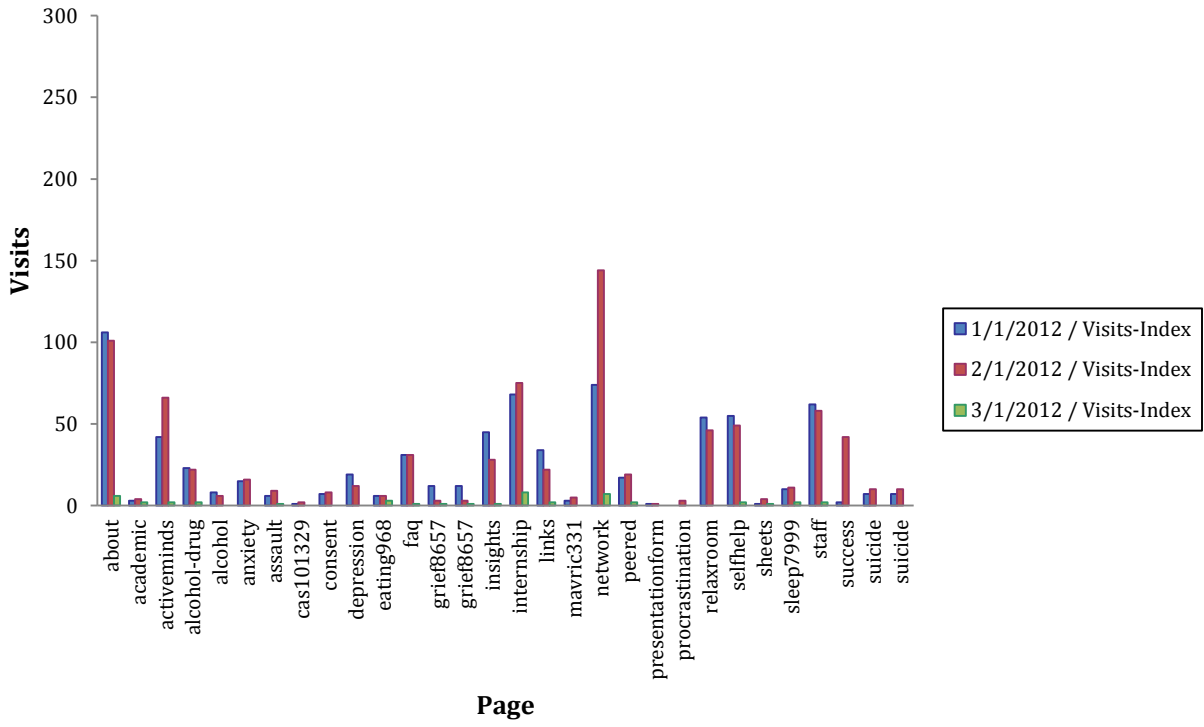
78

Time Series

| Content: /Admin/SDCC/...html	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Average
about	88	138	94	100	7	153	75	130	77	149	138	12	97
academic	7	5	4	4	0	7	4	4	11	3	4	2	5
activeminds	29	80	56	66	1	51	53	61	28	43	78	2	46
alcohol-drug	36	43	11	29	2	40	40	17	13	29	31	2	24
alcohol	6	6	7	10	2	6	4	13	5	10	6	0	6
anxiety	17	17	21	12	0	19	6	20	7	16	21	0	13
assault	23	29	34	41	4	33	39	58	7	7	9	1	24
cas101329	7	25	7	12	1	33	4	3	2	1	4	0	8
consent	8	5	2	6	2	12	2	6	1	7	9	0	5
depression	17	24	17	15	0	37	11	16	12	21	17	0	16
eating968	6	14	10	15	0	19	11	7	5	6	6	3	9
faq	32	51	37	18	1	39	19	30	11	41	44	1	27
grief8657	8	21	8	11	0	8	14	4	7	12	3	1	8
index	394	467	413	388	39	483	444	575	370	500	578	44	391
insights	42	58	27	38	1	49	35	39	22	59	36	1	34
internship	52	53	50	49	0	42	25	39	54	81	83	10	45
links	25	41	29	40	2	50	29	41	12	44	29	2	29
mavric331	4	14	10	17	2	3	3	14	3	3	6	0	7
network	138	324	81	258	19	247	102	96	52	90	170	10	132
peered	21	38	37	49	3	28	17	9	11	20	23	2	22
presentationform	0	1	0	3	1	3	1	0	0	1	1	0	1
procrastination	9	5	1	0	5	4	4	0	0	3	0	3	3
relaxroom	107	81	86	1	153	52	96	40	84	70	0	70	70
selfhelp	66	46	56	0	81	38	85	44	79	64	3	51	51
sheets	19	24	16	0	21	20	23	8	1	7	2	13	13
sleep7999	4	7	7	0	7	7	8	4	15	12	2	7	7
staff	73	63	68	10	86	71	68	40	78	63	4	57	57
success	63	0	0	0	41	1	0	2	2	42	0	14	14
suicide	60	49	71	1	36	18	17	10	8	10	0	25	25
thanks522	1	0	0	0	0	0	0	0	0	0	0	0	0

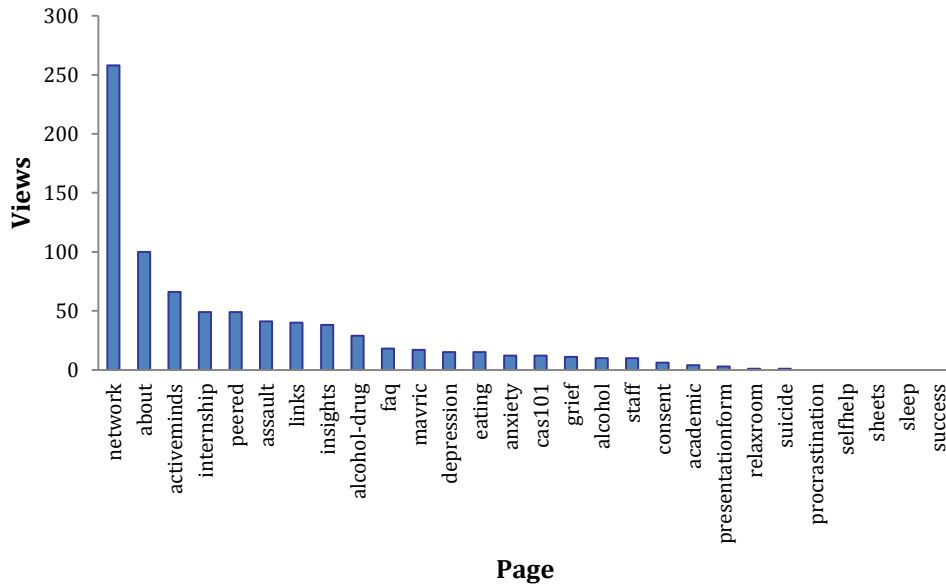## Time Series of 1/1/2011 / Page Views-Index
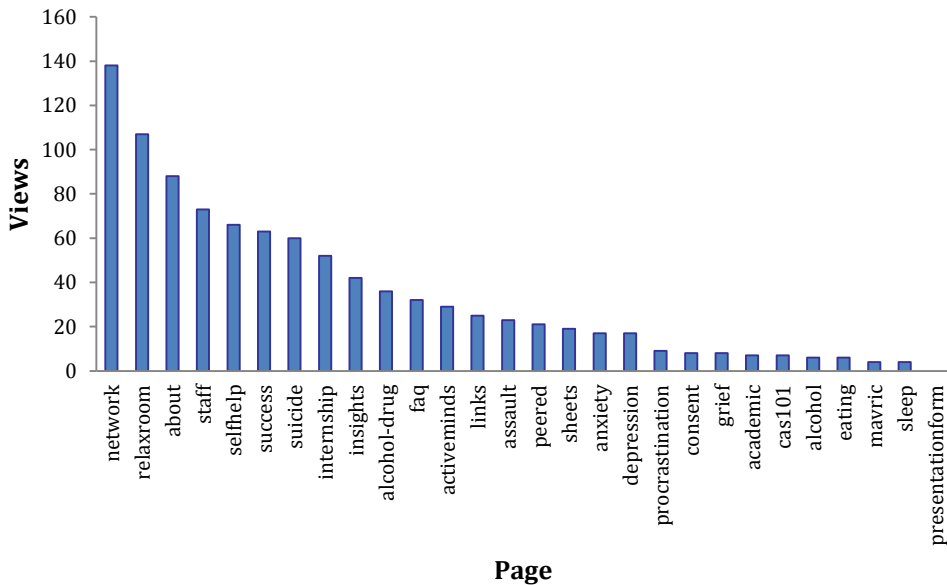
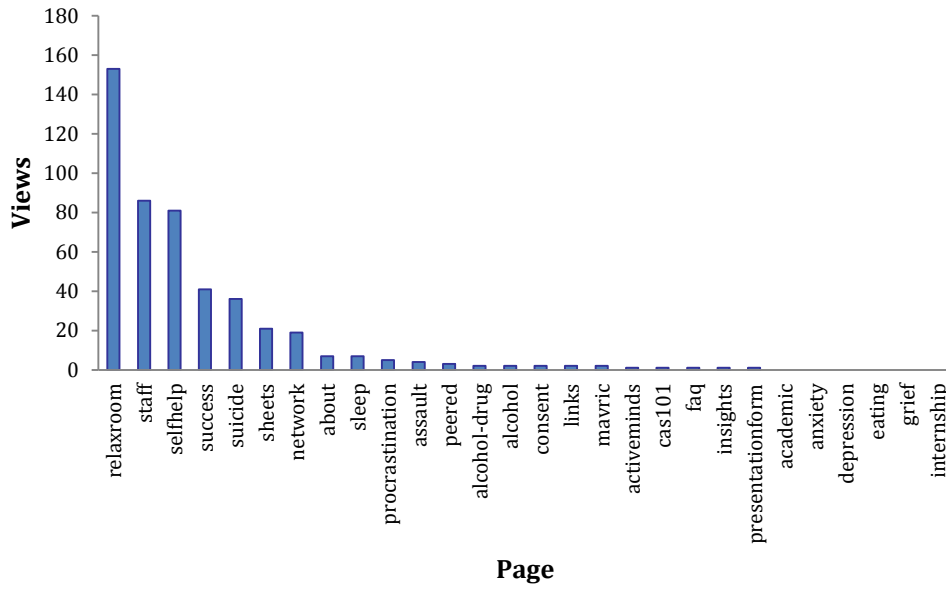## Time Series of 2/1/2011 / Page Views-Index
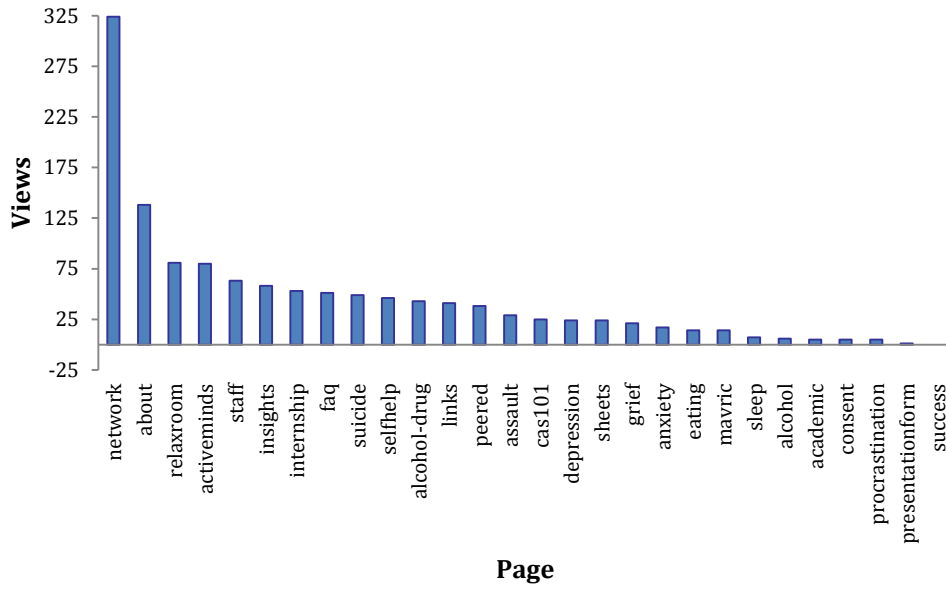
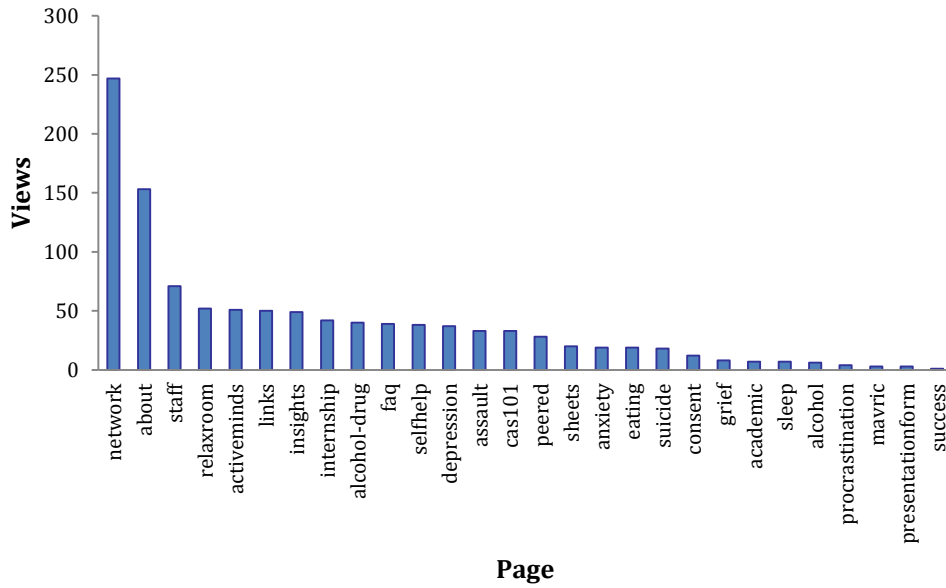## Time Series of 3/1/2011 / Page Views-Index
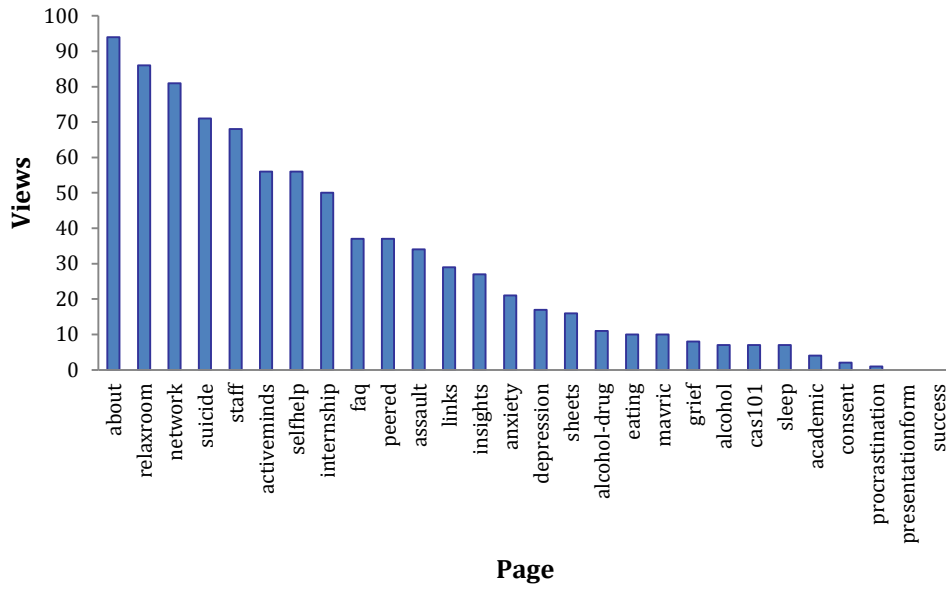
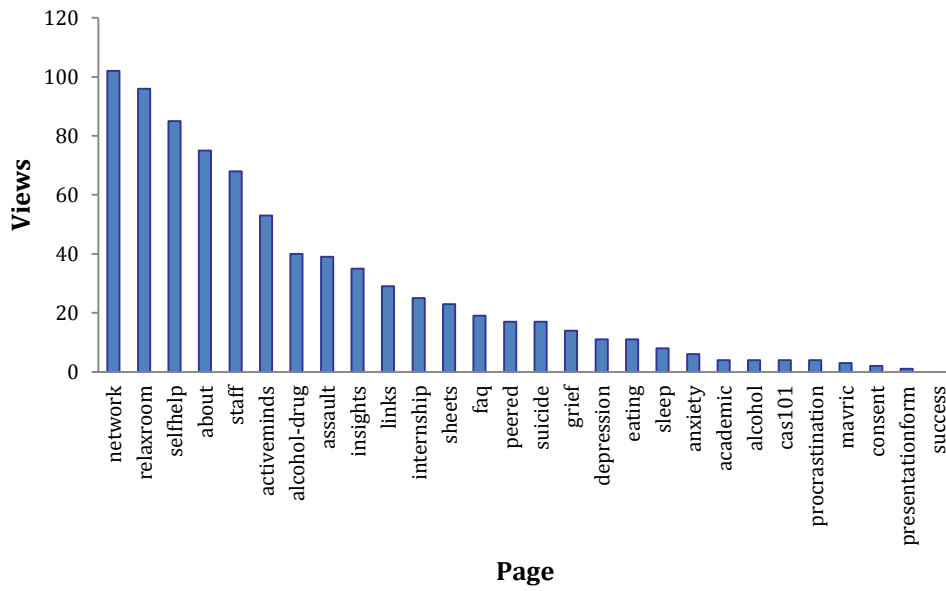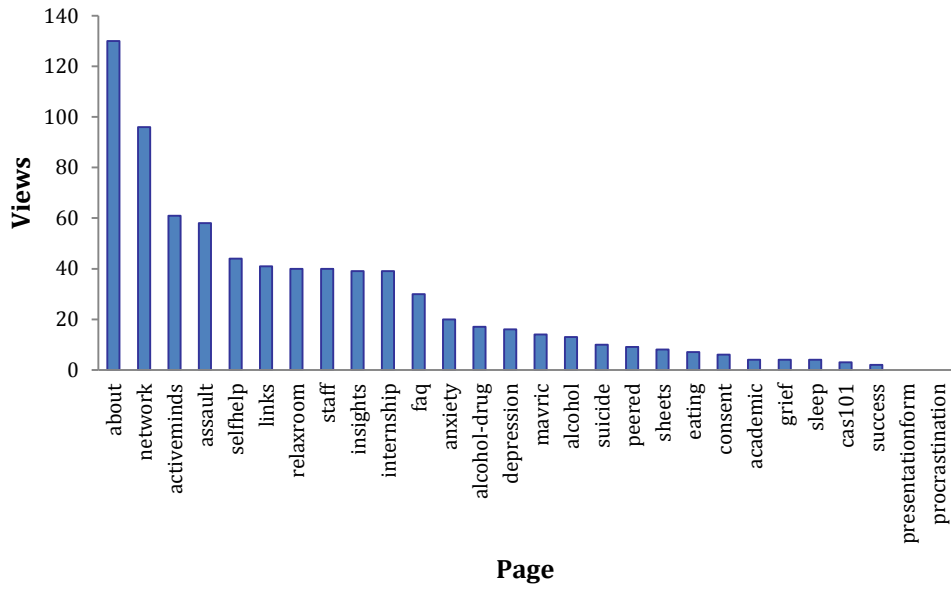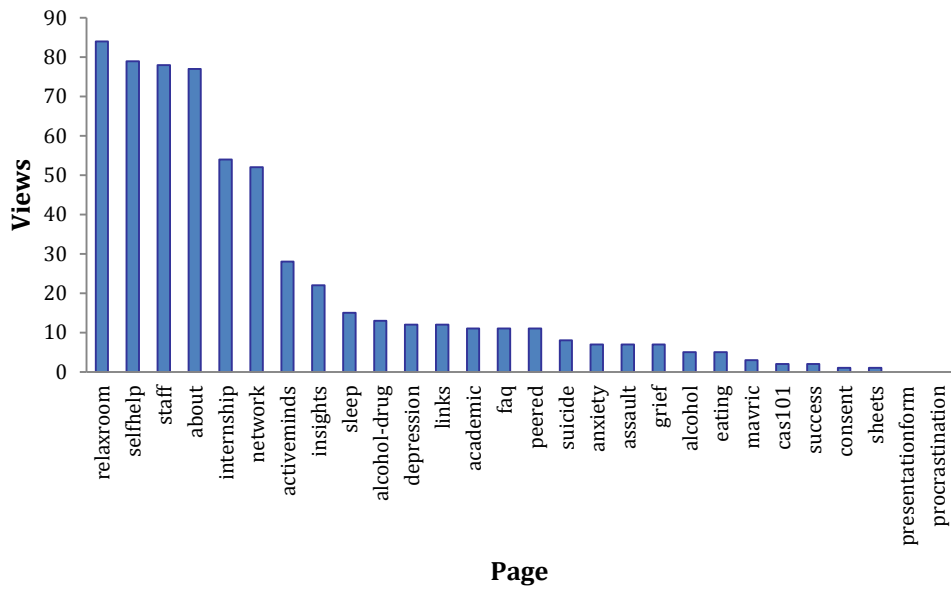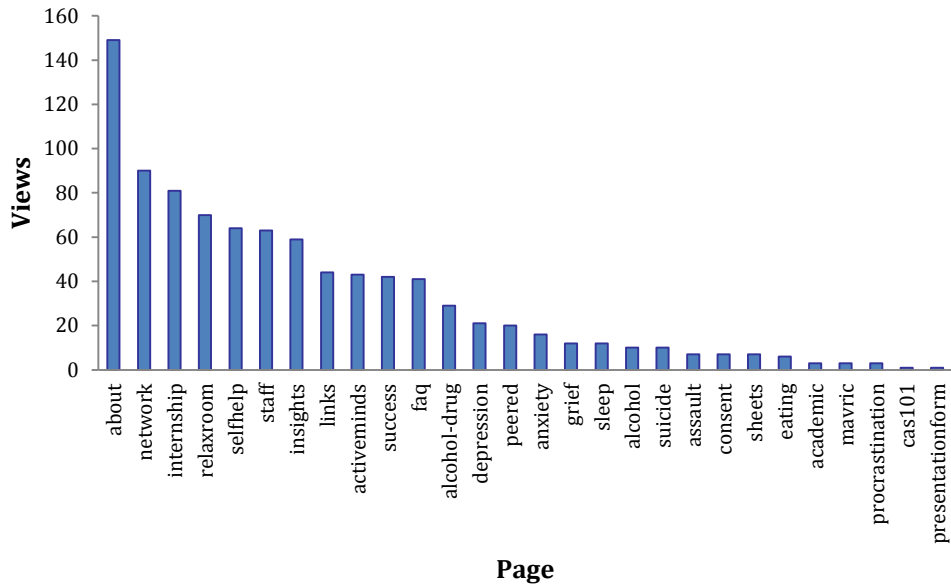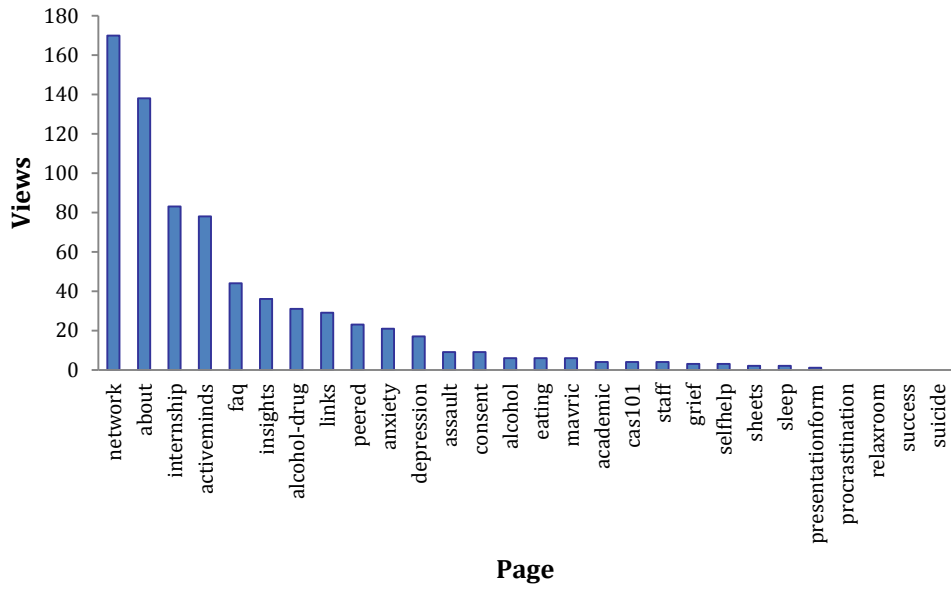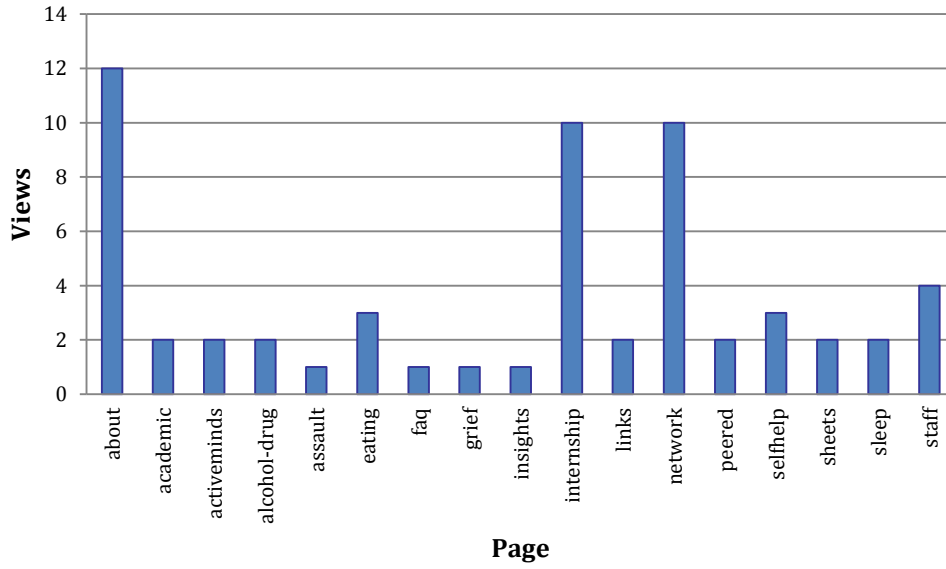## Time Series of 4/1/2011 / Page Views-Index

Time Series of 5/1/2011 / Page Views-Index

Time Series of 9/1/2011 / Page Views-Index

Time Series of 10/1/2011 / Page Views-Index

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Time Series of 11/1/2011 / Page Views-Index

Time Series of 12/1/2011 / Page Views-Index

Time Series of 1/1/2012 / Page Views-Index

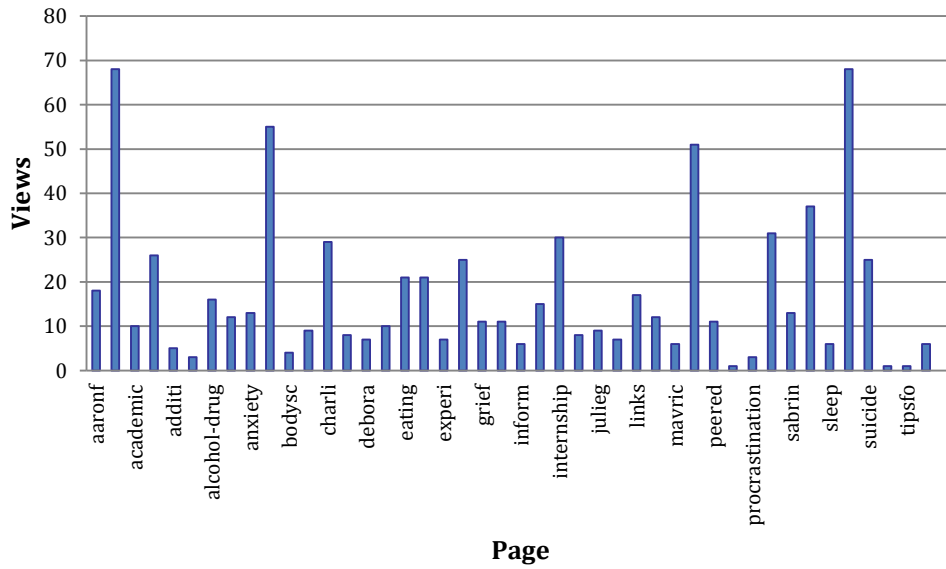**Time Series of 2/1/2012 / Page Views-Index**

85

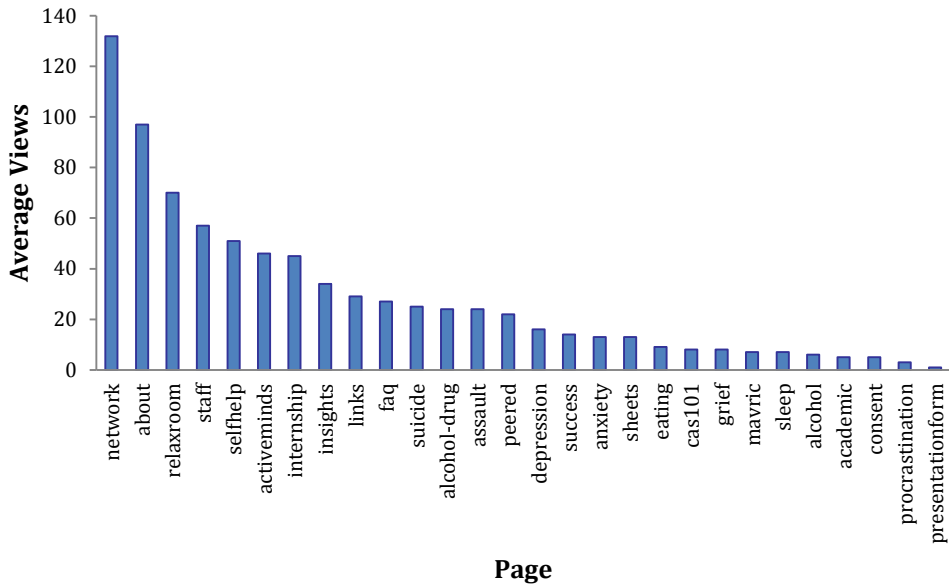## Time Series of 3/1/2012 Page Views-Index
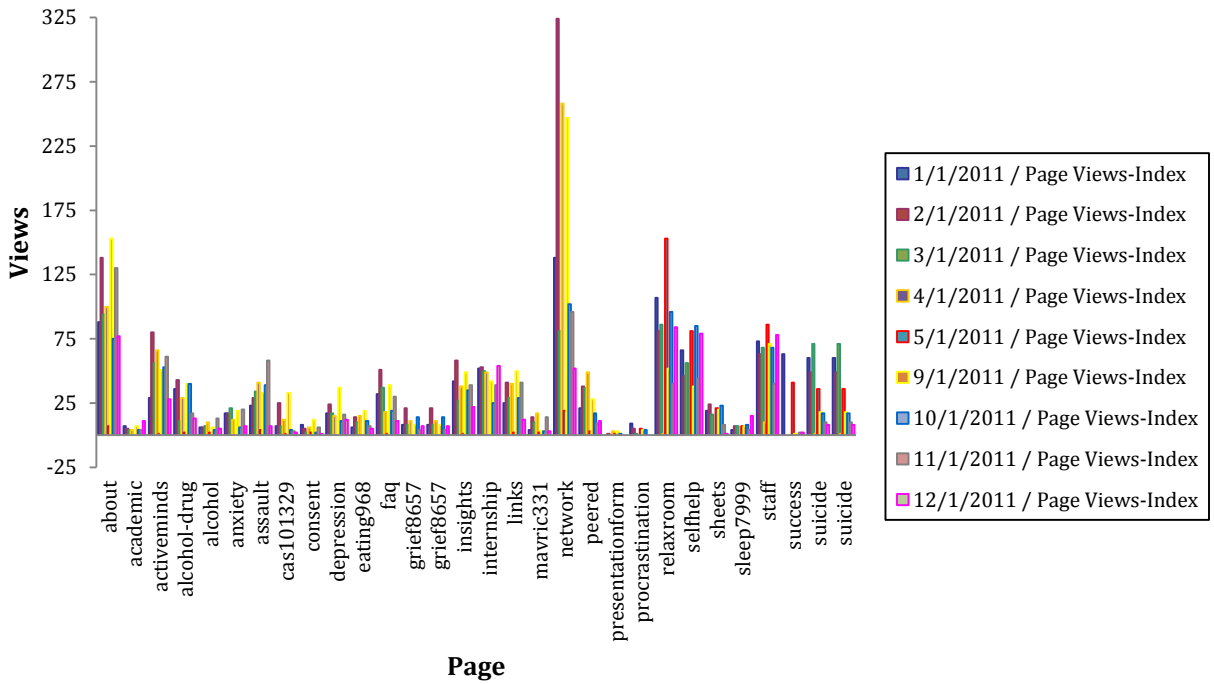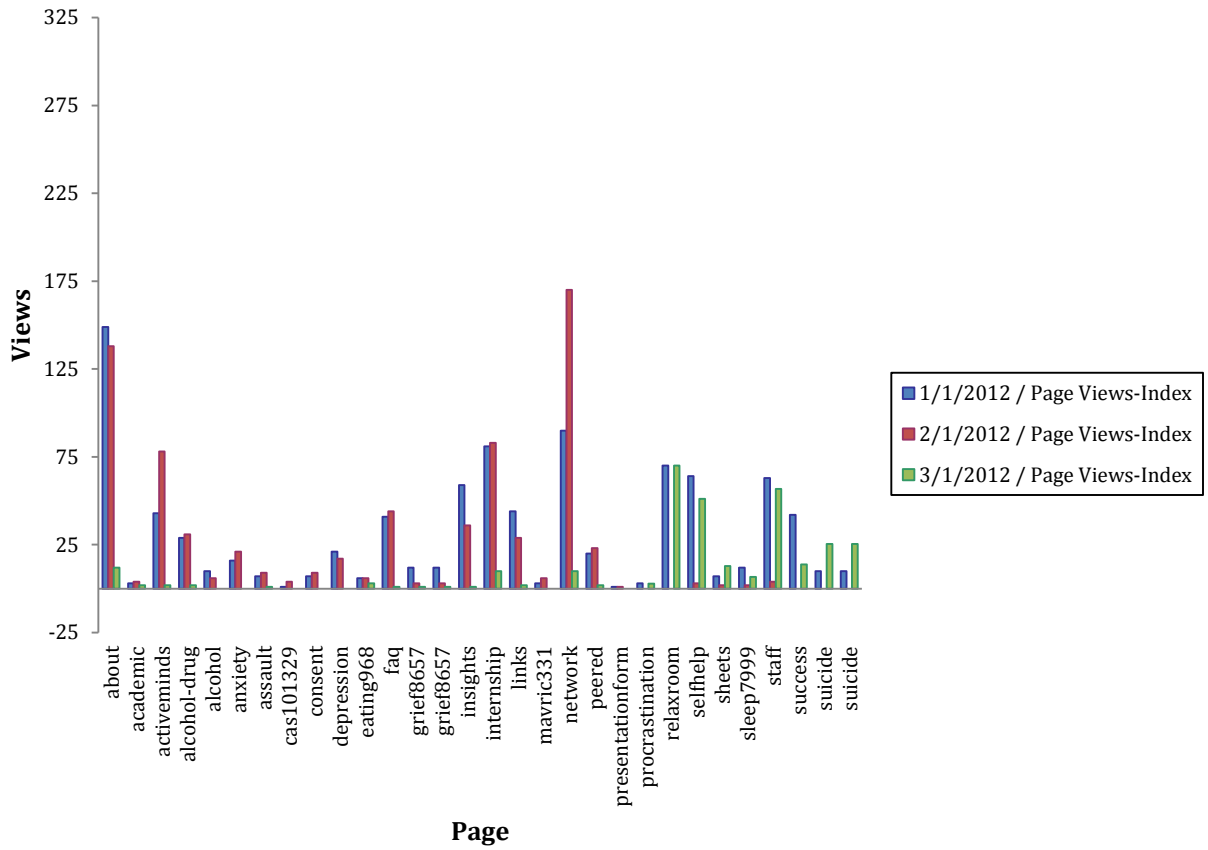

Time Series of 4/1/2012 Page Views-Index

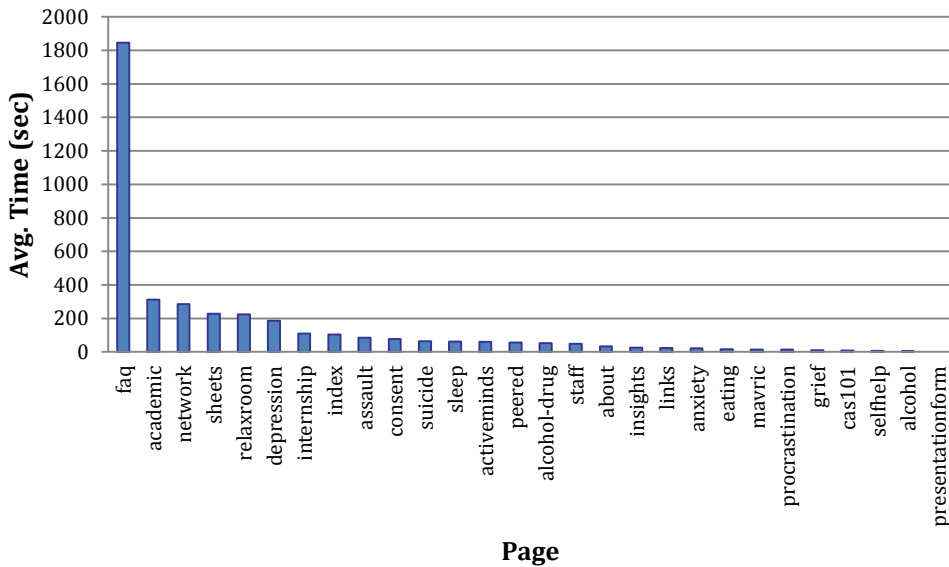## Time Series of Average / Page Views-Index

Time Series

Time Series

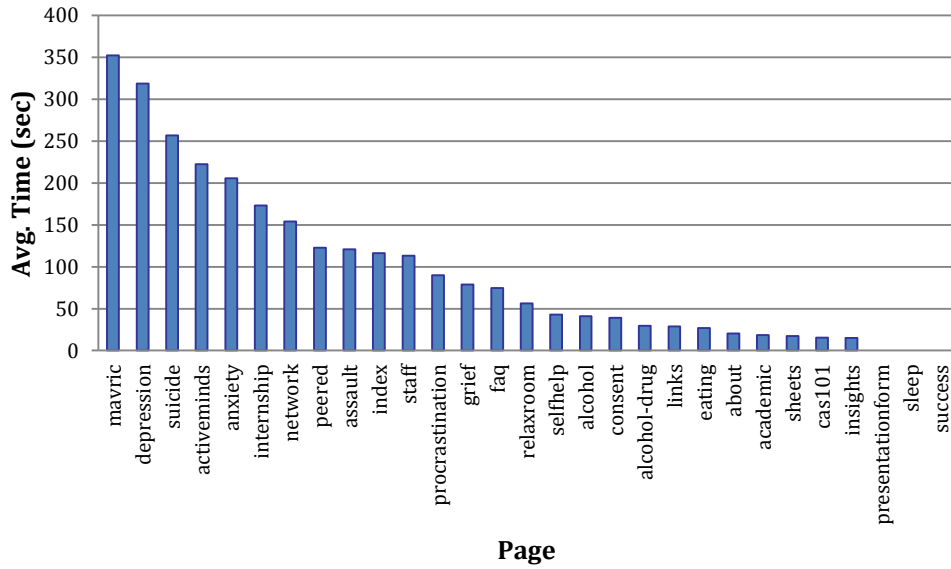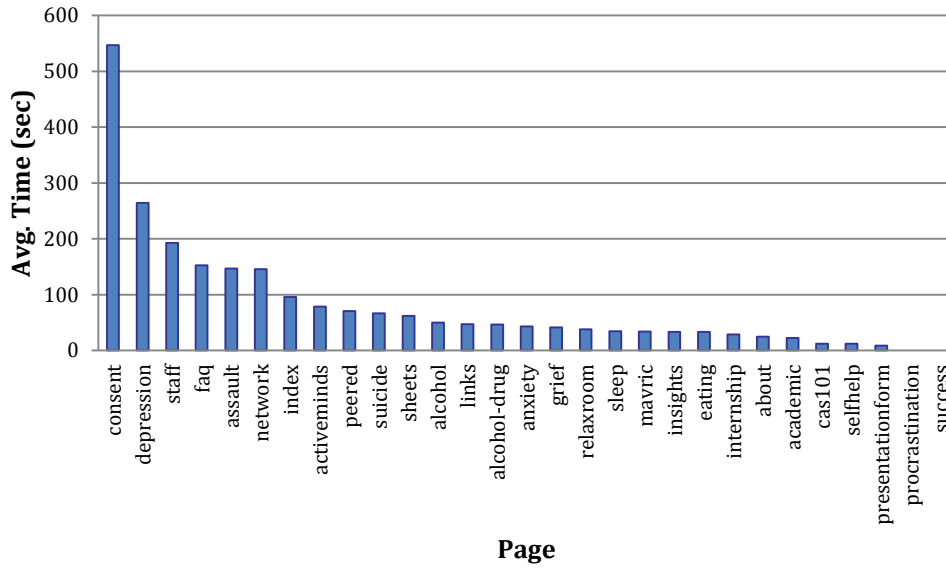| Content: /Admin/SDCC/...html	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Average
about	33	29	21	25	7	20	43	38	22	45	27	4	26
academic	313	28	18	23	0	88	79	0	407	39	81	5	90
activeminds	61	85	222	79	0	95	127	51	18	78	154	340	109
alcohol-drug	52	201	30	47	0	91	33	194	19	84	101	273	94
alcohol	5	402	41	50	0	35	12	58	19	12	33	0	56
anxiety	21	98	206	43	0	233	11	150	47	71	160	0	87
assault	84	25	121	147	0	334	245	117	237	24	165	0	125
cas101329	9	247	15	13	0	474	0	6	17	27	12	0	68
consent	77	389	39	547	0	17	81	29	0	72	259	0	126
depression	187	217	319	264	0	102	65	334	52	92	170	0	150
eating968	16	38	27	33	0	555	7067	83	38	12	36	0	659
faq	1845	63	75	153	0	42	81	116	18	72	59	104	219
grief8657	11	157	79	42	0	35	16	4	20	46	107	0	43
index	103	78	116	96	94	205	302	185	180	169	133	423	174
insights	26	97	15	34	0	38	22	22	14	38	51	0	30
internship	110	26	173	29	0	24	14	48	208	84	97	66	73
links	23	46	29	47	0	28	106	65	31	69	13	16	39
mavric331	15	234	352	34	30	0	0	110	11	16	21	0	68
network	285	346	154	146	31	242	141	125	131	104	393	351	204
peered	56	30	123	71	33	36	142	52	19	19	102	22	59
presentationform	0	12	0	9	0	70	0	0	0	0	0	0	8
procrastination	14	22	90	0	0	69	58	5	0	0	56	0	26
relaxroom	225	33	56	38	0	21	61	21	97	19	41	0	51
selfhelp	6	6	43	12	0	6	6	11	13	15	17	1	11
sheets	228	115	17	62	0	48	11	23	62	0	51	7	52
sleep7999	62	38	0	35	0	161	2	113	24	44	23	0	42
staff	49	91	113	193	54	99	45	236	102	102	121	13	101
success	0	97	0	0	0	96	116	0	5	7	57	0	32
suicide	64	85	257	67	0	117	27	60	48	228	61	0	84

Jan 2011 Avg. Time per Page

Feb 2011 Avg. Time per Page

Mar 2011 Avg. Time per Page

90

Apr 2011 Avg. Time per Page

Chart: Avg. Time (sec) per Page for April 2011. X-axis (Page): consent, depression, staff, faq, assault, network, index, activeminds, peered, suicide, sheets, alcohol, links, alcohol-drug, anxiety, grief, relaxroom, sleep, mavric, insights, eating, internship, about, academic, cas101, selfhelp, presentationform, procrastination, success. Y-axis: Avg. Time (sec), 0 to 600.
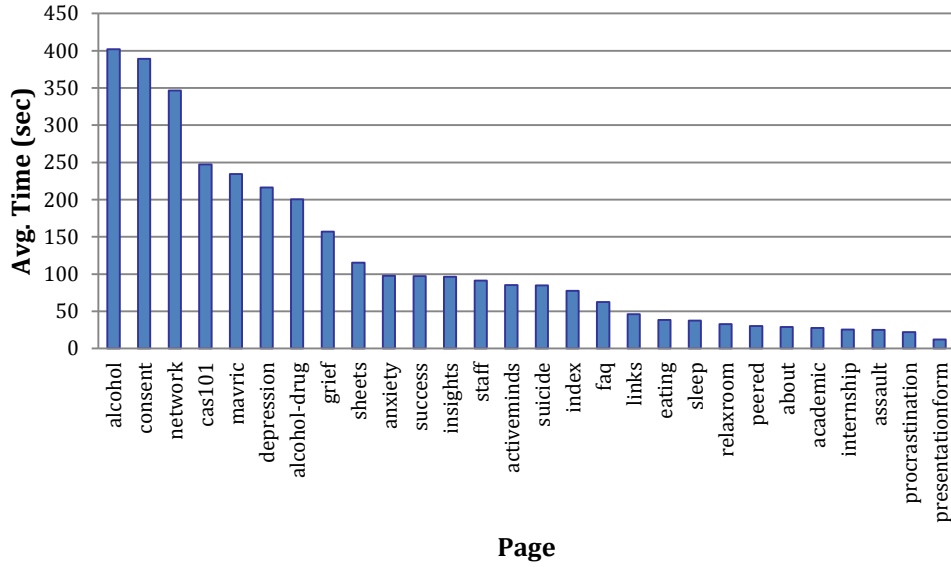
May 2011 Avg. Time (seconds) per Page
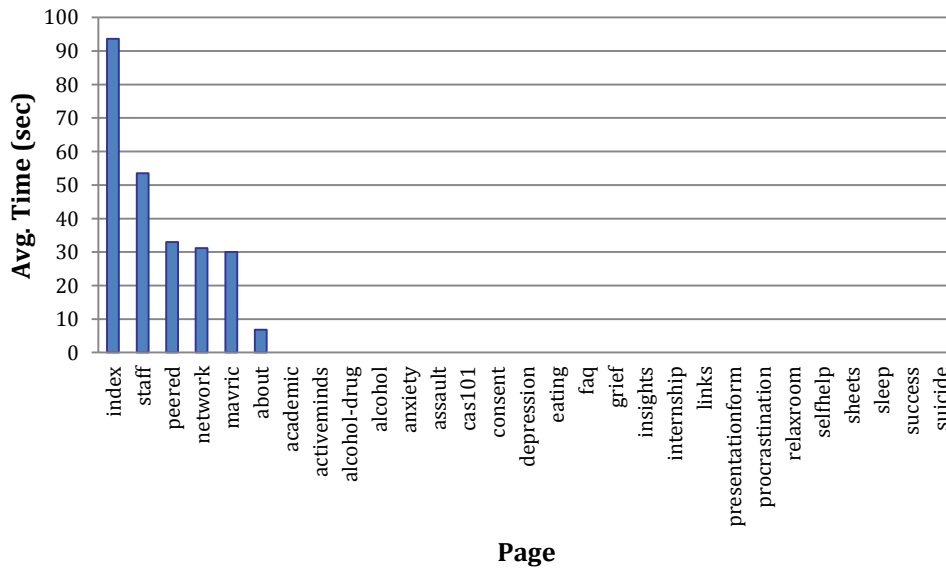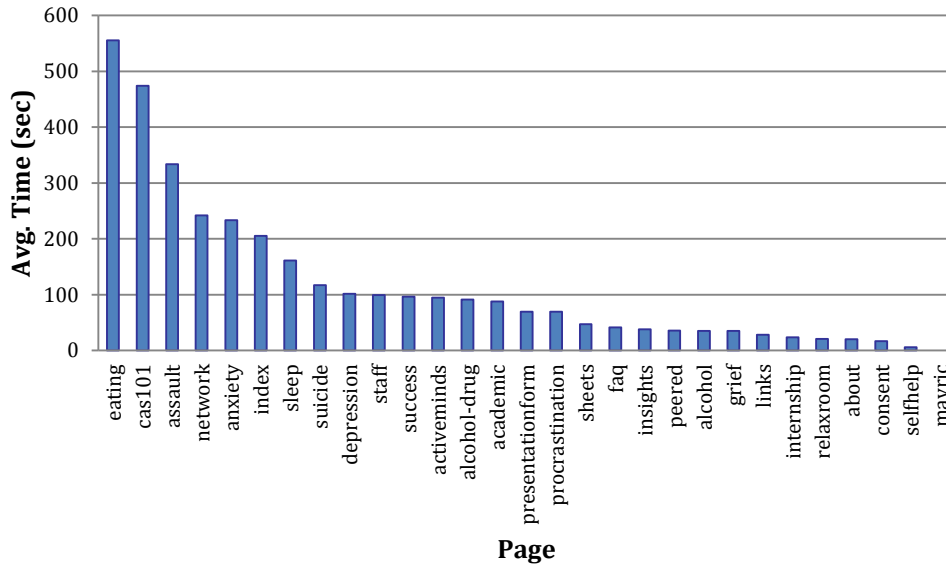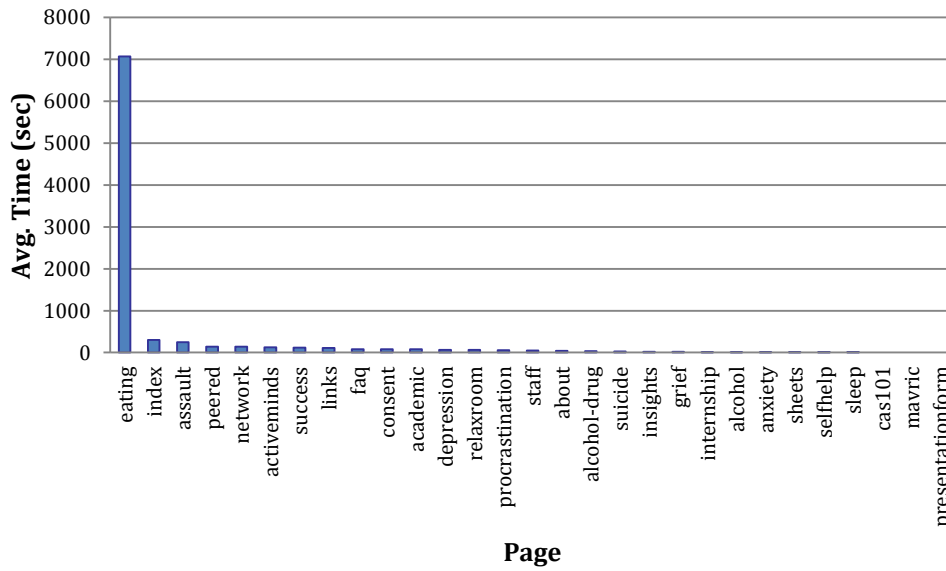
Chart: Avg. Time (sec) per Page for May 2011. X-axis (Page): index, staff, peered, network, mavric, about, academic, activeminds, alcohol-drug, alcohol, anxiety, assault, cas101, consent, depression, eating, faq, grief, insights, internship, links, presentationform, procrastination, relaxroom, selfhelp, sheets, sleep, success, suicide. Y-axis: Avg. Time (sec), 0 to 100.
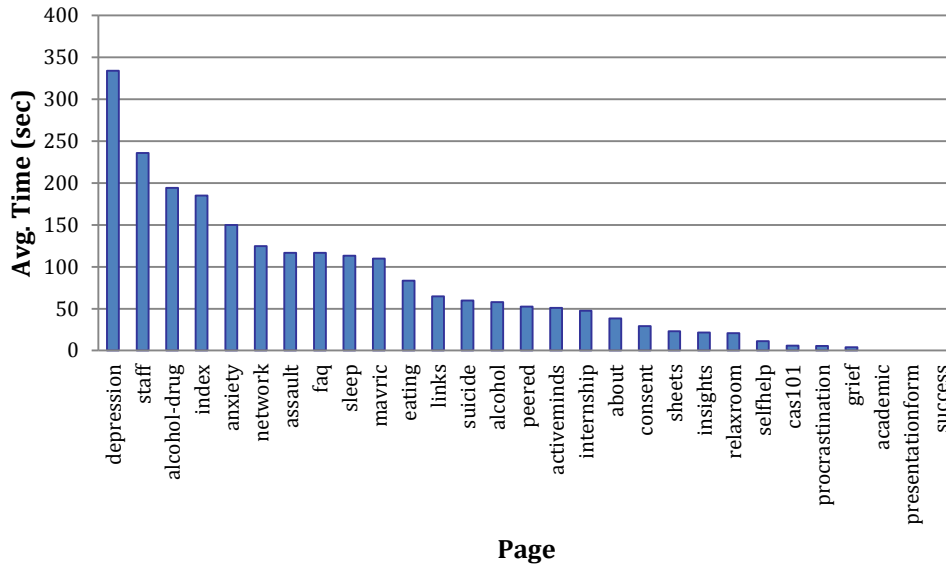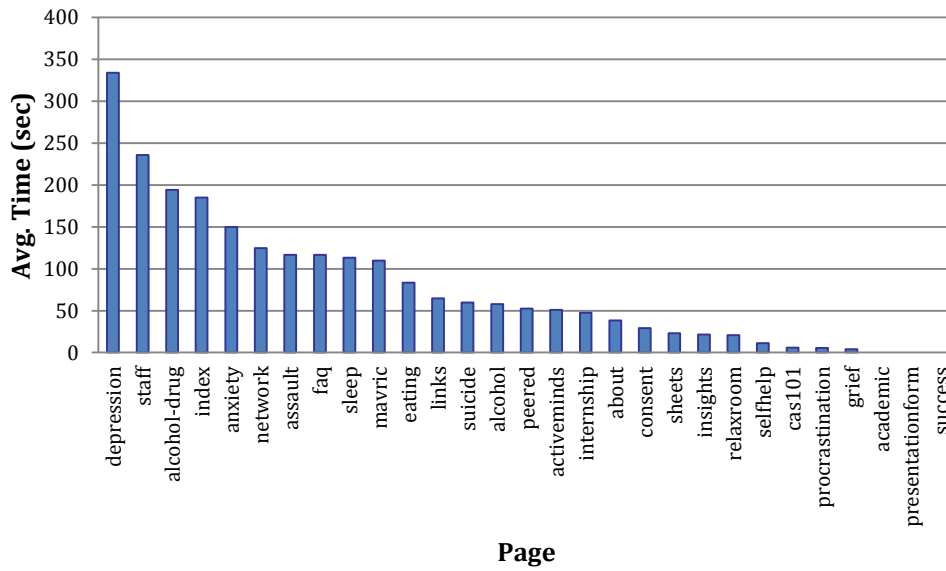
Sep 2011 Avg. Time per Page
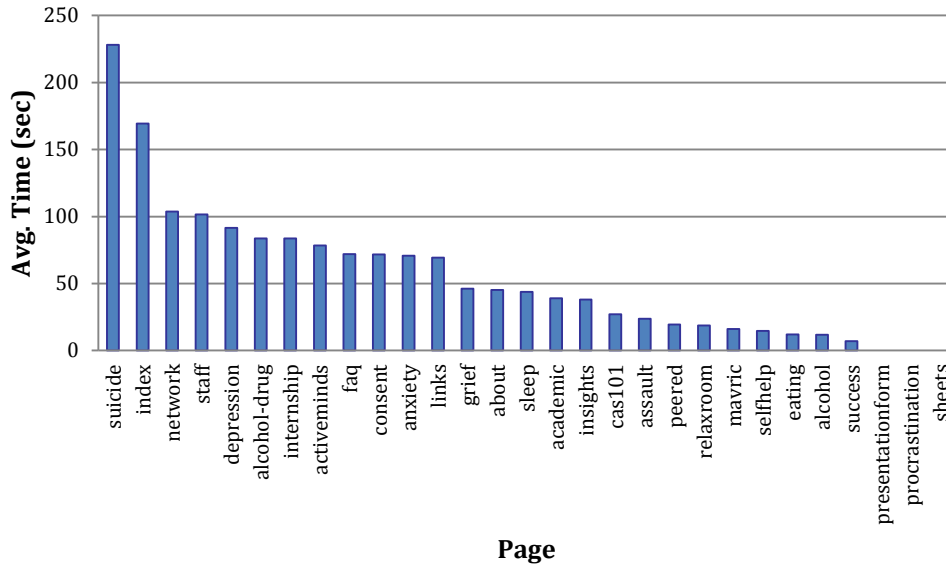

Oct 2011 Avg. Time per Page
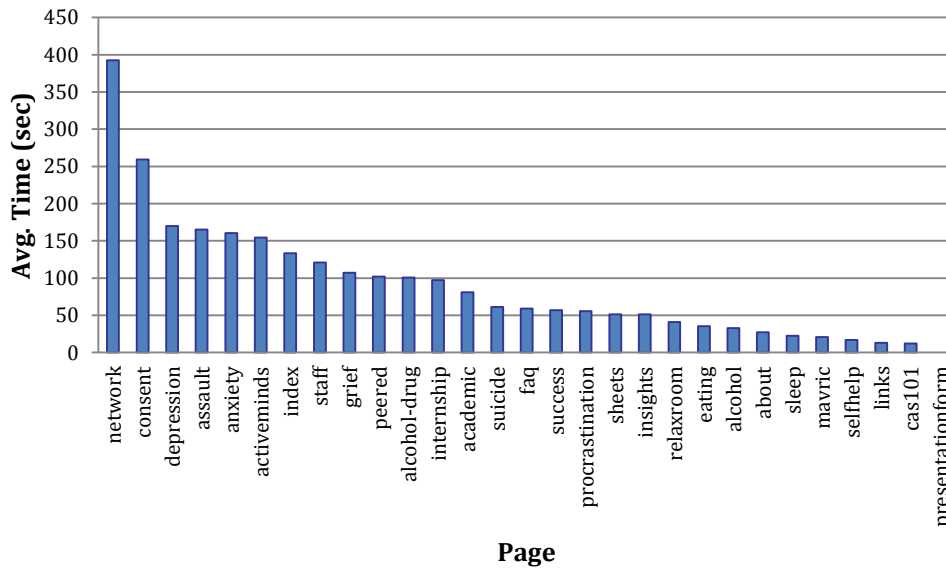
Nov 2011 Avg. Time per Page

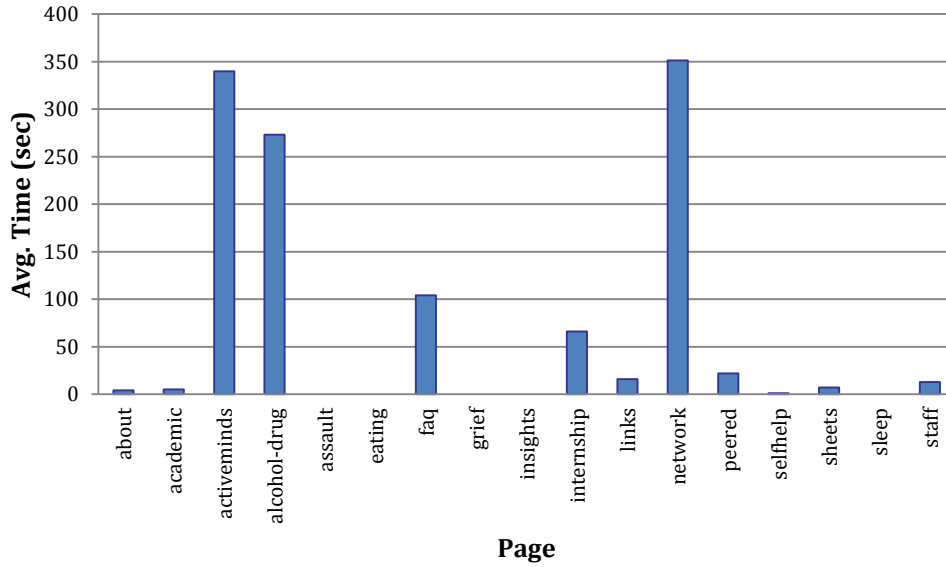**Dec 2011 Avg. Time per Page**

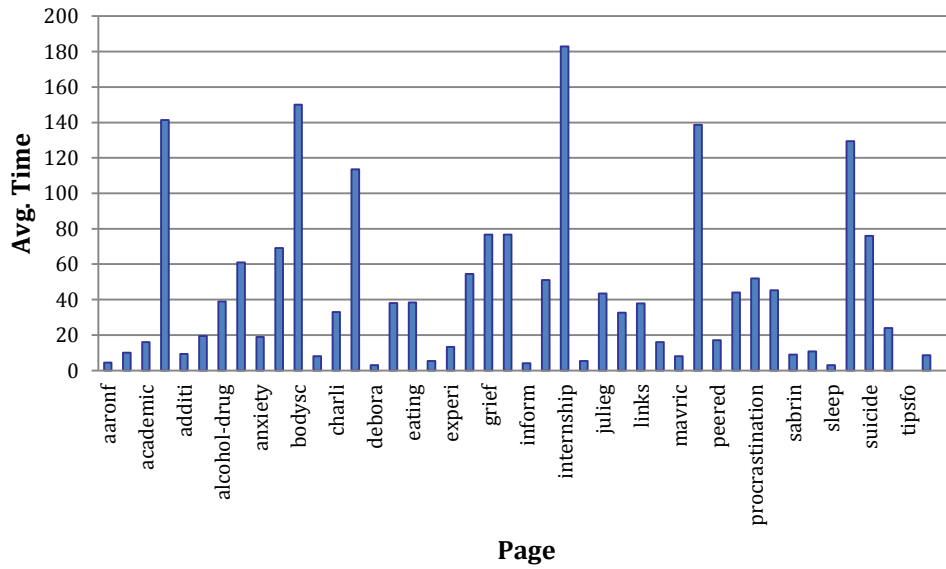**Jan 2012 Avg. Time per Page**

Feb 2012 Avg. Time per Page

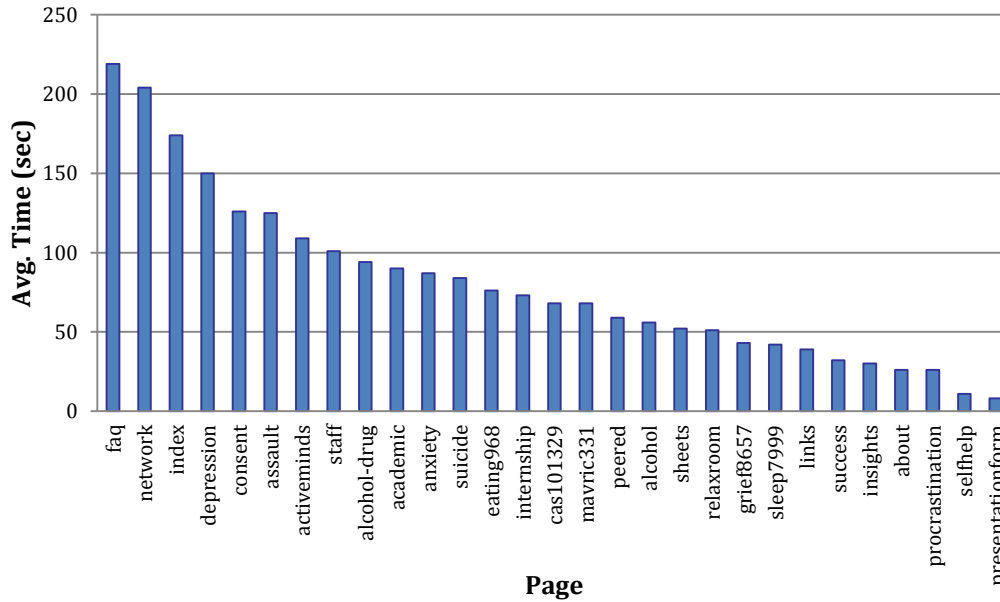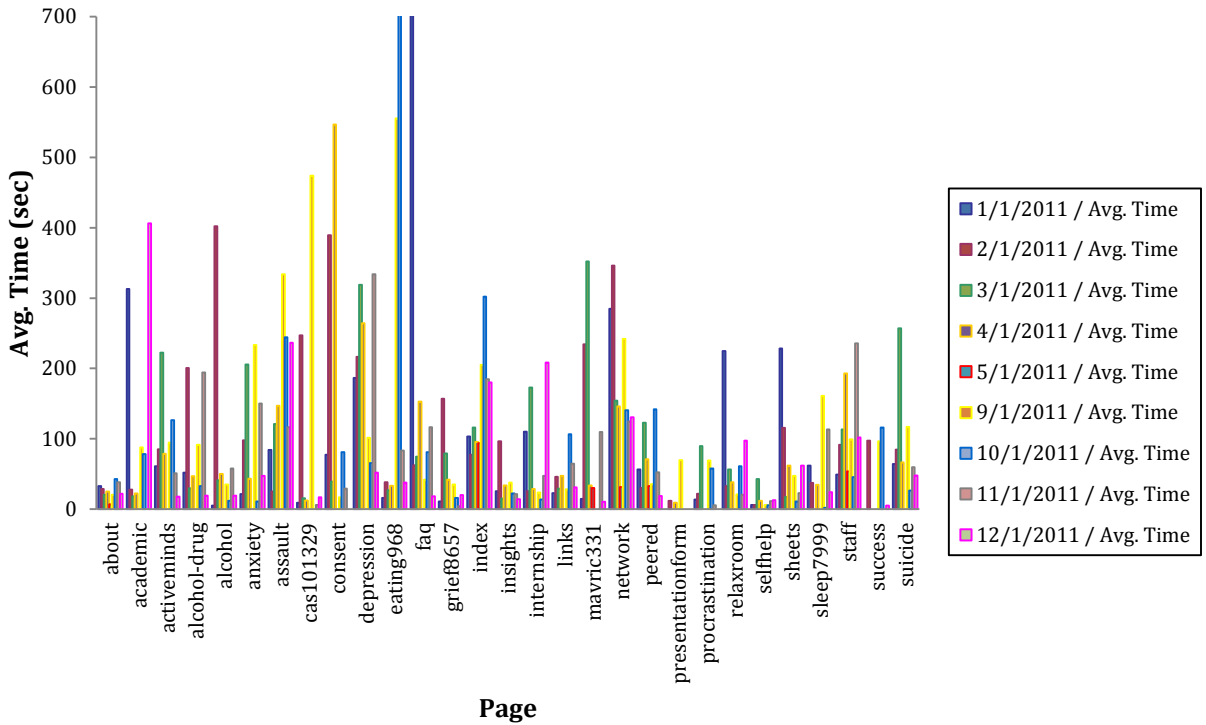**Mar 2012 Avg. Time per Page**

Apr 2012 Avg. Time per Page

Time Series Avg/Average Times Jan 2011-Mar 2012

Time Series
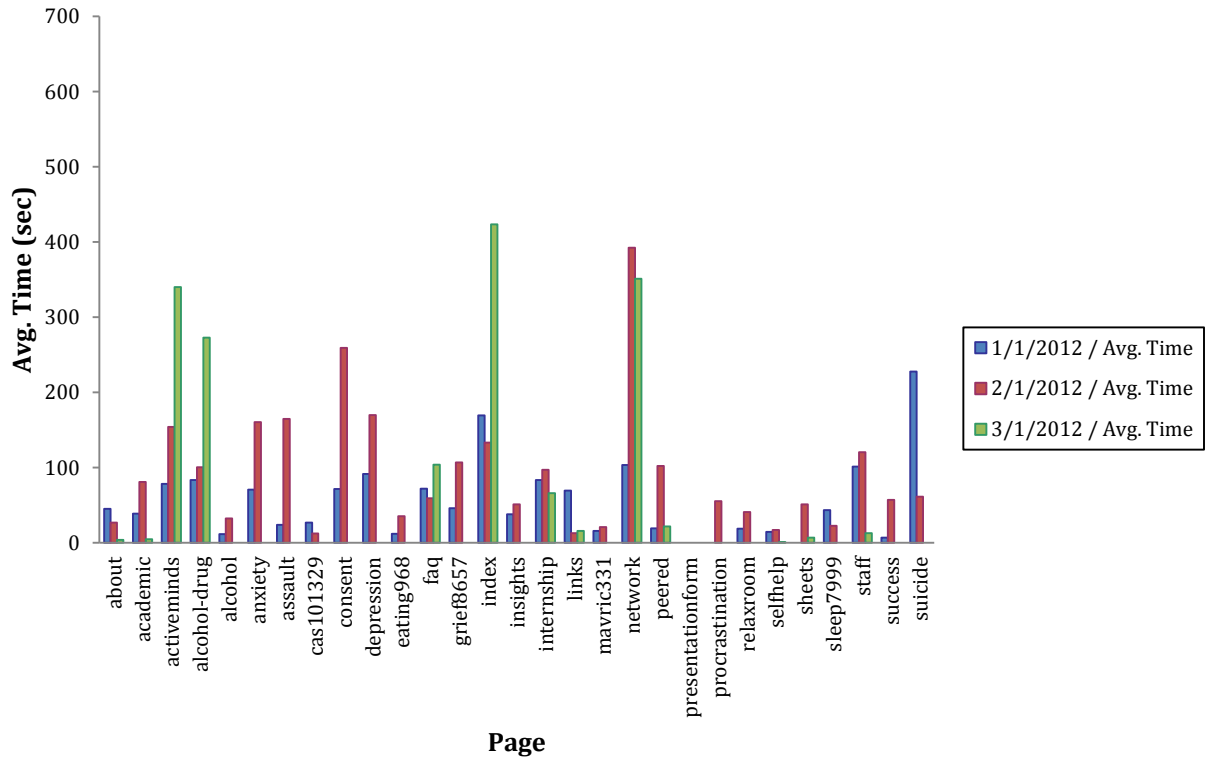
Legend:
- 1/1/2011 / Avg. Time
- 2/1/2011 / Avg. Time
- 3/1/2011 / Avg. Time
- 4/1/2011 / Avg. Time
- 5/1/2011 / Avg. Time
- 9/1/2011 / Avg. Time
- 10/1/2011 / Avg. Time
- 11/1/2011 / Avg. Time
- 12/1/2011 / Avg. Time

Time Series

Content: /Admin/SDCC/…html	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Average
about	11.36	13.77	15.96	20.00	14.29	12.42	10.67	8.46	15.58	14.77	10.87	16.67	13.74
academic	57.14	40.00	25.00	50.00	0.00	28.57	50.00	100.00	81.82	66.67	75.00	50.00	52.02
activeminds	55.17	47.50	58.93	40.91	100.00	52.94	49.06	49.18	50.00	48.84	48.72	50.00	54.27
alcohol-drug	58.33	72.09	72.73	55.17	100.00	40.00	60.00	47.06	23.08	24.14	19.35	0.00	47.66
alcohol	16.67	66.67	85.71	60.00	100.00	33.33	25.00	7.69	40.00	40.00	50.00	0.00	43.76
anxiety	52.94	52.94	42.86	33.33	0.00	42.11	66.67	35.00	0.00	37.50	38.10	0.00	33.45
assault	91.30	89.66	91.18	78.05	100.00	93.94	89.74	87.93	28.57	14.29	88.89	100.00	79.46
cas101329	71.43	56.00	57.14	16.67	100.00	69.70	100.00	66.67	50.00	0.00	25.00	0.00	51.05
consent	62.50	40.00	50.00	83.33	100.00	25.00	50.00	83.33	100.00	42.86	44.44	0.00	56.79
depression	29.41	25.00	35.29	20.00	0.00	48.65	54.55	50.00	16.67	28.57	35.29	0.00	28.62
eating968	83.33	50.00	80.00	80.00	0.00	26.32	54.55	57.14	40.00	50.00	66.67	100.00	57.33
faq	25.00	31.37	45.95	55.56	100.00	33.33	26.32	23.33	45.45	21.95	29.55	0.00	36.48
grief8657	75.00	66.67	62.50	72.73	0.00	50.00	85.71	50.00	71.43	58.33	33.33	100.00	60.48
index	64.47	62.74	63.92	69.33	74.36	57.35	59.46	58.61	55.41	52.20	57.79	65.91	61.80
insights	28.57	17.24	14.81	10.53	100.00	28.57	17.14	20.51	9.09	10.17	19.44	100.00	31.34
internship	48.08	37.74	44.00	40.82	0.00	35.71	56.00	46.15	70.37	50.62	60.24	80.00	47.48
links	24.00	31.71	31.03	15.00	100.00	22.00	10.34	12.20	33.33	18.18	37.93	50.00	32.14
mavric331	50.00	35.71	50.00	47.06	0.00	100.00	100.00	35.71	33.33	33.33	66.67	0.00	45.98
network	44.20	62.04	54.32	68.99	73.68	60.32	61.76	45.83	30.77	38.89	53.53	50.00	53.69
peered	28.95	54.05	22.45	33.33	28.57	35.29	22.22	18.18	10.00	13.04	50.00	28.73	28.73
presentationform	0.00	0.00	66.67	100.00	33.33	100.00	0.00	0.00	100.00	100.00	0.00	45.45	45.45
procrastination	77.78	20.00	100.00	0.00	40.00	50.00	25.00	0.00	0.00	33.33	0.00	31.46	31.46
relaxroom	26.17	23.46	32.56	100.00	18.95	21.15	34.38	15.00	10.71	15.71	0.00	27.10	27.10
selfhelp	0.00	6.52	3.57	0.00	3.70	2.63	5.88	4.55	5.06	6.25	0.00	3.47	3.47
sheets	36.84	54.17	68.75	0.00	42.86	55.00	47.83	50.00	100.00	42.86	50.00	49.85	49.85
sleep7999	50.00	100.00	28.57	0.00	28.57	85.71	37.50	0.00	20.00	50.00	100.00	45.49	45.49
staff	60.27	63.49	57.35	60.00	60.47	67.61	52.94	60.00	41.03	66.67	0.00	53.62	53.62
success	76.19	0.00	0.00	0.00	80.49	0.00	0.00	50.00	50.00	95.24	0.00	31.99	31.99
suicide	80.00	75.51	78.87	100.00	61.11	77.78	70.59	30.00	50.00	60.00	0.00	62.17	62.17

Time Series of 1/1/2011 / % Exit
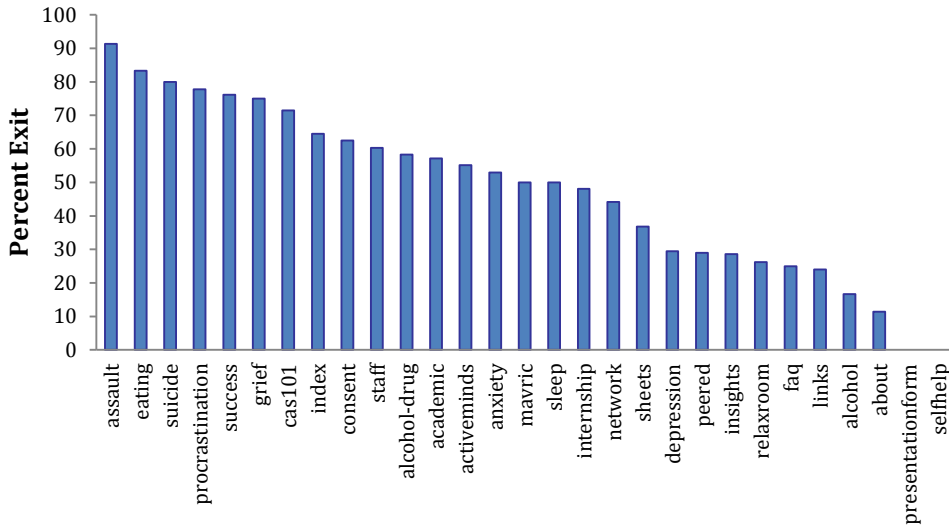
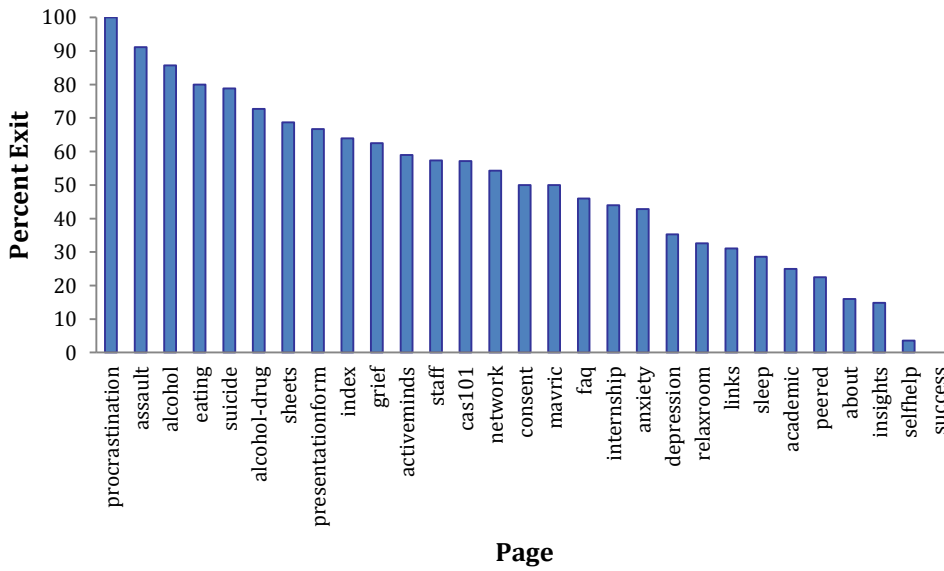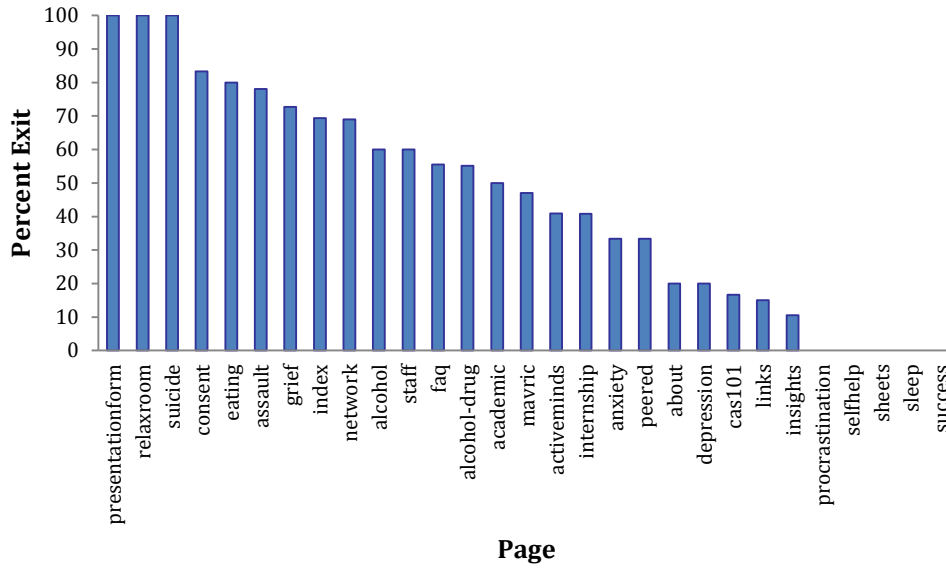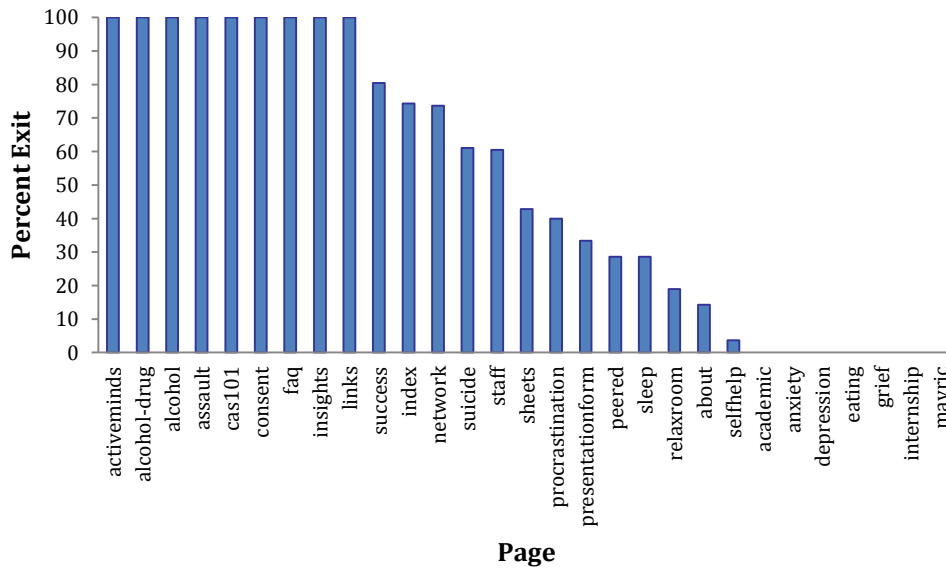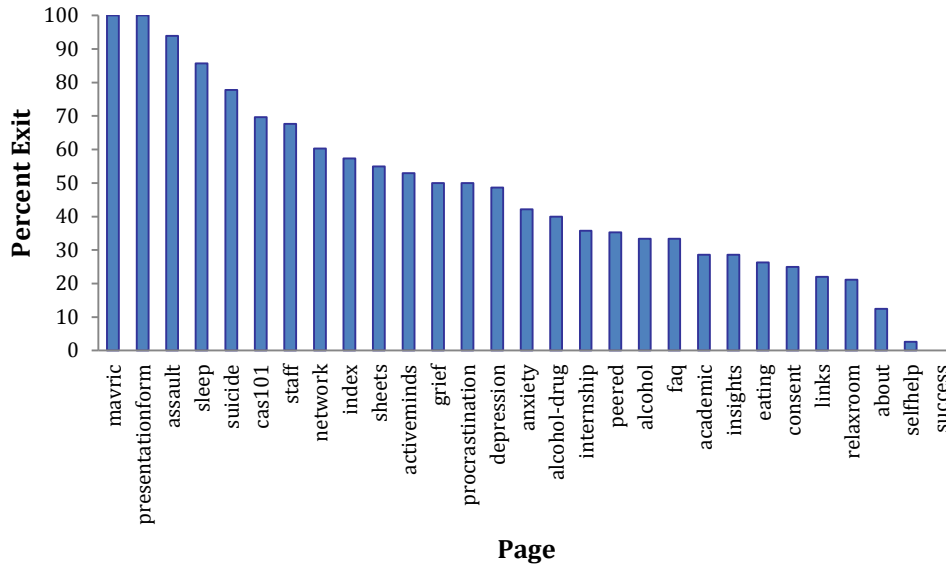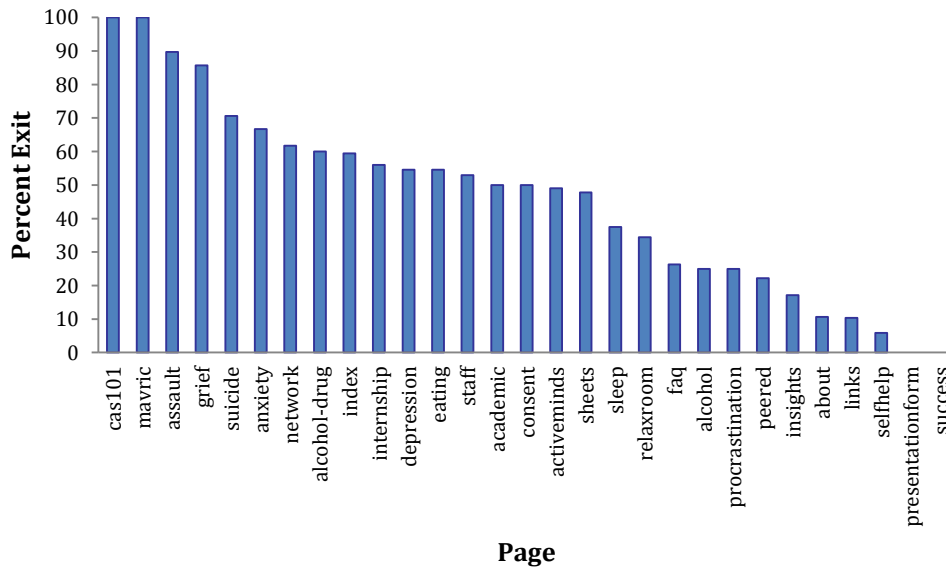**Time Series of 2/1/2011 / % Exit**
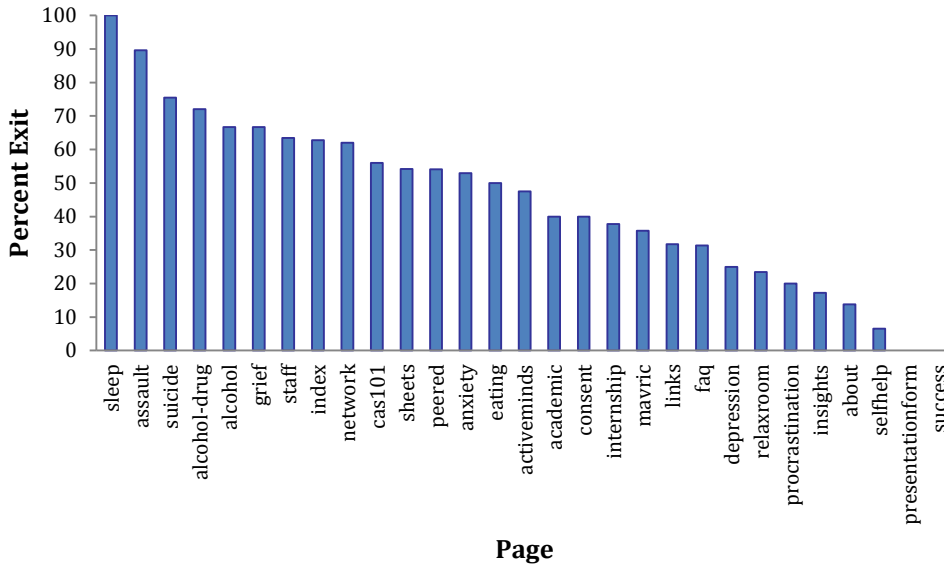
Time Series of 3/1/2011 / % Exit

Time Series of 4/1/2011 / % Exit

Percent Exit vs. Page

Page	Percent Exit
presentationform	100
relaxroom	100
suicide	100
consent	83
eating	80
assault	78
grief	72
index	69
network	69
alcohol	60
staff	60
faq	55
alcohol-drug	55
academic	50
mavric	47
activeminds	41
internship	41
anxiety	33
peered	33
about	20
depression	20
cas101	16
links	15
insights	10
procrastination	0
selfhelp	0
sheets	0
sleep	0
success	0

Time Series of 5/1/2011 / % Exit

Percent Exit vs. Page

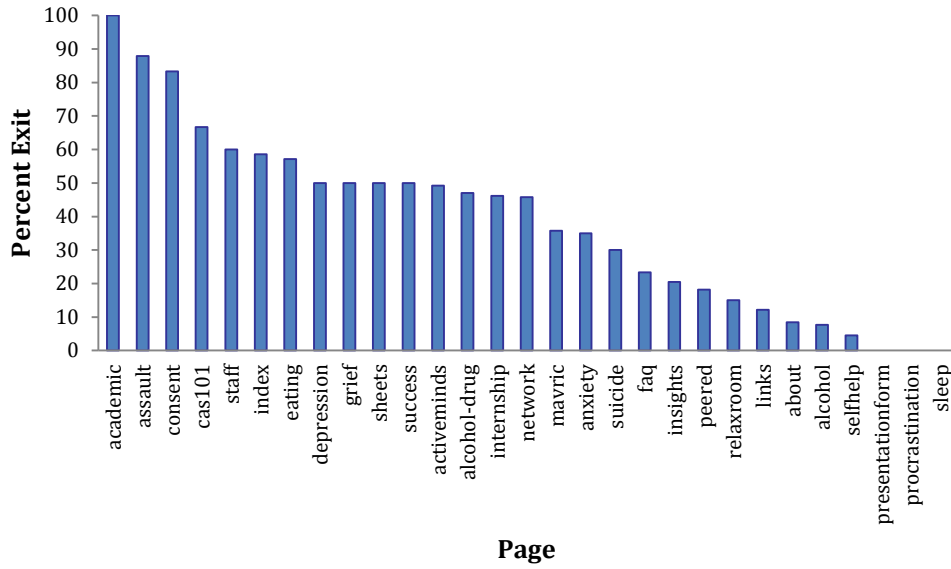| Page	Percent Exit
activeminds	100
alcohol-drug	100
alcohol	100
assault	100
cas101	100
consent	100
faq	100
insights	100
links	100
success	80
index	74
network	73
suicide	61
staff	60
sheets	43
procrastination	40
presentationform	33
peered	29
sleep	29
relaxroom	19
about	14
selfhelp	4
academic	0
anxiety	0
depression	0
eating	0
grief	0
internship	0
mavric	0

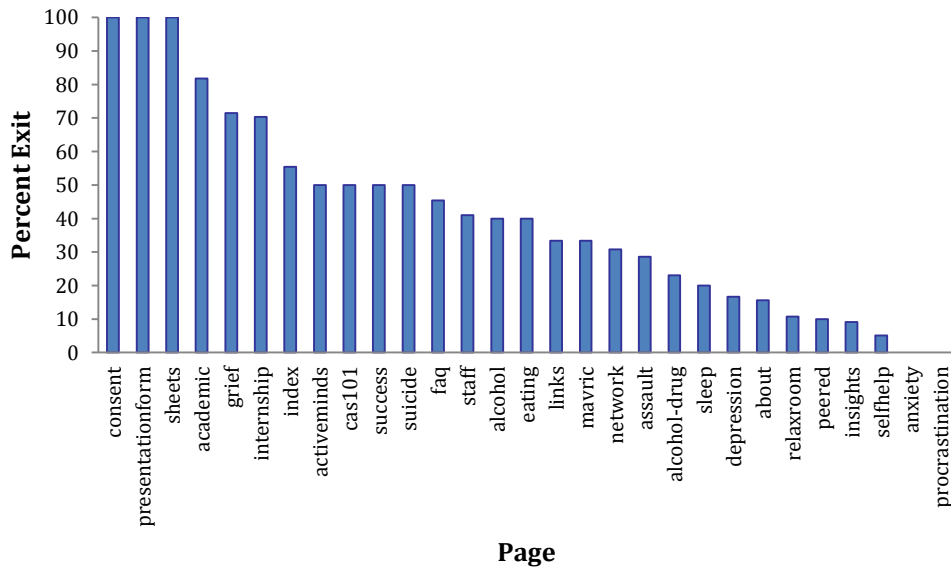## Time Series of 9/1/2011 / % Exit

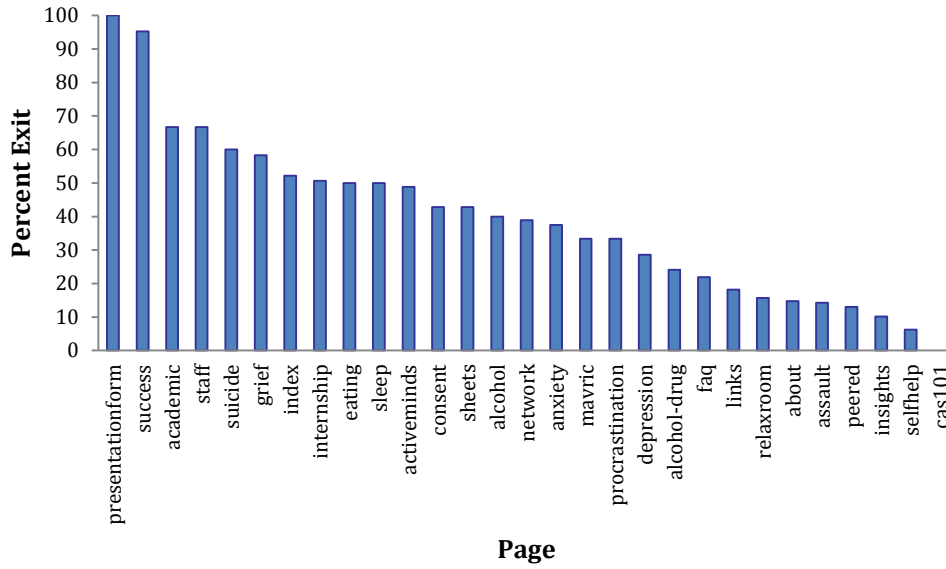## Time Series of 10/1/2011 / % Exit
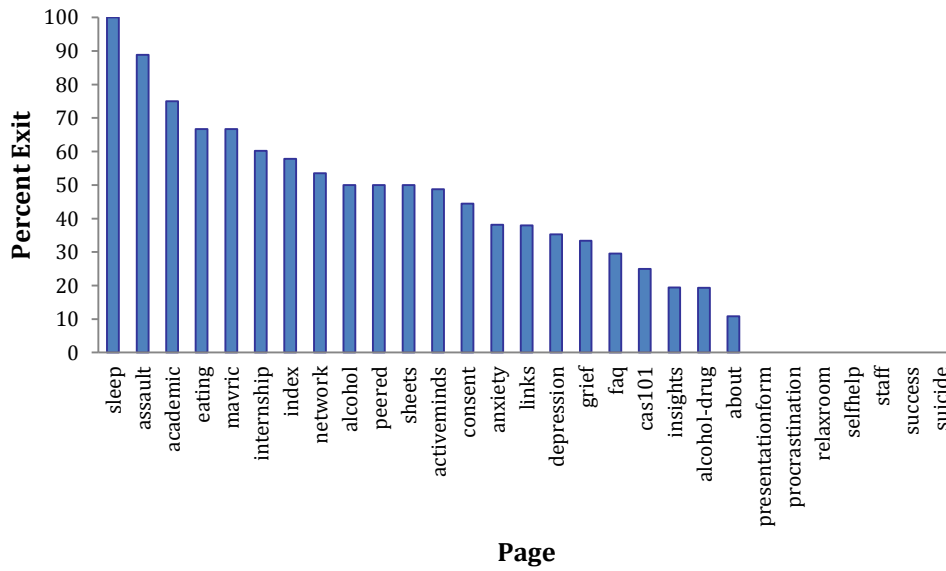
Time Series of 11/1/2011 / % Exit

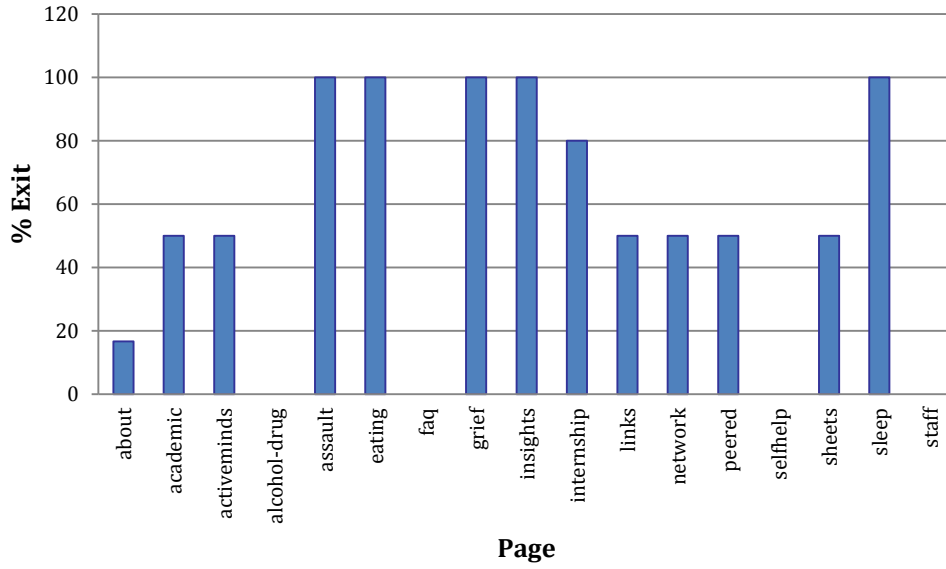
Time Series of 12/1/2011 / % Exit

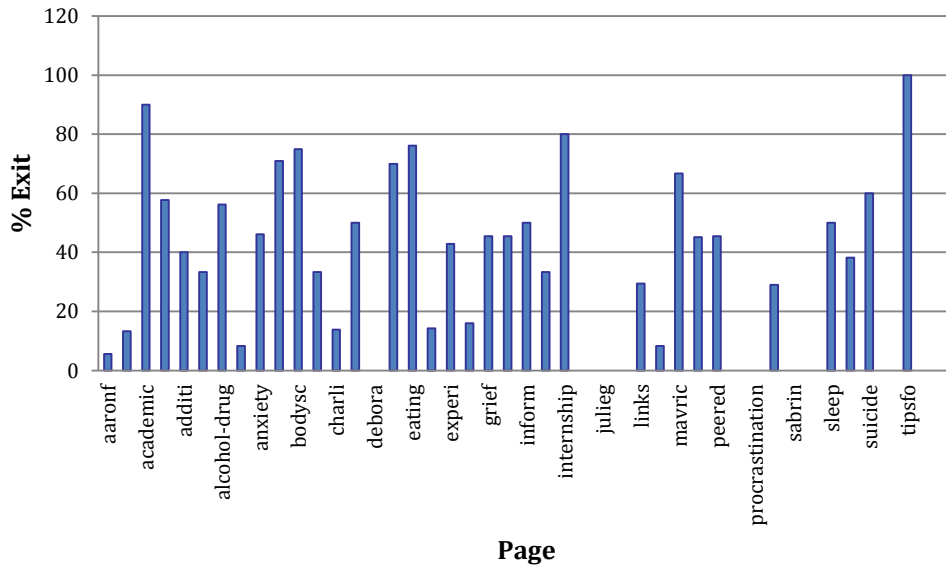**Time Series of 1/1/2012 / % Exit**
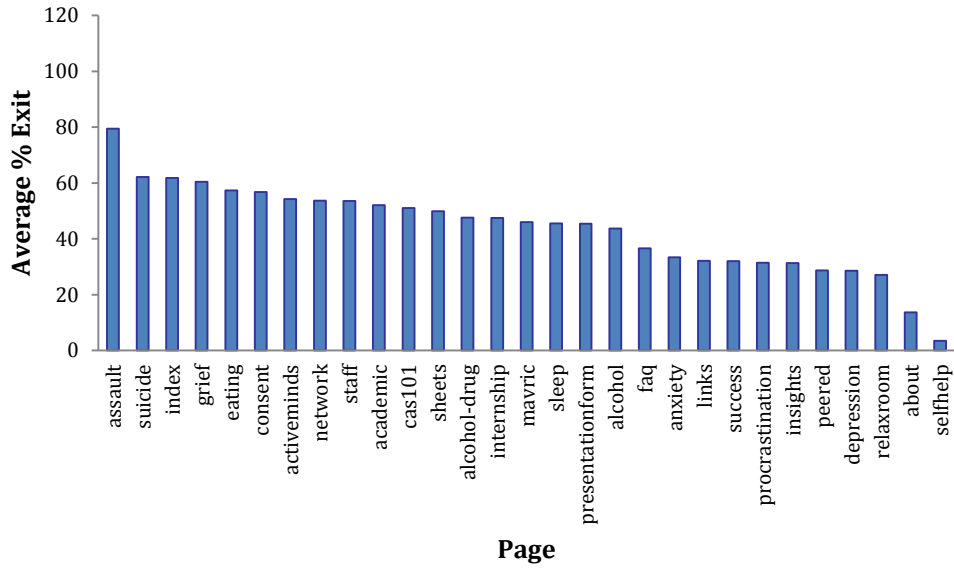

Time Series of 2/1/2012 / % Exit

Time Series of 3/1/2012 % Exit

Time Series of 4/1/2012 % Exit

Time Series of Average / % Exit

Time Series

Time Series

Legend:
- 1/1/2012 / % Exit
- 2/1/2012 / % Exit
- 3/1/2012 / % Exit
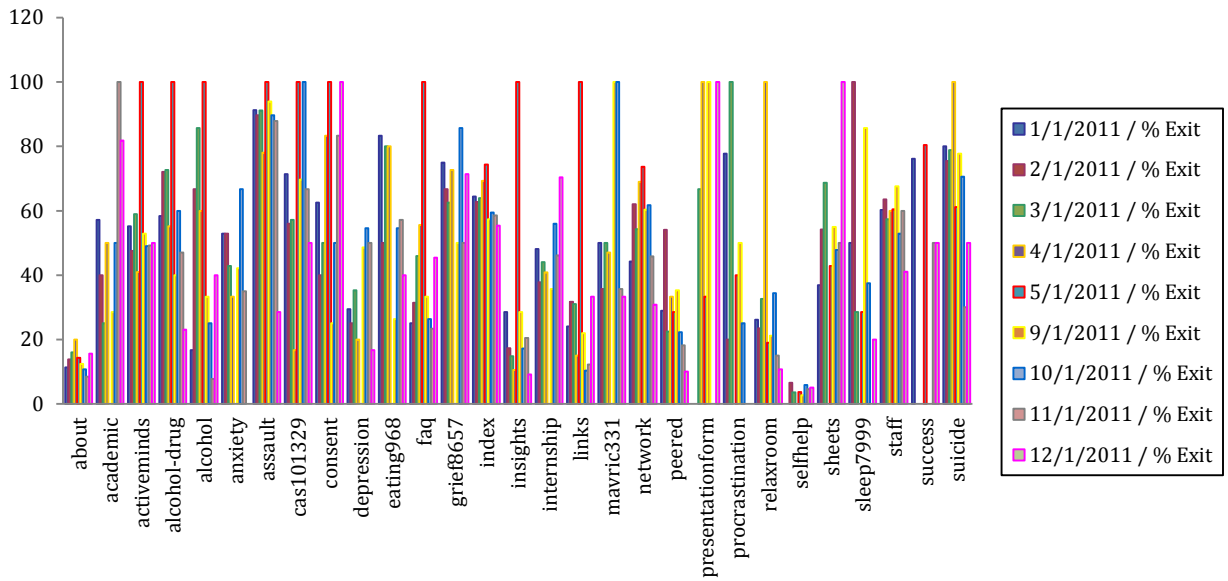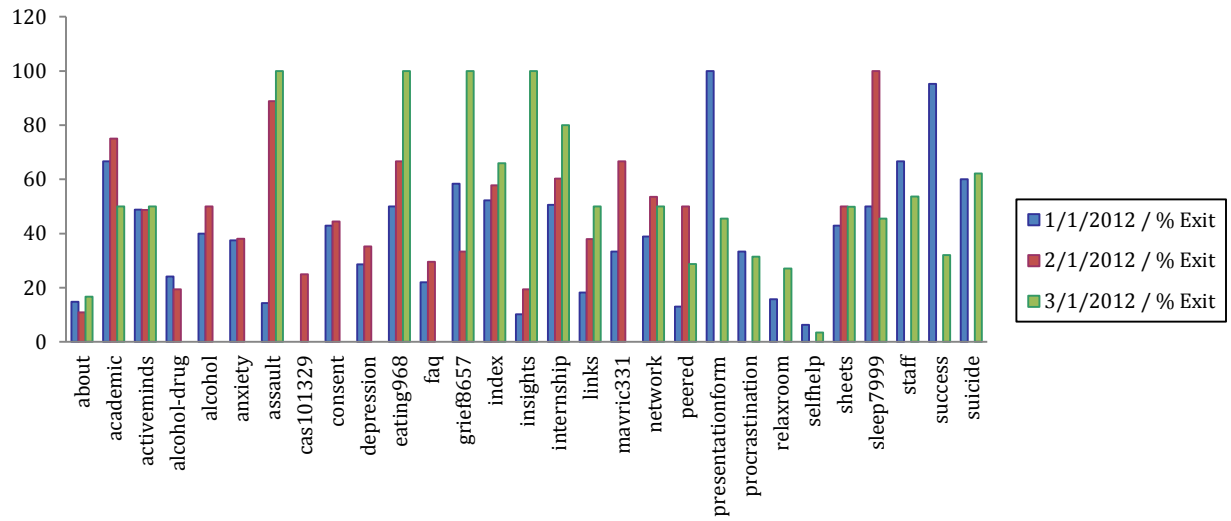
Camtasia Questions:

1) Please go to WPI Student Development and Counseling Center website.

2) Please list five services that the WPI Student Development and Counseling Center, SDCC provides.

3) Please locate and write down the full name of the Director of the WPI Student Development and Counseling Center, the SDCC.

4) Does the SDCC accept appointments over the internet?

5) How many steps does the SDCC suggest in order to get relief during a panic attack?

6) Is grief counseling offered by the SDCC?

7) Please locate and write down the full name of the member of the SDCC staff who graduated from Boston College?

8) Please locate and write down the phone number of the WPI Student Development and Counseling center.

9) Is there a place on the SDCC website to submit an application for the SDCC Student Support Network, SSN, program?

10) Are there currently any events/workshops being put on by the SDCC? Where would you find this information?

11) Please name three things that are in the picture on the homepage of the SDCC website.

12) How would you rate the ease of navigation within the SDCC website?

13) Do you have any specific suggestions that would make navigation easier?

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
Previous SDCC Experience	None	Just to get Phone #	None		None	About 6	None	None	None	None	None
Approach to Finding SDCC Website	WPI Homepage search "student development and", click on first link(have to give it time to pull up the correct first link)	Went to "Offices and Services" subpage of the WPI Homepage and went to the "Student Development and Counseling Center" link	WPI Homepage search "student development and counseling center", hit enter, click on first suggested site "Student Development and Counseling Center"	Went to WPI Homepage, searched for sdcc, clicked on a link about "To Write Love on Her Arms" and another unrelated link half way down the page. Ended up going to the Google search box and writing "student support center"	Went to WPI homepage, went to "Student" link on main page and looked to the left hand column under "Student Resources"(the SDCC is not one of the available links). Then went to google.com and searched for "Student development and counseling center wpi" and clicked on the first link that appears	Went to WPI homepage, tried searching "student development and counseling center" and got "No Results" so went to url and went to Google. Then searched "wpi student development and counseling center" and clicked on the first link that appears	Went to WPI homepage and searched for "sdc" and went to the first link that comes up("To Write Love on Her Arms") and clicked back a page and researched and found a link to the sdcc homepage	Went to WPI homepage and searched for "sdc", and clicked on the first link that comes up(this is the next page)(this is the SDCC homepage)	Took them a full 2 minutes to find the website. First went to the WPI homepage and searched "sdcc" but nothing comes up for related links. Next, went to the "Students" link on the top of the WPI homepage and searched the many links with no link to get her to the SDCC website. Tries to go into the url and add "sdcc" to the wpi url but gets a "Page Not Found" instead. Finally searches "student development and counseling center" into the SDCC	Went to WPI homepage and clicked on "Students" link at the top of the page. Found no link to the SDCC so went back tot he WPI homepage and searched for "SDCC" and pressed enter. Clicked on the first link that took them to the SDCC homepage	Went to the WPI homepage and clicked on the "Offices and Services" from the very top of the WPI homepage and scrolled all the way down until finding the link to "Student Development and Counseling Center"
Answers to Questions on Survey				1 or 2							
#2	0:01:13	0:02:45	0:01:05	0:01:20	0:01:50 TIME	0:01:40	0:01:01	0:00:36	0:03:36	0:02:35	0:02:04
Comments	Looked at every link in side bar, ended up going to stress and wellness, gave up after 2 minutes	Went to frequently asked questions sub page right away	Frequently Asked Questions Tab	Frequently Asked Questions Tab	Didn't find the first time though	went to the "Stress and Wellness Resources" sub page at first. Went all over the website finding different resources(just kind of a different take on the question)	searched "Director" in the "Find:" box	Went to the "Personal Development Groups" sub page to get their answers	Spent a lot of time at the main page but most of their answers came from the "About Us" sub page(which is where we intended the answers to come from)	Used both the main page and the "About Us" sub page	Spent almost all of that time on the "About Us" sub page
#3	0:00:16	0:00:15	0:00:22	0:00:26 TIME	0:00:35	0:00:22	0:00:21	0:00:23	0:00:19	0:00:03	0:00:03
Comments		Took 15 seconds to look through all other tabs before deciding which one to try, and another 10 seconds to find the answer on the page	Took 13 seconds to find the answer	scrolled up and down before moving on	Didn't find the first time though	Frequently Asked Questions sub page	Went right to the Staff sub page	Went right to the About Us page and answered the questions	Went right to the Staff sub page. Used the "Find:" box to search for "Director" and found the answer fairly quickly.	Found the answer to this question right away by just visually scanning the Staff sub page(I could tell by how they followed the information with their mouse)	Frequently Asked Questions sub page
#4					LOCATION				0:00:23	0:00:20	
Comments	"wrong answer"	stayed there for a while trying to figure out the answer(about a minute)	Took 13 seconds to find the answer	Skipped this question the first time through	Skipped this question the first time through	went directly to the frequently asked questions sub page	searched "appointments" in the "Find:" box	Took about a minute to find the answer to this question even though it is the first question on the page	Used the "Find:" box to search for "internet" and quickly answered the question	Frequently Asked Questions sub page	

Usability testing observation table (participants #5, #6, #7). Each participant has an observation row followed by a "Comments" row; cells are time-stamped actions across tasks.

#5

Step	Observation	Comments
1	0:00:36; went to anxiety	went to anxiety fairly quickly but thought he was wrong when he didn't see anything on the top of the page about panic attacks
2	0:00:24; went to anxiety	Note that the "Anxiety" and "Grief" pages are already highlighted from previous runs of the survey(something to think about a potential skew in the data)
3	0:00:23; went to anxiety page first	
4	0:00:30; went to anxiety page first	
5	0:01:55; went to "Stress and Wellness" Tab and Frequently asked questions before Anxiety Page	Scrolled very slowly through the anxiety page to eventually come to the panic attack information
6	0:00:35; went to "Anxiety"	"wrong answer" also searched using the "Find:" box and searched first for "panic" and then seperately for "relief" and still had to scroll down more to find the actual answer
7	0:01:00; Anxiety page	Went directly to the "Anxiety" sub page and knew to scroll all the way down to the "panic" section but got caught up in the multiple links in the bottom of the sub page. Spent most of that minute looking through the "Anxiety and Panic Attack resource site"
8	0:02:00 but unsuccessful	Looked all over the website for this answer. Never really seemed to find the answer. Clicked on almost all sub page(in the left hand side tab)
9	0:00:15; Went right to "Anxiety" page	Used the "Find:" box to search for "panic attack" and scrolled through the highlighted options rather quickly to get the answer fairly quickly
10	0:00:20; Went right to the "Anxiety" page	Scrolled down fairly quickly to find the information on panic attacks.
11	0:03:20; looked at multiple sub pages before going to Anxiety page	Was very confused as to where to find this information
12	0:01:00;(spent about 4 minutes prior looking for this info); went to "About Us" and "Stress and Wellness Resources" for the majority of that 4 minutes.	wasn't able to find until later in the survey --> wasn't able to find panic infor for the actual question until about 1 minute after actually finding the correct page

#6

Step	Observation	Comments
1	0:00:14; found the grief section right away	Appeared to be no problem
2	0:00:24; went to grief	Did not search the website for this answer
3	0:00:24; went to grief tab	NA
4	0:00:06; went to grief tab / found it fairly quickly	Almost went to a different page thinking the info wasn't there
5	0:00:07; went to grief sub page	searched "boston college" in the "find:" box on the staff page
6	0:00:04; went to grief sub page	0:00:20; searched for "grief" in the "Find:" box and it suggested for her to click the "Grief" link to the self help sub page and she did
7	0:00:10; went first to the "Depression" sub page, then immediately used the "Find:" box to search for "grief" and went to the grief sub page	Then found answer fairly quickly
8	0:00:21; went to grief sub page	Then found answer fairly quickly
9	0:00:40; didn't ever get to the grief page	"wrong answer"(kind of skipped the question all together)
—	TIME&LOCATION	

#7

Step	Observation	Comments
1	0:00:25	Went right to staff page(consider that subpages will actually make this question more difficult for the students testing the new version of the site) Also used the search through the page to search for "boston college"
2	0:01:24	Took very long to visually search for the correct information
3	0:01:05	Went back to this question after the other questions were done, had a difficult time finding the "Staff Page". Almost seemed as though she wouldn't expect for there to be a staff page
4	0:00:56	
5	0:00:40	searched "boston college" in the "find:" box on the staff page
6	0:00:30	
7	0:00:27	
8	0:00:55	"wrong answer" at first
9	0:00:07	Went right to the Staff sub page and used the "Find:" box to search for "Boston College" and found the answer fairly quickly after that
10	0:01:35	"wrong answer" at first --> passed right over the correct answer and kept scrolling past it and then went back and seemed to stumble upon the answer
11	0:00:14	Took a while to find the answer just visually
12	0:04:14	Skipped both questions #5, 6 before finding this answer

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Usability test results table (rotated landscape). Columns are individual test participants/tasks; rows alternate participant timing rows and "Comments" rows.

	1	2	3	4	5	6	7	8	9	10	11 (TIME)
#8	0:00:05	0:00:10	0:00:40	0:00:07	0:00:05	0:01:05	0:00:05	0:00:05	0:00:07	0:00:07	TIME
Comments	Looked for the bottom of the page he was currently on	Used the bottom of the current page to find phone number	Went to Frequently Asked Questions	Went to the bottom of the current page she was on	"wrong answer" she put: 508-831-5133 --> this is the fax #. Also, she went right to the bottom of her current page to find the phone numbers	passed over the phone # at the bottom of multiple pages before finally opening a new tab, re-Googling "Student Development and Counseling Center" and going back to the homepage	went to the bottom of the current page they were on	went to the bottom of the current page they were already on	Did not see her retrieve this in the sequence of these question -> picked it up on another part of the site as she was going through the other question(perhaps she read the question ahead of time and knew to look out for the #)	Went back to the SDCC homepage by clicking on the "Student Development and Counseling Center" in the upper left hand corner of the page they were currently on	Found it at a point in time that cannot be deciphered
#9	0:00:12; SSN sub page	0:0:12; went right to SSN subpage	0:00:30; went to Personal Development Growth and then to SSN sub page	0:00:40; Went to SSN sub page	0:00:28; went to SSN sub page	0:00:28; went to SSN sub page	0:00:05; went to SSN sub page	0:00:10; went right to SSN sub page	0:00:22; went to the SSN sub page fairly quickly	0:00:03; went right to SSN sub page	0:00:34; was looking for other information but knew the SSN sub page woud have this somewhere and continued to scroll from there
#10	0:00:07; went right to the workshop subpage	0:00:08; went to workshops tab immediately	0:00:15;	0:00:05; Workshop sub page	0:00:06; went right to Workshop Sub page	0:00:06; went right to Workshop sub page	0:00:03; went right to the Workshop sub page	0:00:08; went right to the Workshop sub page	0:00:25; went to "Related Links" sub page and then to "Workshop" sub page	0:00:27; went right to Workshop sub page	0:00:04; went right to Workshop page
#11	0:00:03	0:00:07	0:00:10	0:00:10	0:02:00	0:00:05	0:00:06	0:00:15	0:00:37	0:00:10	0:00:10
Comments	Tried clicking "WPI" in upper left first, went back, clicked on upper "Student Development and Counseling Center" at top of page	Almost clicked on the "WPI" upper left hand logo but instead went right for the "Student Development and Counseling Center" button at the top of her current page	Tried clicking "WPI" in upper left first, went back, clicked on upper "Student Development and Counseling Center" at top of page	Tried clicking "WPI" in upper left first, went back, clicked on upper "Student Development and Counseling Center" at top of page	Stayed on the "About Us" page for a while and then clicked on the "Student Development and Counseling Center" at the top of the page	Stayed on the page they were currently on and clicked on the "Student Development and Counseling Center" at the top of the page to get back to the original page.	Tried clicking "WPI" in upper left, went back, clicked on upper "Student Development and Counseling Center" at top of page	Went right into the url and deleted everything "extra" at the end of the url to get back to the original homepage	Tried clicking "WPI" in upper left first, went back, clicked on upper "Student Development and Counseling Center" and Counseling Center" at top of page	Stayed on the page they were currently on and clicked on the "Student Development and Counseling Center" at the top of the page to get back to the original page	Almost changed the url and then almost clicked on the "WPI" upper left hand logo but instead went right for the "Student Development and Counseling Center" button at the top of her current page
Total Time	0:08:30	0:09:20	0:07:45	0:06:38	0:12:50	0:08:12	0:08:33	0:06:45	0:11:35	0:12:05	0:11:43
#12	sub-par	very easy	easy	(on a 1-10 scale of easy to difficult) 3	easy	it's alright 7/10	fairly easy, tabs were easy to use	somewhat easy	average	okay but could be easier	
(note)						on a 1-10 scale, 7		5/5/2012			
#13	mouse over menus for the side bar	none	n/a	more aesthetically pleasing	improve the searching from wpi homepage	use more visuals and pictures	search bar for easier findings	could not find the site right away	more specific ideas under the left side bar	side bar on left could be more specific	
	...takes some hunting and intuition to find...		make how to make an appointment easier to find	make how to make an appointment easier to find	different fonts, font for each category's info	different fonts, font colors	more specific ideas for each category's info	make it easier to find	more specific ideas for each category's info	...took me a few tries to find info...	
					organization of self help especially	organization of self help especially		have links in the places students go to the most(both to the sdcc site and throughout the site)			

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Previous SDCC Experience	No prior visits to website	No prior visits to website	visited website once or twice before	None --> but has visited the SDCC	visited website once or twice	No prior visits	No prior visits
Approach to Finding SDCC Website	went to WPI homepage, searched on wpi homepage using "student development and counseling center" and clicked on the first link, wrong link, went back using mouse, used same search box to search "SDCC" clicked 4th link on resulting page	went to wpi homepage and google searched "wpi Student Development Center" and clicked on first link which took them t SDCC homepage	used WPI homepage search for "student development and counseling center" but did not find any results. Proceeded to type "wpi sdcc" into url which used a google search and used first link which brought them to the SDCC homepage	used the google search box on the main wpi homepage, searched "wpi student development and counseling center", clicked on first link taking them right to the SDCC homepage	went to WPI homepage, clicked on upper most "Offices and Services" link, scrolled and clicked on "student development and counseling center"	went to WPI homepage, clicked on upper most "Offices and Services" link, scrolled and clicked on "student development and counseling center"	took 50 second. Went to WPI homepage and used the search bar to search "development" but got no results. Searched "counseling" and clicked on first related link, taking them right to SDCC homepage. Thought they were on the wrong page and typed "student development and counseling center" into the google search bar and clicked on the first link bringing them to the SDCC homepage(again)
Answers to Questions on Survey							
#2	0:02:48	0:01:18	0:01:25	0:02:47	0:01:51	0:02:10	0:02:35
Comments		Went to the "Stress and Wellness" subpage first; also went to FAQ page	used main homepage and the about page	flipped between "about" and homepage about 2 times each	looked to SDCC homepage and then went to the "about" subpage		got very confused and starting looking at pictures of Mavericks and CAS101, went to "Stress and Wellness" subpage
#3	0:00:43	0:00:45	0:01:10	0:00:22	0:00:30	0:00:20	0:00:35
Comments	Tried seaching main staff page first		tried to find answer from the main staff page which does not make the answer obvious	went to "staff" and then first to Charlie's subpage	incorrect answer of 6		went to "staff" and then first to Charlie's subpage
#4	FAQ			went right to FAQ	0:01:43	0:01:10	0:02:23
Comments	went to FAQ page but immediately scrolled missing the answer at first; took about 50 seconds before moving on to next question			0:01:43	went to multiple pages including "Stress and Wellness" subpage		
#5	00:01:00; utilized the "Experiencing Relief" tab		0:00:20; utilized the correct links right to the answer	skipped over this question at first	00:01:25; went to self help but did not click on "anxiety" right away	tried going to "Stress and Wellness" page	0:00:42
Comments	navigated through the links fairly easily			took only 12 seconds	00:01:25; went to self help but did not click on "anxiety" right away	never really seemed to find the answer; went to the "Stress and Wellness" page	went through the links fairly easily
#6	00:00:00; found without problems		Tried seaching main staff page first		0:00:15	0:00:37	0:00:22
Comments	found answer without even searching through the website			went right to FAQ	tried going to "Stress and Wellness" page	never really seemed to find the answer	went to "staff" and then first to Charlie's subpage
#7	0:01:00	0:00:31	0:00:46	0:00:32	0:00:36	0:00:40	0:00:20
Comments	found answer without even searching through the website			went through about 5 other subpages(not within the "self help" subpage) before finding the topic of grief	0:00:37		went through the staff pages quickly
#8	found without detection		0:00:08	0:00:03	0:00:02	0:00:04	0:00:15
Comments	found without detection			clicked through the navigation panel	found it on the page they were already on		went through the staff pages quickly
#9	00:00:05; went right to "netwrok" subpage	0:00:32	0:00:32	went right back to main SDCC homepage	went right to SSN subpage	0:00:07; went right to SSN subpage	0:00:07; went right to SSN subpage
Comments			could not find the answer; looked for 3 minutes at the end of the survey	0:22:00	went right to SSN subpage	0:00:08 subpage	0:00:12; went right to SSN subpage
#10	0:00:12; went right to workshop subpage	0:00:09; went right to "Workshop" subpage	0:00:22	0:00:03; went right to "workshop" subpage	0:00:03; went right to "workshop" subpage	0:00:08; went right to "workshop" page	0:00:04; went right to "workshop" subpage
#11	0:00:35		0:00:22	0:00:10	0:00:11	0:00:14	0:00:17
Comments	At the end of the questions went to the "Stress and Wellness" subpage; no obvious reasoning	Went back to FAQ page; no obvious reasoning		went right to homepage	went wack to WPI homepage and then thru the same step as before	0:00:17	went back to SDCC homepage using main button at top of page
Total Time	0:10:24	0:08:42	0:08:27	0:09:02	0:08:57	0:08:21	0:08:53
#12	3 on scale of 1-10	pretty easy compared to some	very easy	pretty easy	It is a little confusing especially finding the appointments part	pretty easy	pretty easy considering how technology impaired I am
#13	adding a tab for scheduling appointments	It was hard to find out whether the SDCC accepts appointments over the internet; otherwise it was very easy	A link on the side bar that specifically says "how to make an appointment"	Search bar	There are too many tabs; I wish I could see all staff and info on one page rather than having to click on each name seperately etc...	None	add a "Home" tab

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Appendix IV: Website Screenshots

WPI

Student Development & Counseling
CENTER

About Us

Self Help

Alcohol
  Alcoholism and Alcohol
  Poisoning
Anxiety
Depression
Eating Disorders
Grief
Sexual Assault
Sleep
Suicide

Related Links

Stress and Wellness
Resources

Current Workshop

Personal Development
Groups

Student Support Network

Sexual Assault Peer
Education

Alcohol

Thank you for taking the initiative to read this information to become more knowledgeable and responsible in dealing with alcohol and its uses. In doing so, you are showing an excellent level of character and maturity!

Why do students choose to drink?
Speaking with a counselor
Knowing your limit
Questions to ask yourself
Alcohol and drug education on campus
Alcoholism and alcohol poisoning
Helpful Resources

Key Resource!
College Drinking Prevention
- Cut down on drinking
- Alcohol poisoning
- BAC estimator
- Alcohol calorie counter
- Monetary limits

Why some students choose to drink

Alcohol abuse poses a variety of potential problems, especially for college students. Reasons why students drink are varied and may include:

WPI

Student Development & Counseling
CENTER

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Related Sites
Online Mental Health Screening
Tips and Resources for Coming out to your roommate

Alcoholism and Alcohol Poisoning

What is Alcoholism
Alcohol Poisoning
What to do if Alcoholism is suspected

What is Alcoholism?

"Alcoholism" is the term used when your body has become dependent on alcohol. When your body is alcohol dependent you may experience some of the following symptoms:

- Cravings: a strong need to drink
- Loss of control: You won't be able to stop when you intend to stop
- Physical dependence: if you stop drinking you might sweat or be nauseous
- Tolerance: your body will need more alcohol to get the same level of "high" that it used to get when you first began drinking

Alcohol Poisoning

No college student wants to think about alcohol poisoning let alone experience it however it can be a reality when people consume too much alcohol. Specific signs for alcohol poisoning include:

- Mental confusion, stupor, coma, or person cannot be roused
- Vomiting
- Seizures
- Slow breathing (fewer than 8 breaths per minute)
- Irregular breathing (10 seconds or more between breaths)
- Hypothermia (low body temperature), bluish skin color or paleness

What to do if alcohol poisoning is suspected:
- Know the danger signals
- Do not wait for all symptoms to be present
- Be aware that a person who has passed out may die
- Call 911 or campus police at +1-508-831-5555

For more information on alcohol poisoning go to: College Drinking Prevention

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Grief

About Grief in College

Treatment at the SDCC

Tips for coping with loss

What to do if you are concerned about a friend

Resources

About Grief in College

- Losing a loved one is hard to imagine at any point in a person's life especially during college
- Grieving is more intense when the loss seems unusual for the stage of life we are in and when the person who has died is very significant
- It can become hard to relate to friends because they are less likely to have experienced the same kind of loss at that point in their life
- Grieving is a natural response to other losses as well
    - For example: the end of a relationship, moving to a new community, the loss of a pet, a life threatening illness, or the loss of a much anticipated opportunity
- College is a difficult environment to experience loss
    - Academics and extracurricular activities can make it difficult to experience the grieving process
    - Some students may choose to distract themselves with activities to prevent themselves from experiencing the emotions associated with grief
- It is normal to experience a range of emotions in response to loss
- Grieving allows us to "free up" energy that is associated to that person, object, or experience
    - Until a person has grieved they may be unable to redirect that energy elsewhere, a part of them is still tied to the past
- Grieving is not the same as forgetting or drowning in tears, it allows a person to remember the loss peacefully

Factors that may hinder the healing process:

- Avoidance or minimization of one's emotions
- Use of alcohol or drugs to self-medicate
- Use of work to avoid feelings

If you or someone you know is struggling with grief or loss the Student Development and Counseling Center (SDCC) can provide confidential counseling to help guide you to recovery. The SDCC is open M-F between 8am and 5pm. To schedule an appointment please call ext. 5540.

Treatment at the SDCC

- The focus of grief counseling is to support the student through the grieving process
    - There is no "right way" to grieve
    - Grieving can be a slow and emotional process

- The aim of counseling is to
    - Understand that loss and grief are a part of life
    - Learn to accept the loss by gaining a new perspective
    - Provide the skills necessary to cope with the loss
    - Lead to psychological growth

- The grieving process usually consists of six stages
    - Not everyone experiences each stage

- The stages of the Grieving process are:
    - Denial, numbness, and shock
        - Protects the individual from experiencing the intensity of the loss

    - Bargaining
        - Reflect about what could have been done to prevent the loss
        - Preoccupied about ways that things could have been better
            - Imagining all the things that will never be

    - Depression
        - After recognizing the true extent of the loss, some individuals may experience depressive symptoms.
        - Sleep and appetite disturbance, lack of energy and concentration, and crying spells are some typical symptoms.
        - Feelings of loneliness, emptiness, isolation, and self-pity can also surface during this phase, contributing to this reactive depression.
        - For many, this phase must be experienced in order to begin reorganizing one's life.

    - Anger
        - Occurs when an individual feels helpless and powerless
        - Results from feeling abandoned
        - Feelings of resentment may occur toward one's higher power or toward life in general for the injustice of this loss
        - Guilt may surface due to expressing these feelings of anger
        - Acceptance

- Time allows an opportunity to resolve the feelings that surface
- Healing occurs when the loss becomes integrated into the individual's life experiences
- Return to earlier feelings throughout one's lifetime.
- Students who actively participate in treatment can expect to gain:
- Control over emotional expression of the loss
- A new sense of self and direction in life
- Coping skills to deal with loss and other stressful events

Judicial Advocates

WPI Judicial Advocates

Jennifer Cluett
Admissions Office
508-831-5286
jcluett@wpi.edu

Colleen Callahan-Panday
International House
508-831-6030
ccallahan@wpi.edu

Jonathan Sparling
Financial Aid
508-831-5469
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The Judicial Advocate is trained and educated about the WPI judicial system on campus, and serves as a confidential resource and consultant for students before (and possible during) the judicial hearing process. Generally, the Judicial Advocate is used by students in preparation for their case before the Campus Hearing Board. Students are encouraged to utilize this important resource; contact information for the Judicial Advocate is available from eachJudicial Case Officer.

Healthy Living: Identifying alcohol abuse

Ana Dede

Features Editor

Posted Under

Features on 2/21/2012

There are a variety of reasons why people drink. They may feel an obligation because everyone else in their social group is drinking. They may drink because they feel that it helps them relax and enjoy their social interactions more, or because they have trouble saying "no" when invited by others. Whatever the reason may be for drinking, it is important to understand the dangers that come with this activity in order to make wise choices.

WPI has a variety of programs to increase awareness of alcohol abuse and help students make responsible decisions. One of the requirements for getting admitted into WPI is an online alcohol and substance educational program. The WPI Student Development and Counseling Center, besides providing confidential and free of charge counseling about issues related to alcohol, also oversees the Insight program and Peer Education program. In these programs, a group of trained WPI students listen and provide advice for fellow students who may be experiencing difficulties related to alcohol or other substances.

While the signs of alcohol abuse differ between individuals, these are common indicators that should raise a concern among college students.

1. Poor academic performance

Missing class, going to class hung over or underperforming because of alcohol is a sign that drinking is no longer just a fun thing to do on a Friday night, and it should raise a concern.

2. Social problems

Alcohol abuse often leads to constant fighting with friends or family because they do not approve of the person's behavior under the influence. Escalating arguments or extensive bickering is an indication that the person may have unsafe drinking habits.

3. Health issues

Because alcohol affects the immune system, in many people abusive consumption will lead to being sick for longer periods of time. Other signs for which to look out are repeated incidents. While traffic accidents under alcohol are often more dangerous, domestic accidents or workplace injuries are extremely common and should raise a concern. Irresponsible sexual activities under the influence of alcohol may also lead to STDs.

4. Legal issues

Trouble with the law because of actions taken while intoxicated is direct evidence that a person's alcohol consumption is unsafe. Abuse with alcohol may lead to DUIs or other legal involvements due to violent or uncontrolled behavior.

5. Drinking alone or to cope

Drinking is generally considered an activity done with a group of friends. A person repeatedly drinking alone or at odd hours is often used as a method to cope with other issues that the person may be dealing with, such as a breakup from a relationship or extreme academic or work stress.

If one of your friends is displaying these signs, it is important to talk to him or her in private, at a time that is convenient for both parties. Express your concern showing specific examples of how drinking is bringing problems in your friend's life and that of others. Ask about other issues that may be going on in that person's life, because as mentioned earlier, alcohol is for a lot of people a way to cope with a deeper problem that the person is having. Make it clear that you will not judge your friend for whatever they express to you and that your conversations will remain between the two of

you. Most importantly, offer to listen, not to fix.

It is crucial to understand that while having these conversations the other person may try to deny or minimize that there is, in fact, a problem. If so, do not press the matter. Try to talk to other friends who may have noticed issues related to alcohol, and encourage them to also have a discussion with your friend. Sometimes a series of conversations is needed to convince a person that their alcohol consumption is impacting their life in unsafe ways. Also keep in mind however that even though you may really want to help your friend, you cannot do so unless they are open to accepting help. They need to admit that they would like to change in order for any efforts to make a difference. The WPI Student Development and Counseling Center (SDCC) always has their doors open to anyone who may be experiencing alcohol or substance related problems, and also to those who would simply like to learn more about these topics. A variety of helpful resources are also available on the website in order to help students make responsible decisions during their undergraduate career.

Advanced Student Support Network Business Plan

Student interest in more exposure to the Student Support Network has provided the need for another tier of involvement in this program. It is advised that the Student Development and Counseling Center (SDCC) seek to implement an Advanced Student Support Network curriculum.

This program would take place after initial Student Support Network training, and would involve an application process in D-term for responsibilities to take place the following A-term of the next academic year. Students would be selected by members of the Student Support Network based on certain criteria that is suitable to and appropriate with the SDCC. The selected students would then receive additional training immediately after selection to ensure that the students uphold the ideals that the SDCC seeks to portray.

Members of the Advanced Student Support Network would work closely with Insight groups during Freshman Orientation and throughout the Insight period to act as an additional resource to the WPI students and also to help promote a positive image for the SDCC. These members would occasionally attend Insight team meetings and events and act as a liaison for the SDCC. Additional duties for these members may also be as follows: attending events in place of SDCC staff, liaising important information, such as new campus-wide programs and new organization contact persons, to the SDCC, and providing general support to the SDCC by portraying a positive image in the SDCC's name.

In order to begin this process, a training procedure must be developed for the Advanced Student Support Network curriculum, and a process of selection for candidates must also be designed, approved, and put in place. Upon completion of planning, the Office of Academic Advising, and the Office of Residential Services must be contacted for implementation into the existing Insight Program.

Staff Videos

Business Proposal for SDCC Staff Videos

1) Customers – What needs do we satisfy for our customers, WPI students?

- Easing anxieties about talking with strangers about personal issues
- Portrays approachability of the staff members
- Informs students of certain services the SDCC provides and focus areas of specific counselors
- The tour videos alleviates concern about an often times unfamiliar place
- WPI students are very "tech-savvy" and are more receptive to information provided in a unique way, such as videos.
- Although most WPI students like to get right to the point, a lot of feedback we have gotten from students, mainly freshmen, who have observed the website suggest making the site more aesthetically pleasing.

2) Company – What special competence does our company possess to meet those needs?

- The personalities of the staff members shine through in these short videos in a way that short paragraphs cannot portray
- The SDCC provides an "off-campus" location for the students' privacy. The tour video allows students to view the location before visiting, an attractive quality helping students feel more comfortable upon arrival at the SDCC

3) Competition – Who competes with us in meeting those needs?

- The videos provide a more personal effect than just a name on a page. Students have the opportunity to put a name to a face and a voice, an opportunity most other sites have not taken advantage of.

4) Collaborators – Who should we enlist to help us and how do we motivate them?

- Students on the WPI campus are trained very well to utilize the SDCC. From Resident Advisors, to Community Advisors, to the large number of students who have been SSN trained, these students often find themselves referring to specific counselors that they have had positive experiences with. Sometimes, however, the helpful words of one of these students is not enough to convince someone to head down to the SDCC; they often still have reservations about who they will talk to or what the location is like. To provide videos would give extra assurance that the SDCC is an inviting and welcoming location.

5) Context – What cultural, legal or technological factors limit what is possible?

- Luckily, most of the videos are easily reproducible. We utilized campus resources and video equipment that are easily obtainable through WPI. The tour video also captures the latest layout of the SDCC which most students probably haven't had the chance to observe.
- Overall, the videos would add a lot of personal value to the SDCC website.

Staff Video Outline

In a discussion straight on with the camera acting as your interviewer

1) Introduction
   a. Hello, my name is _____.
   b. Hey, how's it going? I'm ____. Nice to meet you ☺

2) SDCC Experience
   a. I've been working here at the SDCC for the past__years.
   b. I've had the pleasure of being a member of the Student Development and Counseling Center staff since (month) of (year).

3) What I Do
   a. I'm available any day the SDCC is open and I would be happy to chat about anything with you. I do concentrate/specialize on/in _____ but we are all available for anything that you would like help with.
   b. You might see me running programs on campus or on your residence hall floor for (relaxation/time management/stress relief).

4) Why College Counseling
   a. I love working on a college campus because you guys are awesome!
   b. I chose to work here at WPI because I can relate as a mad scientist at heart.
   c. I chose to work with college students for several reasons the most prominent being that I am truly invested in this point in your growth.
   d. I most enjoy working with college students because this is a great time in your life to figure out who you are and who you are becoming.
   e. You know, I actually have children in college/who recently graduated college and I really enjoy helping students at this point in their lives.

5) <u>Fun Fact</u>

    a. A fun fact about me is that I <u>(am allergic to raw apples).</u>

    b. I love to <u>(hike in Vermont when we have vacation!)</u>

    c. My favorite time of day is ____ because ____.

6) <u>Closing</u>

    a. I look forward to meeting you!

    b. I'm looking forward to see you down here at the West Street House!

    c. Hope you come by soon even to just check out our new renovations!

    d. Can't wait to talk to you!

    e. Feel free to come down any time ☺

Staff Video Links

Aaron: http://youtu.be/zd8jZsWmYAk

Charlie: http://youtu.be/-TD-tURAhhk

Debbie: http://youtu.be/YBmg-Gb74y8

Erica: http://youtu.be/JT_sZv8K6Lk

Jamie: http://youtu.be/hRbupuOu0jE

Julie: http://youtu.be/jPtce6CcB04

Matt: http://youtu.be/361gCmJltTI

Sabrina: http://youtu.be/37ad7QnzZcU

TJ: http://youtu.be/8v4BfE-ETLc

Tour Video Outline

Student Development and Counseling Center

Virtual tour

SCRIPT

Nicholas Teceno
Elizabeth Riendeau
Devon Rehm

12/2011

The SDCC Facility will be toured to acclimate students to the area prior to or after making an appointment.

START

Fade in:

[the location of the SDCC is being introduced to the speaker]

standing at the main entrance to wpi

[character]: making an appointment at the student development and counseling center, the sdcc, is very easy and can be done in just a few simple steps. this video will guide you throught the process and will also introduce you to the counseling center, or the west street house, as you may hear it called.

the first step is finding the house. the sdcc is located off campus, so if you had any fears about your friends seeing you going to an appointment, you can get rid of those fears right of the start! getting to the house is easy. just go to the main entrance of wpi, walk across institute towards highland, and the sdcc is the second house on the left!

CUT:

standing at the stairs to the west street house

[character]: once you get here, it's as simple as walking in. don't feel like you have to knock or ring a bell – the door is always open 8-5 mondays through fridays.

follow the [character] through the door and into the waiting room

CUT:

take 360 shots of waiting room, zoom in on magazines and sand

CUT:

[character]: This is the waiting room. once you get in, make your way over to debby. she can help you set up your appointment. hi debby! i'd like to make an appointment.

Debby: Hi [character], sounds great. we have a slot open at [time] with [person]. will that work for you?

[character]: that would work perfectly! *turns to camera*. if you find that you have to make an appointment for a later time, that's fine too! you can always come back at a later time and let debby know when you arrive for your appointment.

Debby: ok, let me schedule you in and you can take a seat right over there.

[character]: thank you. *walks over to couch*. while you're waiting there are plenty of things to keep you entertained. help yourself to any of the magazines, and don't feel too young to play around in the sand. it's a great stress reliever!

debby: *walking over to [character].* Can I just have you fill this paperwork? *hands [character] paperwork and computer.*

[character]: this is just a confidentiality agreement – no need to think you are signing your life away. the computer is just for a questionairre of certain things the counseling center likes to know, such as, "are you feeling depressed." they only ask so that they can use the information for trending. it only takes a few minutes, and once you're done, you can just put the computer back right over here. *points to table.* once you've filled everything out, just sit back and relax. one of the counselors will be out to grab you personally.
counselor walks out from office

[counselor]: hi [character], come on back to my office!

cut:

[character] standing next to open door, [counselor] and [student] are inside having a conversation

[character]: during your counseling session, the counselor will work with you to make sure you're in a better place. whether you are coming in just to vent or talk about a more serious issue, the counselors are trained to handle everything! *begin walking back down hallway towards upstairs*

let's take a look at the rest of the house. *walks down hallway, upstairs, stopping by the counselors offices to introduce them and say hello. enters the second lounge.* [**information about the waiting room upstairs will go here once it is finished**]. *walking down front stairs.* most sessions last about an hour. many students choose to come back for a second or third appointment, and many others choose to make appointments on a regular basis. if you feel like one session wasn't enough to put you in a good place, you can always schedule another appointment! *at Debby's desk.* Hi Debby! Can I make another appointment for next week…

fade to black

fade from black

standing on the steps of the counseling center

[character]: once you've had your appointment and potentially scheduled another, the task is done! see, it really wasn't that bad. i hope this virtual tour somewhat acclimated you to the wpi student development and counseling center! just remember, making an appointment at the counseling center isn't a sign of weakness or vulnerability, it's a sign of growth and it's nothing to be ashamed or afraid of. thank you for watching, we hope to see you down at the west street house some time!

fade to black

Tour Video Link

http://www.youtube.com/watch?v=fJx4XUDUs1Y

Mock Session Video Link

http://www.youtube.com/watch?v=snFqaDNokDU

Making an Appointment Video and Link

http://www.youtube.com/watch?v=kNQ4BNsmb30

New Student Orientation (NSO)- Mid-Late August

- Contact: Academic Advising
- Preparation: Start in early May so that the SCAs have the SDCC in mind when making the schedule
- Potential: Programs with CAs/RAs, Begin Implementing After SSN(ASSN), Speaker on Mental Health or Adjustment to College for Freshmen, Meet & Greet or Office Hours/Open Door Time for Freshmen to come down to the SDCC

Homecoming Week- October

- Contact: Student Activities Office/IFC and Panhel Activities Coordinators
- Preparation: Start in the 2nd week of A-term so people planning events for Homecoming Week can add the SDCC to the schedule
- Potential: Alcohol Awareness Presentation

B-term

- Independent Program: Running a program about Suicide and who to go to for yourself or for a friend, the Suicide webpage often gets more visits during the months of B-tern and into early C-term

Winter Carnival-End of B-term

- Contact: SocComm
- Preparation: Beginning of B-term
- Potential: Presentation about Depression/Maintaining positive mental health in the winter

C-term

- Contact: RA Staff/Campus Wide Program
- Preparation: During Winter RA Training, contact RA staff about potential programs that could be done. Mid B-term book a location for a big presentation.
- Potential: Relationships, Coming Out, Depression, Suicide, Advertise SSN

Greek Week

- Contact: IFC/Panhel Activities
- Preparation: End of B-Term
- Potential: Alcohol Awareness, Leadership/Teamwork, Time Management

Quad Fest

- Contact: SocComm
- Preparation: Beginning of C-Term
- Potential: Friendships and Relationships, Time Management

Recurring Events

Subs and Rubs-End of Every Term

- Contact: IFC/Panhel
- Preparation: A few weeks before the end of term contact in regards to SDCC participation in event
- Potential: Body Scan

Things to Advertise Year Round:

- SSN
- Teamwork Assistance/Team Dynamics