

The cover features a light gray background with a large white circle in the center. Four red line-art leaf branches are positioned in the corners: top-left, top-right, bottom-left, and bottom-right. The text is centered within the white circle.

EDGEWOOD UNIVERSITY
PERSONAL COUNSELING SERVICES

ANNUAL REPORT

2025 - 2026



LEARN, GROW, THRIVE

As an office within the Division of Student Development, Personal Counseling Services (PCS) helps students to learn, grow, and thrive, particularly in regard to their mental health and wellbeing.

PCS acknowledges that mental health concerns often have a significant impact on student learning and the overall educational experience. Thus, we offer a range of services designed to foster the growth and development of the whole student while also supporting the University's academic mission. We provide services under each of the four pillars of a comprehensive college counseling center (Brunner et al., 2017):

- Clinical
- Outreach & Prevention
- Consultation & Collaboration
- Training & Supervision

The following pages will outline the work of PCS in each of these areas, as well as the ways we have supported students to learn, grow, and thrive during the 2025-2026 academic year.

DIVERSITY STATEMENT

We strive to offer a safe environment for people of all races, ethnicities, cultures, sexual identities, gender identities, religious or spiritual affiliations, abilities, classes, body shapes and sizes, and life experiences – all who reflect the rich diversity of the world's cultures and perspectives. We are also committed to continually reflecting on personal and societal biases, through ongoing dialogue and professional development activities.

I. Clinical



Quality clinical care is the underpinning of PCS's work. This includes individual counseling appointments, group counseling, and urgent care for students experiencing a mental health emergency. Due to the demand for services, PCS currently operates with a limit of 10 individual sessions per academic year. This session limit does not include urgent care appointments, as we do not turn away students experiencing a current mental health crisis. The limit also does not include group counseling, which can provide a longer-term alternative for students to continue seeking support on campus. Following 10 individual counseling sessions, students are provided with appropriate, affordable referrals in the community.

The demand for mental health services has been increasing in college counseling centers since the 2000's, with growing attention across higher education within the past 10 years in particular (AUCCCD, 2023; Lipson et al., 2019). Recent estimates show that 60% of students nationally meet criteria for at least one mental health condition (Lipson et al., 2022). Edgewood University recently implemented the Healthy Minds Study (HMS) as part of the JED Campus Program, which found that 58% of Edgewood College student respondents reported having a diagnosed mental health condition. Further, the acuity of mental health concerns, such as suicidality and trauma, is increasing within college counseling settings (Center for Collegiate Mental Health, 2023) and the majority of staff in higher education feel that crisis management will increasingly be part of their role (NASPA, 2022). The College's HMS found that 9% of Edgewood College respondents reported seriously thinking about suicide within the past year, while 25% had engaged in some form of non-suicidal self-injury over the past year. Concurrently, the clinical work of college counseling centers has been linked to positive academic outcomes, improved retention, and a strong return on investment for colleges and universities (American Council on Education, 2019; Eisenberg et al., 2009; Schwitzer et al., 2018).

This section reviews PCS's utilization, student populations served, and data on the types of mental health concerns Edgewood University students most commonly experienced during the 2025-2026 academic year. Data from the PCS Fall and Spring Satisfaction Surveys are also included.

2025-2026 DATA HIGHLIGHTS

782

SESSIONS

147

UNIQUE STUDENTS

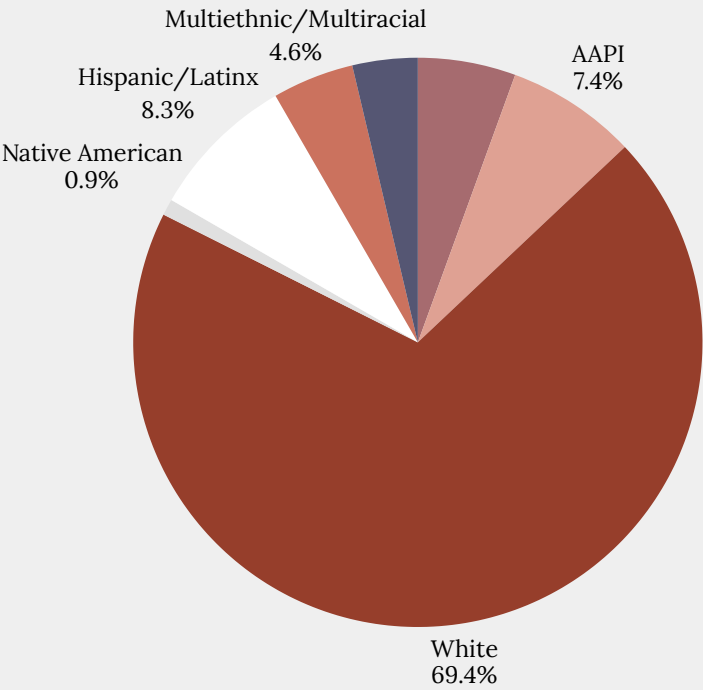
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URGENT CARE VISITS

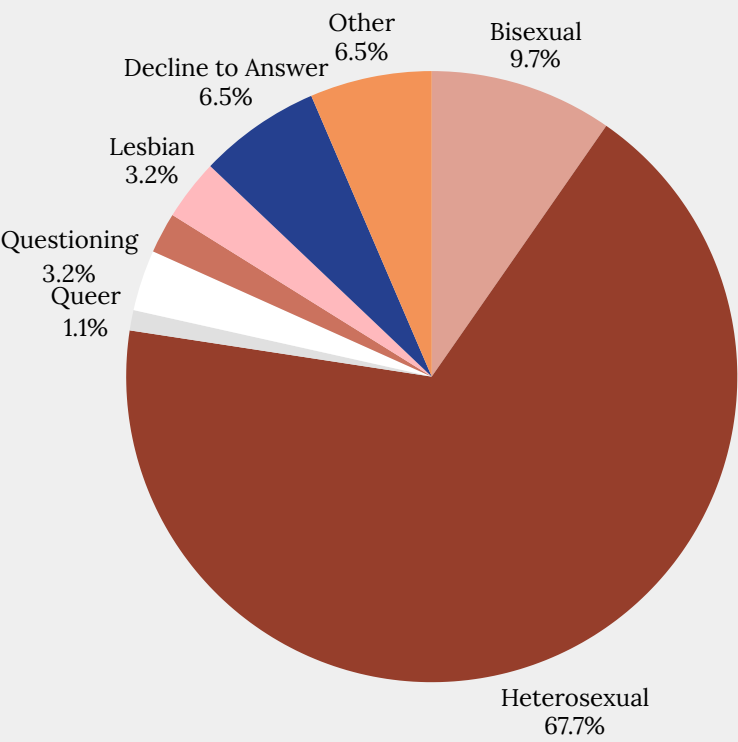
5.33

AVERAGE # SESSIONS
PER STUDENT

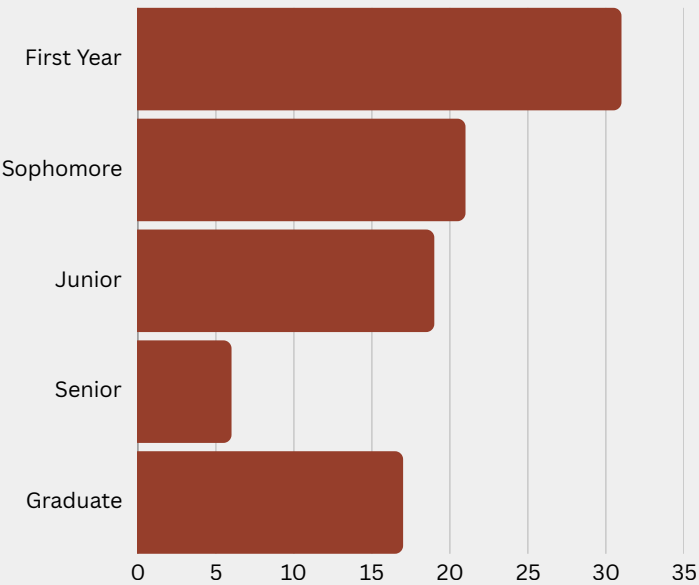
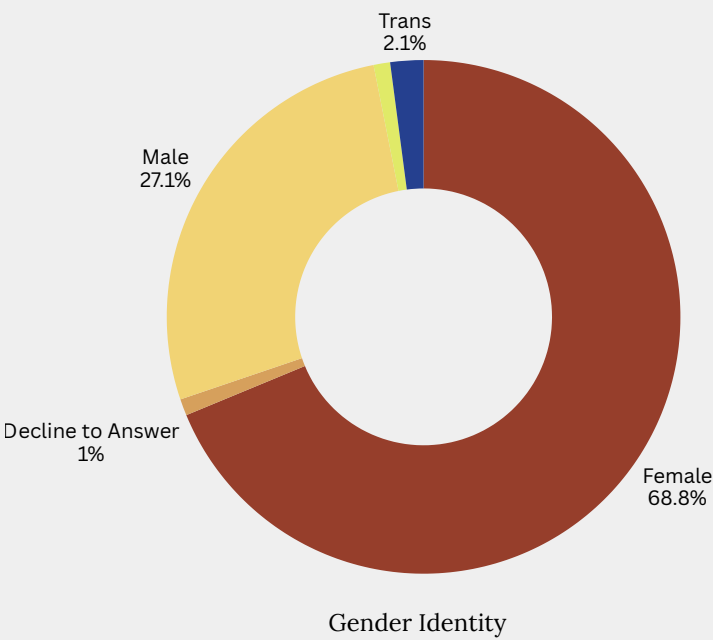
30.6% Identified as students of color



25.8% Identified as LGBTQ+



2025-2026 DATA HIGHLIGHTS (CONTINUED)



20% Identified as first generation college students

28% Were student athletes

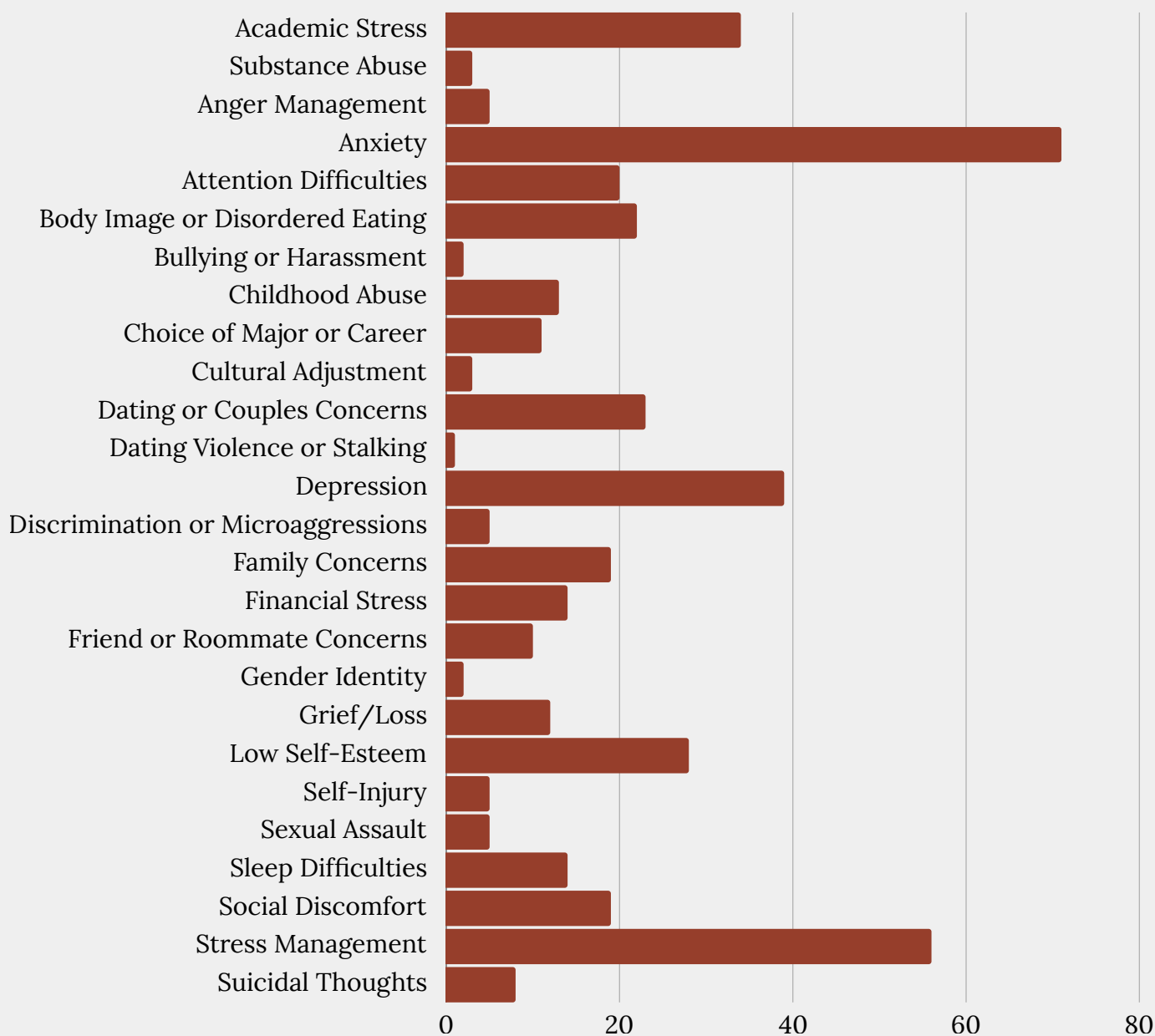
52.6% Lived on campus

2% Were military or veteran students

3% Were international students

2025-2026 DATA HIGHLIGHTS (CONTINUED)

This chart illustrates the number of students who identified a given concern as one of their *primary* reasons for seeking counseling. Note that students often identify more than one concern.



17% reported past or recent non-suicidal self-injury (e.g., cutting, burning)



58% reported a history of trauma



14% reported thoughts of suicide over the past 2 weeks



28% reported a past sexual assault

SATISFACTION SURVEY DATA HIGHLIGHTS

Fall 2025	Spring 2026	Item
100%	86%	Said they were satisfied with their counseling experience
100%	95%	Said they would recommend PCS to other students
100%	95%	Said they would seek additional counseling again in the future if they needed to
100%	90%	Said their counselor was professionally skilled and helpful
21%	41%	Said that without PCS, they may have hurt themselves physically

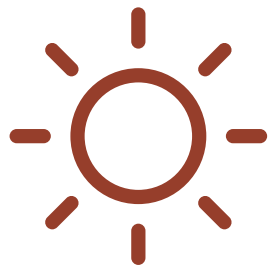
OUR SURVEY

The Personal Counseling Services Satisfaction Survey is administered at the end of each semester. The survey is voluntary and all data collected is anonymous. Twenty six students responded in Fall 2025 and 21 responded in Spring 2026. Percentages are approximate.

“[My counselor] helped me through one of the hardest times in my life - even though I didn’t end up staying through the first semester she was extremely helpful and kind. The students at Edgewood are lucky to have her!”



LEARN



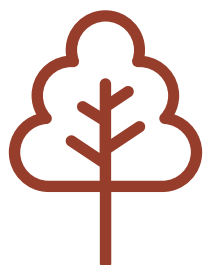
“I was really burnt out from my sport and my counselor made me realize how much it was truly draining me to play. She helped me stay in a mentally good state during the remainder of my sport season and I am so grateful.”

“When I had my first meeting with [my counselor], I was a little hesitant to open up. I've never really had counseling before. But when I opened up about basic things about myself (hobbies, family, friends) I started to be more comfortable. I could tell her things I couldn't tell anyone else... I could release whatever I was feeling without being judged or embarrassed. [My counselor] helped me persevere throughout my freshman year. I'm so thankful I had her in my journey of self-discovery. I will never forget her words; they will stay with me forever. I will miss her very much. I wish her all the best.”

GROW



THRIVE



“[My counselor] is so amazing, and I have recommended her to anyone who may need help or even those who don't think they do. She is a fantastic listener, and I really feel like she connected with me over the last 3 years.”

LEARNING OUTCOMES

Departmental learning outcomes were assessed as part of each PCS Satisfaction Survey this academic year, as well as within an Exit Survey (n = 19) that clients were asked to complete at their termination session.

Fall 2025	Spring 2026	Exit Survey	Learning Outcome
93%	82%	100%	Said counseling helped them understand how their history, family, & culture impact their experience in the world and sense of self
88%	91%	100%	Said counseling helped them to build and maintain healthy and meaningful relationships
84%	86%	100%	Said counseling helped them to learn effective communication and conflict resolution strategies
88%	85%	100%	Said their coping skills have improved as a result of counseling
85%	90%	100%	Said counseling helped them to become more resilient or “bounce back” after challenges
96%	81%	100%	Said counseling helped them to understand and express their emotions in healthy ways
88%	86%	100%	Said counseling positively impacted their academic performance or motivation
100%	95%	100%	Said that because of their counseling experience, they are better able to address the concerns that prompted them to seek help in the first place.

II. Outreach & Prevention



The Comprehensive Counseling Center Model (Brunner et al., 2017) posits that campus outreach is critical for both prevention and offering multiple entry points for counseling services. Not every student with mental health needs will follow traditional steps of calling to schedule an appointment and regularly attending counseling. This is particularly true for underrepresented groups of students due to the stigma often associated with help-seeking behaviors (Lipson et al., 2022). PCS offers a range of alternatives to meet students where they are. We are also proud to have contributed to a "culture of care" where students frequently refer one another to counseling.

PCS typically engages in 60-75 outreach events annually, ranging from classroom presentations to mental health screening events. Additionally, PCS implements ongoing efforts including the Interactive Screening Program through the American Foundation for Suicide Prevention and the Let's Talk program, which take place throughout the academic year. Details about each of these programs are included in the following pages.

61

OUTREACH PROGRAMS

HIGHLIGHTS

- Outreach to COR classes
- Mental health screenings with student athletes
- Mental Health Ambassador trainings for students, faculty, and staff
- Trainings on mental health for RA's and Orientation Leaders
- Therapy dogs hosted on campus
- National Depression Screening Day
- Participation in Eagle Enrollment, Admitted Student Days, Orientation, etc.
- Informational sessions for international students and students studying abroad
- Mobile Relaxation Room

INTERACTIVE SCREENING PROGRAM (ISP)

The ISP is an online mental health screening program developed by the American Foundation for Suicide Prevention. Students can take the ISP, receive prompt feedback from a PCS counselor, and message with that counselor all while remaining anonymous. The goal is to allow students who may be at risk but hesitant to seek services to connect with PCS and receive appropriate recommendations, without disclosing their identity. During the 2025-2026 academic year, 26 students completed the ISP. Of those, 73% ($n = 19$) were considered Tier 1, indicating high risk.

LET'S TALK



The Let's Talk off-site walk-in model – originally developed at Cornell University – is nationally recognized for its success in increasing student access to mental health care, particularly among students of color and other populations that perceive a greater stigma with help-seeking. In addition to offering support in the form of brief consultation with a counselor, Let's Talk also builds trust with underrepresented groups of students.

In 2025-2026, PCS held weekly confidential, drop-in Let's Talk hours in the Multicultural Student Lounge. A total of 17 drop-in consultations were held. The majority of those served identified as students of color.

III. Consultation & Collaboration



Consultation and collaboration are a regular part of PCS's operations. Staff, faculty, family members, and others reach out to PCS almost daily for guidance as to how to best support a student and/or effectively refer them to counseling. Additional activities in this area include serving on Eagle Cares (the University's behavioral intervention team), offering presentations to faculty and staff, partnering across campus to provide outreach programming to students, and engaging in committee work.

Edgewood University is currently a JED Campus, meaning that the institution is part of a four-year partnership with the JED Foundation to assess and improve student mental health and wellbeing. The University has created a strategic plan for student mental health and wellbeing and is currently making progress on implementing that plan. The Director of PCS is one of the JED Campus Program co-leads, along with partners from the Dean of Students Office and Psychology Department faculty. Generous funding from the Kubly Foundation, Drew Fest, and the JED Foundation has allowed the University to participate.



IV. Training & Supervision



Training and supervision is a key pillar of a comprehensive counseling center and the work of PCS. Each academic year, PCS accepts two practicum clinicians. Most commonly, these are students from the UW-Madison Counseling Psychology doctoral program, who are completing clinical work as part of their program requirements.

PCS's partnership with the UW-Madison Counseling Psychology program is strong. In exchange for two practicum clinicians who provide valuable direct services to Edgewood University students, PCS provides the practicum clinicians with weekly supervision, involvement in our weekly case consultation meetings, weekly trainings on a variety of clinical topics, and a range of opportunities for professional growth. Supervision includes video review of practicum clinician sessions and signing clinical documentation for each of their appointments. PCS staff also participate in annual trainings within the UW-Madison Counseling Psychology program, as well as their accreditation visits from the American Psychological Association.

The pillar of training and supervision is reciprocal. While PCS benefits greatly from the services provided by practicum clinicians, we are also facilitating growth in the field and future generations of counseling psychologists with interest and experience working in a university setting.

PRIORITIES FOR THE 2026-2027 ACADEMIC YEAR



1

Establish a Student Wellness
Advisory Council

Add “Same Day Support” as a service
option



2



3

Continue progress with the JED
Campus Program strategic plan

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