SUPPORTING STUDENTS' WELLBEING: ACCESS TO COUNSELING CENTER SERVICES AT THAI PRIVATE UNIVERSITIES

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Abstract

Noncognitive factors are important in students' success, and the college counseling center (CCC) is the sole department whose primary mission is to support students' wellbeing. Previous research indicates that CCCs in Thai higher education can be further developed to meet increasing student demand. Research has also shown that a fundamental component of an effective CCC is the ease of access for students to CCC services, and that the main resource students use to learn about counseling services is the CCC website. To date, in the English literature no research exists examining the effectiveness of Thai CCC webpages. In the present study, a panel of four evaluators utilized a six items instrument having a five points Likert scale to evaluate the effectiveness of CCC websites at private Thai universities. Six dimensions of CCC websites were examined: ease of locating the website itself; clear display of CCC service hours; clear display of services; clear display of contact information; clear display of method of arranging an appointment, and the overall clarity, attractiveness, and user-friendliness of the webpage. Results were analyzed quantitatively, supplemented with qualitative data of evaluators' subjective comments. To determine the overall effectiveness of each website, a total score, out of 120 points, was calculated for each webpage, with a passing score set as 70%. Second, a total score, from 56 points, was given for each item, also with a passing score set at 70%. Results revealed that three of the seven CCCs did not have

webpages. Of those four CCCs having websites, only one received overall passing marks. Items 1 (ease of locating CCC website itself), and 2 (clear display of CCC service hours) received the lowest scores (item 1 = 29; item 2 = 23). Based on the results, specific areas in which CCC websites might be improved are recommended. Then, directions for future research are discussed. This research is useful to Thai universities which have extant CCCs and would like to improve students' access to them, as well as to Thai universities which are currently lacking a CCC, but are considering developing them in the future.

Introduction

While individual CCCs differ from campus to campus, they bear in common that they are a specialized unit included within student affairs, have as their goal serving students, and provide direct clinical mental health services to students (Lyn, 2017; Zhang & McCoy, 2016). All centers provide some type of individual and group mental health counseling. CCCs are staffed by professional, trained, certified/licensed, psychologists, counseling psychologists, psychiatrists and social services personnel. Traditionally, higher education has focused primarily on developing students' minds; that is, their cognitive skills. However, increasing attention is being given to the fact that students cannot perform to the best of their abilities if their hearts are distressed (Universities UK, 2015). Along this line, there is generous evidence that students' well-being needs are related to their academic performance and that well-being concerns negatively impact academic performance (Ashwood et. al., 2015). Research shows that students with high levels of stress, anxiety or depression attain lower exam scores and lower marks on important projects, lower course grades, withdrawing from courses, and experiencing major disruptions in thesis, dissertation, research, or practicum work (American College Health Association, 2015). Furthermore, concerns in students' well-being are rising: among college students, anxiety affects approximately 38% to 55% of students; depression, 12% to 33%; and suicide was the second leading cause of death (Francis et. al., 2016).

Similar to their American peers, well-being concerns exist in the Thai student populace. For instance, a survey of 3,100 students aged 13-17 in Bangkok found the overall rate of psychological disorders to be 15%, of which generalized anxiety disorder, attention deficit/hyperactivity disorder and conduct disorder were the leading issues. In addition, 15.6% of students abused substances, primarily alcohol (Ekasawin et. al., 2016). Well-being concerns among Thai university students that have received attention in the research include alcohol consumption (Chaveepojnkamjorn, 2012; Vantamay, 2009);

internet addiction in relation to depression (Boonvisudhi & Kuladee, 2017); (Hanprathet et. al., 2015); anxiety (Rhein & Sukawatana, 2015); stress (Kathalae, 2014; Ratchneewan et. al., 2005); and stress in relation to anxiety and depression (Ratanasiripong & Rodriguez, 2011; Wongpakaran & Wongpakaran, 2010). Based on that research, the Thai college student well-being profile appears marked by stress, anxiety, depression, and internet overuse or addiction.

In the university organization, the CCC is the one department dedicated to serving the well-being needs of students (Zhang & McCoy, 2016). Along this line, research has found that receiving counseling has positive outcomes for students: it bolsters academic performance, course completion, and school graduation (American College Health Association, 2015, 2016; Eisenberg et. al., 2009; Wallace, 2012, 2014). However, in America, university counseling services are underutilized by students (Kitzrow, 2003; Sontag-Padilla et. al., 2016). This is likely the same in Thailand (Christopher et. al., 2006). Methods of increasing students' usage of the CCC have therefore been the subject of much research (Eisenberg et. al., 2007). Ease of access to the CCC is critical to bolstering students' use of the CCC; in this regard, the CCC website is critical.

Literature Review

Access to the CCC is the overall ease with which students can obtain CCC services, including aspects such as the physical location of the CCC; the provision of knowledge of the CCC, via marketing; the ease of arranging appointments; and the service hours of the CCC (Mowbray et. al., 2006). Within the scope of access to CCC services, the CCC website is a crucial entry point. Most students learn about their university's mental health services from the website; it is their primary source of information (Gruttadaro & Crudo, 2012). It is crucial that CCCs maintain well-developed webpages clearly conveying fundamental CCC information. Conversely, the lack of such a website and subsequent non-dissemination of important mental health support information and services is a barrier (*Building Bridges. Mental Health on Campus*, 2007).

Access to CCC services encompasses the availability of counseling services, the dissemination of information pertaining to the CCC and entry points into the counseling system. In its simplest form, availability refers to the formal offering of services, along with information regarding those services, and includes such aspects as times and days of service, types of services offered, duration of treatment offered and timeliness of service (defined as the amount of time students must wait for an appointment, and the ease of arranging the first appointments). Access to counseling

services might be conceptualized in three areas: physical location of the CCC, availability of services, and marketing.

Location of the CCC is marked by the tension between visibility and ease of access (Zhang & McCoy, 2016). High ease of access coincides with higher visibility which can be a deterrent to students due to persistent stigma surrounding mental health. Students fear being seen by their peers (Gruttadaro & Crudo, 2012). A less conspicuous location might mean lesser ease of access, which may disincline students. In addition, it is crucial to have one central, designated CCC as the single entry point to mental health services.

Availability of services involves administrative components, including staffing, hours of operation, managerial leadership, and provision of a variety of services, including online forms of counseling (Hodges et. al., 2017). Important topics in this domain are the sufficient number of counseling practitioners to adequately meet student demand, availability during working hours of counselors for both walk-in students and scheduled appointments, and provision of online services such as through video platforms for students who may not be able to (or prefer not to) attend on-campus counseling sessions.

Marketing involves the dissemination of important CCC information, such as location, services offered, and means of contact. The provision of knowledge to the campus community regarding CCCs' services and availability is critical (*Building Bridges. Mental Health on Campus,* 2007). Students are often simply unaware of the CCC's service options (Eisenberg at. al., 2007). This can be achieved via both offline and online methods. Examples of offline methods are the placement of posters and advertisements in areas of the campus highly frequented by students. Iterations of online marketing are of the CCC maintaining a presence in social media platforms commonly used by students, namely, LINE and Facebook, and maintaining a webpage.

Research Methodology

The objective of the present study was to evaluate the effectiveness of the webpages of CCCs at Thai universities. The sample consisted of the webpage of the CCC at large, private, Thai universities, which was defined as having an enrollment of approximately 8,000 or more. At this size, investment in a CCC is more feasible, and private universities may have less bureaucracy than governmental institutes, enhancing ease of development of CCCs. In addition, private universities are also often international universities, which might make them more receptive and amenable to Western educational trends and practices. Seven universities met the sampling criteria: Rangsit, Sri

Patum, Siam, the University of the Thai Chamber of Commerce (UTCC), Kasem Bundit, Bangkok, and Assumption universities. Therefore there were 7 potential CCC websites.

An instrument was developed consisting of six items and utilizing a five point Likert scale. This instrument was transformed into a rubric which was disseminated to a panel of four selected evaluators. Of these four evaluators, three held Master degrees in education while one had a doctoral degree in cultural anthropology, and all were university instructors with at least five years of experience. A thirty minute tutorial was held with each evaluator in which were explained the background of the research, each item of the rubric, and the rating system. Evaluators were instructed to approach their task from the mindset of an undergraduate student seeking CCC information; thus, the evaluators would ask themselves how easy to locate and how clear the information would be for an 18 to 23 year old student. Evaluators were requested to provide a short comment along with each score, which afforded insight into each evaluators' reasoning. One month was given for completion of the assignment.

The results of their analyses were analyzed quantitatively, then synthesized, and the conclusive findings highlighted. For purposes of privacy and confidentiality the discussions of the methodology and results will not identify the universities by name.

Instrumentation

For the present instrument six items were developed with the intention to evaluate the effectiveness of the CCC webpage. Effectiveness was defined as the extent to which the CCC webpage clearly conveyed to students fundamental CCC information. The items represent key component of CCC information, hence relate to students' access to CCC services.

The first item evaluated the ease with which students may locate the CCC webpage. That the student would be a first time user was assumed, hence he or she would not know where exactly the CCC webpage was located. Thus, the student would begin searching from the university homepage. To phrase this as a question: Beginning from the university's website, how easy is it to locate the CCC's webpage? The second item evaluated the clarity with which is displayed the CCC's service hours. The third item evaluated the clarity with which is displayed the CCC's services. The fourth item evaluated the clarity with which is displayed the CCC's means of contact (such as a telephone number, e-mail, and Facebook page). The fifth item evaluated the clarity with which is displayed a method (or methods) of arranging an appointment. The final item evaluated the overall clarity, attractiveness, and user-friendliness of the CCC webpage. Clarity was defined as the clear display of information (for example, by using large font in

an easily noticeable ink). Attractiveness was defined as the layout of the webpage, such as its arrangement of content; choice of fonts and inks; insertion of multiple media (for example, photos and video clips), and the attractiveness of the media; and the dominant color scheme of the webpage.

To provide a degree of sensitivity to the evaluation while maintaining a quantitative approach, a five point Likert scale was used. The scale sought to evaluate the extent to which key CCC information is clearly and explicitly displayed, and the depth of the information. The scale's terminology began with "none" at the negative pole, in which the information is absent, and terminated with "very good" at the positive pole, wherein the information is explicitly displayed and quite informative. The score of 3 constituted the midpoint of the continuum and gave evaluators the option to choose "average." The six items are presented below.

1) Ease of locating CCC website itself. Beginning at the university's homepage, how easily can the CCC webpage be found?

2) The website clearly displays CCC service hours. Are details of the CCC service hours easily found and clearly stated?

3) The website clearly displays CCC services provided.

4) The website clearly displays CCC contact information. Telephone number, email, any social media accounts, office location, and any CCC staff emails if applicable.

5) The website clearly displays a method(s) of arranging an appointment. Is a method prominently available for students to arrange an appointment?

6) Website's overall clarity, attractiveness, and user friendliness. One, clarity: is the CCC webpage clean and not cluttered? Two, attractiveness: is the CCC webpage appealing; in terms of, for example, arrangement, dominant colors, and having multi-media? Three, user friendliness: is the CCC webpage easy to navigate?

The six items with the concomitant five point Likert scale were then converted into a rubric. Scoring for the items was tabulated for each university independently as well as across universities. In addition, space was provided for evaluators to give reasons and evidence for their scores. These qualitative comments were incorporated into the analysis.

Data Analysis

There were three stages to the analysis. First, a quantitative analysis was conducted. The first stage of the quantitative analysis involved determining consistency of the evaluators' scores. Items having high variability were points of concern. Scoring differences of more than two points were treated as a major discrepancy (for example,

evaluator 1 scoring an item "4" but evaluator 3 rating it "2"). Variability was analyzed to determine if it was due to subjective differences among the evaluators or to some issue in the content of the CCC webpage. To illustrate, for item 1 (ease of locating the CCC webpage itself), CCC 3 was rated "0" by three evaluators and "5" by another, which scoring is exactly opposite. Analysis of this variance found that CCC 3 did not have an actual webpage, but a Facebook page, and the evaluators interpreted this situation differently. The three evaluators rating it 0 stated that a Facebook page was not a webpage and students may not think to go to Facebook to search for it, while the other evaluator reasoned that within the Facebook platform, the CCC could be readily found through a simple keyword search.

Scoring was calculated in two manners. First, to determine the overall level of development of each website, a total score was found for each webpage. As each evaluator could allocate up to five points and there were four evaluators, one item was worth twenty points; as there were six items, 120 points was possible for each CCC. A score of 70% of the maximum, 84 points, (120 x .70 = 84) was considered the amount to represent a passing level of quality. This was decided because in education 70% often signifies a "C" grade. Second, to determine how well the websites performed in each targeted area, a total score was given for each item. As was previously stated, each item was worth 20 points. As there were four webpages under review, a maximum score of 80 points was possible. A passing score was again calculated as 70% of the total, thus, 56 points represented a "C" grade (80 x .70 = 56).

Following the quantitative analysis, the comments that the evaluators provided were reviewed and compared. In the last stage, the quantitative and qualitative results were synthesized, and for each item a key finding was determined.

Results

To open discussion of the results, an example is provided of one evaluator's analysis/ rubric. Following this, a table is presented displaying the evaluators' scores and the tabulation of the results. Then, the conclusive findings are highlighted.

To illustrate the evaluators' scoring and commentary, below is the rubric returned by Researcher 1.

Table 1

Evaluator 1	1) Ease of locating CCC website itself	2) Clear display of CCC service hours	3) Clear display of CCC services provided	4) Clear display of CCC contact info.	5) Clear display of method of arranging an appointment	6) Overall clarity, attractiveness, and user friendliness
	1	0	3	3	5	3
CCC 1	Three separate webpages must be navigated in order to locate the CCC's webpage.	Hours are not displayed anywhere.	The provision of counseling service is prominently stated. However, common types of services are not stated.	A QR code is given. The telephone number is at the very bottom of the webpage.	A QR code and hyperlink are clearly displayed. Students may also walk into the office.	Little clutter, appealing theme and layout, and easy to navigate. However, its design is basic.
	3	0	3	4	2	2
CCC 2	Its link is clearly situated on the homepage. There is some confusion between it and other similarly named offices.	Hours are not displayed anywhere.	Basic services are stated and explained. Some confusion exists among descriptions and services provided.	Office location, email, and telephone information are provided.	No method is overtly stated.	While it is easy to navigate, issues exist in its clarity and user friendliness.
	0	5	3	3	3	4
CCC 3	No CCC website, but has a Facebook page. No link to CCC Facebook page on university webpages.	CCC hours are stated at the top center of the Facebook page.	Basic, common services are listed and briefly described.	Means of contact are posted in multiple locations. Students can Facebook message.	A QR code is provided for arranging appointments.	The Facebook page has little clutter, is active, has interesting useful posts, and is easy to navigate and locate key information.
	2	0	3	2	1	2
CCC 4	Students must navigate through several tabs before reaching the CCC website.	The CCC service hours are not stated on the webpage.	Services are listed and briefly described. Needs more informative descriptions.	The contact information could be much more clearly posted.	No method is clearly signposted for arranging an appointment.	Overall, the website appears old, outdated, and little used.

CCC Webpage Evaluation Results, Evaluator 1

Table 2

Tabulation of the Results

	1) Ease of locating CCC website itself	2) Clear display of CCC service hours	3) Clear display of CCC services provided	4) Clear display of CCC contact information	5) Clear display of method of arranging an appointment	6) Overall clarity, attractiveness, and user friendliness	Total Score Per University (120 possible)
CCC 1	R1) 1 R2) 1 R3) 1 R4) 0	R1) 0 R2) 0 R3) 0 R4) 0	R1) 3 R2) 3 R3) 2 R4) 0	R1) 3 R2) 2 R3) 3 R4) 3	R1) 5 R2) 3 R3) 4 R4) 5	R1) 3 R2) 3 R3) 3 R4) 4	52
CCC 2	R1) 3 R2) 3 R3) 5 R4) 3	R1) 0 R2) 0 R3) 0 R4) 0	R1) 3 R2) 3 R3) 4 R4) 0	R1) 4 R2) 3 R3) 4 R4) 0	R1) 2 R2) 2 R3) 4 R4) 0	R1) 2 R2) 2 R3) 4 R4) 0	51
CCC 3	R1) 0 R2) 0 R3) 5 R4) 0	R1) 5 R2) 4 R3) 5 R4) 5	R1) 3 R2) 3 R3) 5 R4) 5	R1) 3 R2) 3 R3) 5 R4) 5	R1) 3 R2) 3 R3) 5 R4) 3	R1) 4 R2) 4 R3) 5 R4) 4	87
CCC 4	R1) 2 R2) 2 R3) 3 R4) 0	R1) 0 R2) 0 R3) 4 R4) 0	R1) 3 R2) 3 R3) 5 R4) 0	R1) 2 R2) 1 R3) 5 R4) 0	R1) 1 R2) 1 R3) 5 R4) 0	R1) 2 R2) 3 R3) 4 R4) 3	49
Total Score Per Item (80 possible)	29	23	45	43	46	50	

Discussion of the results begins by consideration of an overall grade for each CCC webpage. As described earlier, a maximum score of 120 points was possible and a passing grade was calculated as 70% of the maximum, or 84 points. Counseling centers 1, 2 and 4 garnered scores in a similar range, of 52, 51, and 49, respectively. These scores are approximately 30% below the passing mark. One webpage did earn a passing score as CCC 3 received 87 points, three points above the minimal threshold.

Exploring the data by item, each item was potentially worth 80 points and a passing score was calculated as 56 points or 70% of the total. Results for all items did not meet the minimal passing mark. The scores for items 3, 4 and 5 fell between 43 – 46 points. Another two items received extremely poor ratings (item 1 = 29, item 2 = 23). Only one item approached the passing mark, and it was still 6 points off (item 6 = 50).

In sum, analysis of the data by CCC found that each webpage was significantly below the prescribed passing mark. Analysis of the data by item showed that in all six areas under review the websites did not meet the passing standard. Along this line, items one and two were most in need of improvement.

A discussion of the key findings is given below.

Key Findings

Item 1 Key Finding: This item received 29 points, the second lowest rating, indicating that CCC webpages are often difficult to find. The following is an evaluator's description of their search experience for CCC 1:

Three webpages must first be navigated in order to locate the CCC's own webpage. Firstly, from the university's webpage, the user searches under the "Resources and Offices" category, locating the link to the Center for Career Development and Counseling (CDCC). This link opens up a webpage displaying CDCC's contact information, along with a link to another webpage. This link opens up the Student Affairs department webpage. At the top of Student Affairs webpage lies a well displayed, attractive, clear, image-icon link to the actual Counseling Center webpage. However, navigating through four separate links and different webpages is likely challenging for the user.

An issue in locating the webpage at CCC 2 was due to the titles of the offices. One office was named "Counseling Service for Education and Profession Office;" the phrase 'counseling service' might mislead some students, as this link is for educational and career guidance. In addition, another office is named "Academic Service Center," which is a similar name to that of the CCC, "Counseling Service Center," and is also placed directly above it; this situation is unnecessarily confusing.

Finally, it is noteworthy that one of the webpages was not in actuality a webpage, but a Facebook page. Importantly, three CCCs did not currently have webpages.

Item 2 Key Finding: This was the lowest rated item, being given merely 23 points. Except for one university, evaluators consistently scored this item far below average as information pertaining to service hours was frequently not posted. A representative comment from the evaluators was: "[I am] unable to find this information anywhere on the webpage."

Item 3 Key Finding: This item was consistently rated average. CCCs listed their primary services and usually provided at least a brief description of them, yet issues existed. One evaluator noted that at CCC 1 basic types of counseling services were not listed, such as individual counseling, group counseling, and online counseling.

Item 4 Key Finding: This item was rated average. While contact information was usually posted, concerns existed in both the clarity of the information and the ease of finding the information. The current situation at CCC 4 was described as follows: "On the CCC homepage, a telephone number is clearly posted at the top. However, this telephone number is immediately adjacent to a large button labeled 'enroll.' Testing this phone number revealed that it was not for the counseling center, but for admissions."

Item 5 Key Finding: Variability in scoring existed for this item. Two CCCs were consistently rated negatively. CCCs 2 and 4 both did not explicitly post any such method. Conversely, the other two CCCs were scored average overall. This variability in scoring signals the lack of a standard in this area.

Item Six Key Finding: This was the highest scored item, and was the closest to approaching a passing grade. However, the evaluators commented that the webpages often appeared out of date, lacking information and unattractive. The webpage of CCC 4 was described as lacking basic content, outdated, and having a plain color scheme, basic font, an uninspired layout, and a lack of eye-catching visual materials.

Discussion
Practical Implications

The findings pinpoint areas that could be improved on CCC webpages. Firstly, at a foundational level, it is evident that having a webpage is not yet compulsory among CCC s of large, private Thai universities. Considering the CCCs which did have webpages, their webpages were unduly difficult to locate, frequently involving navigation through a chain of links, one or more of which was usually broken. It is therefore recommended that maintaining a webpage that is easy to find ought to be the minimal standard. Building upon that foundation, the CCC websites should then explicitly post critical CCC information in a manner readily apprehended by students. Information that needs to be

more clearly signposted includes counseling services provided with accompanying descriptions, means of contact, and method(s) of arranging a first appointment. Beyond this, the attractiveness and user-friendliness of the websites could be enhanced: they ought to be appealing to students. In sum, a set of standards should be established. Firstly, all CCC s should maintain a webpage. Secondly, the webpage should be easily locatable. Thirdly, the webpage should clearly provide important information. Expanding from this, it would be better if the webpages were designed to be more appealing and attractive to students.

Below is a select list of specific, practical recommendations.

● The CCC webpage should be quickly and easily located from the university's homepage. Navigation through no more than three links should be necessary and all of the links in this chain of navigation must be working. Students should not have to face any difficulties pertaining to broken links and dead ends, obscurely named links, and confusion between links which are similarly named (for example, such as between "education and career counseling center", and "counseling center"). Undue challenges in simply finding the CCC webpage are likely to discourage students.

● Contact information, including a phone number, email, and social media contacts such as LINE, should be boldly, overtly situated at the top of the CCC's webpage. Scrolling through the webpage or navigating through tabs should not be necessary to find this information, and should be eliminated. Furthermore, the contact information should be placed in other locations in addition to the homepage; for example, the contact information could also be placed within the "Counseling Services" section.

● Means of arranging a first appointment must be boldly and prominently placed immediately on the CCC webpage. One effective method is a simple enquiry form situated directly on the homepage, requesting only the student's name, contact information, and reason for their enquiry. A second iteration is a link and QR code to an online appointment form (such as Google or Microsoft Forms). The normal response time for enquiries should be posted, such as that all enquiries will be responded to within no more than one or two days.

● Students may like to know who the counselors and staff in the center are. A tab/section labeled "Personnel" should be created which would contain a photo of each practitioner, accompanied by their position, qualifications, and if possible, their preferred theoretical approach to counseling.

● A tab/section dedicated to counseling services should be created. This section would contain a thorough list of all the services provided by the CCC. Each type

of service should be briefly but clearly described. Some counseling services listed on the four webpages in this sample included: individual and group counseling, hotline counseling, email consultation, online consultation and consultation with a psychiatrist. The counseling services section is critical because it illustrates the service options available to students, and what each service entails. Increasing students' awareness of the options available to them empowers them to be more informed towards their counseling experience.

● CCC websites should have a dedicated section for self-help resources. (Only CCC 1 had such resources, and they were not located within a designated tab/section). A clear description should be provided of what the terminology "self-help resources" means. A variety of free resources should be provided, such as relevant Ted-Talks; pertinent educational video clips (e.g., on time management, stress management); downloadable literature on well-being, meditation, sports and health, and nutrition; and downloadable literature on common well-being concerns among students, such as anxiety, depression, social adjustment, stress and relationship issues. The content enumerated above should be placed within subcategories and clearly named; for example, "Meditation" resources, "Sports, Health & Nutrition" resources, and "Stress Management" resources. A well-maintained, attractive, educative self-help resource catalogue is important because many students might not have issues necessarily requiring consultation with a counselor. They might be experiencing acute, temporary issues, (for example, due to a relationship breakup, or a family problem), and these self-help resources may be enough to help them cope through it independently.

● The overall design of the webpages ought to be modern and eye-friendly to students. On the one hand, clutter should be avoided, but on the other, appealing colors, fonts, and layouts should be utilized. In addition, multi-media, such as video clips, digital images and posters, and GIFs, should be incorporated to increase the webpage's sense of fun, yet while ensuring that it is not overdone.

● There should be a place for elucidation of the CCC's current happenings and scheduling. Firstly, recent past events would be spotlighted through photos and descriptions. Secondly, upcoming events would be advertised. This may generate interest among students in the activities, and increase awareness of the CCC and what it does.

Directions for Future Research

The issue at hand is how to increase students' access to CCC services. The subject of the present research, the current situation regarding the webpages of CCCs

at large, private Thai universities, is one aspect of access to counseling services. Other aspects of access to service include outreach and marketing. To date, there is little research into both effective outreach programming and marketing strategies.

Outreach by the CCC generally means engagement with students through activities such as self-development workshops, seminars, and other, related student activities (Ferriero, 2014). Examples of self-development activities include stress and time management workshops and LGBQT sensitivity activities. By conducting such activities and workshops CCCs increase their on-campus presence, hence awareness among students of the CCC which in turn aids access to counseling services.

A potentially beneficial methodology to improving access to counseling services is the adoption of a more relational approach to marketing and advertising (Christopher et. al., 2006). Because Thailand is predominantly a collectivistic culture, messaging that highlights group and community support for counseling is likely to be more effective than that which emphasizes the individual benefits of counseling. A further implication of the relational approach is that in connection to outreach, peer to peer programming might be effective within the frame of Thailand's predominantly collectivistic culture. In peer to peer programs, students speak with and support each other (as opposed to a counselor or other professional) (Lee, 2016). In sum, there is currently a dearth of research into best practices in outreach programming and marketing methods in Thai higher education; therefore, these areas represent fruitful avenues of investigation toward improving students' access to counseling services.

Conclusion

Access to information and services is a critical aspect in being able to adequately meet the well-being needs of students, and the webpage of the CCC is a crucial component of access. This study found that the webpages of Thai CCCs do not currently meet a minimal passing standard and that they could be improved in all six of the areas that were investigated. Several practical recommendations for improving the webpages were proposed. Neglecting to adopt these recommendations means that barriers will remain stymying students from receiving the support that they need. A limitation of the study was that it concentrated on large private universities which may limit the generalizability of the findings. However, the researcher believes that at other types of institutes of higher education (IHE), such as government universities, the situation is similar; hence, the proposed recommendations for change may still be applied to other IHE.

The webpage might be viewed as an extension of the CCC. While there may exist cases in which a college CCC is well-developed but its webpage is not, or conversely in which a CCC is underdeveloped but its webpage is well-designed, it is probable that such cases would be outliers. It is more likely that, overall, the webpages of counseling centers are a reflection of the current level of development of the CCCs. Therefore, evaluation of the CCC websites provides understanding of the current overall level of development of the CCC as well as insight into the extent to which Thai universities provide adequate access to well-being services and supports more broadly. If students' well-being is remains neglected, they shall continue to experience challenges in their academic performance, as a substantial body of research has linked issues of well-being to lesser academic outcomes. Students' minds cannot be developed if their hearts are distressed.

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