ASSESSMENT RECORD FOR
DEPARTMENT/UNIT
OF

Counseling Center for Human Development
(Name of Administrative or Educational Support Department/Unit)

May 1, 2001 - April 30, 2002  June 21, 2002
(Assessment Period Covered)  (Date Submitted)

Submitted By: ________________________________
(Unit Assessment Representative)

ASSESSMENT REPORT
Expanded Statement of Institutional Purpose Linkage:

**Institutional Mission/Goal(s) Reference:** The University…prepares students for their personal lives (and) professional careers and contributions to society. The University is dedicated to excellence in teaching and lifelong learning in a student-centered environment.

**Administrative or Educational Support Unit Mission Statement:** The mission of the Counseling Center is to enhance the intellectual, social, and emotional functioning of students, faculty and staff through consultation, outreach programs/workshops, training, teaching, direct services, supervision of advanced graduate students, and through contributions to the human service professions.

**Intended Administrative Objectives:**

1. As a result of an increased emphasis on consultation and liaison programming, use of Counseling Center Services by students will increase.

2. Counseling Center clients will be satisfied with the services they receive.

3. The Counseling Center’s Reading and Learning Program will be effective in increasing the functioning of its students.
ASSESSMENT REPORT
FOR
Counseling Center for Human Development
(Administrative or Educational Support Unit)

May 1, 2001 – April 30, 2002
(June 21, 2002)
(Assessment Period Covered) (Date Submitted)

Intended Administrative or Educational Support Objective:
NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space.

1. As a result of an increased emphasis on consultation and liaison programming, use of Counseling Center Services by students will increase.

First Means of Assessment for Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success: There will be a 5% increase in the number of student clinical and career contacts over the 8,737 contacts recorded in 2000-2001. (This includes scheduled intakes, emergencies, ongoing clinical and career appointments, psychiatric appointments, clinical and career groups, and ARC, LD, AAP and CASA appointments.)

b. Summary of Assessment Data Collected: CIS data revealed that 10,340 student contacts were made during the year in all of the categories specified above. This represents an 18.3% increase over 2000-2001.

c. Use of Results to Improve Unit Services: It was anticipated that our increased emphasis on outreach and consultation efforts would result in more student contact hours. In response to the above results, the Counseling Center will continue to engage in a high level of outreach activities, including liaison and partnership relationships with numerous groups on campus in order to familiarize more faculty, staff and students with our services.

Second Means of Assessment for Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success: There will be a 10% increase in the number of participants in outreach workshops/presentations and consultation/liaison contacts over the 9,394 in 2000-2001.

b. Summary of Assessment Data Collected: 12,694 students, faculty, staff, and parents participated in Counseling Center presentations and other outreach/liaison efforts, a 35% increase over 2000-2001.

c. Use of Results to Improve Unit Services: As a result of both the Counseling Center’s participation this year in the University’s new student orientation sessions and its active participation in the University’s crisis response to the September 11, 2001 “Attack on America”, the total number of outreach/consultation hours increased more than was anticipated. The Counseling Center will continue to participate in numerous forums (scheduled workshops, requested presentations) and will increase its participation in New Student Orientation, including presentations to larger numbers of incoming students and their families.
Third Means of Assessment for Objective Identified Above:

___a. Means of Unit Assessment & Criteria for Success: The number of students enrolled in Advanced Reading, Learning Strategies, and Academic Strategies will increase by 5% over 2000-2001. The number of students receiving individual and group tutoring will increase by 10%. The number of student hours in the Reading and Learning Lab will increase by 10% over last year.

___b. Summary of Assessment Data Collected: 468 students enrolled in 28 sections of Advanced Reading, Learning Strategies, and Academic Strategies, an increase of 8% over 2000-2001. 1059 student contact hours were recorded for individual and group tutoring, an increase of 165%.

___c. Use of Results to Improve Unit Services: Based on these results, the Counseling Center’s Reading and Learning Program will seek to maintain it’s strong presence in its course offerings but re-design the workload for individual tutoring sessions.
ASSESSMENT REPORT
FOR
Counseling Center for Human Development
(Administrative or Educational Support Unit)

May 1, 2001 – April 30, 2002
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Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space.

2. Counseling Center clients will be satisfied with the services they receive.

First Means of Assessment for Objective Identified Above:

___a. Means of Unit Assessment & Criteria for Success: A client satisfaction survey will be distributed to both personal and career clients at mid-semester and at the time of planned termination of counseling sessions. Client responses to five specific questions on the satisfaction survey (see section b below) will be reviewed. At least 90% of all responders will indicate that they were “mainly” or “very” satisfied with their counseling experience on all five of these items.

___b. Summary of Assessment Data Collected: The following percentages of clients responded that they were satisfied or very satisfied with regard to the five survey items: I believe the Counseling Center responds to student needs (99%); I believe the Counseling Center provides high quality services (99%); The Counseling Center has helped me deal with my concerns (97%); The Counseling Center has met my expectations (97%); and If I needed help in the future, I would return to the Counseling Center (100%).

___c. Use of Results to Improve Unit Services: The intended objective was exceeded. Given the consistently high overall level of client satisfaction with counseling services, with 100% stating that they would be likely to return for further services if they needed additional assistance, we will continue to provide courteous and competent services in a similar manner and continue to monitor client satisfaction surveys. We will establish an objective in another area of emphasis to address next year.

Second Means of Assessment for Objective Identified Above:

___a. Means of Unit Assessment & Criteria for Success: In 2000-2001, 86% of workshop participants responded to the item “Overall, I consider this workshop …” with a five (5) or higher on a satisfaction scale ranging from poor (1) to excellent (7). However, during the past year, these surveys were administered only randomly following various workshops. This year, Counseling Center staff will administer the survey to all workshop participants. At least 90% of participants will respond with a five or higher.

___b. Summary of Assessment Data Collected: Data revealed that, again, 86% of workshop participants responded to the item “Overall, I consider this workshop …” with a five (5) or higher on a satisfaction scale ranging from poor (1) to excellent (7).

___c. Use of Results to Improve Unit Services: No change in reported overall satisfaction level was revealed over the previous year. Those surveys reporting lesser levels of satisfaction were reviewed for individual comments. Comments focused on four areas: more handouts; more discussion; break up into small discussion groups; the presenter did not seem enthusiastic.

Third Means of Assessment for Objective Identified Above:
### a. Means of Unit Assessment & Criteria for Success:

Last year in the Reading and Learning Program, 86% of respondents completing an evaluation form indicated that they moderately or strongly agreed with the statement: “I believe this course helped me with my reading skills.” 81% indicated that they moderately or strongly agreed with the statement: “This course is valuable in helping students succeed in their university courses.” This year, 90% of respondents will indicate moderate to strong agreement with each of these statements.

### b. Summary of Assessment Data Collected:

92% moderately or strongly agreed with both statements. The intended objective was exceeded.

### c. Use of Results to Improve Unit Services:

The percentage of satisfied students is probably the highest that will be achieved in a mandatory or strongly suggested course. It is determined that the number of satisfied students will remain somewhat constant. It would be to the benefit of the program to evaluate software satisfaction and increase outside reading offerings.
3. The Counseling Center’s Reading and Learning Program will be effective in increasing the functioning of its students.

First Means of Assessment for Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success: Standardized instruments (Nelson Denny Reading Test) last year demonstrated that students in Advanced Reading achieved significant gains (an average of 16% improvement, with 45% of students showing at least a 20% improvement) in reading comprehension. While these improvement rates were deemed to be at a satisfactory level, the Reading and Learning Program will strive to increase improvement rates this year through continued emphasis on state-of-the-art instructional methods.

b. Summary of Assessment Data Collected: While 65% of Advanced Reading students showed an average gain of 18.9 %-tiles, only 27.4% demonstrated gains of at least 20 %-tiles during the course of the semester.

c. Use of Results to Improve Unit Services: The findings for this year were not properly measured (due to personnel changes and staff leave of absence without pay during the July – December time period) and therefore are likely not reliable. As this is a major focus of the Reading and Learning Program, serious consideration will be given to selecting or developing the most appropriate objectives and measures for the 2002-2003 academic year.