



Western Carolina University
Assessment Summary Form
Student Affairs Division

Name of Unit/Area Counseling and Psychological Services Center

Name of Person(s) Conducting Assessment Activity John Ritchie, Lisa Carter

Other Partners Involved in Activity (e.g., faculty, staff, alumni, other departments, community, etc.)

Semester & Year of Assessment Activity Fall 2006

Objectives for Assessment Activity

To rate student-client behavior change in seven selected Educational/Learning Outcome areas:

Personal/Psychological Development, Psychological/Emotional Well Being, Cognition Development, Social/Interpersonal Development, Communication Development, Values and Diversity Enhancement, and Learning Process Enhancement

Nature of Assessment Activity (e.g., survey, focus group, pre/post-test, etc; instruments used to be attached)

The "Counseling Outcome Assessment" 20 question instrument was given by the receptionist to 30 students who came for counseling during the three-week mid-semester period in October-November.

Highlights of Significant Findings from Assessment and Comparison to Criteria for Success Established by Area

See attached "Counseling Evaluations, Fall 2006" for listing of each statement and related percentages of student agreement or disagreement. Almost all (97%) of the students "agreed" or "strongly agreed", while 3% "disagreed" that "Overall, the Counseling Center met or exceeded my expectations". More than three fourths (78% average, 71-83%) of the students "agreed" or "strongly agreed", while few (1% average) "disagreed" on the seven Student Learning Outcome areas. Only one item "I can perform better in my academic courses" was below 64% in "agreed" and "strongly agreed" (and 0% "disagreed") which can be attributed to the focus of counseling being on personal/social learning rather than course specific learning. About four-fifths (80% average, 64-93% per item) of the students "agreed" or "strongly agreed" on the three Personal/Psychological Development and (78% average, 69-91%) "agreed" or "strongly agreed" on the three Psychological/Emotional Well-Being statements, while one student "disagreed" on one item. Almost three-fourths (71% average, 41-90%) of the students "agreed" or "strongly agreed", while some (3%) "disagreed", on the two Cognitive Development statements and over four-fifths (83% average, 77%-88%) "agreed" or "strongly agreed" on the three Learning Process Enhancement statements, with one student "disagreed" on three items. Around three-fourths of the students "agreed" or "strongly agreed" on the (76% and 65%) Social/Interpersonal Development statements, (76% and 76%) on the Communication Development, and (81% average, 67%-97%) on the Values and Diversity Enhancement areas.

Specific Use of Findings in Area(s) and Key Changes Made in Area(s)

The statement about classroom performance was not as directly related to the counseling session experience as the other learning outcomes. It was the only item (“I can perform better in my academic courses”) that was below 64% in “agreed” and “strongly agreed” (and 0% “disagreed”) which can be attributed to the focus of counseling being on personal/social learning rather than course specific learning. We are addressing the classroom performance by helping with “learning contract” groups, promoting psychological testing on campus for ADHD and Learning Disabilities, increasing our CLAW (Campus Leaders Advocating Wellness) membership and presentations, increasing our Body Project presentations and collaboration with students and faculty, and consulting more with faculty about students exhibiting mental health problems in class.

Other Comments



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Name of Person(s) Conducting Assessment Activity John Ritchie and Lisa Carter (completed the summaries); and John Ritchie, Michelle Stefanisko, June Wytock, Michael McIntosh, Sara McFadden, and Lisa Koralewicz administered the assessments

Other Partners Involved in Activity (e.g., faculty, staff, alumni, other departments, community, etc.)

Semester & Year of Assessment Activity Fall 2006

Objectives for Assessment Activity

To assess student's response to outreach programs in terms of meeting program objectives, presenter's effectiveness, enhanced knowledge/awareness, enhanced attitude, impact on changing behavior, and overall satisfaction with program, along with what they learned or found useful, and any additional comments and suggestions.

Nature of Assessment Activity (e.g., survey, focus group, pre/post-test, etc; instruments used to be attached)

The 8 item "Program Evaluation" form consists of six five-point likert statements and two open-ended questions. Twelve presentations by six different staff were given to 257 students following presentations on Assertiveness, Stress Management/Relaxation, RA Practical Skills training, Suicidal Intervention, Sexual Assault, Eating Disorders, Diversity, and Conflict Management.

Highlights of Significant Findings from Assessment and Comparison to Criteria for Success Established by Area

See the attached "Outreach Program Evaluations, Fall 2006" for a listing of the statements and questions and related percentages. Most (over 90%) of the students "agreed" or "strongly agreed" on five of the six statements (96% satisfied with overall program, 98% that program met objectives, 99% that the presenter was effective, 91% that their knowledge/awareness was enhanced, and 91% that their attitude was enhanced) and very few (0% or 1%) "disagreed" on each item. Almost three-fourths said they plan to change related behavior as a result of the program, while a few (2%) "disagreed" and some (4%) thought the statement was "not applicable".

Specific Use of Findings in Area(s) and Key Changes Made in Area(s)

The positive results have encouraged the staff to continue providing these programs and to expand training of RA's. A biofeedback room with related electronic programs has been enhanced to provide additional stress management services..

Other Comments

COUNSELING EVALUATIONS

Fall 2006

"Satisfaction and retention" and a "counseling/learning outcomes" evaluation forms were collected in a three week periods of October-November. The receptionist handed student-clients of all staff the two one page forms. Thirty students in the fall returned the anonymous questionnaires to a collection box in the waiting room before (87%) or after seeing their counselor. The student demographics on those completing the evaluation forms reflected 70% female; 87% Caucasian; 86% self referred; 10% freshman, 28% sophomores, 7% juniors, 44% seniors, and 10% graduate students; with the total number of counseling sessions this semester per individual at the Center being 2-3 (41%), 4-5 (37%), or 6-9 (22%). For all 35 statements the mean response was in the 3.5 to 5.0 range which reflected an average overall "agreed" or "strongly agreed".

The "**Evaluation of Counseling Experience at Counseling Center**" questionnaire consisted of fifteen questions ranked "Not Applicable, Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, and Strongly Disagree" with three open ended questions. The counseling and counselor satisfaction component consisted of twelve statements on the student-client evaluations of their counselor and their own experience in individual counseling.

For the five Counseling Satisfaction statements, all (100%) of the students "strongly agreed" or "agreed" that "I am satisfied with my overall counseling experience" while no one "disagreed"; and most (86%) stated that "I am satisfied with my own growth that resulted from counseling"; while no one "disagreed". Most (89%) of the students "agreed" or "strongly agreed" that "My first session (intake or emergency) was satisfying" while some (7%) "disagreed", and (97%) "I was able to schedule the initial appointment within a satisfactory time period" while one (3%) "disagreed. Most (93%) of the students "strongly agreed" or "agreed" that "If needed, I am more likely to seek counseling in the future" while one (3%) "disagreed".

For the five Counselor Satisfaction statements, all (100%) of the students "strongly agreed" or "agreed" that "I would recommend my counselor to friends", (100%) "I feel my counselor dealt with me in a competent and professional manner", (100%) that "I am satisfied with my counselor", (97%) that "My relationship with my counselor was good" and (100%) that "The receptionist was friendly and helpful", while no one "disagreed" on any of these statements.

For the two Learning Process statements, most (93%) of the students "agreed" or "strongly agreed" that "I made progress toward my stated counseling goals", and (78%) "The amount of effort I put into counseling during and between sessions was substantial" while 0% and 4%, respectively, "disagreed".

For the three Retention Related statements, the percentages will reflect those students who agreed and disagreed and felt the statement was applicable, and then the percentage of those who felt the statement was “not applicable” for them. Three-fifths (59%) of the students "agreed" or "strongly agreed" that "counseling helped me to stay in school", while 16% of the students "disagreed" or "strongly disagreed" and one-sixth (17%) of the students felt this statement was "not applicable." Almost three-fourths (71%) of the students "strongly agreed" or "agreed" that "The problems which led to counseling interfered with my academic performance", while a fifth (21%) "disagreed" or "strongly disagreed", and one (3%) felt this statement was "not applicable". Over two-thirds (68%) of the students "agreed" or "strongly agreed" that "Counseling has helped me be more successful in school" while one (3%) "disagreed" and one (3%) felt this statement was "not applicable".

The Student Learning Outcomes (7 areas) questionnaire was called the "**Counseling Outcome Assessment**" and consisted of twenty statements. With the Overall Assessment, almost all (97%) of the students "agreed" or "strongly agreed" that "Overall, the Counseling Center met or exceeded my expectations" while one (3%) "strongly disagreed". In the area of Personal / Psychological Development, two-thirds to most of the students "agreed" or "strongly agreed" that (83%) "I can work effectively on my personal problems, (64%) that "I have a more positive view of myself", and (93%) that "I understand myself better", while one (0%, 0%, and 3%, respectively), or "strongly disagreed" on one statement. In the area of Psychological/Emotional Well Being, over two-thirds to most of the students "agreed" or "strongly agreed" that (91%) "I feel I can better manage my feelings and behaviors, (74%) "I can better manage or decrease my depression and/or anxiety", and (69%) "I feel less stressed or overwhelmed" with no student (0%, 0%, and 0%, respectively), who "disagreed" or "strongly disagreed".

The Cognitive Development dimension reflected two-fifths to most of the students who "agreed" or "strongly agreed" that (83%) "I can better understand my problems/issues", (90%) that "I can better examine my personal issues; and (41%) that I can perform better in my academic courses; while one student (0%, 3%, and 0%, respectively), "strongly disagreed" on one statement. For Learning Process Enhancement statements, near or over four-fifths of the students "agreed" or "strongly agreed" that (77%) "I have made progress toward my personal goals in counseling", (84%) "I am better able to identify and/or seek out resources to help me reach my goals", and (83%) "I take a more active role in working toward my personal goals" while one student (3%, 3%, and 0%, respectively), "disagreed" on two statements.

The Social/Interpersonal Development dimension showed two-thirds to three-fourths of the students who "agreed" or "agreed strongly" that (76%) "I have healthier relationships with others", and (65%) "I feel

better adjusted to college life" while one student "disagreed" on the "adjustment" statement. In Communication Development, over three-fourths of the students "agreed" or "strongly agreed" that (76%) "I can better communicate my thoughts and feeling", and (76%) that "I can better identify my feelings", while 6% "disagreed" on the "identifying feelings" statement. For Values and Diversity Enhancement, three-fourths of the students "agreed" or "strongly agreed" that (97%) "I am more truthful/honest with myself", (80)% that "I can more easily look at my personal issues from different points of view", and (67)% that "I am more sensitive to, and accepting of, differences in others" while one student (0%, 3%, and 3%) "strongly disagreed" on two statements.

OUTREACH PROGRAM EVALUATIONS

Counseling and Psychological Services Center, Fall 2006

The "Program Evaluation" starts with six demographic questions, and three "Program Objectives" which are specifically written for each type of program. The evaluation consists of six five-point Likert statements and two open-ended questions. The student feedback was very positive on all the presented topics of Assertiveness, Relaxation/ Stress Management, RA Practical Skills training, Suicidal Intervention, Sexual Assault, Eating Disorders, Diversity, and Conflict Management.

Students were asked to circle "strongly agree", "agree", "neutral", "disagree" or "strongly disagree" on the following six statements. 1. The program met the above objectives, 2. The presenter was effective in presenting the information, 3. The program enhanced my knowledge/awareness about the topic(s), 4. The program enhanced my attitude toward the topic(s), 5. I plan to change related behavior as a result of this program, and 6. I am satisfied with the overall program. The two open-ended questions were: 7. What did you learn or find useful as a result of this program? and 8. Additional comments and/or suggestions. See attached for those comments.

Fifteen presentations by six different staff were evaluated by 257 students using the same "Program Evaluation" form. Most of the students (93%) lived on campus; were (80%) Caucasian or (13%) African American (13%); and were (91%) 18-21 years old. A majority were (58%) female and they were similarly represented (22% Fr., 22 % Soph., 31% Jr., and 23% Sr.) on class status. Most of the students (96%) were satisfied with the overall program while a few (1%) "disagreed". Almost all of the students "agreed" or "strongly agreed" (98%) that the program met the objectives, and (99%) that the presenter was effective, while only one student "disagreed" about the presenter effectiveness. Most of the students "agreed" or "strongly agreed" that (91%) their knowledge/awareness was enhanced, and (91%) their attitude was enhanced about the topic, while a few (1%) "disagreed" or "strongly disagreed" on each. Almost three-fourths (71%) said they plan to change related behavior while a few (2%) "disagreed" or "strongly disagreed" and some (4%) students thought the statement was "not applicable".



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Name of Person(s) Conducting Assessment Activity John Ritchie

Other Partners Involved in Activity (e.g., faculty, staff, alumni, other departments, community, etc.)

Lisa Carter

Semester & Year of Assessment Activity Fall 2006

Objectives for Assessment Activity

To rate student-client satisfaction with, and perception of, their counselor and counseling experience. There were additional questions related to retention and learning process.

Nature of Assessment Activity (e.g., survey, focus group, pre/post-test, etc; instruments used to be attached)

The "Evaluation of Counseling Experience at Counseling Center" 18 question instrument was given by the receptionist to 30 students who came for counseling during a three-week mid-semester period in October-November.

Highlights of Significant Findings from Assessment and Comparison to Criteria for Success Established by Area

See attached for listing of each statement and related agreement and disagreement percentages. All of the ten statements on "counseling satisfaction" and "counselor satisfaction" had at least 86% (86%, 89%, 93%, two 97%, and five 100%) of the students "agreed" or "strongly disagreed" on every statement. All (100%) of the students "agreed" or "strongly agreed" that they were "satisfied with my overall counseling experience". On the five "counseling satisfaction" statements, only one or two students "disagreed or "strongly disagreed" on three of the statements, and on the five "counselor satisfaction" statements no one "disagreed" on any of the statements. The two Learning Process statements had 93% and 78% of the students "agreed" or "strongly agreed" with one student who "disagreed" on their own "substantial effort".. The three Retention/Academic Performance statements had 71%, 68% and 59% of the students "agreed" and "strongly agree" among those who felt the statement was applicable, while 3%, 3%, and 17% felt the statement was "not applicable". Some, 21%, 3%, and 16%, of the students "disagreed" with the statements.

Specific Use of Findings in Area(s) and Key Changes Made in Area(s)

The good but lower Retention/Academic Performance statements are a reflection of being more general outcomes connected to the overall college experience rather than a specific focus of psychological counseling.

The selected psychological/social/learning process outcomes are specifically addressed in the counseling experience. The Center will continue to give priority attention to retention and academic performance by facilitating LC101 Learning Contract groups in the spring and promoting CLAW (Campus Leaders Advocating Wellness) COUN 142 Peer Education course and peer campus presentations through the CLAW network. The Center also promotes academics by working with faculty and classrooms through the SPARC (Study to Prevent Alcohol-Related Consequences) and Body Project (body awareness) programs.

Other Comments
