2009-2010

Administrative Area Assessment Reports
Unit Administrative Plan: 2009-10

The Office of Student Development

Unit Purpose

The Office of Student Development, comprised of the following services: Alcohol and Drug Education Programs, Counseling Services, Disability Services, Health Services, and Nontraditional Student Services promotes and supports the personal, educational, physical, and psychological development and the accessibility of the University for all students, staff, faculty and members of the community.

PLEASE NOTE: Student Development was divided in January 2010, with both Disability and Health Services being broken out into separate reporting entities in the Division of Student Affairs. The below Administrative report reflects information from: Counseling Services, Alcohol and Drug Education Programs and Non-Traditional Student Services.

Intended Administrative Outcome

The Office of Student Development Intends to:

Student Development: Alcohol and Drug Education Programs, Counseling Services, Disability Services, Health Services and Non-Traditional Services.

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<th>Intended Outcome</th>
<th>Ensure satisfaction of students, faculty, and staff utilizing services.</th>
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<td>Counseling Services (CS) (including Alcohol and Drug Education Programs and Non-Traditional Student Services) administers faculty, staff and student evaluations annually.</td>
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<td>Faculty/Staff evaluations were sent to all faculty/staff. They assessed satisfaction with referral process, consultation and service provision (e.g. workshops, programs, yoga). Faculty and Staff evaluations are based on a five point likert scale: &quot;1&quot; represents disagree while &quot;5&quot; strongly agree.</td>
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<td>Sixty-four (64) Faculty/Staff responded and CS received an overall rating of 4.83 on a 5.0 scale.</td>
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See Appendix A – 2009-2010 Counseling Services Faculty/Staff Survey

Student Evaluations

NEW FORMAT: In 2010, Student evaluations were based on "symptom reduction" instead of "client satisfaction" in an effort to assess more clearly the impact of counseling on student success. A four point likert scale was used with "0" representing "No Concern" and "4" representing a "Very High Concern" related to the specified problem. A total of 63 problems were assessed. Four students/per counselor were administered the Problem Checklist on intake and after their fourth visit. Students reported an overall average "positive change" (or symptom reduction) of 40 points after their fourth visit related to the initial problems identified.