

**University Counseling Center**  
**Assessment Plan 2008-2009**

**Overview**

The mission of the University Counseling Center (UCC) is .....  
“to facilitate student success in educational and developmental experiences.”

That mission is accomplished by .....  
“Increasing behaviors that promote wellness in order to advance academic achievement among students. The UCC recognizes that common social problems including chemical abuse, serious mental illness, and stress-related conditions impede the ability of students to fully function and succeed in a highly competitive academic environment.”

**Educational Experiences**

The primary functions of the UCC include:

- Personal counseling (individual, couple, or group sessions)
- Drug and alcohol abuse evaluation, education groups and prevention
- Outreach programming
- Career counseling
- Testing services
- Practicum and predoctoral internship training programs
- Psychiatric services

**Assessment Methods**

I. The CORE survey is administered across campuses nationwide. The UND Substance Abuse Prevention office administers this survey in alternate years to assess the substance abuse climate and to direct prevention and education efforts at UND. It provides insight into how alcohol and drugs are viewed by both traditional and commuter students. The CORE survey provides health and wellness programs with information on how often students drink or use illegal substances, what they use, and how this affects the students' lives. The survey also includes several different types of questions about drugs and alcohol. One type deals with the attitudes, perceptions, and opinions that students have about alcohol and other drugs, and the other addressed the students' own use and consequences of use. There were also several items on student demographics and background characteristics as well as their perception of campus climate issues and policies.

II. In alternate years, Student Health Services carries out a sampling of the UND student body using the National College Health Association–National College Health

Assessment (ACHA-NCHA). The survey contains approximately 300 questions covering a range of health-risk behaviors, health status, and emotional functioning. A review of this data helps guide UCC outreach planning as well as targeting population needs for counseling and risk reduction. Data from the ACHA-NCHA survey emphasizes the importance of targeting significant problems that students have in terms of depression, sleep, and stress-related issues. The data from the UND sample also affirms the continuing threat posed by suicidal thoughts that impacts the well-being of students.

III. The Outcome Questionnaire 45 (OQ45) is a self-report measure of emotional and behavioral functioning completed by students. Since the 2005-2006 academic year, students have been given the OQ45 at their initial meeting and subsequently during a two-week period at a mid-point in both the fall and spring semesters. Commencing in Fall Semester 2008, the OQ45 will be administered at each counseling session to measure the student's functioning.

IV. UCC provided outreach events/presentations to the UND community during this year emphasizing stress management training. Objective measures of performance-based learning of breathing patterns resulted in a significant and positive effect in relaxation as demonstrated by the ROTC training.

V. Other learning measures may include a direct measure of the acquisition of knowledge. For example, the presentation, "Psychological Factors in Aerospace Safety" provided the aviation students with a greater understanding of perceptual, cognitive, and psychosocial factors that impact decision-making. Pre and post-test results indicated a significant increase in knowledge ( $p=0.001$ ).

Another example of direct learning measures occurred with the program "Game Time Decisions." It was designed to combat the alcohol and drug issues among RecSports athletes. Pre and post-test results indicated a significant increase in knowledge as well as a change in self-reported motivation toward low risk drinking behaviors.

### **Student Learning Goals**

Student learning and student outcomes were analyzed along the guidelines proposed in *Learning Reconsidered* (2004), which was developed by the National Student Affairs Administrators in Higher Education. Student outcomes (noted in bold print) were analyzed in the areas specified and were consistent with terms articulated in UND's General Education Requirements (in italics):

*Interpersonal Competence* .....Personal communication  
*Cognitive Complexity* .....Thinking changes  
*Intrapersonal* ..... Ability to make choices  
*Persistence/academic achievement*...Ability to acquire new knowledge

### **Assessment Results**

Assessment results are tracked on a yearly basis and are fully discussed in the UCC annual report.

### **Feedback and Use of Results**

Again, through a process of tracking measurable outcomes, interventions connect to multiple levels in the UND environment. In this effort, the following objectives were advanced as making this process real and consequential:

- Seek the application of best practices
- Assessment is multifaceted, measurable, and organic
- Extend health planning to our community as it relates to substance abuse through Town Hall meetings
- Contribute to public policy development
- Interventions connect to each of the levels of the university environment
- Connect with stakeholders and students in creating a culture of wellness