



FRANCIS MARION UNIVERSITY
OFFICE OF COUNSELING & TESTING
IE DEPARTMENTAL ASSESSMENT PLAN

ASSESSMENT PLAN PERIOD: July 1, 2018 - June 30, 2019

DEPARTMENTAL MISSION STATEMENT: The Office of Counseling and Testing helps students manage life pressures that threaten academic persistence. For students with disabilities, the office aims to implement academic accommodations that make education fully accessible. When proctoring exams, the office is committed to providing a comfortable and secure testing environment.

Goals	Desired Outcomes	Assessment Methods and Procedures	Results	Planned Improvements Based on Assessment Results
<p>Create programming at new-student orientation that provides quality information to parents/guests. Based on feedback from guests from the previous academic year, address concerns about hydration and create a formal plan for assisting guests with mobility concerns.</p>	<p>A. Ninety percent (90%) of guests completing surveys at the end of each freshman orientation will endorse "strongly agree" or "agree" for the quality of each session and for the overall organization of orientation. B. From verbal feedback and the open comments section of the survey - reduced complaints about hydration for guests on warm days. C. From the open comments section of the survey and verbal feedback - reduced complaints about limited options for guests with mobility issues.</p>	<p>Post-event meetings regarding verbal feedback received from guests during each orientation. Survey administered to family/guests at each orientation session. Survey uses a four-point Likert scale ("Strongly Agree, Agree, Agree Somewhat, Disagree"). Guests are asked for feedback on the check-in process and are asked to rate each session. Guests are also asked open-ended questions regarding positive and negative experiences. A. Baseline, for FY 17/18 was 95.5% of guests giving "strongly agree" or "agree" endorsements to check-in and individual sessions. Benchmark, 90% Target, 93% B. Baseline, for FY 17/18 was based on post-event meetings in which orientation staff reported multiple verbal requests by guests for hydration options between sessions. Benchmark, no more than two verbal or written requests/complaints Target, no complaints. C. Baseline, for FY 17/18 was based on multiple verbal requests from guests and two written complaints on the survey. Benchmark, no more than two verbal or written requests/complaints Target, no more than one written complaint.</p>	<p>A. Target Met. Positive endorsements (Strongly Agree + Agree) yielded an overall rating above 96%. B. Target Met. Refreshments were added for guests to have between sessions. No complaints about hydration. C. Target Met Parents with mobility issues were assigned to an Admissions Counselor at check-in and were told where to meet for transport in a golf cart. No complaints.</p>	<p>Goal closed. Staff from Counseling and Testing will continue to do presentations for freshman orientation, but the Admissions Office will take over responsibility for planning, hosting, and evaluating the sessions.</p>



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Collaborate with faculty, staff and students to provide accommodations that promote academic success for students with disabilities.	Students with disabilities will learn self-advocacy skills and will use accommodations effectively. A. Retention for students with disabilities will equal the retention rate of first- to second-year students at FMU (approximately 69%). B. As a group, students with disabilities will have a mean GPA of 2.5 or higher.	Enrollment status and academic progress assessed for each student registered with disability services. A. Baseline for FY 2017/2018 was 86% of students continuing from the previous year. Benchmark - 69% Target - 78% B. Baseline for FY 2017/2018 was 2.88 average GPA Benchmark - 2.5 average GPA Target is 2.80 GPA.	A. Target exceeded. Retention from from Spring 2018 into Fall 2018 was 90% (an improvement from 86% last year). B. Benchmark met. Average GPA for the 97 students served was 2.76. Thirteen percent of the 97 students registered with disability services were nursing students. Almost half (46%) were dismissed from the nursing program for insufficient academic progress.	Discuss findings with administration at School of Nursing. Students with disabilities enrolled in the School of Nursing appear to be an at-risk group for persistence due to difficulty meeting the 3.0 GPA requirement. Explore the possibility of a decelerated course load for students and/or more frequent feedback meetings.

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<p>Maintain compliance with nationally recognized professional testing standards. Utilize forms that communicate with faculty regarding student use of the testing center (e.g., time of arrival, time of completion, restroom breaks, unusual behavior, delivery method of completed exam).</p>	<p>A. Maintain test integrity with no known incidents of cheating nor any loss of testing materials. B. Track use of testing room for students using accommodations under the Americans with Disabilities Act (ADA) versus non-ADA testing (e.g., faculty asking to use the testing room for students in online courses).</p>	<p>A. Record faculty reports/complaints regarding test integrity. Record any loss of testing materials. Baseline - three complaints in FY 2016-2017 and no complaints in FY 2017-2018. Benchmark - no more than one reported incident of cheating or loss of testing materials. Target - no reported incidents of cheating or loss of testing materials. B. Maintain data on the use of the testing room. Baseline - Of the 404 student exams proctored in Spring 2018, 18% were for non-ADA reasons (make-up exams, online courses) Benchmark - less than 25% of non-ADA students using the test center. Target - less than 10% of non-ADA students using the testing center.</p>	<p>A) Target Met. No test integrity complaints nor any loss of testing materials. B) Benchmark not met. Of the 268 student exams proctored in the fall, 26% were for non-ADA reasons (make-up exams, online courses).</p>	<p>Permission granted by administration to restrict the testing room to those students who are eligible for ADA accommodations. Faculty teaching online courses were supported for Spring 2019, but will be asked to no longer use the testing center for non-ADA purposes in FY 2019-20. 2) Explore methods for increasing student compliance with reserving testing dates and times. This has been a significant issue for staff (e.g., not having exams copied and not having proctor coverage when ADA students walk in without an appointment).</p>
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<p>Provide high quality counseling services to students, with an emphasis on reaching underserved populations, e.g. minority students and male students.</p>	<p>A. At least 25% of clients will be male. B. At least 40% of clients will be minority students.</p>	<p>Utilization data compiled at the end of the academic year. A. Baseline, for FY 17/18, 14% of the 199 students seen for counseling were male. Benchmark, 25% of clients will be male. Target, 30% of clients will be male B. Baseline, for FY 17/18, 54% of clients seen were minority students. Benchmark, 40% of clients will be minority students Target, 50% of clients will be minority students.</p>	<p>A. Benchmark not met. Percentage of males seen was 18%. A male graduate intern was hired for Fall 2018. He continued working 15 hours a week during Spring 2019. At the end of the spring term, he was seeing twelve students, with 50% being male. This suggests that males are more likely to seek counseling from a same-gender therapist. B. Benchmark met. Of the 224 students seen for counseling, 52% were minority students.</p>	<p>Total contact hours hit an all-time high this year (1,186 hours this year compared to 984 last year). Previous high was 1,123 in 2013-2014. When possible, seek the addition of a male therapist for part-time hours (e.g., utilizing graduate students in the clinical counseling program). Secure data from athletics about the part-time male counselor they will have working five hours a week for student-athletes (male versus female utilization statistics).</p>