

**The Counseling and Testing Center
2006-07 NCA Summary Sheet**

Overall Summary for Counseling and Testing Programs

The Counseling and Testing Center has implemented all three of its major assessment goals: The Counseling Program, The Outreach and Academic Program, and the Testing Services Program. Four years worth of research has been carried out in eight goal areas, although some outcome measures need better implementation.

Leadership in our NCA departmental assessments has been in a transition year. Paul Snowball who has ably led our data collection and NCA reporting has opted for a reduced role in the process, facilitating wider departmental participation and a "fresh take" on the NCA process. Paul will continue to see to data collection and already has offered helpful critiques and revisions to the writing of this year's report. After a Spring Semester NCA planning meeting with all Counseling staff and Dr. Connie Hollinger (one of our 2005-06 reviewers), Dr. Bruce Menapace stepped up to write this year's report (with the use of data gathered primarily through last year's assessment strategy) and to become our departmental NCA point person. Our meeting with Dr. Hollinger gave us insight into the Goals-Outcomes-Research-Results-Discussion-Changes-Improvement cycle and we look forward to Bruce's facilitation as we all learn more how to do this process in a way that leads to improved quality of services to students and the university community.

We have gathered some student input on our assessments via an invitation to comment on the assessment processes. This information will need to be looked at as we continue to find ways to incorporate student input into our goals and outcomes. From our Reviews of 2006 Assessment Reports we know that student input is an area we will need to pursue from some additional angles. Dr. Hollinger also facilitated our discussion of direct and indirect measures and we will need to be creative if we are to come up with more direct measures, which is a challenge in the counseling process where our work relies heavily upon student self-report. Some possibilities might exist by looking at counselor ratings of in-session behavior and direct assessment of changes in student knowledge.