

Substance Abuse and Clinical Counseling Program

Comprehensive Assessment Plan Report Fall 2014-Spring 2015

The effectiveness of East Carolina University's Substance Abuse and Clinical Counseling (SACC) Program in preparing students for careers in counseling is evaluated in a number of ways. Alumni, field-site supervisors, and other stakeholders are encouraged to play key roles in helping the program to continuously improve. Our various methods of evaluation, from surveys to face-to-face meetings, are described herein. Results are discussed, and actions taken are presented.

The Program's overall effectiveness and consistency in meeting its mission and objectives, including student development in the areas of Professional Identity and Counseling Knowledge, Professional Practice and Counseling Skills, Self and Cultural Awareness, and Consumer Satisfaction, are also discussed.

1. Professional Identity and Counseling Knowledge:

Students must demonstrate an understanding of professional identity and counseling knowledge in the areas of addictions and clinical mental health counseling (history; philosophy; trends; ethical and legal considerations; roles and functions; professional organizations; models/theories of treatment, prevention, recovery relapse prevention, and consultation; etc.) as measured by:

(a) Student Portfolio Reviews: Students submit their portfolios for evaluation and feedback three (3) times over the course of study. The first submission comes upon completion of 12 credit hours. The second submission is due during the same semester in which students are enrolled in the Practicum course, and the final submission must occur during the semester of students' enrollment in the Internship course.

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

Study Comprehensive Examination Pass rate (This is a "pass/fail" process): The purpose of the comprehensive examination process is to help students synthesize their learning in addictions and clinical mental health counseling and to ensure students have an understanding of the professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP's Standards for Preparation (Addictions and Clinical Mental Health), and the 12 core functions of substance abuse counselors. Evaluation of students' examinations gives faculty the opportunity to evaluate students' academic preparation. Substance Abuse and Clinical Counseling students have two options for comprehensive examination: the Counselor Preparation Comprehensive Examination (CPCE) and the Oral Case Study Examination (OCSE).

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The examination is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE helps prepare students for the National Counselor Examination (NCE). The CPCE is made up of 160 items, 20 items per CACREP area. The examination is administered as a whole (not by sections).

For the OCSE, students are given 60 to 90 minutes to review a case study and prepare an oral presentation comprising the following elements:

1. Development of a Case Presentation: Students begin the OCSE by providing a comprehensive description of the client as if they are in a team staffing, working on the assumption that the other “team members” (two faculty, who will evaluate the student’s performance) have little information about the client. Students must include information such as the client’s (a) age, gender, and social history, (b) reason for referral and the general medical and psychosocial issues which prompted the referral, (c) current level of functioning (strengths and limitations), and (d) major short-term and long-term issues which need to be addressed. Essentially, students are giving a brief assessment of the client and the impact their issues may have on the client clinically, medically, educationally, occupationally and socially. Students may use the *Assessment Summary*, a form also used in the Program’s Practicum and Internship courses, to organize this information.

2. Development of the Diagnosis and Treatment Plan: Students begin this section of the OCSE by providing the current DSM’s five-axis diagnosis. Next, they develop a comprehensive treatment plan, including details on specific problem areas, goals, objectives, and counseling theories and the techniques to be applied in addressing the client’s counseling needs. Finally, they give a step-by-step description of the treatment/counseling process.

3. Presentation of Counseling Strategies: Students provide recommendations for the client in each of the life areas presented to the treatment team. Recommendations may include, but are not limited to: (a) counseling strategies used to treat the client’s specific issues, including substance and/or mental health issues, (b) strategies for seeking and maintaining employment, (c) a plan for maintaining or continuing the client’s education, and (d) any medical, physical, or health-related conditions that would require follow-up. Students must state each of these issues in relationship to short-term and long-term treatment goals.

4. Presentation of Ethical or Legal Issues: Students present and discuss any legal or ethical issues that may be related to the client’s case history.

In order to develop comprehensive responses during the OCSE, students use the 60 to 90 minute preparation period to familiarize themselves with the case study provided. During this period, students may refer to resources and materials from their course work including textbooks, lecture notes and handouts in order to develop comprehensive responses to each of the above-listed areas/components of a counseling intervention. Students may also take as many notes on the case as they like, prior to beginning the oral component of the exam.

After the student has prepared and presented an oral presentation covering the areas listed above, faculty will ask relevant questions in order to gauge the depth of the student’s understanding of the counseling interventions proposed. Student responses must be related to the specific case study; generalized responses may indicate that a student would have difficulty applying a particular counseling intervention, strategy, treatment, or goal to a “real world” situation.

CPCE Results: The administration of the CPCE was given on November 21, 2014, and 16 students took the examination (n = 16, with two students from the Rehabilitation and Career Counseling program). The national average score was 86.60 (SD = 15.46; n = 657; Total Score), and the East Carolina student average score was 88.44 (SD = 8.85; n = 16; Total Score). The passing score for East Carolina students is one

standard deviation below the national average score (77.7). All students (100%) passed the exam. When comparing ECU student subcategory score averages with the national average, all ECU student subcategory scores are within one standard deviation + or – the national average. See table below.

	Fall 2014 National Score Average (n = 657)	ECU Student Score Average (n = 16)
C1: Human Growth and Development	10.30 (Sd = 2.70)	10.19 (Sd = 2.21)
C2: Social and Cultural Foundations	10.72 (Sd = 2.45)	10.69 (Sd = 1.83)
C3: Helping Relationships	10.84 (Sd = 2.47)	11.38 (Sd = 1.87)
C4: Group Work	11.78 (Sd = 2.54)	12.69 (Sd = 2.05)
C5: Career Development	10.21 (Sd = 2.88)	8.56 (Sd = 2.4)
C6: Assessment	9.78 (Sd = 2.46)	10.69 (Sd = 1.57)
C7: Research and Program Eval.	10.60 (Sd = 2.58)	10.75 (Sd = 1.89)
C8: Professional Orientation & Ethics	12.38 (Sd = 2.63)	13.5 (Sd = 1.73)

(Note: 14 students who took the CPCE were in the Substance Abuse and Clinical Counseling Program, and 2 were in the Rehabilitation and Career Counseling Program)

The next administration of the CPCE was given on March 27, 2015. Nine (n = 9 with two students from the Rehabilitation and Career Counseling program) students took the exam. The national average score was 86.60 (Sd = 15.46; n = 657; Total Score) and the East Carolina student average score was 88.44 (Sd = 11.59; n = 9; Total Score). The passing score for East Carolina students is one standard deviation below the national average score (77.7). All students (100%) passed the exam. When comparing ECU student subcategory score averages with the national average, all ECU student subcategory scores are within one standard deviation + or – the national average. See table below.

Average	Spring 2013 National Score Average (n = 657)	ECU Student Score (n = 9)
C1: Human Growth and Development	10.30 (Sd = 2.70)	10.78 (Sd = 2.48)
C2: Social and Cultural Foundations	10.72 (Sd = 2.45)	10.67 (Sd = 1.33)

C3: Helping Relationships	10.84 (Sd = 2.47)	11.22 (Sd = 1.03)
C4: Group Work	11.78 (Sd = 2.54)	12.44 (Sd = 2.11)
C5: Career Development	10.21 (Sd = 2.88)	10.11 (Sd = 1.97)
C6: Assessment	9.78 (Sd = 2.46)	10.22 (Sd = 2.2)
C7: Research and Program Eval.	10.60 (Sd = 2.58)	10.89 (Sd = 1.37)
C8: Professional Orientation & Ethics	12.38 (Sd = 2.63)	12.11 (Sd = 2.85)

(Note: A total of 9 ECU students took the CPCE. Two students were in the Rehabilitation Counseling Program. Seven students were from the Substance Abuse and Clinical Counseling Program.)

All ECU student subcategory scores are within one standard deviation + or – the national average.

Action Taken: All students passed the CPCE, and all ECU student subcategory scores are within one standard deviation + or – the national average. No action taken.

Oral Case Study Examination Results: No students took the Oral Comprehensive Exam.

Action Taken: Since the CPCE prepares students for the NCE, advisors will continue to encourage students to take the CPCE examination rather than oral comprehensives.

(C) Number of students involved in professional organizations: The *Substance Abuse and Clinical Counseling Student Survey* is administered yearly. One question is, “Are you currently a member of any counseling related Professional Organizations (ACA and its divisions, LPCANC, PARC)? Yes _____ No _____. If yes, please list your memberships below.”

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

2. Professional Practice and Counseling Skills:

Students demonstrate an understanding of, and the ability to apply professional practice and counseling skills in, areas of addictions and clinical mental health counseling (legal and ethical principles and financing and regulatory processes; diagnosis, treatment, and referral; co-occurring disorders, suicide and homicide risk, crisis, disaster and other trauma causing events; etc.) as measured by:

(a) Student Portfolio Reviews: Students submit portfolios for evaluation and feedback three (3) times over the course of their program. The first submission is upon completion of 12 credit hours. The second submission is during the Practicum course, and the final submission is during the Internship course.

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(b) Counselor Self-Efficacy Scale Scores: The *Counselor Self-Efficacy Scale (CSES)* assesses self-efficacy for performing counseling skills, carrying out the counseling process, and handling difficult counseling situations. Students are asked to rate their ability to do counseling skills on a five-point scale Likert Scale (5 = agree strongly; 4 = agree moderately; 3 = neutral/uncertain; 2 = disagree moderately; and 1 = disagree strongly). Scores can range from 20 to 100. The higher the score, the more confident the person is in their performance. Students take the CSES four times over the course of the program (Orientation, beginning of Practicum course, end of Practicum course and end of Internship course) and group mean scores are compared to gauge changes in self-efficacy.

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(c) Supervisor Evaluation of Supervisee Form (SESF): The SESF assesses and evaluates students' performance during field placements (Practicum and Internship). The SESF is completed at the mid-point and end of the field-site placement. The field-site supervisor, the faculty supervisor, and/or the doctoral supervisor complete a SESF and review it with students.

The evaluated performance categories include: Counseling/Clinical Activities; Ethical Knowledge, Skills, and Application of Ethical Guidelines; Multicultural Competence; Record Keeping; Responsiveness to Supervision; Working Relationship with Organizational Staff; Attendance/Punctuality; Professionalism; and Enthusiasm/Creativity. Each category is rated on a three-point scale (poor, satisfactory, excellent). Supervisors also complete a narrative section which identifies students' notable strengths, areas for improvement, and whether the students have satisfactorily fulfilled their assigned role at the field placement (Yes/No/Explain). Students are expected to score "satisfactory" or above by the completion of their field placement. For the area of Professional Identity and Counseling Knowledge the "Overall Score: Did this student satisfactorily fulfill their assigned role at the field placement – Yes/No/Explain" was evaluated.

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

3. Self and Cultural Awareness:

Students must demonstrate an understanding of and the ability to apply self and cultural awareness in the areas of addictions and clinical mental health counseling (understand how living in a multicultural society affects clients; provide culturally relevant education; make appropriate referrals; modify counseling theories, techniques, and interventions to be culturally appropriate; recognize own limitations and seek supervision; etc.) as measured by:

(a) Student Portfolios Reviews:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(b) Multicultural Awareness-Knowledge and Skills Survey (MAKSS): According to D' Andrea, Daniels and Heck (http://cart.rmcdenver.com/instruments/multicultural_awareness.pdf) the MAKSS is “designed to measure an individual's multicultural counseling awareness, knowledge, and skills. This 60-item survey is divided into three sub-scales. Items 1-20 measure multicultural counseling awareness; items 21-40 measure multicultural counseling knowledge; and items 41-60 measure multicultural counseling skills.” Each item is ranked on a four-point Likert scale (1 = “very limited” or “strongly disagree”; 2 = "Limited" or "Disagree"; 3 = "Good" or "Agree," and 4 = "Very Good" or "Strongly Agree. A mean score is calculated for each of the sub-scales. The higher the score, the greater the student’s multicultural awareness, knowledge and skills. Students take the MAKSS four times over the course of their program (Orientation, beginning of Practicum course, end of Practicum course and end of Internship course) and group mean scores are compared for changes.

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

4. Consumer Satisfaction:

Satisfaction level of students, field-site supervisors, alumni, and employers of graduates as measured by:

(a) Substance Abuse and Clinical Counseling (SACC) Student Survey:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(y) External Advisory Board Feedback:

The External Advisory Board is made up of field-site supervisors in the community, some of whom are past graduates of the program. It meets once a year to provide feedback and directions to the Substance Abuse and Clinical Counseling Program.

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

5. Effectiveness of Curricular Content and Design, as measured by:

(a) SACC Student Survey:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(c) Field-Site Supervisory Survey:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(d) Employer Survey:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(f) External Advisory Board Feedback (EAB):

6. The effective use of technology to deliver the curriculum and enhance experiences to meet program and student needs as measured by:

(a) Substance Abuse and Clinical Counseling Student Survey:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(b) Substance Abuse and Clinical Counseling Alumni Survey:

Results: Due to the Director of the Substance Abuse and Clinical Counseling program being on leave, no data was collected.

Action Taken: No action taken at this time.

(c) 2014-2015 Graduate Student Exit Survey (GSES) for the M.S. in Substance Abuse and Clinical Counseling Program: The GSES is administered by East Carolina University IPAR. All graduating students are asked to complete the survey during their final semester in the program.

Results:

Program: MS-Substance Abuse & Clinical Counseling **Respondents:** 12 **Population:** 23 **Response Rate:** 52.2%

Table 1 - Faculty Contributions

Section A -- Faculty Contributions Please evaluate how well faculty members in your major department do each of the following.	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average Rating	Total Responses	No Response	Percent "Excellent" or "Good"
1. Set high expectations for you to learn	9	1	2	0	3.6	12	0	83.3%
2. Respect diverse talents and ways of learning	8	2	2	0	3.5	12	0	83.3%
3. Encourage you to be an actively involved learner	9	1	2	0	3.6	12	0	83.3%
4. Encourage student-faculty interaction	10	0	1	1	3.6	12	0	83.3%

5. Give you frequent and prompt feedback	6	3	3	0	3.3	12	0	75.0%
6. Encourage you to devote sufficient time and energy to your coursework	7	3	2	0	3.4	12	0	83.3%
7. Develop opportunities for you to learn cooperatively with fellow students	6	4	1	1	3.3	12	0	83.3%
8. Care about your academic success and welfare	10	0	2	0	3.7	12	0	83.3%
9. Overall, how would you evaluate your instructors on these eight measures?	9	1	2	0	3.6	12	0	83.3%

Table 2 - Help Outside the Classroom

Section B -- Advising and Support Services During your time in this program, how would you evaluate each of the following? (If you have not had enough experience with a service to evaluate it, please mark "Don't know/did not use.")		Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average Rating	Don't Know/Not use	Total Responses	No Response	Percent "Excellent" or "Good"
1. Academic advising in your program										
a. Access to program advisor		8	1	2	0	3.5	0	11	1	81.8%
b. Responsiveness of advisor		9	0	1	1	3.5	0	11	1	81.8%
c. Accurate information about degree requirements and course sequencing		6	4	0	1	3.4	0	11	1	90.9%
d. Knowledge of university policies and procedures		7	3	0	1	3.5	0	11	1	90.9%
e. Academic advising services overall		8	1	1	1	3.5	0	11	1	81.8%
2. Library services										
a. Hours of operation		8	2	1	0	3.6	0	11	1	90.9%
b. Guidance in finding appropriate resources		7	3	1	0	3.5	0	11	1	90.9%
c. Access to databases and collections		9	1	1	0	3.7	0	11	1	90.9%
d. Library services overall		8	2	1	0	3.6	0	11	1	90.9%
3. Technology services										
a. Access to course material through the Internet		8	2	1	0	3.6	1	12	0	90.9%
b. The help desk was available when needed		6	4	1	0	3.5	1	12	0	90.9%
c. On-campus computer facilities were available when needed		8	2	1	0	3.6	1	12	0	90.9%
d. Technology training was available when needed		4	3	2	0	3.2	3	12	0	77.8%
e. Technology services overall		7	4	1	0	3.5	0	12	0	91.7%
f. Effectiveness of information technology in improving my learning	Very Satisfied (5)	Satisfied (4)	Neither Satisfied Nor Dissat. (3)	Dissatisfied (2)	Very Dissatisfied (1)	Average Rating	Don't Know/Not use	Total Responses	No Response	Percent "Very Satisfied" or "Satisfied"
	5	5	2	0	0	4.3	0	12	0	83.3%
4. The Career Center¹										
a. Helpfulness of staff		5	0	0	1	3.5	6	12	0	83.3%
b. Information on internships and other career-related experiences		3	0	2	1	2.8	6	12	0	50.0%
c. Access to employment opportunities (including corporate positions) through career fairs, interviews, job listings, etc.		3	1	1	1	3.0	6	12	0	66.7%
d. Help in preparing for interviews, resumes, etc.		3	1	0	2	2.8	6	12	0	66.7%
e. Availability of career resources online		4	1	0	2	3.0	5	12	0	71.4%
f. Assistance with such career options as military service, volunteer service (e.g., Peace Corps, TEACH for America), PhD programs, post-doctoral, etc.		3	1	0	2	2.8	6	12	0	66.7%
g. Career services overall		3	2	0	2	2.9	5	12	0	71.4%

Table 3 - Knowledge, Skills and Personal Growth

Section C -- Knowledge, Skills, and Personal Growth To what extent do you think your graduate education contributed in each of the following areas?	Very Much (4)	Somewhat (3)	Very Little (2)	Not at all (1)	Average Rating	Don't Know	Total Responses	No Response	Percent "Very Much" or "Somewhat"
1. Knowledge in your program	10	2	0	0	3.8	0	12	0	100.0%
2. Problem solving skills	9	2	1	0	3.7	0	12	0	91.7%
3. Technical skills	7	3	2	0	3.4	0	12	0	83.3%
4. Communication skills	10	1	1	0	3.8	0	12	0	91.7%
5. Personal development	11	0	1	0	3.8	0	12	0	91.7%
6. Opportunities to develop leadership skills	9	1	2	0	3.6	0	12	0	83.3%

**Table 4 - Other Offices
That Serve You**

Based on your last two years on this campus, how would you evaluate each of the following services? If you have not had enough experience with a service to evaluate it, please mark "Don't know/Did not use." These services require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc.); please rate how responsive the staff in those offices were to your needs.									
	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average Rating	Don't Know	Total Responses	No Response	Percent "Excellent" or "Good"
Section D1 --The Registrar's Office									
1a. Evaluation of registration services	4	5	0	0	3.4	3	12	0	100.0%
1b. Evaluation of registration staff responsiveness	4	4	1	0	3.3	3	12	0	88.9%
Section D2 -- Financial Aid									
2a. Evaluation of financial aid services	3	6	0	1	3.1	2	12	0	90.0%
2b. Evaluation of financial aid staff responsiveness	4	3	2	1	3.0	2	12	0	70.0%
Section D3 -- Business services/cashier/student accounts									
3a. Evaluation of business services	4	4	1	0	3.3	3	12	0	88.9%
3b. Evaluation of business services staff responsiveness	4	4	1	0	3.3	3	12	0	88.9%

**Table 5 -Your
Conclusions**

Section E	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average Rating	Total Responses	No Response	Percent "Excellent" or "Good"
1. All things considered, how would you evaluate the quality of instruction in your program?	9	1	2	0	3.6	12	0	83.3%
2. If you could start over again, would you still choose to enroll in this program?	Yes	Not Sure	No					
	7	1	4	12	0			
	Percent	Percent	Percent					
	58.3%	8.3%	33.3%					

**Table 6 -Your Plans
for Next Year**

Section F - Please indicate the best description of your plans following graduation by filling in the ONE most appropriate response.	Responses	Percent
I don't know yet	0	0.0%
I have accepted a job	4	33.3%
I plan to continue in my current position	1	8.3%
I will be going to a graduate or professional school full-time next year	0	0.0%
I will be going to a graduate or professional school part-time AND working part-time	0	0.0%
I am still seeking employment	7	58.3%
I am not currently seeking employment and do not plan to attend school next year	0	0.0%
Other	0	0.0%
Total responses	12	100%
No Response	0	
Total	12	

Table 7 - Funding

Section G	Yes		No		Total Responses	No Response
	5	45.5%	6	54.5%		
1. I received financial support from my program.					11	1
2. The level of financial support was adequate to cover my basic living expenses.	4	36.4%	7	63.6%	11	1
3. I borrowed money to finance my graduate education.	10	90.9%	1	9.1%	11	1

Table 8 - Instructional Methods/Continuing Studies/Library Usage

Section H1	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Average Rating	Don't Know	Total Responses	No Response	Percent "Excellent" or "Good"
1a. Face-to-face instruction	7	4	1	0	3.5	0	12	0	91.7%
1b. Web-based instruction and activities	4	2	3	3	2.6	0	12	0	50.0%
1c. Web-based course materials	5	4	3	0	3.2	0	12	0	75.0%
1d. E-mail exchanges with instructor/other students	7	3	1	1	3.3	0	12	0	83.3%
1e. Two-way interactive (live) video	5	1	2	0	3.4	4	12	0	75.0%

1f. Would you probably have obtained your graduate degree at ECU if an off-campus program from Continuing Studies had not been available?	Yes	No	12	0	
	N	11			1
	%	91.7%			8.3%

Table 8 - Instructional Methods/Continuing Studies/Library Usage (continued)

Section H2 ¹										
		All taught face-to-face	Most taught face-to-face	Some taught face-to-face/ some online or other non-face-to-face	Most taught online or other non-face-to-face	All taught online or other non-face-to-face	Total Responses	No Response		
a. With regard to courses in your <u>major</u> which of the following statements is most accurate?	N	0	11	1	0	0	12	0		
	%	0.0%	91.7%	8.3%	0.0%	0.0%				
		Joyner Library	Laupus Library	Music Library	Did not use these libraries		Total Responses	No Response		
b. Which library have you used the most?	N	1	11	0	0		12	0		
	%	8.3%	91.7%	0.0%	0.0%					
c. During your graduate degree program at ECU, how often each semester have you used:	10 times or more	2-9 times	Once	Never			Total Responses	No Response		
1. Study space in the library	5	7	0	0			12	0		
2. Research assistance from library staff (either in person or online)	0	7	4	1			12	0		
3. Library physical materials	2	7	3	0			12	0		
4. Library online resources (e.g., articles, e-books, databases, library website.)	8	4	0	0			12	0		
d. During your graduate degree program how satisfied have you been with the following?	Very Satisfied (5)	Satisfied (4)	Neither Satisfied nor Dissat (3)	Dissatisfied (2)	Very Dissatisfied (1)	Average Rating	Don't Know	Total Responses	No Response	Percent "Strongly Agree" or "Agree"
1. Effectiveness of library resources and services in improving your experience	11	1	0	0	0	4.9	0	12	0	100.0%
2. Library space for individual student work	8	2	1	0	1	4.3	0	12	0	83.3%
3. Library space for group work	9	2	0	0	1	4.5	0	12	0	91.7%
4. Training/instruction for using library and information resources	5	2	2	0	0	4.3	3	12	0	77.8%

Table 9 - Student Affairs Programs

	Strongly Agree (5)	Agree (4)	Neither Agree Nor Disagree (3)	Disagree (2)	Strongly Disagree (1)	Average Rating	Total Responses	No Response	Percent "Strongly Agree" or "Agree"
Section H3									
3a. Involvement in Student Activities, Organizations and Programs, enhanced my ECU experience.	5	2	3	2	0	3.8	12	0	58.3%
3b. I feel there are sufficient programs to engage students outside the classroom.	5	5	0	2	0	4.1	12	0	83.3%
3c. Information about available student programs and services is easily accessible.	5	1	2	4	0	3.6	12	0	50.0%
3d. Extracurricular programs positively impacted my personal development.	4	3	3	2	0	3.8	12	0	58.3%
3e. My leadership skills/capacities have been strengthened through my involvement in activities and programs, and other services.	5	2	2	1	2	3.6	12	0	58.3%

Note: Calculation of percentages does not include responses in the "Don't Know" category and totals in the "No Response" category.

¹Questions added or revised in Fall 2012.

Actions Taken: Results were reviewed at Faculty Retreat. Since all areas were 80% or above, no changes were recommended.