

AY 2017 – 2018 Assessment

Counseling and Career Services

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Northwestern Mission

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Student Experience Mission Statement

The Student Experience provides the University community with programs and services to support the academic mission of creating, disseminating and acquiring knowledge through teaching, research and service while empowering a diverse student population to achieve their highest educational potential. The Student Experience creates a stimulating and inclusive educational environment that is conducive to holistic personal growth. The commitment to students initiates prior to entrance, sustains throughout the college experience and continues beyond graduation. Enrollment Services provides equal access for education to potential students throughout the state and region and promotes economic stability and financial access to citizens. Student Affairs enhances student development and broadens intellectual, social, cultural, ethical and occupational growth. The Student Experience works closely with faculty, staff, students, and the community to ensure graduates have the capability to promote economic development and improvements in the region.

Student Affairs Mission:

The Division of Student Affairs prepares students to be productive members of society and to improve the quality of life of students. Student Affairs provides support services in career development and placement, advocacy and accountability, academic support, mental and physical health, disability accommodations, student activities and organizations, student union life, and opportunities in leadership, community service, and programs for new students. Through hands-on involvement in programs and services, Student Affairs promotes personal development in a student-centered environment, which delivers innovative practices in an environment of respect. Student Affairs encourages integrity, diversity, and collaboration with all members of the university community.

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Counseling and Career Services Mission

The mission of Counseling and Career Services is to foster the values of self-discovery, self-direction, and the attainment of optimal health and wellness. To fulfill this mission, we will foster students' self-efficacy by providing a safe environment where students can explore their inner strengths and challenges and develop skills to successfully create, evaluate, and effectively implement a life plan for living in the ever-changing world.

Methodology: The assessment process includes:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the executive director,
- (2) The executive director will analyze the data to determine whether the applicable outcomes are met,
- (3) Results from the assessment will be discussed with the appropriate staff,
- (4) Individual meetings will be held with staff as required (show cause);
- (5) The executive director, in consultation with the staff and senior leadership, will determine propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Counseling and Career Services Effectiveness

Student Learning Outcomes

SLO1 Counseling and Career services will ensure that students are provided with quality mental health prevention programming, intervention services, and counseling support to foster their resiliency, academic persistence, and attainment of personal goals.

Measure 1.1 Students will be able to identify positive change in their functioning experienced because of their participation in counseling. Success is defined as a respondent's identification of at least three learning statements listed in question 10.

Finding: Target met. 100% of the students responding to the *Treatment Evaluation Survey* identified at least three student-learning outcomes they accomplished because of their participation in counseling.

Analysis: In the academic year 2016-2017, the target of students' identification of at least three learning outcomes was met. However only 38% of the 222 students seen for counseling responded to the survey. It was decided that we would change the method of

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administering the survey to increase our sample size and make it representative of the students receiving counseling services. The data shows that students' responses on the survey regarding their counseling experience and learning were positive. A total number of 96 surveys were completed representing 31% of the 308 student clients seen during the 2017-2018 academic year who completed at minimum the initial intake appointment. It is important and desirable to get a complete representation of students who receive counseling services by increasing the number of respondents to include those students who do not remain in counseling and receive their feedback regarding their counseling experience and termination. Factors influencing the 31% response rate include the timing and method of administration of the survey. The surveys are administered towards the end of each semester to students who are currently engaged in counseling. Many students do not see a counselor for the entire semester and/or require a few sessions to meet their needs. Some students "drop out" of counseling and do not discuss their decision with their counselor. These factors must be taken into consideration when measuring student learning. It will be expected that students who terminate early may not have the same level of student learning as students who participate in counseling a minimum of 8-12 weeks.

Action - Decision or Recommendation: Based on the analysis of the AY 2017-2018 results, questions on the *Treatment Evaluation Survey* will be updated to identify reasons why students terminated counseling early. An electronic *Treatment Evaluation Survey*, that students can fill out online, will be created on Survey Monkey and sent to students who terminate early or to students who received counseling services, but were unable, for whatever reason, to complete the paper survey. The first email will be sent soon after a client misses 3 appointments, verifies they are no longer interested in counseling and/or is terminated without filling out the *Treatment Evaluation Survey*. This should increase the student response rate and the data that is collected should be more representative of the students receiving counseling services. The data will be used to inform our policy and procedures and to improve counseling services.

Measure 1.2 Students participating in counseling will rate their satisfaction with the quality of counseling services received using the locally developed *Treatment Evaluation Survey*. Success is defined as 80% of the respondents responding "yes" or "N/A" on questions 4, 9, 12, 13, and 14.

Finding: Target Met.

(4) In accordance with our strict confidentiality policy, do you believe that the private information shared with your counselor was kept confidential? 100% Yes

(9) I believe my counselor was genuinely interested in helping me. 100% Yes

(12) The support I received through counseling enabled me to remain in college. 53% Yes, 0% No, 47% Not applicable

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(13) If you have need for assistance in the future, would you return to Counseling and Career Services? 97% Yes, 0% No, 3% Not Applicable

(14) Would you recommend the assistance provided by Counseling and Career Services to a friend? 100% Yes, 0% No

Analysis: *In the academic year 2016-2017, the target of students' identification of at least three learning outcomes was met. However only 38% of the 222 students seen for counseling responded to the survey. It was decided that we would change the method of administering the survey to increase our sample size and make it representative of the students receiving counseling services.* The data shows that the student responses on the survey regarding their counseling experience and learning were positive. A total number of 96 surveys were completed representing 31% of the 308 student clients seen during the 2017-2018 academic year who completed at minimum the initial intake appointment. Factors influencing the 31% response rate include the timing and method of administration of the survey. The surveys are administered towards the end of each semester to students who are currently engaged in counseling. Many students do not see a counselor for the entire semester and/or require a few sessions to meet their needs. Some students "drop out" of counseling and do not discuss their decision with their counselor. These factors must be taken into consideration when measuring student learning. It will be expected that students who terminate early may not have the same level of student learning as students who participate in counseling a minimum of 8-12 weeks.

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Measure 1.3 Students attending outreach programs will understand factors that affect mental health, individual functioning and community health, including the connection of mind, body, and spirit and its role in optimum functioning. Students will complete a locally developed *Presentation Evaluation* after each program/presentation. Success is defined as a 75% or higher score.

Finding: Target met. Students attending the University Studies classes for the Alcohol and Substance Abuse outreach program scored a total of 99.8% on the student learning

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assessment given after each presentation. The students were given a pre-test to assess their knowledge and then a post-test to determine their learning outcomes. The University Studies classes each received a 50-minute presentation on *Alcohol and Substance Use and Abuse: Making Responsible Decisions*. The students scored a total of 95% on the pre-test given prior to the presentation.

Target met: Stress management presentation evaluation questions were rated on a Likert scale 1-5. Combined scores of all attendants was 174 out of 175.

Target not met: Anxiety management psychoeducational group. Student learning assessed in Pre-posttest format. Student learning percentage score of 70%.

Analysis: Based on the findings of the AY 2016-2017 it was expected that the assessment tools be updated to increase difficulty. However, the assessment tool for the stress management presentations did not ask specific questions related to facts, but student opinion about their learning. The pretest for the 2017 University Studies 1000 presentations was not given during the fall as instructors did not administer them before the presentation. They were administered during the Spring 2018 semester by the presenter. The pre-test/posttest for the *Alcohol: Making Responsible Choices* asked true/false questions only, which had a low level of difficulty. Questions will be reviewed for content and formatted as multiple choice and/or fill in the blank questions to increase difficulty. A one-page pretest/posttest will be given to students at the time of the presentation with 10 minutes given prior to the presentation to complete the pre-test.

Action - Decision or Recommendation: Based on the analysis of AY 2017-18 results pretests/posttests specific to each presentation will be updated to clearly tie questions to the learning objectives. The pretest/posttest will be formatted with multiple choice and/or fill in the blank questions to provide a moderate level of difficulty. Success will be defined as a score of 75% or higher.

Measure 1.4 Participants (students, faculty, and staff) in QPR training will learn how to effectively question, persuade and refer individuals, who may be suicidal, for mental health counseling. Success is defined as an increase of knowledge about suicide intervention as self-rated on the QPR pre- and post-test with 75% of the post-test questions rated as *high* or *always*.

Finding: Target Met. 100 faculty/staff and students received Question, Persuade, Refer training during the 2017-2018 academic year. The average score on QPR posttest was 89%.

Analysis: Based on the results of AY 2016-2017 provided in participants' comments it was decided to streamline the training and eliminate redundancy. Participants' comments show that repetition of information was not an issue during the AY 2017-2018. The goal of an overall average of 75% for participant learning (suicide prevention and intervention) was exceeded as demonstrated by the participants' responses on the posttest instrument. The results suggest that the student learning outcomes are being met. This pretest/posttest is the not one that can be modified as it is the property of the QPR Institute.

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Action - Decision or Recommendation: Based on the findings of AY 2017-2018 no changes are required at this time. However, participants' comments on the pretest-posttest will continue to be monitored to provide direction for improving the delivery of the training.

SLO2 Students will engage in individual career exploration and planning empowering them to define and achieve their career/life goals and develop a career/academic plan that is specific, achievable and realistic.

Measure 2.1 Students enrolled in University Studies 1000 and receiving 3 career exploration lessons will be able to verify their personality type, values, and interests and demonstrate how these factors impact their career interest and choice by providing a written report regarding a career path of interest. Success will be measured by an average grade of 75% or higher on the three career exploration assignments

Finding: Target Not Met. Even though the instructors were trained, and the importance of the 3 career exploration modules were stressed, not all the instructors were successful in getting students to complete all 3 assignments. The average score for the University Studies 1000 students completing the career exploration assignments was 64%.

Analysis: Based on the findings of 2016-2017 AY it was decided to evaluate the 3 career modules and assignments and to retrain University Studies 1000 instructors in the delivery of these lessons because there was an inconsistency in providing career exploration instruction and subsequent assignments required within University Studies 1000. Instructors were trained, and the lessons and assignments modified. What was found during this assessment cycle was nothing changed. Some individual instructors do not teach the career exploration lessons at all so there are no grades for students for these three (3) assignments. Some instructors require just two (2) of the assignments. Most students did not complete the third assignment. This makes it difficult to get a real picture of student learning across all University Studies classes. The method of delivery and/or assignments should be designed so that any instructor can successfully teach the career exploration unit.

Action - Decision or Recommendation: Based on the findings for the 2017-2018 AY we will redesign the modules to include resume writing and registration on Handshake, a career services platform, which will connect students to career services. The third assignment, conducting an Informational Interview, will be eliminated. Success will be measured by an average of 75% or higher on all three career exploration assignments, which includes registration on Handshake.

SLO3 Students will be prepared for the professional job search and present themselves effectively as candidates for employment.

Measure 3.1 Students participating in career development workshops will be assessed for student learning using rubric based critiques, and/or pretest-posttests and

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Employer/Recruiter evaluations of student preparation. Success is defined as a rating of 75% or better on pretests-posttests and the Employer/Recruiter evaluations of student preparation.

Finding: Target Met. The average for students completing the resume' was 90%, the average for students completing the mock interview was 84% and 80% for student preparation for the career fairs.

Analysis: Based on the findings of the 2016-2017 AY, a resume rubric was created to provide standards and guidance for consistency in providing feedback to students. Though the scores were satisfactory, the resume rubric was only used for students who received career services in the Spring 2018 semester. The rubric is for all students including distance-learners who were independently seeking resume assistance through the career services office. Resume assistance is provided by the career counselor and career services interns and student workers. Feedback for improvement is provided but may not be consistent depending on who is providing the feedback. Using a rubric for the resume, as is done with the mock interview, allows for consistency in feedback and provides students with clearly defined standards.

Action - Decision or Recommendation: Based on the findings of the 2017-2018 AY the resume and mock interview rubrics will be redesigned to consistently reflect the learning outcomes for all students seeking resume and mock interview assistance as well as students participating in capstone classes. Pretests-Posttests will be used to assess student learning during workshops. Clarification on qualities/behaviors of student preparation for recruiting events will be included in all employer/recruiter evaluation forms so that assessment of student preparation will be consistent across employers and events. Success will be defined as a score of 75% or better.

Measure 3.2 Students enrolled in SAHE 4000 will demonstrate job search readiness by successfully completing the course that includes resume writing, interviewing skills, conducting a job search, knowledge of self, and knowledge of their chosen career path. Success is defined as a final grade of 75% or better.

Finding: SAHE 4000 was cancelled for the Fall 2017 and Spring 2018 semesters due to low enrollment.

Analysis: In AY 2016-2017 the target was exceeded with a score of 81%, however teaching this class is labor intensive, takes the career counselor out of the office and does not have a high return on the number of students taught as opposed to the number of students who can be helped individually in the office, online or through outreach activities. Additionally, many majors have capstone classes that students can take in lieu of SAHE 4000.

Action - Decision or Recommendation: The SAHE class will not be taught by the career counselor.

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Measure 3.3 Students will participate successfully in on-campus recruiting activities. Success is defined as a score of 75%, on the Teacher Job Fair Employers' Evaluation: Students Presentation

Finding: Target Met. The score for the total number of students was 78%. This score was down 15% from the previous year's Teacher Job Fair evaluations.

Analysis: Based on the AY 2016-2017 findings the assessment instrument for the Teacher Job Fair was updated to increase clarity. However, this year the 15% decrease in Employer Satisfaction is concerning. Low participation rates have heavily contributed to this decrease in satisfaction.

Action - Decision or Recommendation: In response to the feedback provided by employers in 2017-2018 AY Career staff will collaborate with the faculty members in charge of the Teacher Candidacy program to address student presentation and the number of candidates attending the Teacher Job Fair. Plans include requiring education majors in the Residency 1 and 2 classes to attend the career fair and hosting an informal luncheon for recruiters and teacher candidates. This will provide participants with the opportunity for extended direct contact. Success will be an 10% increase over 78% received this year. Additionally, all employer/recruiter recruiting events evaluations will be updated for uniformity in rating student presentation including clarification of the identified qualities/behaviors of student presentation.

Service Outcomes

SO1 Ensure that current students' needs are identified, and effective counseling and career services are developed to meet the identified needs.

Measure 1.1 Conduct a population-based assessment (Core Institute's *Survey of Alcohol and Other Drug Use*) of current student alcohol and drug use, consequences, and perceptions using a valid and reliable nationally standardized instrument. The resulting data will inform the design of alcohol and drug prevention programming, social norms campaigns, and interventions. Success is defined as the identification of students' perceptions of alcohol/drug use, prevalence of use of specific drugs and alcohol among student subpopulations, and experienced consequences of alcohol and drug use. This information will be used to inform outreach programming.

Finding: Target met. The CORE data revealed areas that will require additional outreach programming. These areas are the number of underage students drinking monthly (up from 56.1 % to 59.5% of underage students consumed alcohol in the previous 30 days), the percentage of students who are binge drinking (from 32.7% to 35.3% of students reported binge drinking), and the percentage of students (26.1%) who reported some form of public misconduct at least once during the past year because of drinking or drug use. (16.1% reported experiencing a personal problem: suicidality, hurt or injured, trying unsuccessfully to stop drinking, sexual assault, at least once during the past year because of drinking or drug use and 32% have driven a car while under the influence).

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Analysis: Based on the findings of the 2016-2017 AY administration of the CORE survey NSU's results indicate while NSU'S students' identification of problems incurred because of alcohol and drug use is below the national average in most problematic experiences (exception is driving under the influence), per their responses it is evident that students they are experiencing negative consequences while under the influence of alcohol and drugs and that the percentage of underage students drinking has risen and is higher than the national average.

Action - Decision or Recommendation: This data will continue to be used to inform substance abuse prevention programming and outreach activities. Data from the 2019 CORE Alcohol and Drug survey will be used to assess the success of current substance abuse prevention programming and identify areas that need to be the focus of prevention programming. Program planning will include collaboration with other programs and prevention efforts across campus.

Measure 1.2. Design, implement, and analyze the results of a series of systematic qualitative, in-depth focus groups with selected NSU student groups identified as at greater risk and stratified by high-stress majors, gender-identity, classification, and on- or off-campus residential status. Success is defined as the identification of students' perceptions of student mental health, individual and community factors that support and/or hinder student mental health and help seeking, and the impact of these factors on academic persistence and success. This input will inform program design, departmental goals, and services to the campus community.

Finding: Target met. Students identified multiple stressors (external and internal), limited time to get everything accomplished, lack of faculty awareness of and/or sensitivity to student mental health and LBGTQI issues, student perceptions of the lack of support campus-wide for transgender students. The Counseling Center experienced a 28% increase in the number of students seen for counseling services.

Analysis: Based on the 2016-2017 AY results students identified feeling overwhelmed by the multiple responsibilities and decisions they must consider every day. Students are performing under high levels of stress and demands on their mental, physical, social, and financial resources. These stressors are compounded by the repeated aggressions and microaggressions LBGTQI students experience due to the intent or ignorance of others. Compounded these symptoms can lead to increases in absenteeism, anxiety and depressive disorders, anhedonia, and academic failure. Programs were implemented to help students and faculty/staff identify and refer students in need of counseling support resulting in a 28% increase in students seen for counseling.

Action - Decision or Recommendation: Based on the AY 2017-2018 findings outreach programs and support services to students, training for faculty/staff regarding mental health and LBGTQI issues will be provided. We will continue to collaborate with students and faculty/staff who are advocates for acceptance and tolerance of individual differences and rights.

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Measure 1.4 Design, implement and analyze the results of a graduating seniors' survey to measure student use of and satisfaction with career services, employment after graduation, if in their field of study and plans for attending graduate school. Success is defined as a participation rate of 60% or better of the respondents' participation in career assistance and a score of 80% or better on the "Were you satisfied?" question.

Finding: Target not met (participation rate). A total of 309 students responded to the survey from Fall 2017 – Spring 2018. Of those students 78 students are respondents from Fall 2017 and 231 students responded to the online survey. 35% of the respondents shared that they received career services

Target met (satisfaction rate). 99% of those participating in career services shared that they were satisfied with the career services they received.

Analysis: Based on findings from the 2016-2017 AY the *Graduating Senior survey* was redesigned through a collaboration with Institutional Research and Career Services to increase participation rates and administered electronically. The percentage of students receiving career services is below the desired participation rate of 60%. The problem is student engagement in career services reflected in the 35% participation rate. However, the satisfaction score of 80% of those who received career services suggests that when students engage in career services there is a high satisfaction rate.

Action - Decision or Recommendation: Based on the findings of the 2017-2018 AY, efforts to increase student engagement in career services will include the design, implementation and analysis of a series of systematic, qualitative, in-depth focus groups with selected NSU student groups stratified by majors, gender identity, ability, and classification. Participants will share their perceptions regarding their needs for career information and the desired method of delivery, career development support services provided by this unit, and the factors that support or hinder their career preparation. This input will inform program design, departmental goals and career services to the campus community with the goal of increasing student engagement with career services. Career Services Graduating Seniors' Survey was combined with Northwestern State University Graduating Student Survey questions 8-11 to determine career services participation and satisfaction rates. Success will be defined as at least 60% in student participation in career services as reflected in the Graduating Seniors' Survey, including but not limited to registration on Handshake the career services platform.

SO2 Ensure employers' needs are identified and effective career services are developed to meet their identified needs.

Measure 2.1 Employers participating in on-campus recruiting activities and Job Location and Development services will provide feedback regarding career-recruiting services. The resulting data will inform program design, departmental goals, and services to the campus and community. Success is defined as a score of 80% on the *Employer Evaluation: Career Fair (questions 5-9), Job Location and Development Employer Satisfaction Survey*

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Finding: Target Met. Job Location and Development Employer Satisfaction survey, Employers scored Job Location and Development Services with an 91.6% approval Rating, stating they were very likely and extremely likely to use JLD in the future. 100% of Employers would recommend JLD to a friend or colleague. Total score for JLD assessment is 95.8%. This is an 8.55% increase in satisfaction with JLD services from AY 2016-2017.

Target not met. The Employer Evaluation: Career Fair (questions 5-9) data indicates an overall 78% employer satisfaction rate of the career fairs. This is a 5% decrease in the satisfaction rate from AY 2016-2017.

Analysis: Based on the AY 2016-2017 assessment results based on feedback provided by the *Employer Evaluation: Career Fair (questions 5-9)* comments revealed that parking was not clearly marked and that the participants needed help transporting heavy items. This year new signage was created to clearly provide directions to the career fair. Efforts to increase student participation included combining the career fair with GradFest. Even though approximately 350 students came through the event many employers experienced low student participation. Some employers commented that the set-up for taking graduation photos blocked the area of their booths.

It appears that while combining efforts with Gradfest increases student traffic it does not guarantee an increase in student participation in the recruitment activities of employers attending the career fair.

Action – Decision or Recommendation: Based on the 2017-2018 AY findings, responses to the Employer Evaluation: Career Fairs feedback, Career Fairs will be promoted with the assistance of social media, faculty/staff, career services pop-ups and flyers around campus. Partnering with Gradfest will be re-evaluated and planned with employers needs addressed first. Handshake will be used to advertise and showcase the opportunities the Career Fair has to offer to students. Assessment surveys will be updated to ask clearly stated questions that are consistent across recruitment activities. Large sidewalk curb signs that are clearly visible will be purchased and used to provide clear directions for parking and registration. Student organizations will be enlisted to ensure that assistance is provided for moving recruiter's items into and out of the Student Union.

Comprehensive summary of key evidence of improvements based on analysis of results.

In the academic year 2017-2018 AY there was a 28% increase in the number of students seeking mental health support because of a combination of efforts (focus groups, QPR training, outreach). This increase in demand for services resulted in students having to be triaged and placed on a waiting list for counseling services. Our data (Treatment Evaluation Survey) showed that 51% of our counseling clients affirmed that attending counseling allowed them to remain in college. The remaining 48% checked not applicable (graduating, acceptable grades, etc.). Due to counseling services role in retention an additional counselor position was approved, increasing the number of licensed counselors to 4 and eliminating the waiting list.

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Based on findings from the 2016-2017 AY the *Graduating Senior Survey* was redesigned through a collaboration with Institutional Research and Career Services to increase participation rates and administered electronically. The results were more survey completed by graduating seniors.

Based on findings from the 2016-2017 AY and the percentage of students using career services, subscription for *Handshake* a career services and job posting platform, was purchased to provide a method of communication to students, faculty/staff and employers, increase career resources to students and employers and increase student exposure to recruiters world-wide.

Plan of Action moving Forward

Based on the findings of the 2017-2018 AY we will implement these changes for the next assessment cycle.

The Counseling and Career Services staff will meet with the Vice President for The Student Experience to redesign the metrics for data collection to streamline the data collection and reporting process in 2018-2019.

Student learning and service outcomes data was collected in multiple ways using grades, pretests/posttests, skill-based rubrics, surveys that include written comments, and focus groups. A review of the data reveals overall success in meeting our student learning and service objectives except for the career exploration student learning outcomes in University Studies 1000.

To create consistency in data collection we will:

- Use pretests/posttests, including written comments, for all data collection in outreach programming;
- Evaluate and provide consistent feedback that is rubric based to all students receiving career services for resume writing, and interviewing skill development (In-office, distance learner);
- Collaborate (Director of Counseling and Career Services, the Career Counselor and the Steward of the University Studies 1000 classes) to evaluate and redesign the career exploration unit and grading rubric.

Career Services staff will no longer teach the capstone class SAHE 4000 because of it is time consuming and takes staff away from activities that reach more students. Career Services will increase their visibility with social media, pop-up presentations and services in departments across campus, and recruitment of students to register on Handshake.

Coordination of prevention programming and collaboration with other departments and programs has proven to be an effective means to share resources in providing outreach activities to students. Collaboration efforts will be continued and new opportunities for collaboration will be sought.

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Career Fairs will be promoted with the assistance of social media, faculty/staff, career services pop-ups and flyers around campus. Partnering with Gradfest will be re-evaluated and planned with employers needs addressed first. Handshake will be used to advertise and showcase the opportunities the Career Fair has to offer to students. Assessment surveys will be updated to ask clearly stated questions that are consistent across recruitment activities. Large sidewalk curb signs that are clearly visible will be purchased and used to provide clear directions for parking and registration. Student organizations will be enlisted to ensure that assistance is provided for moving recruiter's items into and out of the Student Union. Efforts to increase the attendance at the Teacher Job Fair will be made by requiring education majors of junior standing to attend the career fairs, host a luncheon for students and employers during the career fair.

CORE data (2015, 2017) has been compared to identify changes in student attitudes, behaviors and experienced consequences related to student alcohol and drug use. Areas of decreased or increased use, and changes in student perceptions have been identified. This data will inform programming and services and will be shared with other campus departments that provide programs that address alcohol and drug use among students. Data from the 2018-19 CORE Alcohol and Drug survey will be used to assess the success of current substance abuse prevention programming and identify areas that need to be the focus of prevention programming. Program planning will include collaboration with other programs and prevention efforts across campus.

To increase student response to the *Treatment Evaluation Survey* changes to the timing of the survey administration and design of the survey will be implemented. An online survey will be created on Survey Monkey and sent to students who terminate early or to students who received counseling services, but were unable, for whatever reason, to complete the paper survey. The first email will be sent soon after a client misses 3 appointments, verifies they are no longer interested in counseling and/or is terminated without filling out the *Treatment Evaluation Survey*.

To increase student use of Counseling and Career Services focus groups will continue to be conducted with students stratified by majors, gender identity, ability, and classification, will continue to be conducted to gain useful input from our counseling and career services stakeholders regarding their needs and suggestions for the improvement of services. We will design, implement and analyze the results identify of students' perceptions of regarding their needs for information and support, and services provided by this unit, and factors that support or hinder their participation in our services. This input will inform program design, departmental goals, and services to the campus community.