

Assessment Cycle 2018-2019

Division or Department: **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.

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. 98% of the 142 students responding to the *Treatment Evaluation Survey* identified at least three student-learning outcomes they accomplished because of their participation in counseling. This number is not reflective of the number of students who attended counseling.

Analysis: In 2017-2018 the target was met, based on the analysis of the AY 2017-2018 results, in 2018-2019 an electronic *Treatment Evaluation Survey* that students can fill out online was created. It was sent to students who terminate early or to students who received counseling services but were unable to complete the paper survey. Emails were not consistently sent soon after a client missed 3 appointments, to verify they were no

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longer interested in counseling and/or were terminated without filling out the *Treatment Evaluation Survey*. As a result, we did not receive any completed online surveys. The goal was to collect data that is more representative of the students receiving counseling services.

Action – Decision or Recommendation:

Based on the analysis of the 2018-2019 results, in 2019-2020 counselors will provide confidential counseling services based on best practices and ethical guidelines. Counselors will seek continuing education opportunities to remain current and improve counseling skills.

To collect a more representative sample online surveys will be sent after the student misses three sessions during the AY 2019-2020. In addition to sending the survey to the student email account we will send it to their personal email address. Other options for gathering the data will be discussed if there continues to be a low response rate.

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. However, not all students receiving counseling services completed the survey. 142 students receiving counseling services filled out the paper survey.

The results follow:

(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. 65% Yes, 0% No, 35% Not applicable

(13) If you have need for assistance in the future, would you return to Counseling and Career Services? 96.5% Yes, .5% No, 3% Not Applicable

(14) Would you recommend the assistance provided by Counseling and Career Services to a friend? 99.5% Yes, .5% No

Analysis: In 2017-2018 the target was met, but students terminating early did not complete the evaluation. Based on the analysis of the AY 2017-2018 results, in 2018-2019 an electronic *Treatment Evaluation Survey* that students can fill out online was created. It was sent to students who terminate early or to students who received counseling services but were unable to complete the paper survey. Surveys were

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emailed were soon after a client missed three appointments terminated without filling out the *Treatment Evaluation Survey*. However, we did not receive any completed online surveys. As a result, the data reported is not inclusive of all students who attended counseling. The data that was collected via paper survey reflected overall student satisfaction with counseling services, 65% (34% N/A) of students receiving services confirmed that counseling helped them remain in school and a 98% reported an increase student learning.

Action – Decision or Recommendation

Based on the analysis of the 2018-2019 results, in 2019-2020 counselors will provide confidential counseling services based on best practices and ethical guidelines. Counselors will seek continuing education opportunities to remain current and improve counseling skills.

To collect a more representative sample online surveys will be sent after the student misses three sessions during the 2019-2020 academic year. In addition to sending the survey to the student email account we will send it to their personal email address. Other options for gathering the data will be discussed If there continues to be a low response rate.

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 *Pretest-Posttest* after each program/presentation. Success is defined as a 75% or higher score.

Finding: Target met the combination scores for all outreach presentations resulted in a score of 79%.

Analysis: In 2017-2018 the target was met. Based on the analysis of AY 2017-18 results in 2018-2019 pretests/posttests specific to each presentation were created to clearly tie questions to the learning objectives. Success is defined as a score of 75% or higher.

Action – Decision or Recommendation Based on the analysis of the 2018-2019 results, in 2019-2020 pretests/posttests will be reviewed, updated and used to measure student learning. Questions will be evaluated to ensure that they measure the student learning objectives.

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

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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. Participants rated their level of knowledge at 85%.

Analysis: In 2017-2018 the target was met. Based on the analysis of AY 2017-2018 results in 2018-2019 participants' comments on the pretest-posttest were evaluated to provide direction for improving the delivery of the training.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the pretest posttest cannot be modified, as it is copyrighted material produced by the QPR Institute. However, we will continue to use any additional comments provided to improve the quality 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 met. 77%

Analysis: In 2017-2018 the target was not met. Based on the analysis of AY 2017-18 results in 2018-2019 career lessons were redesigned. The third assignment, conducting an Informational Interview, was eliminated and resume writing was added. Success is measured by an average of 75% or higher on all three-career exploration assignments. 275 students created a profile on and uploaded their resume to Handshake. The creation of a profile on Handshake was not explicitly stated in the Career Day 3 assignment so this rate is low. Additionally, some instructors chose not to teach all 3 lessons nor require their students complete all 3 assignments.

Action – Decision or Recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020 the total of 25 points awarded for Career Day 3 will be divided into points awarded for creating a profile on Handshake and writing a resume. This will ensure more students complete both assignments. University Studies 1000 instructors will be encouraged to teach the three lessons and require the completion of the homework assignments.

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

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Measure 3.1 Students participating in career development workshops will be assessed for student learning using rubric-based critiques, and/or pretest-posttests and 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 not met. There was a low response rate of students completing the online post-test after the completion of the presentations. The averages for students completing the Online post-tests were:

Resume' writing 73%,

Interview skills 71%.

Navigating and Networking at Career Fairs presentation was 78%.

Success in the Workplace 78%.

However, Employer/Recruiter evaluations rated students' preparation for the Fall Career Fair 2018 and Spring Career Fair 2018 was 71%.

The average for students completing resumes and mock interviews and receiving feedback using the Career Center rubrics were 88% for resumes and 88% for mock interviews.

Analysis: In 2017-2018 the target was met. Based on the analysis of AY 2017-2018 results in 2018-2019 the resume and mock interview rubrics were redesigned to reflect the learning outcomes for all students seeking resume and mock interview assistance as well as students participating in capstone classes. Online pretests-posttests were used to assess student learning during workshops. Clarification on qualities/behaviors of student preparation for recruiting events were included in all employer/recruiter evaluation forms so that assessment of student preparation will be consistent across employers and events. Success is defined as a score of 75% or better. Employer evaluations on preparation and performance of students at the career fair indicate that student learning objectives were not reached. Gradfest and the fall 2018 career fair were combined. Many students attending Gradfest were not prepared for the career fair but met with recruiters.

Action - Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the resume and mock rubrics will be adjusted to provide students with more specific feedback. Pretests-Posttests will continue to be used to assess student learning during workshops. Due to the reduced number of responses in online post-tests, post-tests will be administered at the completion of each presentation to increase student post-test completion rates. Gradfest and the fall career fair will no longer be hosted together.

Measure 3.2 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

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Finding: Target Met. The score for student preparation on the Teacher Job Fair Employers' Evaluation: Student Preparation was 93%. This score has increased by 15% since the previous year's Teacher Job Fair Evaluation of student preparation.

Analysis: In 2017-2018 the target was met Based on the analysis of AY 2017-2018 results in 2018-2019 the following changes were made. Student teachers enrolled in Residency 1 and 2 were required to attend the Teacher Job Fair. This increased participation rates and an informal luncheon for teacher candidates and recruiters increased the level of direct contact. This employer evaluation of student preparation score is only a reflection of Teacher Candidates assessed. The number of students assessed is only a small number of students interviewing for employment and is not reflective of students in other majors.

Action - Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the Career Staff will work with faculty members in charge of the Teacher Candidacy program to increase student participation by allowing residency 1 and residency 2 classes to attend the career fair. For future Teacher Job Fairs meet and greet/browsing time frames will continue to be implemented to allow recruiters and teacher candidates the opportunity for extended direct contact. All employer/recruiting events evaluations have been updated since AY 2017-2018 to creating uniformity in rating student preparation including clarification of the identified qualities/behaviors of student preparation.

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 data shows:

- a decrease in the number of underage students drinking on a monthly basis (from 59.5% to 54.8% of underage students consumed alcohol in the previous 30 day).
- A decrease in binge drinking (from 35.3% to 30.0% of students reported binge drinking [5 or more drinks at one sitting] in the previous 2 weeks.)
- Students drinking 3 or more times a week has decreased from 15.6% to 9.1%. The national average is 20.0%

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- Those reporting some form of public misconduct at least once during the past year as a result of drinking or drug use decreased from 26.1% to 20.0%.
- However, those experiencing a personal problem (suicidality, hurt or injured, trying unsuccessfully to stop drinking, sexual assault) at least once during the past year as a result of drinking or drug use increased from 16.1% to 18.8%. This includes 6.3% (a 1.5% increase) students seriously thinking about suicide, which is higher than the 4.8% of the national reference group.
- Those driving a car while under the influence decreased from 23% to 21%.
- Marijuana use by students has remained the same, 20.3% since the administration of the 2017 CORE survey. This is about 1% higher than the national average.
- The use of designer and prescription drugs continues to be well below the national average.

Analysis: In 2017-2018 the target was met. Based on the analysis of AY 2017-2018 results in 2018-2019 the 2019 CORE Alcohol and Drug survey was used to assess the success of current substance abuse prevention programming and identify areas that need to be the focus of prevention programming. There has been a decline in underage and binge drinking while student use of marijuana has remained steady. The number of students experiencing negative consequences as a result of alcohol and drug use has increased. It is not clear if these percentages are the result of the demographic make-up of the sample compared to the 2017 CORE sample, which had more upperclassman completing the survey or if these are real gains. The results are encouraging, but not definitive.

Action – Decision or Recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020 the data will be used to identify student attitudes and behaviors on which to focus prevention programming during the academic year. Best practices will inform substance abuse prevention programming and outreach activities with further reduction of use and harm as the goal. Data from the 2021 CORE Alcohol and Drug survey will be compared to the 2019 CORE data to identify problem areas and assess the effectiveness of substance abuse prevention programming during the AY 2019-2020. Program planning will include collaboration with other departments/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: Not Met.

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Analysis: In 2017-2018 the target was met. Based on the analysis of AY 2017-2018 results in 2018-2019 we collaborated with students and faculty/staff to receive valuable input regarding our services. This year we focused the discussion on students' perceptions of NSU Career Services and their career development needs in order to improve services and facilitate academic persistence and student success.

Based on student feedback regarding their knowledge of and experience with career services it is evident that there is a lack of visibility on campus. Students shared that there is little communication re: services on the part of faculty/staff and department heads. There were 2,079 student/career services contacts during the 2018-2019 academic year (This includes workshops, career fairs, in-class presentations, mock interviews, resume writing assistance, etc.). Students who have received services had a positive impression and found the services beneficial. After students were shown a demonstration of Handshake during the focus group, they stated they were excited about Handshake and thought it very beneficial for all students.

Action – Decision or Recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020 we will review and enhance the University Studies 1000 3-day career lesson plans to ensure that freshmen are learning about career services on campus. Continue to conduct classroom presentations. Create a career services guide for students and direct students to access Handshake. Increase efforts to partner with other organizations, faculty/staff at satellite campuses to promote career services and provide career programming. Use multiple mediums (flyers, emails, social media posts, etc.) to engage and inform students about career events. We will measure the success of these strategies by a 10% increase in the number of student/career services contacts during the 2019-2020 academic year.

Measure 1.3 Design, implement and analyze the results of a First Destination Survey to measure student use of and satisfaction with career services, employment after graduation, if the job is in their field of study and plans for attending graduate school. Success is defined as a knowledge rate of 25% or better on the FDS, an activation rate of 25% on Handshake, and a score of 75% or better on the student satisfaction portion of the FDS.

Finding:

Target not met: The activation rate on Handshake as of May 30, 2019 is 22.5%.

Target unable to be evaluated on Satisfaction Rate and Knowledge Rate as the FDS has not closed at the time of this report.

Due to aligning our graduation survey with the First Destination Survey on Handshake and the National Association of Colleges and Employers guidelines, the Career Center reporting timeframe will change. One survey with three different cohorts (August graduates, December graduates and May graduates) will be utilized going forward. The reporting cycle for the academic year will close in October and be reported in December of the following academic year. The 2018-19 First Destination Survey (FDS) will close in October of 2019 and be fully reported in December 2019. Please see the timeline below.

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2018-19 First Destination Survey Timeline:

July 2018 – Survey Opens for August 2018 Graduates
November 2018 – Survey Opens for December 2019 Graduates
January 2019 – August 2018 Graduates' Survey Closes
April 2019 – Survey Opens for May 2019 Graduates
May 2019 – December 2018 Graduates' Survey Closes
October 2019 – May 2019 Graduates' Survey Closes
December 2019 – First Destination Survey Findings Reported to NSU stakeholders

The December 2018 and May 2019 surveys were updated to include the satisfaction portion. That satisfaction rate as of the report date is 74%. The knowledge rate as of the report date is 21.8%.

Analysis: In 2017-2018 the target was not met Based on the analysis of AY 2017-2018 results in 2018-2019 the university bought into using Handshake for the 2018-2019 AY and the information collected in the Spring 2019 student focus group, going forward students will continue activating their Handshake profile when checking in for various career services they receive, career events, and for the freshman University Studies 1000 course. The satisfaction rate was below target. To increase the satisfaction rate students will complete post appointment surveys for immediate feedback to allow improvements to be made throughout the academic year. The activation rate was below the target of 25% by 2.5%, which will be addressed by continuing to have student's check-in on Handshake at career presentations and events and activating their Handshake profile in the freshman University Studies 1000 course.

The findings to date of student satisfaction from the incomplete FDS data indicate a 74% which is below our 75% target. The knowledge rate, to date, is below the targeted 25% rate by 3.2%. As the FDS will not close for the AY 2018-2019 until September 5, 2019, we expect this target to be met. Efforts will be made to contact students who have not responded via email and phone to obtain first destination data. As of the time of this report, for the AY 2018-2019, 75% of respondents are working, 23.8% are still looking for employment, and 1.1% are not seeking employment.

Action – Decision or Recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020 targeted efforts will be made to increase awareness of the FDS among seniors through communication with departments and capstone instructors in order to increase the knowledge rate to 30% for the AY 2019-2020. Email, presentations, social media and messenger announcements will be used to increase awareness of the FDS.

To increase student activation rates on Handshake, students will continue activating their Handshake profile when checking in for various career services they receive, career events, and for the freshman University Experience course.

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To increase/sustain student satisfaction, students will receive a post appointment satisfaction survey. On the FDS students will be asked if they received career services and if so to select the services received and determine their level of satisfaction on a rating scale.

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*

Finding Target Met. *Job Location and Development Employer Part-Time Job Fair Survey* data indicates an overall 82% employer satisfaction rate of the Part-Time Job Fair.

Target not met. *The Employer Evaluation: Career Fair (questions 5-9)* data indicates an overall 70% employer satisfaction rate of the career fairs.

Analysis In 2017-2018 the target was met not met. Based on the AY 2017-2018 findings, in 2018-2019, the *Employer Evaluation: Career Fairs* feedback, the career fairs were promoted with the assistance of social media, faculty/staff, career services pop-ups and flyers around campus, frame sidewalk curb signs that are large and clearly visible were purchased and used to provide clear directions for parking and registration. Student organizations are enlisted to ensure that assistance is provided for moving recruiter's items into and out of the Student Union responses to. Handshake was used to advertise and highlight the opportunities the Career Fairs have to offer to students. Assessment surveys were updated to ask clearly stated questions that are consistent across recruitment activities. A Pre-Career Fair survey was emailed to employers prior to the Career Fair to better accommodate employers. Only two responses were received. The responses received agreed with what have done in past years and did not render any changes to be made.

The *Employer Evaluation: Career Fairs 2018-2019* did not generate an 80% satisfaction rate. Feedback provided by participants in the comments section included dissatisfaction with the low student participation rate in some areas of the fair, students' casual dress, and that some students did not bring resumes. Gradfest and the fall 2018 career fair were combined. Many of the students attending this event were not prepared to attend the career fair.

Based on the *2018-2019 Part-Time Job Fair Employer Survey* data, an area of concern for a small number of respondents was the lack of student preparation for the fair. Although the target was met, it was lower than AY 2017-18. This was in part due to

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employers reporting that some students were difficult to talk to and/or unprepared. This may also be due to many attendees being freshmen who are navigating a job fair for the first time. Employers' expectations for students were that they be prepared as for a full-time career fair.

Action – Decision or Recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020 a targeted email campaign will be launched prior to the career fair to address how students should prepare for success for the Part-Time Job Fair. Information will be given to employers upon registration to clarify how a part-time job fair differs from a career fair, what to expect from students who are new to campus, and how to engage students who may not know how to approach an employer. These additional educational measures should better prepare students and employers on what to expect and how to interact in a more effective way. To encourage as much employer participation in the survey as possible, a paper evaluation will be distributed along with an email survey. Gradfest and career fairs will not be held together in the future. Students will be screened before entering the fair for professional attire. Tips to be successful at the career fair will be sent via Messenger, social media and Handshake.

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

In the AY 2018-2019 we were able to see positive results from hiring an additional counselor. There was a 15% increase in the number of students receiving counseling services and a 42% increase in the number of counseling sessions provided. However, this increase in demand for services resulted in students having to be triaged and placed on a waiting list for counseling services. Data (*Treatment Evaluation Survey*) showed that 65% of our counseling clients affirmed that attending counseling allowed them to remain in college. This is a 14% increase from the number of students surveyed in AY 2017-2018. The remaining 35% of the counseling clients responded, "not applicable" (graduating, acceptable grades, etc.). This increase reflects what we as counselors are experiencing in the counseling sessions. Mental and emotional health support is vital for many of our students to be successful academically and retained.

The outreach Alcohol and Other Drugs prevention efforts have had a positive impact on students' behavior around underage and binge drinking. Pretests/ posttests were updated with questions that were more reflective of the student learning objectives. Data collected by the 2019 CORE survey highlighted a decrease in underage and binge drinking, but marijuana use remained steady. However, the level of distress and negative consequences due to student AOD use increased from 16% in 2017 to 19% in 2019.

This AY 2018-2019 all pretests/posttests were updated to more accurately measure student learning outcomes. This data as well as written comments was used to improve outreach programming. Rubrics were developed to assist in providing consistent feedback to all students receiving career services for resume writing, and interviewing skill development (In-office, distance learner). The University Studies 1000 career

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lesson plans were redesigned, and a grading rubric was provided to instructors for the resume writing assignment.

The career exploration lesson plan was modified for AY 2018-2019 eliminating the Informational Interview and adding a resume writing assignment. There was an average of 77% on all three-career exploration assignments. 275 students created a profile on and uploaded their resume to Handshake.

Career Fairs were promoted with the assistance of social media, faculty/staff, career services pop-ups and flyers around campus. Partnering with Gradfest was re-evaluated and due to the negative effect on employer satisfaction, Gradfest will not be on the same day as the career fair next year. Handshake was used to advertise and showcase the opportunities the Career Fair has to offer to students. Assessment surveys were updated to ask clearly stated questions that are consistent across recruitment activities. Large sidewalk curb signs that are clearly visible were purchased and used to provide clear directions for parking and registration. Student organizations were 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 were made by requiring education majors of junior standing to attend the career fairs, host a luncheon for students and employers during the career fair. This was successful.

The graduating senior survey was merged with the First Destination Survey on Handshake and the Career Center reporting timeframe changed making reporting in the appropriate AY difficult. Questions were added later to measure student satisfaction with career services. Student satisfaction was 74%.

A focus group was facilitated with students regarding knowledge and impressions regarding career services. Useful feedback indicated that there is a lack of career services visibility on campus.

Plan of Action Moving Forward

To collect a representative sample the *Treatment Evaluation* the online survey will continue to be sent to the student after three sessions are missed during the AY 2019-2020. To increase the number of responses the survey will be sent to the students' personal email addresses as well as the students' NSU email accounts Other options for gathering the data will be discussed if there continues to be a low response rate.

Counselors will continue to provide confidential counseling services based on best practices and ethical guidelines. Counselors will seek additional continuing education opportunities to remain current and improve counseling skills. Students will be encouraged to participate in group counseling to reduce to reduce wait time for services.

CORE data (2017, 2019) has been compared to identify changes in student attitudes, behaviors and experienced consequences related to student alcohol and drug use.

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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 2019-20 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 the number of students registering on Handshake the total of 25 points awarded for Career Day 3 will be divided into points awarded for creating a profile on Handshake and writing a resume requiring students to complete both assignments to earn 25 points.

The *First Destination Survey* will be administered to three different cohorts (August graduates, December graduates and May graduates) going forward. The reporting cycle for the academic year will close in October and be reported in December of the following academic year. The 2018-19 First Destination Survey (FDS) will close in October of 2019 and be fully reported in December 2019. This will make reporting this data late but will result in data that is more representative for each graduating cohort's experience. Student satisfaction data will continue to be collected and used to inform programming and procedures.

We will continue to design and implement student focus groups to identify students' perceptions of counseling and career services, student needs, and factors that support or hinder their participation in our services. This input will be used for the improvement of program design, departmental goals, and services to the campus community.

Targeted efforts (email, presentations, social media and messenger announcements) will be used to increase awareness of career fairs, career events and the First Destination Survey among seniors through communication with departments and capstone instructors for the AY 2019-2020. Students will be required to activate a Handshake profile when they engage in any of the career services they receive, career events, and for the freshman University Studies 1000 course.

To improve data collection and monitor student satisfaction, students will receive a post appointment paper satisfaction survey. On the First Destination Survey students will be asked if they received career services and if so to select the services (will be listed) received and asked to rate their level of satisfaction on a rating scale.