

Assessment Cycle 2019 - 2020

Counseling and Career Services

Division or Department: The Student Experience

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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.

Analysis. In 2018-2019 the target was met. 100% of the students responding to the *Treatment Evaluation Survey* were able to identify at minimum 3 learning outcomes as written in the learning statements. Based on the analysis of the AY 2018-2019 results, in 2019-2020 the following change was made to drive the cycle of improvement. The *Treatment Evaluation Survey* was sent to students' emails (both personal and school) who terminate early or who received counseling services but were unable to complete the paper survey. The goal was to collect data that is more representative of the students

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who received counseling services, missed 3 appointments, and/or were terminated without filling out the *Treatment Evaluation Survey*. As a result of these changes, in 2019-2020 the target was met, as there was not a representative sample of all students attending counseling. The client sample was smaller than it was last year due to the Covid-19 outbreak. We were unable to administer the survey face to face and students have not responded to the online *Treatment Evaluation survey*. In response to the demands of the Covid-19 outbreak and the need for quarantine, counselors were trained and certified to provide telemental counseling services.

Decision. In 2019-2020 the target was met based on the results of the students completing the survey. Based on the analysis of the 2019-2020 results the counselors will implement the following changes in 2020-2021 to drive the cycle of improvement. Counselors will seek continuing education opportunities to remain current with best practices in counseling services and assessment of counseling outcomes. A brief survey designed to assess student learning and satisfaction will be developed to administer to the student at the end of each counseling session. It will include satisfaction with telemental health counseling services when appropriate. These changes will allow the student to provide immediate feedback regarding their learning outcomes and satisfaction with the counseling experience with the goal of improving their counseling experience.

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.

Analysis. In 2018-2019 the target was met. 99.5% of the respondents answered yes or not applicable to questions 4,9,12,13, and 14. Based on the analysis of the AY 2018-2019 results, in 2019-2020 an electronic *Survey* was used to drive the cycle of improvement. The *Treatment Evaluation Survey* was sent to students’ emails (personal and school) who terminate early or who received counseling services but were unable to complete the paper survey. The goal was to collect data that is more representative of the students who received counseling services, missed 3 appointments, and/or were terminated without filling out the *Treatment Evaluation Survey*.

As a result of these changes, in the 2019-2020 the target was met. 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.
75% Yes, 0% No, 25% Not applicable

(13) If you have need for assistance in the future, would you return to Counseling and Career Services? 99% Yes, 0% No, 1% Not Applicable

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

However, this sample is not representative of all students attending counseling as students did not respond to the online *Treatment Evaluation Survey*. The data sample is smaller than it was last year due to the Covid-19 outbreak. We were unable to administer the survey face to face and students have not responded to the online *Treatment Evaluation survey*.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the counselors will implement the following changes in 2020-2021 to drive the cycle of improvement. Counselors will seek continuing education opportunities to remain current with best practices in counseling services and assessment of counseling outcomes. A brief survey designed to assess student learning and satisfaction will be developed to administer to the student at the end of each counseling session. It will include satisfaction with telemental health counseling services when appropriate. These changes will allow the student to provide immediate feedback regarding their learning outcomes and satisfaction with the counseling experience with the goal of improving their counseling experience.

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

Analysis. In 2018-2019 the target was met, but some of the questions were not reflective of student learning objectives. Based on the analysis of the 2018-2019 results staff providing outreach presentations made the following changes in 2019-2020 to drive the cycle of improvement resulting in a combined score of 84%. Pretests/posttests questions designed to measure student learning were reviewed and updated to ensure accurate measurement of the student learning objectives for each presentation. These changes had a direct impact on our ability to assess student learning and make necessary improvements in the content and delivery of outreach programs and resulted in a 5% increase in the measure of student learning.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results staff providing outreach programs will implement the following changes in 2020-2021 to drive the cycle of improvement. Staff will continue to review, and update pretest/posttest questions used to measure student learning to ensure that they measure the student learning objectives. These changes will improve our ability to accurately measure student learning and make improvements in the content and delivery of outreach services and will enable students to learn develop self-management skills.

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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 a score of 75% or higher on the post-test.

Finding. Target met.

Analysis. In 2018-2019 the target was met with combined posttest score of 85%. Based on the analysis of the 2018-2019 results the comments written on the evaluations the trainer made the following changes in 2019-2020 to drive the cycle of improvement. Modifications to the training were made to decrease redundancy and length of the presentation. As a result of these changes, in 2019-2020, the target was met, but the score was lower. Participants rated their level of knowledge at 76%. Discussions during QPR training for students and Resident Assistants, revealed a fear of intervening with a suicidal friend or resident and a desire to have someone who is more experienced handle the situation. Lack of confidence and fear of outcomes were prominent factors.

Decision. In 2019-2020 the target was met. Based on the analysis of 2019-2020 results the QPR trainer will implement the following changes in 2020-2021 to push the cycle of improvement forward. Questions that will facilitate the exploration of participants' concerns regarding intervention and referral will be updated and included in the training to drive the cycle of improvement. We will continue to use any additional comments provided to improve the quality of the QPR training and increase participant confidence. These changes will increase the participants knowledge of and comfort with intervention with distressed students.

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. Success will be measured by an average grade of 75% or higher on the three career exploration assignments.

Finding. Target not met.

Analysis. In 2018-2019 the target was met with the average grade of 77%. Based on the analysis of the 2018-2019 AY results, which identified inconsistency with the assignment of the informational interview across class sections, the career counselor made these changes in 2019-2020 to drive the cycle of improvement. The career exploration module was redesigned dropping the assignment to conduct an

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Informational Interview. The total of 25 points awarded for Career Day 3 was divided into points awarded for creating a profile on Handshake and writing resume. University Studies 1000 instructors were trained and encouraged to teach the three lessons and require the completion of the homework assignments. As a result of these changes, in 2019-2020 the target was not met. The average score was 70%. It was evident when computing average scores per section that there continues to be inconsistency across class sections in the assignment of all three-career exploration homework assignments. One success to note is that 452 freshmen created a profile on and uploaded their resume to Handshake increasing the number of students aware of and engaged with career services. This number has increased from 275 last AY 2018-2019 year resulting in a 61% gain.

Decision. In 2019-2020 the target was not met. Based on the analysis of the 2019-2020 results the University Studies 1000 the Assistant Director of Counseling and Career Services will implement the following changes in 2020-2021 to drive the cycle of improvement. Conversations will be conducted with instructors of the classes that did not complete all 3 assignments to identify issues related to the 3 career exploration activities and, if necessary, provide additional training and/or support to increase understanding of and comfort with the 3 career exploration lessons. These changes will allow students to become aware of the factors that impact career fit and engage in the career development process.

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 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. Success is defined as a rating of 80% or better on evaluations of service satisfaction.

Finding. Target met.

Analysis.

In 2018-2019 the target was not met. The average score for the career development activities was 74%. Students were not consistently completing the online posttests after presentations. Average scores for employer satisfaction with student preparedness and presentation was 71% and there was no consistency between the employer evaluations across the recruiting events. Based on the analysis of the 2018-2019 results the Assistant Director of Counseling and Career Services made the following changes in 2019-2020 to drive the cycle of improvement. Career staff reviewed and updated the mock interview and resume rubrics to provide students with specific feedback regarding student learning. Instructors were emailed asking them to remind students to go online and take the post-test after career presentations. This did not increase completion of the posttest. Employer/recruiter evaluation forms were updated with descriptions of qualities/behaviors

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of student preparation for recruiting events so that assessment of student preparation would be consistent across employers and events. As a result of these changes, in 2019-2020 the target was met. The average student learning scores for students completing resumes and mock interviews and receiving feedback using the Career Center rubrics were 83% for resumes and 80% for mock interviews. Employer/recruiting evaluation scores for student preparation for the 2020 Spring Career Fair of 79%, a 13% increase over the 2019 Fall Career Fair (Teacher Job Fair was cancelled due to federal, state and ULS mandates for coping with Covid-19 so the data is incomplete). Student satisfaction data collected from students who engaged in direct career services (resume writing, career guidance, mock interviews, etc.) and completed the services evaluation immediately after the service provided is 88%.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the Assistant Director of Counseling and Career Services will implement the following changes in 2020-2021 to drive the cycle of improvement. Career staff will continue to review and update resume and mock interview rubrics to ensure valid measurement of student learning and to provide valuable feedback to students. Pretests-Posttests will continue to be used to assess student learning during workshops, but due to the low number of responses to online post-tests, post-tests will be administered at the completion of each presentation to increase student post-test completion rates. To increase student awareness of and preparation for recruiting events, brief classroom and student organizations visits will be conducted. These changes will increase students' knowledge of and competence in career development skills.

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. This survey is conducted every other year at all universities in state.

Finding. Target met

Analysis. In 2017-2018 (the CORE Survey is administered every other year) the target was met. Based on the analysis of the 2017-2018 results the following changes were implemented in 2019-2020 to drive the cycle of improvement. Alcohol and Drug abuse prevention programming was targeted at reducing underage drinking and students' binge drinking behaviors. Data from the 2019 CORE Alcohol and Drug survey was used to

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assess the success of current substance abuse prevention programming and identify areas that need to be the focus of prevention programming. 2019 data showed a 5% decrease in the number of underage drinkers and a 5% decrease in binge drinking. The number of students experiencing negative consequences as a result of alcohol and drug use increased. Best practices will continue to be identified to inform substance abuse prevention programming and outreach activities with further reduction of use and harm as the goal.

(2019 CORE)

- 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%
- 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.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the Assistant Director of Counseling and Career Services will implement the following changes in 2020-2021 to drive the cycle of improvement. Data will be used to identify student attitudes and behaviors on which to focus prevention programming. Data from the 2021 CORE Alcohol and Drug survey will be compared to the 2019 CORE data to identify new problem areas and assess the effectiveness of substance abuse prevention programming during the 2019-2020 academic year. Program planning will include collaboration with other programs and prevention efforts across campus. These changes will improve the students' ability to make informed decisions regarding alcohol and drug use.

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

Analysis: In 2018-2019 the target was met. Based on the analysis of the 2018-2019 results the Assistant Director of Counseling and Career Services made the following changes in 2019-2020 to drive the cycle of improvement. A focus group of students was

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conducted to collect data concerning students' knowledge of and engagement with the office of Career Services. Data collected showed that there exists a problem with career service's visibility and students' awareness of career services on campus. To address this issue a Career Guide for students was designed, printed, distributed and uploaded on the Career Services website (<https://careercenter.nsula.edu/nsu-career-guide/>) to educate students regarding job search skills and direct them to Handshake. To increase knowledge of and engagement with career services as early as possible the University Studies 1000 3-day career lesson plans were reviewed and enhanced to ensure that freshmen are learning about career services on campus. Freshman were assigned to create a profile on Handshake and write and upload their resume. This increased the number from 275 freshman having a Handshake presence 2018-2019 year to 452 creating profiles this AY 2019-2020. Additionally, 1075 Sophomores, 841 Juniors and 1031 Seniors have activated their profiles on Handshake.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the following changes will be implemented to drive the cycle of improvement. Freshmen enrolled in University Studies 1000 will continue to complete the 3 career development assignments, that include the creation of a profile and resume on Handshake, to increase students' awareness of and contact with NSU Career Services. Outreach efforts will be increased to classrooms and organizations to increase awareness of recruiting events and career services.

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 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 met

Analysis. In 2018-2019 the target was not met. The activation rate on Handshake as of May 30, 2019 is 22.5% and the target was unable to be evaluated for Satisfaction Rate and Knowledge Rate as the *First Destination Survey* was not closed until September of 2019. Based on the analysis of the 2018-2019 results, the career staff made the following changes in 2019-2020 to drive the cycle of improvement. Students were required to create a profile on Handshake when receiving various career services, attending career recruiting events and as an assignment in the freshman University Studies 1000 course. Students continued to activate their Handshake profile by checking in for various career services they receive, career events. The *First Destination Survey* was reviewed and found insufficient for measuring student satisfaction. To collect satisfaction with career services data, student satisfaction surveys for the services they received were developed and completed by students post appointment. This provided immediate feedback allowing improvements to be made throughout the academic year. This change resulted in valid satisfaction data. Target outcomes include the Activation (response) Rate on Handshake 44 %, the Knowledge Rate 25% and Student Satisfaction was 98% as measured after

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the delivery of services. Data is incomplete as it does not complete until September of 2020.

As the FDS will not close for the 2019-2020 until September 5, 2020, we expect this percentage to change. 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 2019-2020 71.7% of respondents are working, 27.7% are still looking for employment, and .06% are not seeking employment.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results career staff will implement the following changes to drive the cycle of improvement. Student satisfaction data will be collected from students who have engaged in direct career services (resume writing, career guidance, mock interviews, etc.) and completed the services evaluation immediately after the services provided. Conversations will be conducted with instructors of the classes that did not complete all 3 assignments to identify issues related to the 3 career exploration activities and, if necessary, provide additional training and/or support to increase understanding of and comfort with the 3 career exploration lessons. These changes will allow students to become aware of the factors that impact career fit and engage in the career development process. These changes will allow students to become aware of the necessary preparation for the job search and the factors that impact career development .

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 88% employer satisfaction rate. *The Employer Evaluation: Career Fair* data indicates an overall employer satisfaction rate of the career fairs 85%

Analysis: In 2018-2019 the target was not met. Feedback from employer included dissatisfaction with the low student participation rate, students' casual dress, and the lack of student preparation. Based on the analysis of the 2018-2019 result the career staff made the following changes in 2019-2020 to drive the cycle of improvement. Due to feedback from the Fall Career Fair Employer Evaluation rating students' preparation at 66%, a targeted campaign to inform students and specifically increase their preparedness for Career Fair was executed in the Spring 2020 semester. In addition to an email campaign through Handshake, the Career Center visited 14

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classrooms and 4 student organization meetings to briefly discuss what to wear, what to bring and what to say at a career fair. Students also received a handout with the information covered, links to the Career Center website and the Career Fair on Handshake so they could see which employers were attending. Due to the combination of email and face to face messaging, employers who attended the Spring Career Fair rated students' preparation at 79%, which is a 13-point increase from the Fall Career Fair. Teacher Job Fair in March was canceled due to Covid-19 making our data incomplete.

Decision. In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results career staff will implement the following changes in 2020-2021 to drive the cycle of improvement. Brief classroom and student organization visits with handouts leading up to career events will be continued and expanded for all in person Career Fairs. Career staff will engage in contingency planning for recruiting events due to the uncertainty presented by the Covid-19 pandemic such as social distancing guidelines and employer travel restrictions. A Virtual Career Fair option due to be released in July 2020 by Handshake may be utilized to continue to offer Career Fairs at NSU in a virtual space, depending on functionality and guidelines from NSU administration. Whatever the venue, career staff will continue to provide opportunities for students to network with employers and identify career opportunities.

Comprehensive Summary of Key evidence of improvement based on the analysis of results.

Based on the analysis of the 2018-2019 results staff made the following changes in 2019-2020 to drive the cycle of improvement:

The *Treatment Evaluation Survey* was sent to students who terminate early or who received counseling services but were unable to complete the paper survey. The survey was sent to both their personal email accounts as well as school accounts to increase the likelihood of them completing the survey.

Pretests/posttests questions designed to measure student learning were reviewed and updated to ensure accurate measurement of the student learning objectives for each presentation.

The career exploration module for freshmen University Studies 1000 was redesigned to include creating profile and uploading a resume on Handshake resulting in a 61% increase of the number of freshmen aware of and engaged with career services.

CCS updated mock interview and resume rubrics to provide students with specific feedback regarding student learning resulting a student learning average of 83% for resumes and 80% for mock interviews.

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Employer/recruiter evaluation forms were updated with descriptions of qualities/behaviors of student preparation for recruiting events so that assessment of student preparation would be consistent across employers and recruiting events.

In addition to an email campaign through Handshake, the Career Center visited classrooms and student organization meetings to briefly discuss what to wear, what to bring and what to say at a career fair. Students also received a handout with the information covered, links to the Career Center website and the Career Fair.

To increase the visibility of career services *Career Guide for Students* was designed, printed, distributed and uploaded on the Career Services website (<https://careercenter.nsula.edu/nsu-career-guide/>) to educate students regarding job search skills and direct them to Handshake. To increase engagement students were required to create a profile on Handshake when receiving various career services, attending career recruiting events and as an assignment in the freshman University Studies 1000 course.

The *First Destination Survey* was reviewed and found insufficient for measuring student satisfaction. To collect satisfaction with career services data, student satisfaction surveys for the services they received were developed and completed by students post appointment.

Plan of Action Moving Forward

Based on the analysis of the 2019-2020 results staff made the following changes in 2020-2021 to drive the cycle of improvement:

Counselors will seek continuing education opportunities to remain current with best practices in counseling services and assessment of counseling outcomes. A brief survey designed to assess student learning and satisfaction will be developed to administer to the student at the end of each counseling session. It will include satisfaction with telemental health counseling services when appropriate. These changes will allow the student to provide immediate feedback regarding their learning outcomes and satisfaction with the counseling experience with the goal of improving their counseling experience.

Staff will continue to review, and update pretest/posttest questions used to measure student learning to ensure that they measure the student learning objectives. These changes will improve our ability to accurately measure student learning and make improvements in the content and delivery of outreach services and will enable students to learn develop self-management skills.

Questions that will facilitate the exploration of participants' concerns regarding intervention and referral will be updated and included in the training We will continue to use any additional comments provided to improve the quality of the QPR training and increase participant confidence.

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Conversations will be conducted with instructors of the University Studies 1000 classes that did not complete all 3 assignments to identify issues related to the 3 career exploration activities and, if necessary, provide additional training and/or support to increase understanding of and comfort with the 3 career exploration lessons. These changes will allow students to become aware of the factors that impact career fit and engage in the career development process.

Career staff will continue to review and update resume and mock interview rubrics to ensure valid measurement of student learning and to provide valuable feedback to students. Pretests-Posttests will continue to be used to assess student learning during workshops, but due to the low number of responses to online post-tests, post-tests will be administered at the completion of each presentation to increase student post-test completion rates. To increase student awareness of and preparation for recruiting events, brief classroom and student organizations visits will be conducted. These changes will increase students' knowledge of and competence in career development skills.

Data will be used to identify student attitudes and behaviors on which to focus prevention programming. Data from the 2021 CORE Alcohol and Drug survey will be compared to the 2019 CORE data to identify new problem areas and assess the effectiveness of substance abuse prevention programming during the 2019-2020 academic year. Program planning will include collaboration with other programs and prevention efforts across campus. These changes will improve the students' ability to make informed decisions regarding alcohol and drug use.

Freshmen enrolled in University Studies 1000 will continue to complete the 3 career development assignments, that include the creation of a profile and resume on Handshake, to increase students' awareness of and contact with NSU Career Services. Outreach efforts will be increased to classrooms and organizations to increase awareness of recruiting events and career services.

Student satisfaction data will continue to be collected from students who have engaged in direct career services (resume writing, career guidance, mock interviews, etc.) and completed the services evaluation immediately after the services provided to provide immediate feedback and facilitate the improvement of services.

Career staff will engage in contingency planning for recruiting events due to the uncertainty presented by the Covid-19 pandemic such as social distancing guidelines and employer travel restrictions. A Virtual Career Fair option due to be released in July 2020 by Handshake may be utilized to continue to offer Career Fairs at NSU in a virtual space, depending on functionality and guidelines from NSU administration. Whatever the venue, career staff will continue to provide opportunities for students to network with employers and identify career opportunities.