

Assessment Cycle 2021 -2022

Counseling and Career Services

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Northwestern Mission Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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.

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.

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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. Student learning is assessed using the *Treatment Evaluation* survey and success is defined as a respondent's identification of at least three learning statements listed in question # 10.

Finding. Target was met.

Analysis. In the AC 2020-2021 the target was met. 97% of the students responding to the *Treatment Evaluation Survey* were able to identify at minimum 3 therapeutic learning outcomes as written in the learning statements.

Based on the analysis of the AC 2020-2021 results the counselors implemented the following changes in AC 2021-2022 to drive the cycle of improvement. Counselors participated in continuing education opportunities in specialty areas to remain current with counseling best practices and increase proficiency within their chosen theory-based practice.

As a result of the changes, in AC 2021-2022 the target was met. 98% of the students responding to the *Treatment Evaluation Survey* during the 2021-2022 academic year were able to identify at minimum three therapeutic learning outcomes as written in the learning statements.

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Decision. In the AC 2021-2022 the target was met.

Based on the analysis of the AC 2021-2022 results the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. To increase student insight, skill development and satisfaction with the counseling experience additional training will be provided to the counseling interns to improve interns' proficiency in delivering therapeutic interventions and meeting client's counseling goals.

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 was met.

Analysis. In the AC 2020-2021 the target was met.

(4) In accordance with our strict confidentiality policy, do you believe that the private information shared with your counselor was kept confidential? Yes 99% No 1%

(9) I believe my counselor was genuinely interested in helping me. Yes 100% No 0%

(12) The support I received through counseling enabled me to remain in college. Yes 85%, No 0%, 15% Not applicable.

(13) If you have need for assistance in the future, would you return to Counseling and Career Services? Yes 95. %, No 0%, Not Applicable 5%

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

Based on the analysis of the AC 2020-2021 results the counselors implemented the following changes in AC 2021-2022 to drive the cycle of improvement. Counselors sought continuing education opportunities to remain current with best practices in counseling services and assessment of counseling outcomes. A brief survey was not used to assess student learning and satisfaction at the end of each counseling session because teletherapy services were curtailed. Counselors participated in continuing education opportunities in specialty areas to remain current with counseling best practices and increase proficiency within their chosen theory-based practice.

As a result of these changes, in the AC 2021-2022 the target was met. The results follow for the AC 2021-22:

(4) In accordance with our strict confidentiality policy, do you believe that the private information shared with your counselor was kept confidential? Yes 100% No 0%

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(9) I believe my counselor was genuinely interested in helping me. Yes 100% No 0%

(12) The support I received through counseling enabled me to remain in college.
Yes 75%, No 1%, 24% Not applicable.

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

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

Decision. In the AC 2021-2022 the target was met.

Based on the analysis of the 2021-2022 results the staff will implement the following changes in 2022-2023 to drive the cycle of improvement. To increase student insight, skill development and satisfaction with the counseling experience additional training will be provided to the counseling interns to improve interns' proficiency in delivering therapeutic interventions and meeting client's counseling goals.

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 was met.

Analysis. In the AC 2020-2021 the target was met. The average pretest score was 55% and the posttest score was 83%.

Based on the analysis of the AC 2020-2021 results staff providing outreach programs implemented the following changes in AC 2021-2022 to drive the cycle of improvement. Staff continued to review, and update pretest/posttest questions used to measure student learning to ensure that they measure the student learning objectives. These changes improved our ability to accurately measure student learning and make improvements in the content and delivery of outreach services and will enable students to develop self-management skills.

As a result of these changes the AC 2021-2022 target was met. An average score of 53% was computed on the pretests and an average score of 92% was computed on the posttests developed for the outreach presentations.

Decision. In the AC 2021-2022 the target was met.

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Based on the analysis of the AC 2021-2022 results the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Staff will review and update outreach presentations based on current research, CORE data and student feedback to provide information that is pertinent to student life, skill development and awareness. Staff will continue to review, and update pretest/posttest questions used to measure student learning 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 intervention as self-rated on the QPR pre- and post-test with a score of 75% or higher on the post-test.

Finding. Target was met.

Analysis. In the AC 2020-2021 the target was met based on the participant response regarding their knowledge of suicide and suicide prevention as high (85%) on the posttest. However, 65% rated themselves as likely to ask someone if someone if they are suicidal.

Based on the analysis of the AC 2020-2021 findings the following changes in AC 2021-2022 to drive the cycle of improvement. Changes were made in the presentation to normalize participants fears regarding intervention including a discussion identifying alternatives, such as finding someone else to intervene, if they are unable or unwilling to intervene. This resulted in 67% of the participants as likely to ask someone if they are suicidal. 82% of the participants rated their knowledge of suicide and suicide prevention as “high” on the posttest.

Decision. In the AC 2021-2022 the target was met.

Based on the analysis of the AC 2021-2022 results counselors will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The face-to-face intervention role play activity designed to encourage the practice of intervention skills will be replaced by the QPR vetted online role-play (<https://courses.qprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>), with the goal of increasing participant engagement in assessing their knowledge and receiving immediate feedback.

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 Experience 1000 and receiving 2 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

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measured by an average grade of 70% or higher on the two career exploration assignments.

Finding. Target was met.

Analysis. In the AC 2020-2021 the target was not met. Some instructors chose not to assign all the three career lessons and students did not consistently complete one or all the assignments, For the fall 2020 semester only 40% of the University Experience classes had a class average of 70% or better on the career lesson plans. Four instructors did not assign the career exploration lessons.

Based on the analysis of the AC 2020-2021 data the University Studies 1000 the Assistant Director of Counseling and Career Service implemented the following changes in AC 2021-2022 to drive the cycle of improvement. The career lessons were evaluated and modified to two lessons instead of three. The goal of this modification was to increase the likelihood that these lessons were assigned and completed, resulting in an increase in students' awareness of the factors that impact career choice, to engage in the career development process and to increase their awareness of campus career services by having them create a profile on *Handshake*.

As a result of these changes in AC 2021-2022 the target was met. The class average for the career exploration lessons was 72% with only three instructors deciding not to assign these lessons.

Decision. In the AC 2021-2022 the target was met.

Based on the analysis of the AC 2021-2022 results the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. Modifications made to the career exploration lessons will be maintained. Instruction will be provided to the UE 1000 instructors regarding the *Handshake* platform and assignment.

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.

Finding. Target was met.

Analysis. In the AC 2020-2021 the target was met. A new platform, *Big Interview* was piloted for mock interviews. Employer evaluation ratings of student preparedness for the Fall Virtual Career Fair, Spring Virtual Career Fair, Teacher Job Fair, and student responses on presentation post-tests was 79.85%.

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Based on the analysis of the AC 2020-2021 results the Assistant Director of Counseling and Career Service implemented the following changes in AC 2021-2022 to drive the cycle of improvement. Meetings with the President of the University and Academic Deans engendered support for outreach efforts through Capstone classes to increase participation in career fairs, classroom presentations, and overall services. Career staff reviewed and updated the Career Guide adding more resources and resume samples for multiple degrees. Resume' and mock interview rubrics were updated to align with presentation and resources used to ensure valid measurement of student learning and to provide valuable feedback to students. Post-tests were completed online at the conclusion of each presentation. *Big Interview* was purchased and implemented for interview preparation and mock interview appointments.

As a result of these changes in AC 2021-2022, the target was met. The average grade for the 216 students who completed Big Interview was 82%. Employer evaluation ratings of student preparedness for the Fall Career Fair, Spring Career Fair, Teacher Job Fair, and student responses on presentation post-tests was 85%.

Decision: In the AC 2021-22 the target was met.

Based on the analysis of the AC 2021-2022 results Career Services will implement the following changes in AC 2022-2023 to drive the cycle of improvement. A combination of staff delivered resume writing, LinkedIn, and interview skills presentations along with Big Interview's learning and practice modules will continue to be provided to prepare students. The Career Center will participate in the 2023 Student Leadership Conference for the purpose of employer outreach and student awareness for Career Services.

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 the 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 the state.

Finding. Target was met.

Analysis. In the AC 2020-2021 the target was met. Based on the analysis of the 2021 CORE data new problem areas were identified and the effectiveness of substance

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abuse outreach efforts were assessed. The following changes were implemented in AC 2021-2022 to drive the cycle of improvement. Awareness and safety initiatives were implemented to reduce the use and life-threatening effects of opioids. Prevention efforts focused on the education of the community to address the significant increase in marijuana use and personal harm. Narcan administration training was conducted targeting key personnel and student organizations.

As a result of these changes, in AC 2021-2022 the programming goals were met, but new data is not available due to the CORE survey being administered biannually.

Decision. In the AC 2021-2022 the target was met.

Based on the analysis of the 2021-2022 data the following changes will be implemented in AC 2022-2023 to drive the cycle of improvement. The CORE survey will be administered from January 25-February 8, 2023. New initiatives will be developed based on the evaluation of the data received. Awareness of drug and alcohol issues and safety initiatives will continue to be presented as new students, staff and faculty are identified to be trained. Narcan administration training will continue targeting key personnel and student organizations.

Measure 1.2. Design, implement, and analyze the results of a series of systematic qualitative, in-depth focus groups with selected NSU student groups to identify student concerns, needs and factors that assist or deter engagement with the services provided by Counseling and Career Services. Success is defined as the identification of students' perceptions of identified areas of concern that impact student wellness (mental, emotional, academic, career, social, physical) and factors that support and/or hinder student help seeking, engagement in provided services 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 was met.

Analysis. In the AC 2020-2021 the target was met. With the pilot of *Big Interview*, there was a 100% increase in the number of students participating in the mock interview experience.

Based on the analysis of the AC 2020-2021 results the following changes were implemented to drive the AC 2021-2022 cycle of improvement and increase the number of students engaged in career services. To improve students' interviewing skills and comfort with the interviewing process, Career Services purchased and implemented a subscription for *Big Interview*, a platform focused on interviewing skills that includes learning modules, recorded practice, and the ability to create and rate interview assignments. The platform was used with twelve classes by request of the instructor for interview preparation and mock interview appointments. The *Big Interview* platform allows users to chunk learning into smaller sections of information. The learning modules also feature quizzes and practice to reinforce key concepts. The assignment

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feature allows students to prepare answers to interview questions and record their answers in consecutive attempts. Student performance/learning was graded, and feedback was given to each individual student during an in-person or virtual appointment with Career Services Staff.

Decision. In the AC 2021-2022 the target was met.

Based on the analysis of the AC 2021-2022 data Career Services will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The Big Interview subscription will be renewed and used in conjunction with career preparation presentations and appointments in a face-to-face or virtual format. *Big Interview* learning modules and assignments will continue to be implemented with classes who request interview preparation and mock interview appointments. Success will be an average score of 75% or higher.

Measure 1.3 Design, implement and analyze the results of student satisfaction with career services on *Post-Appointment Surveys* and the *First Destination Survey* to measure student satisfaction with career services. Success is defined as a response rate of 25% or better on the surveys and a score of 75% or better on the student satisfaction questions.

Finding. Target was met.

Analysis. In the AC 2020-21 the target was met. Student satisfaction data was collected from students who engaged in direct career services (resume writing, career guidance, mock interviews) and completed the services evaluation immediately after the services provided. Student Satisfaction based on post-appointment surveys is 98%. Student Satisfaction with career services offerings collected on the university-wide First Destination Survey resulting in a satisfaction rate of 85% with a 25% response rate.

Based on the analysis of the AC 2020-21 results career staff implemented the following changes in AC 2021-2022 to drive the cycle of improvement. Face-to-face career programs and service offerings were increased. Some services continued to be provided in a virtual format to accommodate student needs. Student satisfaction data was collected from students who engaged in direct career services (resume writing, career guidance, mock interviews) and completed the services evaluation immediately after the services provided.

As a result of these changes, in AC 2021-2022 the target was met. Student Satisfaction based on post-appointment surveys was 98%. Student Satisfaction with career services offerings was also collected on the university-wide *First Destination Survey*. AC 2021-22 FDS results as of 4/11/22 indicate a satisfaction rate of 85% with a 25% response rate. Big Interview

Decision. In the AC 2021-2022 the target was met. The average Student Satisfaction rate with Career Services is 93.4%.

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Based on the analysis of the AC 2021-2022 data Career Services will implement the following changes in AC 2022-2023 to drive the cycle of improvement Current programs and services offerings will continue in a face- to-face and virtual formats depending on student needs. Career Services staff will continue to work with students and instructors to provide career preparation presentations and services. For an increased satisfaction and response rate for the FDS, the Career Services staff will personally reach out to graduates that have not completed the FDS via email.

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 was met.

Analysis In AC 2020-21 the target was met. The average satisfaction score for the combined career fairs data was 86%. (The Fall Virtual Career Fair Employer satisfaction score was 73.28%. The Employer satisfaction score for the Job Location and Development career fair was 86%. The Employer satisfaction score for the Spring Virtual Career Fair was 90.2%. The Employer satisfaction score for the Virtual Teacher Job Fair was 94%)

Based on the analysis of the AC 2020-2021 results career staff implemented the following changes in AC 2021-2022 to drive the cycle of improvement. The career staff returned to in-person events to provide opportunities for students to connect with employers and identify career opportunities. Meetings with the President of the University and Academic Deans engendered support for outreach efforts through capstone classes to increase participation in career fairs, classroom presentations, and overall services. Career staff engaged in promoting Career Fairs and services through a new Social Media plan. This plan included a social media Calendar that focused on daily posts pushing career fairs, career events, job postings, and giveaways.

As a result of these changes, in AC 2021-2022 the target was met. Career Center social media followers increased by 13%. The average satisfaction score for the combined career fairs data was 87%. (The Fall Career Fair employer satisfaction score was 80.4%. The employer satisfaction score for the Job Location and Development career fair was 91.6%. The employer satisfaction score for the Spring Career Fair was 91.2%. The employer satisfaction score for the Teacher Job Fair was 86%.)

Decision. In AC 2021-22 the target was met.

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Based on the analysis of the AC 2021-2022 data the following changes will be implemented in AC 2022-2023 to drive the cycle of improvement. Career Services staff will collaborate with Alumni Board members in setting a goal to improve attendance at career fairs. Career staff will continue to make brief classroom and student organization visits, as well as host resume workshops leading up to each fair to announce fair details, give tips for success and answer student questions. Through the social media plan, Career staff will continue to increase the number of followers, highlight employers and student achievement through the Career Center

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

Based on the analysis of the AC 2020-2021 results staff made the following changes in AC 2021-2022 to drive the cycle of improvement:

1.1 & 1.2 Counselors participated in continuing education opportunities in specialty areas to remain current with counseling best practices and increase proficiency within their chosen theory-based practice.

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

1.4 Updates were made to the QPR training to increase comfort with intervention and provide alternatives when participants express discomfort with intervening with a distressed and possibly suicidal individual.

2.1 The University Experience 1000 career lessons were evaluated and modified to meet student learning goals into two lessons. Additional training and/or support to increase understanding of and comfort with the two career exploration lessons was provided when requested. The goal of this modification was to increase the likelihood that these lessons were assigned and completed, resulting in an increase in students' awareness of the factors that impact career fit and engage in the career development process.

3.1 Meetings with the President of the University and Academic Deans engendered support for outreach efforts through Capstone classes to increase participation in career fairs, classroom presentations, and overall services. Career staff reviewed and updated the Career Guide adding more resources and resume samples for multiple degrees. Resume' and mock interview rubrics were updated to align with presentation and resources used to ensure valid measurement of student learning and to provide valuable feedback to students. Post-tests were completed online at the conclusion of

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each presentation. *Big Interview* was purchased and implemented for interview preparation and mock interview appointments.

1.1 Awareness and safety initiatives were implemented to reduce the use and life-threatening effects of opioids. Prevention efforts focused on the education of the community to address the significant increase in marijuana use and personal harm. Narcan administration training was conducted targeting key personnel and student organizations.

1.2 The Career Center renewed the Big Interview subscription along with offering career preparation presentations and appointments in a face-to-face and virtual format. Data on student learning and satisfaction was collected for assessment purposes.

1.3 Career Services recruiting events returned to the face-to-face or hybrid format in Fall 2021. Career staff made brief classroom and student organization visits leading up to each fair to announce fair details, give tips for success and answer student questions.

2.1 The career staff returned to in-person events to provide opportunities for students to connect with employers and identify career opportunities. Meetings with the President of the University and Academic Deans engendered support for outreach efforts through capstone classes to increase participation in career fairs, classroom presentations, and overall services. Career staff engaged in promoting Career Fairs and services through a new Social Media plan. This plan included a social media Calendar that focused on daily posts pushing career fairs, career events, job postings, and giveaways.

Plan of Action Moving Forward

Based on the analysis of the AC 2021-2022 results staff will make the following changes in AC 2022-2023 to drive the cycle of improvement:

1.1/1.2 To increase student insight, skill development and satisfaction with the counseling experience additional training will be provided to the counseling interns to improve interns' proficiency in delivering therapeutic interventions and meeting client's counseling goals.

1.3 Staff will review, and update outreach presentations based on current research, CORE data and student feedback to provide information that is pertinent to student life, skill development and awareness. Staff will continue to review, and update pretest/posttest questions used to measure student learning to ensure that they measure the student learning objectives.

1.4 The QPR training face-to-face intervention role play activity designed to encourage the practice of intervention skills will be replaced by the QPR vetted online role-play (<https://courses.qprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>),

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with the goal of increasing participant engagement in assessing their knowledge and feedback.

2.1 Modifications made to the University Experience 1000 career exploration lessons will be maintained. Instruction will be provided to the UE 1000 instructors regarding the *Handshake* platform and assignment.

3.1 A combination of staff delivered resume writing, LinkedIn, and interview skills presentations along with Big Interview's learning and practice modules will continue to be provided to prepare students. The Career Center will participate in the 2023 Student Leadership Conference for the purpose of employer outreach and student awareness for Career Services.

1.1 The CORE survey will be administered from January 25-February 8, 2023. New initiatives will be developed based on the evaluation of the data received. Awareness of drug and alcohol issues and safety initiatives will continue to be presented as new students, staff and faculty are identified to be trained. Narcan administration training will continue targeting key personnel and student organizations.

1.2 The Big Interview subscription will be renewed and used in conjunction with career preparation presentations and appointments in a face-to-face or virtual format. *Big Interview* learning modules and assignments will continue to be implemented with classes who request interview preparation and mock interview appointments. Success will be an average score of 75% or higher. In future, this information will be reported under SL03, 3.1 the Student Learning section of the report.

1.3 Current programs and services offerings will continue in a face- to-face and virtual formats depending on student needs. Career Services staff will continue to work with students and instructors to provide career preparation presentations and services. For an increased satisfaction and response rate for the FDS, the Career Services staff will personally reach out to graduates that have not completed the FDS via email.

2.1 Career staff will continue to make brief classroom and student organization visits, as well as host resume workshops leading up to each fair to announce fair details, give tips for success and answer student questions. Through the social media plan, Career staff will continue to increase the number of followers, highlight employers and student achievement through the Career Center.