

Assessment Cycle 2023-2024

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. 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.

Assessment Cycle 2023-2024

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 proposed 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 changes 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 AC 2022-2023 the target was met. To increase student insight, skill development and satisfaction with the counseling experience additional training was provided to the counseling interns to improve interns' proficiency in delivering therapeutic interventions and meeting client's counseling goals. 85% of the students responding to the *Treatment Evaluation Survey* during the 2022-2023 academic year were able to identify at least three therapeutic learning outcomes as written in the learning statements.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. Professional development was provided to counselors and counseling interns that focused on knowledge and skill development of our LGBTQI students' mental health at Northwestern State University. This additional professional development enabled the staff to better facilitate the change and growth of our counseling clients.

As a result of these changes, in AC 2023-2024 the target was met. Ninety-eight percent (98%) of the students responding to the *Treatment Evaluation Survey* during the 2023-2024 academic year were able to identify at least three therapeutic learning outcomes as written in the learning statements.

Assessment Cycle 2023-2024

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The office of Counseling and Career Services has experienced an increase in the number of students who identify as transgender, genderqueer and LBGTQI. We will seek and provide training to remain current with best practices in the counseling field. We will provide supervision and training to the counseling interns at this site to ensure they provide the best care as defined by best practices in the counseling field. We will contract with at least five interns to reduce the time a student must wait for a counseling appointment.

These changes will improve the student's ability to meet with a counselor in a timely manner, to receive care that is aligned with identified best practices, and improve the students' insight, self-management skill development, mental health, and satisfaction with counseling services.

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

Finding: Target was met.

Analysis.

In AC 2022-2023 the target was met. To increase student insight, skill development and satisfaction with the counseling experience, additional training was provided to the counseling interns to improve intern's proficiency in delivering therapeutic interventions and meeting client's counseling goals. The results follow for the AC 2022-23:

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

(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 70%, No 1%, 29% Not applicable.

(12) If you need assistance in the future, would you return to Counseling and Career Services? Yes 98%, No 0%, Not Applicable 2%

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

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. Professional development was provided to counselors and counseling interns focused on knowledge and skill development in areas identified by counselors that are currently impacting the students' mental health at Northwestern State University. This additional professional development enabled us to better facilitate the change and growth of our counseling clients. These changes will improve the students' insight, skill development and mental health and

Assessment Cycle 2023-2024

satisfaction with counseling services thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-2024 the target was met. The results follow for the AC 2023-2024:

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

(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 82%, No 2%, 16% Not applicable.

(13) If you need assistance in the future, would you return to Counseling and Career Services? Yes 100%, No 0%, Not Applicable 0%

(14) Would you recommend the assistance provided by Counseling and Career Services to a friend? Yes 98%, No 2%

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. We will seek and provide continuing education training to remain current with best practices in the counseling field. We will provide supervision and training to the counseling interns at this site to ensure they provide quality care as defined by best practices in the counseling field. We will contract with at least five interns to increase scheduling flexibility and reduce the wait time for students wanting counseling appointments.

These changes will improve the student's ability to meet with a counselor in a timely manner, to receive care that is aligned with identified best practices, will improve the students' insight, skill development and mental health and satisfaction with counseling services.

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 AC 2022-2023 the target was met.

Staff reviewed and updated 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 reviewed, and updated pretest/posttest questions used to measure student learning to ensure that they measure the student learning objectives. An average score of 67% was computed on the pretests and an average

Assessment Cycle 2023-2024

score of 88% was computed on the posttests.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. Staff reviewed and updated pretest/posttest questions used to measure student learning to ensure they measure student learning objectives.

As a result of these changes, in AC 2023-2024 the target was met. An average score of 72% was computed on the pretests and an average score of 92% was computed on the posttests developed for the outreach presentations.

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Staff will research new methods for delivering information that is interactive and will effectively measure student learning. Staff will review and update pretest/posttest questions used to measure student learning to ensure they measure student learning objectives. These changes will improve our ability to accurately measure student learning, make improvements in the content and delivery of outreach services, improve the student's ability to engage in outreach presentations, and will enable students to obtain information that will benefit their health, wellbeing, and success.

Measure 1.4 Participants (students, faculty, and staff) in QPR (Question, Persuade, Refer) training will learn how to effectively question, persuade, and refer individuals, who are distressed and may be experiencing suicidal thoughts, for mental health support. 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 AC 2022-2023 the target was met. The face-to-face intervention role play activity designed to encourage the practice of intervention skills was 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. 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. The online role play portion of the QPR presentation was well received and maintained the focus of the participants. This resulted in 75% of the participants as likely to ask someone if they are suicidal. 81% of the participants rated their knowledge of suicide and suicide prevention as "high" on the posttest.

Based on the analysis of the AC 2022-2023 results, the staff implemented the following changes in AC 2023-2024 to drive the cycle of improvement. The staff used the QPR vetted online role-play

Assessment Cycle 2023-2024

(<https://courses.qprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>) to collect data digitally.

As a result of these changes, in AC 2023-2024 the target was met. The online role play portion of the QPR presentation was well received and maintained the focus of the participants. This resulted in 77% of the participants as likely to ask someone if they are suicidal. 83% of the participants rated their knowledge of suicide and suicide prevention as “high” on the posttest.

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The QPR Institute updated the QPR PowerPoint training. We will use the new 2024 updated version of the QPR PowerPoint presentation, which is shorter and add some interactive components to increase participation. These changes will improve the participant's ability to remain focused on the presentation and learn through interacting with the information.

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

Finding: Target was met.

Analysis.

In AC 2022-2023 the target was met. Modifications made to the career exploration lessons were maintained. Instructions were provided to the UE 1000 instructors regarding the *Handshake* platform and assignment. The average score across sections of University Experience classes for the 2 career lessons was 74%. University Experience instructors assigned the lessons. The main factor affecting the average score was not students having low scores due to error, but students failing to complete the assignments.

Based on the analysis of the AC 2022-2023 results the staff implemented the following changes in AC 2023-2024 to drive the cycle of improvement. The rubric for grading the Handshake assignment was reviewed and clear expectations completion were written. University Experience instructors were trained prior to the beginning of the 2023 academic year.

As a result of these changes, in AC 2022-2023 the target was met. The average score across sections of University Experience classes for the 2 career lessons was 75%.

Decision:

In AC 2023-2024 the target was met.

Assessment Cycle 2023-2024

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The lesson plans for Handshake and Typefocus™ will be revised to make the lessons interactive for students.

These changes will improve the student's ability to understand how their personality, interests, and values impact their choices in career decision making and fields of study and to understand how to use this information in communication (creating profiles on Handshake for employment opportunities and internships, resume writing, interviewing.

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 AC 2022-2023 the target was met. A combination of staff delivered resume writing, LinkedIn, and interview skills presentations along with Big Interview's learning and practice modules continued to be provided to prepare students. The Career Center participated in the 2023 Student Leadership Conference for employer outreach and student awareness for Career Services. The average grade for the 189 students who completed Big Interview was 84%. 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 91%.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. Career staff delivered resume writing, LinkedIn, and interview skills presentations along with Big Interview's learning and practice modules to develop students' career readiness. Additionally, the graduate school informational fair and fall career fair will be combined to increase employer and student participation.

As a result of these changes, in AC 2023-2024 the target was met. The average grade for the 168 students who completed Big Interview was 87%. Employer evaluation ratings of student preparedness for the Fall Career Fair, Spring Career Fair and Teacher Job Fair and student responses on presentation post-tests was 92%

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The Career Center will implement a new, cloud-based platform that provides a digital, one-stop solution for

Assessment Cycle 2023-2024

career services and alumni engagement that is tailored to the specific needs of the university allowing better engagement with students, staff, alumni, and employers. The Career Center will intern students to assist with delivering resume writing, LinkedIn, and interview skills presentations, along with Big Interview's learning and practice modules to develop students' career readiness. There will be four career events to promote employment and internship opportunities for the students.

These changes will improve the students' ability to be prepared for the professional job search and present themselves effectively as candidates for employment.

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 AC 2022-2023 the target was met. The CORE survey was administered from January 25 – February 2, 2023. Improvements and problem areas were identified based on the evaluation of the data received. Awareness of drug and alcohol issues and safety initiatives were presented as new students, staff, and faculty were identified to be trained. Narcan administration trained targeted key personnel and student organizations. 383 surveys were completed by students. Problem areas were identified, and the effectiveness of substance abuse outreach were assessed. The percentage for AOD use/abuse and some of its consequences have decreased (peer pressure to drink, sexual assault) while other issues related to AOD use/abuse have increased (DWI, in trouble with authorities, damage to property, driven a car under the influence, performed poorly on a test). More alarming was the increase in the number of students who tried to complete suicide (17) and who seriously contemplated suicide (36). Students use of tobacco (3X/week or more) is almost twice that of the reference group (66199 students taking the CORE nationally) and the marijuana use is 38% higher than that of the reference group. Opioid use is up and while low (2 students) it remains higher than that of the reference group.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. New initiatives were developed based on the evaluation of the data received and assessment of prior prevention efforts. Awareness of drug and alcohol issues and safety initiatives continued

Assessment Cycle 2023-2024

to be presented to students, staff, and faculty. Opioid prevention and Narcan administration training continued targeting key personnel and student organizations.

As a result of these changes, in AC 2023-2024 the target was met. Programming was created to address the identified problem areas. However, face to face programming was poorly attended. Narcan information on administration and Narcan kits were shared with the high school next to campus (Louisiana School for Math, Science and the Arts).

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The CORE Survey will be administered in February 2025 so we will focus on the data from the 2023 CORE Survey for programming purposes. One area of concern is the lack of awareness regarding the availability of Narcan in the academic buildings. Another is the policy of Campus Living Villages regarding the training of staff and placement of Narcan kits in the residence apartments. It is not allowed due to liability concerns. This limits the accessibility of Narcan where it is the most likely to be needed. Therefore, we will focus on opioid abuse awareness, Narcan administration training and the distribution of Narcan kits directly to students who can then keep them and use them if needed. Also, signs will be placed in the academic and administrative buildings directing students, faculty, and staff to Narcan.

These changes will improve the students, faculty, and staff ability to find and administer Narcan promptly to save a life.

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 AC 2022-2023 the target was met. The Big Interview subscription was renewed and used with career preparation presentations and appointments in a face-to-face or virtual format. *Big Interview* learning modules and assignments continued to be implemented with classes who request interview preparation and mock interview appointments. Success will be an average score of 75% or higher. 189 students completed the *Big Interview* learning modules and assignments with an average score of 84%.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. The Big Interview subscription was renewed and used with career preparation presentations and

Assessment Cycle 2023-2024

appointments in a face-to-face or virtual format. *Big Interview* learning modules and assignments continued to be implemented with classes who requested interview preparation and mock interview appointments. An additional level of mastery was added in the *Big Interview* process. Students were tracked in the interview process and when appropriate the next level, the Mastery track, was assigned. This level includes a panel interview. Students were required to interview in front of a panel of interviewers for their grade. Success will be an average score of 80% or higher.

As a result of these changes, in AC 2023-2024 the target was met. The Big Interview platform was used with career preparation presentations and appointments in a face-to-face or virtual format. *Big Interview* learning modules and assignments continued to be implemented with classes who requested interview preparation and mock interview appointments. Success was based on an average score of 75% or higher. 168 students completed the *Big Interview* learning modules and assignments with an average score of 87%. An additional level of mastery was added in the *Big Interview* process. Students were tracked in the interview process and when appropriate the next level, the Mastery track, was assigned. This level included a panel interview. Students were required to interview in front of a panel of interviewers for their grade. Success was measured by an average score of 80% or higher. 25 students completed the Mastery Track level modules and scored an average of 88% on the panel interviews.

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Big Interview will be used with career preparation presentations and appointments in a face-to-face or virtual format. *Big Interview Fast-Track and Mastery-Track* learning modules and assignments will be implemented with classes who request interview preparation and mock interview appointments. Success will be an average score of 80% or higher.

These changes will improve the student's ability to improve communication skills, self-confidence, negotiation, and life skills to excel, and prepare students to thrive in the workforce.

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 AC 2022-2023 the target was met. Current programs and services were offered in face-to-face and virtual format depending on student's needs. Career services staff worked 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 contacted graduates that have not completed the FDS via email. Student Satisfaction based on post-appointment surveys was 94%. Student Satisfaction with

Assessment Cycle 2023-2024

career services offerings was also collected on the university wide *First Destination Survey*. AC 2022-23 FDS results as of 5/8/23 indicate a satisfaction rate of 86% with an 18.4% response rate. The average student satisfaction rate with Career Services is 88%.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. Face-to-face career programs and service offerings were offered to additional classes/students. Some services were provided in a virtual format to accommodate student needs. Student satisfaction data was collected from students who are engaged in direct career services having them complete the services evaluation immediately after the services provided to increase data collection (resume writing, career guidance, Big Interview, mock interview feedback). Capstone instructors were asked to encourage/ require their students to complete the *First Destination Survey*. The results provided a powerful message for recruitment and retention at Northwestern State University.

As a result of these changes, in AC 2023-2024 the target was met. Student satisfaction based on post-appointment surveys was 92%. Student satisfaction with career services offerings was collected on the university wide *First Destination Survey* AC 2023-2024. FDS results as of 6/3/24 indicate a satisfaction rate of 84% (16.5% response rate). The average student satisfaction rate with Career Services is 89%.

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Re-design, implement and analyze the results of student satisfaction with career services on *Post-Appointment Surveys* and the *First Destination Survey with the implementation of the new cloud-based platform* to measure student satisfaction with career services.

These changes will improve the students' ability to connect with Career Services and Alumni Affairs and to contribute post-graduation data to the university.

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 2022-2023 the target was met. Career Services staff collaborated with Alumni Board members in setting a goal to improve attendance at career fairs. Career Staff

Assessment Cycle 2023-2024

made brief classroom and student organization visits and 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 increased the number of followers, highlight employers and student achievement through the Career center. Career Center social media followers increased by 17%. The average satisfaction score for the combined career fairs data was 85.7%. (The Fall Career Fair employer satisfaction score was 84.4%. The employer satisfaction score for the Job Location and Development career fair was 91%. The employer satisfaction score for the Spring Career Fair was 87.5%. The employer satisfaction score for the Teacher Job Fair was 89%, Fall Graduate School Fair 62.5%, Spring Graduate School Fair 100%.)

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. Career Services staff collected employer satisfaction and feedback with career events and used it to improve career services and student performance. This cycle, feedback from employers' comments concerning students' preparation focused on their professional attire. In response to feedback, the Career Center contacted TRIO Services and local business to host a professional attire fashion show. A diverse group of students were going to be selected to model professional attire dos and don'ts for a variety of professional dress environments with time for discussion of pros and cons of each. Due to time constraints and shift in priorities, this fashion show did not occur. However, outreach and education still occurred.

As a result of these changes, in AC 2023-2024 the target was met. Career Services staff collected employer satisfaction surveys and feedback on career events and used it to improve career services and student performance. The average satisfaction score for the combined career fairs data was 89%. (The Fall/ Graduate Career Fair employer satisfaction score was 90%. The employer satisfaction score for the Job Location and Development part-time job fair was 90%. The employer satisfaction score for the Spring Career Fair was 87%. The employer satisfaction score for the Teacher Job Fair was 90%.)

Decision:

In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Career Center staff will re-evaluate the survey responses and decided to take a new direction for professional growth. The Career Center will collaborate with university department heads and local employers to host a discussion panel for students. Students will hear from local employers on expectations on first impressions for resumes, interviewing, and career events.

These changes will improve the student's ability to increase their awareness of what employer expectations are for resume formatting, meaning answers for interviewing, and career events.

Assessment Cycle 2023-2024

Comprehensive Summary of Key evidence of improvement based on the analysis of results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

SLO. 1:

1.1: Ninety-eight percent (98%) of the students responding to the *Treatment Evaluation Survey* during the 2023-2024 academic year were able to identify at least three therapeutic learning outcomes as written in the learning statements.

1.2: The results follow for the AC 2023-2024:

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

(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 82%, No 2%, 16% Not applicable.

(13) If you need assistance in the future, would you return to Counseling and Career Services? Yes 100%, No 0%, Not Applicable 0%

(14) Would you recommend the assistance provided by Counseling and Career Services to a friend? Yes 98%, No 2%

1.3: An average score of 72% was computed on the pretests and an average score of 92% was computed on the posttests developed for the outreach presentations.

1.4: The online role play portion of the QPR presentation was well received and maintained the focus of the participants. This resulted in 77% of the participants as likely to ask someone if they are suicidal. 83% of the participants rated their knowledge of suicide and suicide prevention as “high” on the posttest.

SLO. 2:

2.1: The average score across sections of University Experience classes for the 2 career lessons was 75%.

SLO. 3:

3.1: The average grade for the 168 students who completed Big Interview was 87%. Employer evaluation ratings of student preparedness for the Fall Career Fair, Spring Career Fair and Teacher Job Fair and student responses on presentation post-tests was 92%

SO 1:

1.1: Programming was created to address the identified problem areas. However, face to face programming was poorly attended. Narcan information on administration and Narcan kits were shared with the high school next to campus (Louisiana School for Math, Science and the Arts).

1.2: The Big Interview platform was used with career preparation presentations and

Assessment Cycle 2023-2024

appointments in a face-to-face or virtual format. *Big Interview* learning modules and assignments continued to be implemented with classes who requested interview preparation and mock interview appointments. Success was based on an average score of 75% or higher. 168 students completed the *Big Interview* learning modules and assignments with an average score of 87%. An additional level of mastery was added in the *Big Interview* process. Students were tracked in the interview process and when appropriate the next level, the Mastery track, was assigned. This level included a panel interview. Students were required to interview in front of a panel of interviewers for their grade. Success was measured by an average score of 80% or higher. 25 students completed the Mastery Track level modules and scored an average of 88% on the panel interviews.

1.3: Student satisfaction based on post-appointment surveys was 92%. Student satisfaction with career services offerings was collected on the university wide *First Destination Survey AC 2023-2024*. FDS results as of 6/3/24 indicate a satisfaction rate of 84% (16.5% response rate). The average student satisfaction rate with Career Services is 89%.

SO.2:

2.1: Career Services staff collected employer satisfaction surveys and feedback with career events and used it to improve career services and student performance. The average satisfaction score for the combined career fairs data was 89%. (The Fall/ Graduate Career Fair employer satisfaction score was 90%. The employer satisfaction score for the Job Location and Development part-time job fair was 90%. The employer satisfaction score for the Spring Career Fair was 87%. The employer satisfaction score for the Teacher Job Fair was 90%.)

Plan of action moving forward.

SLO. 1:

1.1: We will seek and provide training to remain current with best practices in the counseling field. We will provide supervision and training to the counseling interns at this site to ensure they provide the best care as defined by best practices in the counseling field. We will contract with at least five interns to reduce the time a student must wait for a counseling appointment.

1.2: We will seek and provide continuing education training to remain current with best practices in the counseling field. We will provide supervision and training to the counseling interns at this site to ensure they provide quality care as defined by best practices in the counseling field. We will contract with at least five interns to increase scheduling flexibility and reduce the wait time for students wanting counseling appointments.

1.3: Staff will research new methods for delivering information that is interactive and will effectively measure student learning. Staff will review and update pretest/posttest questions used to measure student learning to ensure they measure student learning objectives.

1.4: The QPR Institute updated the QPR PowerPoint training. We will use the new 2024 updated version of the QPR PowerPoint presentation, which is shorter and add some interactive components to increase participation.

Assessment Cycle 2023-2024

SLO. 2:

2.1: The lesson plans for Handshake and Typefocus™ will be revised to make the lessons interactive for students.

SLO. 3:

3.1: The Career Center will implement a new, cloud-based platform that provides a digital, one-stop solution for career services and alumni engagement that is tailored to the specific needs of the university allowing better engagement with students, staff, alumni, and employers. The Career Center will intern students to assist with delivering resume writing, LinkedIn, and interview skills presentations, along with Big Interview's learning and practice modules to develop students' career readiness. There will be four career events to promote employment and internship opportunities for the students

SO 1:

1.1: The CORE Survey will be administered in February 2025 so we will focus on the data from the 2023 CORE Survey for programming purposes. One area of concern is the lack of awareness regarding the availability of Narcan in the academic buildings. Another is the policy of Campus Living Villages regarding the training of staff and placement of Narcan kits in the residence apartments. It is not allowed due to liability concerns. This limits the accessibility of Narcan where it is the most likely to be needed. Therefore, we will focus on opioid abuse awareness, Narcan administration training and the distribution of Narcan kits directly to students who can then keep them and use them if needed. Also, signs will be placed in the academic and administrative buildings directing students, faculty, and staff to Narcan.

1.2: Big Interview will be used with career preparation presentations and appointments in a face-to-face or virtual format. *Big Interview Fast-Track and Mastery-Track* learning modules and assignments will be implemented with classes who request interview preparation and mock interview appointments. Success will be an average score of 80% or higher.

1.3: Re-design, implement and analyze the results of student satisfaction with career services on *Post-Appointment Surveys* and the *First Destination Survey with the implementation of the new cloud-based platform* to measure student satisfaction with career services.

SO.2:

2.1: Career Center staff will re-evaluate the survey responses and decided to take a new direction for professional growth. The Career Center will collaborate with university department heads and local employers to host a discussion panel for students. Students will hear from local employers on expectations on first impressions for resumes, interviewing, and career events.