

Assessment Cycle 2024-2025

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 provide equal access for education to potential students throughout the state and region and promote 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.

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 2024-2025

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 experience of functioning because of their participation in counseling. Student learning is assessed using the Treatment Evaluation survey, and success is defined as a respondent identification of at least three learning statements listed in question # 10. *DATA: Treatment Evaluation Survey.*

Finding: Target was met.

Analysis.

In AC 2023-2024, the target was met. 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. 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.

Based on the analysis of the AC 2023-2024 results, the staff implemented 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 LGBTQI. We sought and provided training to remain current with best practices in the counseling field. We provided supervision and

Assessment Cycle 2024-2025

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 contracted with at least five interns to reduce the time a student must wait for a counseling appointment.

As a result of these changes, in AC 2024-2025 the target was met. 100% of the students responding to the *Treatment Evaluation Survey* during the 2024-2025 academic year were able to identify at least three therapeutic learning outcomes as written in the learning statements.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following in AC 2025-2026 to drive the cycle of improvement. Counseling staff will receive continuing education in culturally competent best practices for identified populations seen in the counseling center (such LGBTQ+, autism spectrum disorder etc.).

These changes will improve the student's ability to receive care that is aligned with identified best practices. These changes will improve the students' insight, skill development, mental health outcomes, 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. *DATA: Treatment Evaluation Survey.*

Finding: Target was met.

Analysis.

In AC 2023-2024, the target was met. 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. The results follow for the AC 2023-24:

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

Assessment Cycle 2024-2025

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

Based on the analysis of the AC 2023-2024 results, the staff implemented the following changes in AC 2024-2025 to drive the cycle of improvement. We sought and provided continuing education training to remain current with best practices in the counseling field. We provided 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 contracted with at least five interns to increase scheduling flexibility and reduced the wait time for students wanting counseling appointments.

As a result of these changes, in AC 2024-2025 the target was met. The results follow for the AC 2024-2025:

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

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

(12) The support I received through counseling enabled me to remain in college.
Yes 61% No 0% N/A 39%

(13) If you have need for assistance in the future, would you return to Counseling and Career Services?

Yes 88% No 1% N/A 11%

(14) Would you recommend the assistance provided by Counseling and Career Services to a friend?

Yes 99% No 1%

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Counseling staff and interns will triage students when they inquire about a counseling appointment to ensure that those who need immediate care will be seen immediately. Counselors and interns will work through the waiting list of students interested in receiving counseling services to ensure they are seen in a timely manner. Interns will be supervised by LPC-S counselors and guided to deliver services that follow the ACA Code of Ethics and are delivered with the appropriate counseling skills.

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

Measure 1.3 Students attending outreach programs will understand factors that affect

Assessment Cycle 2024-2025

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 2023-2024, the target was met. Staff reviewed and updated pretest/posttest questions used to measure student learning to ensure they measure student learning objectives. 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.

Based on the analysis of the AC 2023-2024 results, the staff implemented the following changes in AC 2024-2025 to drive the cycle of improvement. Staff researched new methods for delivering information that are interactive and will effectively measure student learning. 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 2024-2025 the target was met. An average score of 74.2% was computed on the pretests, and an average score of 100% was computed on the posttests developed for the outreach presentations.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Staff will assess and update preassessments and post-assessments of measurable student learning outcomes. Staff will ensure each psychoeducational training session or presentation contains space for a pretest/posttest evaluation and will use the following framework for pre/post learning assessments:

1. Multiple choice or true/false questions
2. 5 questions per pre- and post-test
3. An optional questionnaire prompting the participant concerning information learned during the presentation, how the information might make the participant change their behaviors related to the subject, and feedback to improve the presentation and other presentations the participant may want to attend by the NSU Counseling Center in the future

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.

Assessment Cycle 2024-2025

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 interventions 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 2023-2024, the target was met. The staff used the QPR vetted online role-play (<https://courses.qprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>) to collect data digitally. 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. The QPR Institute updated the QPR PowerPoint training. We used the new 2024 updated version of the QPR PowerPoint presentation, which is shorter and add some interactive components to increase participation.

Based on the analysis of the AC 2023-2024 results, the staff implemented the following changes in AC 2024-2025 to drive the cycle of improvement. The QPR Institute updated the QPR PowerPoint training. We used the new 2024 updated version of the QPR PowerPoint presentation, which is shorter and add some interactive components to increase participation.

As a result of these changes, in AC 2024-2025 the target was met. The online role play portion of the QPR presentation was well received and maintained the focus of the participants. Additionally, face-to-face role play was implemented during one RA training session and was well received. The average responses of all QPR training participants were that 96% of the participants are likely to ask someone if they are suicidal. 80% of the participants rated their knowledge of suicide and suicide prevention as “high” on the posttest.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. QPR presenters will use the updated PowerPoint presentation, the QPR vetted online role-play. (<https://courses.qprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>) And when time allows, participants will engage in role play activities.

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

Assessment Cycle 2024-2025

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 2023-2024, the target was met. The rubric for grading the Handshake assignment was reviewed and clear expectations of completion were written. University Experience instructors were trained prior to the beginning of the 2023 academic year. The average score across sections of University Experience classes for the 2 career lessons was 75%.

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

As a result of these changes, in AC 2024-2025 the target was met. 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.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. A request will be made to the steward of University Experience to have the career lessons scheduled for dates earlier in the semester. These assignments take more time to complete than some of the easier assignments. Students' time is generally less committed to outside activities and class workloads early in the semester, and they are more motivated to complete their assignments.

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

Assessment Cycle 2024-2025

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 2023-2024, the target was met. 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. The average grade for the 168 students who completed Big Interview was 87%. The average score of 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%

Based on the analysis of the AC 2023-2024 data, the staff implemented the following changes in AC 2024-2025 to drive the cycle of improvement. Due to budgetary changes, the Career Center was unable to 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. While the new platform was not implemented, the Career Center continued the use of its current platform. The Career Center recruited 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 were four career events to promote employment and internship opportunities for the students.

As a result of these changes, in AC 2024-2025, the target was met. The average grade for the 212 students who completed Big Interview was 86%. Employer evaluation ratings of student preparedness for the Fall Career Fair, Spring Career Fair and Teacher Job Fair and student responses on presentation evaluations were 89%.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The Career Center will partner with the Office of Economic Development to survey departments about departmental career events being offered on campus outside of the events hosted by Career Services. Through this partnership, campus career events will be streamlined to take place at the same time and the Career Center will host a

Assessment Cycle 2024-2025

presentation in the weeks leading up to the various Career Fairs that will demonstrate how to effectively present oneself at a Career Fair.

These changes will improve students' ability to be prepared for 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 2023-2024, the target was met. 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 to be presented to students, staff, and faculty. Opioid prevention and Narcan administration training continued targeting key personnel and student organizations. 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).

Based on the analysis of the AC 2023-2024 results, the staff implemented the following changes in AC 2024-2025 to drive the cycle of improvement. The CORE Survey was administered in February 2025 so we focused 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 focused 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 were placed in the academic and administrative buildings directing students, faculty, and staff to Narcan.

Assessment Cycle 2024-2025

As a result of these changes, in AC 2024-2025 the target was met. Information about drugs and alcohol issues and safety initiatives continued to be presented to students, staff, and faculty. Narcan training was presented to faculty/staff, Greek leadership and interested students. New Narcan kits were distributed to 12 fraternities and sororities and to 5 students who were concerned about a friend or loved one's opioid use. Narcan Signs were printed, laminated and distributed to the locations housing the Narcan kits. These signs are placed where they are clearly visible to the members of the campus community, improving the students, faculty and staff' ability to find and administer Narcan in a timely manner to save a life. Programming was created to address the identified problem areas. Additionally, students and faculty/staff requested additional opioid abuse/Narcan training. Campus Living Villages denied requests for the distribution of Narcan in the housing facilities and training of RA staff. New initiatives were developed based on the evaluation of the data received and assessment of prior prevention efforts.

Decision:

In AC 2025 – 2025 the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The CORE Survey was administered in February 2025. New data will be the focus for programming in 2025-2026. We have not received the results as of this current date. Staff will introduce CORE 2025 data results to University Experience 1000 classes to increase student awareness. CORE 2025 results will be presented to key personnel and student organizations (i.e. athletics, sororities and fraternities) as well as academic departments (i.e. psychology, biology and CAPA). Staff will assess student learning utilizing pretests/posttests. Delivery of key findings will be included in social media campaigns, staff interviews with the NSU Current Sauce and radio PSAs.

These changes will increase the frequency of students', faculty and staff exposure to alcohol and other drug information and increase informed decision-making in regard to alcohol and other 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 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.

Assessment Cycle 2024-2025

In AC 2023-2024, 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 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 grades. Success will be an average score of 80% or higher. 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 were 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 grades. 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.

Based on the analysis of the AC 2023-2024 data, the staff implemented the following changes in AC 2024-2025 to drive the cycle of improvement. Big Interview was 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 were implemented with classes who requested interview preparation and mock interview appointments. Success was measured with an average score of 80% or higher.

As a result of these changes, in AC 2024-2025, the target was met. 198 students completed the Big Interview Fast Track module with an average score of 86%. 14 students completed the Mastery Track level with an average score of 88%.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Big Interview will be used with career preparation in presentations and student 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 measured with an average score of 80% or higher.

Assessment Cycle 2024-2025

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 met.

Analysis.

In AC 2023-2024, the target was met. Face-to-face career programs and service offerings were offered to additional classes/students. Some services were provided in a virtual format to accommodate students' 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. 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%.

Based on the analysis of the AC 2023-2024 data, the staff implemented 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 collaboration on Handshake with Alumni Affairs* to increase student participation on the FDS Survey.

As a result of these changes, in AC 2024-2025, the target was met. Student satisfaction based on post-appointment surveys was 90%. Student satisfaction with career services offerings was collected on the university wide *First Destination Survey* AC 2024-2025. FDS results as of 4/29/25 indicate a satisfaction rate of 89% (34% response rate – 18% increase). The average student satisfaction rate with Career Services is 89%.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The staff will collaborate with Alumni Affairs and at Grad Fest to assist students in creating Alumni

Assessment Cycle 2024-2025

accounts on Handshake to measure student satisfaction with Career Services.

These changes will promote the students' status as Alumni on the Handshake platform, improve the students' ability to connect with Career Services and Alumni Affairs, as well as 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 2023-2024, the target was met. Career Services staff collected employer satisfaction and feedback from 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 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 shifts in priorities, this fashion show did not take place. However, outreach and education still occurred. 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%.

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

As a result of these changes, in AC 2024-2025, 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

Assessment Cycle 2024-2025

average satisfaction score for the combined career fairs data was 91%. (The Fall/ Graduate Career Fair employer satisfaction score was 93%. The employer satisfaction score for the Job Location and Development part-time job fair was 87%. The employer satisfaction score for the Spring Career Fair was 89%. The employer satisfaction score for the Teacher Job Fair was 93%.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the staff will implement the following changes in AC 2025-2026 to drive the cycle of improvement. To better serve both employer and student needs, the university will separate the Office of Counseling and Career into two distinct departments, establishing an independent Career Center with dedicated leadership. This strategic reorganization aligns with higher education best practices and research demonstrating that specialized career centers achieve stronger employer relationships and improved student outcomes. The newly independent Career Center staff will collaborate with department heads and local employers to host two discussion panels for students—one during the Fall semester and one during the Spring at Leadership NSU. The purpose of these discussion panels is to give students a "first look" regarding employers' expectations in preparation for entering the workforce. This organizational change will enable more focused attention on employer engagement and career programming while allowing both career services and counseling to concentrate on their specialized professional competencies.

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.

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 2024-2025. These changes are based on the knowledge gained through the AC 2023-2024 results analysis.

Student Learning Outcomes

SLO. 1:

1.1: The office of Counseling and Career Services has experienced an increase in the number of students who identify as transgender, genderqueer and LBGTQI. We sought and provided training to remain current with best practices in the counseling field. We provided 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 contracted with at least five interns to reduce the time a student must wait for a counseling appointment.

1.2: We sought and provided continuing education training to remain current with best practices in the counseling field. We provided supervision and training to the counseling interns at this site to ensure they provide quality care as defined by best

Assessment Cycle 2024-2025

practices in the counseling field. We contracted with at least five interns to increase scheduling flexibility and reduced the wait time for students wanting counseling appointments.

1.3: Staff researched new methods for delivering information that are interactive and will effectively measure student learning. Staff reviewed and updated 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 used the new updated 2024 version of the QPR PowerPoint presentation, which is shorter and added some interactive components to increase participation.

SLO. 2:

2.1: The lesson plans for Handshake and TypeFocus™ were revised to make the lessons interactive for students.

SLO. 3:

3.1: Due to budgetary changes, the Career Center was unable to 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. While the new platform was not implemented, the Career Center continued the use of its current platform. The Career Center recruited 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 were four career events to promote employment and internship opportunities for the students.

Service Outcomes

SO.1:

1.1: The CORE Survey was administered in February 2025 so we focused 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 focused 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 were placed in the academic and administrative buildings directing students, faculty, and staff to Narcan.

1.2: Big Interview was 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

Assessment Cycle 2024-2025

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 collaboration on Handshake with Alumni Affairs* to increase student participation on the FDS Survey.

SO.2:

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

Plan of action moving forward.

Student Learning Outcomes

SLO. 1:

1.1: Counseling staff will receive continuing education in culturally competent best practices for identified populations seen in the counseling center (such LGBTQ+, autism spectrum disorder etc.).

1.2: Counseling staff and interns will triage students when they inquire about a counseling appointment to ensure that those who need immediate care will be seen immediately. Counselors and interns will work through the waiting list of students interested in receiving counseling services to ensure they are seen in a timely manner. Interns will be supervised by LPC-S counselors and guided to deliver services that follow the ACA Code of Ethics and are delivered with the appropriate counseling skills.

1.3: Staff will assess and update preassessments and post-assessments of measurable student learning outcomes. Staff will ensure each psychoeducational training session or presentation contains space for a pretest/posttest evaluation and will use the following framework for pre/post learning assessments:

1. Multiple choice or true/false questions
2. 5 questions per pre- and post-test
3. An optional questionnaire prompting the participant concerning information learned during the presentation, how the information might make the participant change their behaviors related to the subject, and feedback to improve the presentation and other presentations the participant may want to attend by the NSU Counseling Center in the future

1.4: QPR presenters will use the updated PowerPoint presentation, the QPR vetted online role-play.

(<https://courses.gprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>) And when time allows, participants will engage in role play activities.

Assessment Cycle 2024-2025

SLO. 2:

2.1: A request will be made to the steward of University Experience to have the career lessons scheduled for dates earlier in the semester. These assignments take more time to complete than some of the easier assignments. Students' time is generally less committed to outside activities and class workloads early in the semester, and they are more motivated to complete their assignments.

SLO. 3:

3.1: The Career Center will partner with the Office of Economic Development to survey departments about departmental career events being offered on campus outside of the events hosted by Career Services. Through this partnership, campus career events will be streamlined to take place at the same time and the Career Center will host a presentation in the weeks leading up to the various Career Fairs that will demonstrate how to effectively present oneself at a Career Fair.

Service Outcomes

SO.1:

1.1: The CORE Survey was administered in February 2025. New data will be the focus for programming in 2025-2026. We have not received the results as of this current date. Staff will introduce CORE 2025 data results to University Experience 1000 classes to increase student awareness. CORE 2025 results will be presented to key personnel and student organizations (i.e. athletics, sororities and fraternities) as well as academic departments (i.e. psychology, biology and CAPA). Staff will assess student learning utilizing pretests/posttests. Delivery of key findings will be included in social media campaigns, staff interviews with the NSU Current Sauce and radio PSAs.

1.2: Big Interview will be used with career preparation in presentations and student 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 measured with an average score of 80% or higher.

1.3: The staff will collaborate with Alumni Affairs and at Grad Fest to assist students in creating Alumni accounts on Handshake to measure student satisfaction with Career Services.

SO.2:

2.1: To better serve both employer and student needs, the university will separate the Office of Counseling and Career into two distinct departments, establishing an independent Career Center with dedicated leadership. This strategic reorganization aligns with higher education best practices and research demonstrating that specialized career centers achieve stronger employer relationships and improved student outcomes. The newly independent Career Center staff will collaborate with department heads and local employers to host two discussion panels for students—one during the Fall semester and one during the Spring at Leadership NSU. The purpose of these

Assessment Cycle 2024-2025

discussion panels is to give students a "first look" regarding employers' expectations in preparation for entering the workforce. This organizational change will enable more focused attention on employer engagement and career programming while allowing both career services and counseling to concentrate on their specialized professional competencies.