Introduction:

The Center uses three distinct assessment methodologies during the year. The first methodology consists of information gathered at intake that is used to guide the counseling process and to gather demographic data for understanding which students use our services. The Intake Information Sheet is completed by all students before an initial appointment and the Counseling Concerns Checklist is also completed for all students seeking personal counseling.

The second type of methodology is an assessment of student behavior in a particular topical area. This methodology is more research focused and provides information that can be used for understanding student behavior and in subsequent program planning. Among the research assessments that utilize this methodology are the Graduating Student Exit Survey and the Core Alcohol and Drug Survey.

The third methodology employed is an evaluation of the services provided by the Center both through on-going services and in specific programmatic offerings. The usefulness of these evaluations is to provide the Center staff with feedback regarding their performance in their interactions with students as well as with information regarding the usefulness of programs sponsored by the Center. The Client Satisfaction Survey, the Career Exploration Course Evaluation, and the many program evaluations use this methodology.

Intake Instruments:

Name: Counseling Concerns Checklist
Summary: This checklist is completed by all students who make an appointment to see a personal counselor. The measure assesses current symptoms, level of distress, and important family experiences.
Changes: The information provided by students covers a wide range of presenting issues and forms the basis for treatment interventions with them.

Name: Intake Information Sheet
Summary: All students provide basic demographic information prior to any individual session with a professional staff member or intern. Staff also complete part of the form to track the presenting concerns of the students.
Changes: Information is used to assess which students are utilizing services and whether some groups are under-represented. The Center is also able to assess exactly which problems students are confronting at present.
Research Instruments:

Name:  Grading Student Exit Survey  
Summary:  The survey of graduates is administered at graduation. The on-line survey is coordinated by the Office of Institutional Effectiveness in conjunction with the academic departments. This instrument gleans information on the post-graduate plans and activities of graduates as well as their use and satisfaction with the career services available to them. Completion of this on-line instrument is mandatory at graduation. Upcoming graduates are notified by e-mail of the survey and its uses. Responses are coordinated and tabulated by the Office of Institutional Effectiveness. Additional data is compiled for use internally and in response to inquiries.

Name:  Alumni Survey  
Summary:  The survey of alumni is targeted at recent graduates and will be sent to graduates six-months and 1 year after graduation. The on-line survey is coordinated by the Office of Institutional Effectiveness in conjunction with the Office of Parent & Alumni Relations, and the Office of Publications & Marketing. This instrument seeks to glean information on the post-graduate activities of recent graduates as well as their use and satisfaction with the career services still available to them. In addition it will include questions related to the career services learning outcomes. Recent graduates are notified of the upcoming survey by telephone in late Spring. They then receive an e-mail including a link to the survey and an explanation of its uses. Responses are coordinated and tabulated by the Office of Institutional Effectiveness. Additional data is compiled for use internally and in response to inquiries from a variety of sources.

Name:  Career Plans Survey  
Summary:  The Career Plans Survey is administered on-line each year to students planning to graduate the following year. This on-line instrument includes questions concerning their areas of interest, geographic preferences, plans for further education, as well as previous and planned use of the career services offered. Invitations to take the instrument are distributed by e-mail and in conjunction with the Junior Jazz Up event. Some data is tabulated by the Office of Institutional Effectiveness and additional data is tabulated in-house.

Name:  Career Services Utilization Evaluations  
Summary:  The career services staff measures changes in employer and student utilization of and or attendance at various career programs and events. This evaluation process includes the tracking and comparison of attendance rates at our career fairs as well as student and employer utilization of our campus recruiting and resume referral program. Additional comparisons of industry and job function representation at career fairs, in the listing of positions and in the campus recruiting & resume referral program are completed.

Name:  Core Alcohol and Drug Survey  
Summary:  The Core Survey is administered every other year and was distributed this year to over 500 undergraduate and graduate students. The Survey is an instrument used nationwide to gather data regarding the alcohol and drug experiences of college students. The data is analyzed at the University of Minnesota and the summary material describes our students’ usage patterns and compares our students with national averages.

Evaluation Instruments:

Name:  Client Satisfaction Survey  
Summary:  This survey is a general measure of students’ satisfaction with the services received through the Center. The survey is distributed to students following appointments during one week of each month during the academic year.

Name:  Career Exploration Course Evaluation  
Summary:  The Career Exploration Course was offered this spring (2005) to 18 students. The career exploration course presents an opportunity for the students to systematically assess their interests, skills, values and goals, explore and evaluate career options and polish their job search skills. Ms. Gallagher began the course by administering the Myers Briggs Type Indicator and Communicator Style Assessment, to determine the most appropriate methods for delivery of course
information. Based on learning styles and personality types represented in the class, Ms. Gallagher developed lesson plans most likely to be successful for the class, conducting most classes in an informal “in-the-round” discussion format.

At the conclusion of the semester she used the university course evaluation. In addition, she conducted a focus group in which students considered the topics, activities and exercises used in the course. Students provided feedback, both in writing and in group discussion regarding elements which they found most helpful, as well as those that they considered less beneficial. Students also brainstormed additional ideas for possible inclusion in future course planning.

Name: Recruiting Success Survey
Summary: A web-based questionnaire was developed to include items on employer satisfaction with the services they currently used and interest in the other services available to them. Additional items ask for the names of those Loyola University New Orleans students and graduates that they interviewed, offered employment to, and hired this year. The questionnaire was distributed by e-mail to all employers who received a resume referral or participated in campus recruiting and/or any of the career fairs sponsored by the Counseling & Career Services Center. This questionnaire was also sent to a sampling of employers listing professional positions and/or internships with the Center. Follow-up calls are made to ensure a good return rate.

Name: Career Workshop Evaluation
Summary: A web-based questionnaire will be developed to evaluate the content and structure of career related workshops and programs. This instrument will contain questions regarding satisfaction as well as questions regarding learning outcomes of the programs. An e-mail will be sent at the end of the semester to students and alumni that attended at least one event during the semester inviting them to take the survey.

Name: Resume/Cover Letter Rubric
Summary: Assessment of resume and cover letter competency will take place once every 3 years. Resumes or cover letters brought into/sent to the Center will be collected for a period of 2 weeks each semester. These draft documents will be evaluated using a rubric developed by the Counseling & Career Center staff and compared against the final documents, which were loaded into our on-line resume system. This evaluation will take place during the summer months.

Name: Program Evaluation
Summary: The Center offers a wide variety of programs across all areas of responsibility. Programming efforts include the following areas:

- Sexual Aggression Prevention
- Substance Abuse Programming
- Mental Health Issues

Changes: Based on the results of each program evaluation, comments are reviewed for satisfaction with the quality of program offerings and suggested changes for the future. These comments guide the planning for future programming efforts.