

Assessment Cycle 2025-2026

Counseling 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 Services is to foster the values of self-discovery, self-direction, and the attainment of optimal health and wellness. To fulfill this mission, we will foster students' self-efficacy by providing a safe environment where students can explore their inner strengths and challenges and develop skills to successfully create, evaluate, and effectively implement a life plan for living in the ever-changing world.

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Methodology: The assessment process includes:

- (1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the executive director,
- (2) The executive director will analyze the data to determine whether the applicable outcomes are met,
- (3) Results from the assessment will be discussed with the appropriate staff,
- (4) Individual meetings will be held with staff as required (show cause).
- (5) The 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 Outcomes:

SO1 Counseling 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 2024-2025, the target was met. The office of Counseling 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.

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.

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

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As a result of these changes, in AC 2025-2026 the target was met. 98.4% of the students responding to the *Treatment Evaluation Survey* during the 2024-2025 academic year were able to identify at minimum three therapeutic learning outcomes as written in the learning statements. 1.6% were able to identify at minimum two therapeutic learning outcomes.

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the AC 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Counseling staff will receive yearly education in culturally competent best practices for identified populations seen regularly in the counseling center (LGBTQIA, Autism Spectrum Disorder, etc.). Staff have further identified recent increases in reported eating disorder and body image concerns. The counseling center will ensure that staff members participate in trainings regarding the treatment of these disorders and symptoms and disseminate information to the remainder of the office, including interns and practicum students, on how to properly provide treatment.

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 2024-2025, the target was met. 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. 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

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Services?

Yes 88% No 1% N/A 11%

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

Yes 99% No 1%

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

As a result of these changes, in AC 2025-2026 the target was met. The results follow for the AC 2025-2026:

(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 69% No 3% N/A 28%

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

Yes 94% No 2% N/A 4%

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

Yes 100%

Implementation of improved monitoring of the waiting list yielded reduced wait times for students. Throughout the fall and spring semesters, no student reported a wait of more than one week when attempting to book services.

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Counseling center staff will work to adjust the student evaluations to better and more accurately track student needs. Concern exists that survivorship bias may be impacting collected evaluations, as those who may be more critical of services rendered by the counseling center likely would have ceased counseling before being offered the end-of-year evaluation.

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Various solutions, including administering more frequent evaluations throughout the semester, digitizing and sending out anonymous evaluation links to all who participated in counseling throughout the semester, and integrating results into the new Medicat One electronic health record system (if supported) have been offered and will be explored further to implement as appropriate.

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 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 2024-2025, the target was met. 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. 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.

Based on the analysis of the AC 2024-2025 results, the staff made the following changes in AC 2025-2026 to drive the cycle of improvement. Staff assessed and updated preassessments and post-assessments of measurable student learning outcomes. Staff ensured each psychoeducational training session or presentation contains space for a pretest/posttest evaluation and used 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

As a result of these changes, in AC 2025-2026 the target was met. An average score of 56% was computed for pretest results, and an average score of 82% was computed on posttests developed for outreach presentations.

Decision:

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In AC 2025-2026 the target was met.

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Attendance for psychoeducational outreach programs was lower than expected, particularly during the spring semester; this caused the dataset for data collection to be limited and may have impacted the validity of results. The counseling center is working to implement more hands-on events with psychoeducational benefits to rectify this. Events which were previously focused solely on student networking or fun will now have a brief educational component added, with pretest and posttest data collected for each event. Additionally, events that were previously designed solely for psychoeducation and learning will have interactive and engaging components (i.e., craft tables, refreshments, games) to draw additional interest and improve future data collection.

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 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 2024-2025, the target was met. 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. 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.

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

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As a result of these changes, in AC 2025-2026 the target was met, even with the staff using an alternative data collection methods than those listed in the measure. The American Foundation for Suicide Prevention's Talk Saves Lives presentation was administered to various groups of faculty, staff, and students throughout the 2025-2026 academic year, with findings indicating a pretest score of 52% and posttest scores of 80%. The former director of NSU Counseling Services retired during the Fall 2025 semester. The director was a certified presenter for QPR training modules, along with one other center staff member, who did not renew their certification to present the information prior to the deadline. As a result, the counseling center was unable to conduct QPR training modules for the 2025-2026 academic year. However, two NSU Counseling Services staff members received certification for suicide and crisis prevention training through the American Foundation for Suicide Prevention (AFSP) and were able to present its flagship suicide prevention training, "Talk Saves Lives", to multiple organizations on campus. The data noted above was computed based on pretest and posttest results for the Talk Saves Lives presentations rather than QPR. "Talk Saves Lives" and QPR covered similar subject matter and information and were both designed as tools to train faculty, staff, and students on healthy methods to intervene during a crisis scenario. The AFSP "Talk Saves Lives" certification was found preferable to QPR as our primary suicide prevention training moving forward due to its thoroughness of coverage, flexibility in allowing additional slides and information pertaining specifically to college campuses, cost effectiveness (AFSP training is free of charge to obtain and recertify), and adoption by multiple other universities in the ULS system. Counseling center staff also have direct communication with the state AFSP trainers and organizers and have worked with them to create information specific to our campus, as well as to administer a pre- and post-test structure that fits our data collection needs. The counseling center will amend future assessment cycle measures to specify use of Talk Saves Lives as the primary training for suicide prevention protocol.

Decision:

In AC 2025-2026, the target was met

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The Counseling Center will utilize "Talk Saves Lives" as its primary training for suicide and mental health crisis prevention and postvention, thus this measure will change to read "Participants (students, faculty, and staff) in Talk Saves Lives 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 pre- and post-test with a score of 75% or higher on the post-test." Counseling staff will present "Talk Saves Lives" to multiple groups within faculty, staff, and student organizations as requested and needed throughout the 2026-27 academic year, utilizing pre- and post-testing for data collection on efficacy of the program.

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These changes will improve the participant's ability to remain focused on the presentation and learn through interacting with the information.

SO2 Ensure that current students' needs are identified, and effective counseling services are developed to meet the identified needs.

Measure 2.1 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 2024–2025 the target was met. 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. 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.

Based on the analysis of the AC 2024-2025 results, the staff made the following changes in AC 2025-2026 to drive the cycle of improvement. The CORE Survey was

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administered in February 2025. New data was the focus for programming in 2025-2026. Staff introduced CORE 2025 data results to University Experience 1000 classes to increase student awareness. CORE 2025 results were 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 assessed student learning utilizing pretests/posttests. Delivery of key findings were included in social media campaigns, staff interviews with the NSU Current Sauce and radio PSAs.

As a result of these changes, in AC 2025-2026 the target was met. NSU Counseling Services initially did not receive any of the CORE Survey data at the 2025 LaHEC Conference, as had been the standard practice in all previous years. Previous results had been administered by the state Board of Regents at this conference, and no universities present at the conference received their results at this time. The Director of Counseling Services repeatedly contacted the Board of Regents for the survey results but got no response. The new director then reached out directly to the CORE Institute, which first provided partial demographic data, followed later by the full report and a separate data interpretation report. The CORE results for 2025 indicated similar positions to the 2023 results, with a few notable shifts in student use and perception. Surveyed students indicated slight reductions in use or consumption of alcohol, tobacco, cocaine, amphetamines, designer drugs, and anabolic steroids, while marijuana usage was reported at a slightly higher rate; these changes were very minor and may fall within the margin of error or lack statistical significance. The percentage of students reporting having had zero or one drink over the past two weeks increased from 86.8% to 91.1%. Further, a larger percentage of students indicated they preferred for alcohol and drugs to be unavailable at parties and extracurricular events compared to the 2023 results. Students indicated that they believed others on campus use drugs and alcohol significantly more than actual reported data on alcohol and drug use by students suggests. This could be an area of emphasis in future media campaigns. In the Spring of 2026, the Demons for Recovery Lounge opened on the third floor of the Student Union. The lounge provides a place for students in active recovery to congregate and offers recovery groups weekly. Demons for Recovery program coordinator Sarah Ebarb also has provided Narcan kits to various on-campus organizations and to students who have requested them. They further provided replacements for on-campus kits which were outdated and no longer usable. Campus Living Villages still has policies which prevent Narcan from being kept in the residence apartment offices, so further dissemination of kits will be restricted to other buildings on campus, student-led organizations, and individual faculty, staff, and students requesting kits.

Decision:

In AC 2025-2026 the target was met.

Based on the analysis of the 2025-2026 results, the staff will implement the following changes in AC 2026-2027 to drive the cycle of improvement. In future correspondence, NSU Counseling staff will communicate directly to the CORE Institute if there are any problems with receiving results or with any further issues with the surveys. The Director of Counseling Services will further interpret results and create a plan of action

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for future substance abuse programming on campus when results become available and will update this report when possible. Continued efforts to provide after-hours programming that is deliberately and explicitly alcohol- and drug-free, as well as programming specifically combatting drug and alcohol use on campus, is recommended moving forward. Further information on drug and alcohol prevention programs will be addressed in the upcoming “Drug-Free Campus Biennial Report” collected by the NSU Task Force for the Prevention of Drugs, Alcohol, and Sexual Violence and compiled by NSU Counseling Services. This report will be published and released in August 2026. The CORE Survey will be readministered to students during the Spring 2027 semester. Counseling staff will utilize the results of the 2027 survey to further extrapolate information related to campus drug use and possible programming to combat further needs.

These changes will increase the frequency of students’, faculty and staff exposure to alcohol and other drug information and increase informed decision-making regarding alcohol and other drug use.

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 2025-2026. These changes are based on the knowledge gained through the AC 2024-2025 results analysis.

SO. 1:

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

1.3: Staff assessed and updated preassessments and post-assessments of measurable student learning outcomes. Staff ensured each psychoeducational training session or presentation contains space for a pretest/posttest evaluation and used 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

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1.4: QPR presenters used the updated PowerPoint presentation, the QPR vetted online role-play. (<https://courses.qprinstitute.com/maze/quiz?i=5d5d8729620a2b5a4559e542>) And when time allows, participants engaged in role play activities.

SO. 2:

2.1: The CORE Survey was administered in February 2025. New data was the focus for programming in 2025-2026. Staff introduced CORE 2025 data results to University Experience 1000 classes to increase student awareness. CORE 2025 results were 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 assessed student learning utilizing pretests/posttests. Delivery of key findings were included in social media campaigns, staff interviews with the NSU Current Sauce and radio PSAs.

Plan of action moving forward.

Student Outcomes

SO. 1:

1.1: Counseling staff will receive yearly education in culturally competent best practices for identified populations seen regularly in the counseling center (LGBTQIA, Autism Spectrum Disorder, etc.). Staff have further identified recent increases in reported eating disorder and body image concerns. The counseling center will ensure that staff members participate in trainings regarding the treatment of these disorders and symptoms and disseminate information to the remainder of the office, including interns and practicum students, on how to properly provide treatment.

1.2: Counseling center staff will work to adjust the student evaluations to better and more accurately track student needs. Concern exists that survivorship bias may be impacting collected evaluations, as those who may be more critical of services rendered by the counseling center likely would have ceased counseling before being offered the end-of-year evaluation. Various solutions, including administering more frequent evaluations throughout the semester, digitizing and sending out anonymous evaluation links to all who participated in counseling throughout the semester, and integrating results into the new Mediat One electronic health record system (if supported) have been offered and will be explored further to implement as appropriate.

1.3: Attendance for psychoeducational outreach programs was lower than expected, particularly during the spring semester; this caused the dataset for data collection to be limited and may have impacted the validity of results. The counseling center is working to implement more hands-on events with psychoeducational benefits to rectify this. Events which were previously focused solely on student networking or fun will now have a brief educational component added, with pretest and posttest data collected for each event. Additionally, events that were previously designed solely for psychoeducation and learning will have interactive and engaging components (i.e., craft tables, refreshments, games) to draw additional interest and improve future data collection.

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1.4: The Counseling Center will utilize “Talk Saves Lives” as its primary training for suicide and mental health crisis prevention and postvention, thus this measure will change to read “Participants (students, faculty, and staff) in Talk Saves Lives 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 pre- and post-test with a score of 75% or higher on the post-test.” Counseling staff will present “Talk Saves Lives” to multiple groups within faculty, staff, and student organizations as requested and needed throughout the 2026-27 academic year, utilizing pre- and post-testing for data collection on efficacy of the program.

SO. 2:

2.1: In future correspondence, NSU Counseling staff will communicate directly to the CORE Institute if there are any problems with receiving results or with any further issues with the surveys. The Director of Counseling Services will further interpret results and create a plan of action for future substance abuse programming on campus when results become available and will update this report when possible. Continued efforts to provide after-hours programming that is deliberately and explicitly alcohol- and drug-free, as well as programming specifically combatting drug and alcohol use on campus, is recommended moving forward. Further information on drug and alcohol prevention programs will be addressed in the upcoming “Drug-Free Campus Biennial Report” collected by the NSU Task Force for the Prevention of Drugs, Alcohol, and Sexual Violence and compiled by NSU Counseling Services. This report will be published and released in August 2026. The CORE Survey will be readministered to students during the Spring 2027 semester. Counseling staff will utilize the results of the 2027 survey to further extrapolate information related to campus drug use and possible programming to combat further needs.