Annual Report 2010

Counseling Services

Career Services

Testing & Assessment Services
Counseling and Career Services is pleased to present the 2010 Annual Report. This is the third edition of the report prepared for distribution across campus electronically and in printed form. Please email me at rbusby@sfasu.edu for an electronic version.

All units in our area have been challenged to provide high levels of service, at the same time experiencing increased demand. One of the reasons for the challenge this year was to prepare Career Services, Counseling Services and Testing Services as part of the review of the entire university by the Southern Association of Colleges and Schools (SACS). Our area, along with colleges from across the nation, has been collecting data for the last 25 years that indicate that we are in fact doing things. But the standards changed and now the criteria for review will be how well we do what we do, and while we are at it, document what it is that students learn and are able to do as a consequence of interacting with our offices. That is a challenge but we were not without guidance.

Shortly after being appointed Director of Counseling and Career Services in 1985 I came in contact with an organization which published standards and guidelines for model university student service programs named CAS (Council for the Advancement of Standards in Higher Education). Those standards were adopted almost 25 years ago for each of our units and served a great purpose. With the changes in documentation and evaluation for university programs CAS was at the forefront providing leadership. Through the years I became a bit of an expert (perhaps there weren’t that many people with that sort of interest) in CAS and I presented to regional and national conferences regarding these standards. Several years ago I was asked by NODA (National Orientation Directors Association) to represent them to the CAS board and served for six years. Therefore, it was fitting that CAS be used to govern and guide our preparation for the SACS review.

During the Spring and Summer of 2010 I spent a great deal of time teaching the CAS/SAGS (Self Assessment Guides) and serving as consultant with the four units in our area. Career Services and Counseling Services had the best of it because CAS has fully developed standards and Self Assessment Guides which have been available for years. Testing Services and Student Employment were not so blessed. Each had to use the CAS General Standards and adapt existing SAGS for their use. That was a challenge and if you will ask the staff I am sure they will tell you... be prepared for an extended conversation.

Evaluation and assessment has been a bit of a metamorphosis in higher education student services and SFA Counseling and Career Services is now in a better position to say that we do certain things to serve students, that we have a much better sense about how well we do what we do, and most recently we are better able to declare that students actually learn something and are able to do something as a result of coming in contact with our staff, our services and our programs.
That’s not all. Testing Services was selected for Risk Management Assessment in case of catastrophic loss or failure of the operation. That process is now complete and we have a much better idea what would have to happen for the university to continue high stakes testing in the event of such a circumstance. Additionally, computer based testing increased 178% in just the last six years and high stakes examinations continue to transition from paper/pencil to computer based testing. We also prepared a “Relocation and Expansion Proposal” for the not too distant future. All this while maintaining our day jobs.

That’s still not all. Career Services, Student Employment and Human Resources orchestrated the move of part time student worker job postings from Student Employment to Human Resources. One of the outgrowths of this was that Career Services developed a student worker training program which is called ASAP (Advancing Students As Professionals). When you get to that section of the report please see the documentation where new student workers give the program rave reviews.

There’s more. Career Services rolled out their website that is the envy of the campus (at least in my judgment). It is very timely because the national economy continues to be weak. Students are invited to that site to develop skills which will prepare them to market themselves to prospective employers in a challenging market.

Not finished. Counseling Services operated at a high level of efficiency and improved as a consequence of purchasing and utilizing Titanium software. This is an industry standard and streamlined record keeping and note-taking. Additionally, it will become more of an administrative asset when the reporting features are better understood and used.

None of this is possible without the work of our loyal, dedicated and talented staff… you all are the best and make my life so much better because I am in a position to see how our students are served. This year we are very thankful for the arrival of two new staff. Brandi Hampton joined us as Administrative Assistant in March and brings so much talent, savvy and hard work to the position. Jamie Wood joined us in November in Testing Services and likewise is a wonderful addition to our staff. She loves students and her work and will be an asset to SFA for years to come. Welcome to you both.

To our Dean, our Vice President and to our President we say, “Thank you,” for allowing us to do what we do every day to serve our students utilizing the knowledge, gifts and experience each of us brings to our work.

Sincerely,

Ralph Busby
Director of Counseling and Career Services
Mission

Our mission... to help students SUCCEED

Stephen F. Austin State University Mission Statement

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

Student Affairs Mission Statement

The Department of Student Affairs strives to fulfill the university’s mission through personal connections with students, creating engaging and dynamic learning opportunities and providing programs and services designed to help students meet their personal and academic goals.

University Affairs Mission Statement

The Division of University Affairs supports the development of a learner-centered environment for SFA students by providing co-curricular PROGRAMS that create opportunities for students to engage in active learning; by the creation of a friendly and welcoming environment through ACTIVITIES that strengthen students’ connections to the institution and each other; by providing SERVICES to enhance the success of our students as they pursue their academic and personal goals, and by providing the FACILITIES that support these goals.

Counseling and Career Services Mission Statement

Counseling and Career Services’ mission is to assist students to discover career goals, to prepare for careers in their chosen fields, to provide testing in order for students to meet their educational goals, to assist enrolled students in preparing for part-time employment on or off campus, and to assist students in functioning more effectively by helping them define and achieve their personal and academic goals.
staff awards and achievements

The staff of Career Services strives to do anything possible for students’ growth and development. Not only do the staff perform the daily tasks of their jobs, they also participate in organizations, both on and off campus, in order to grow personally and professionally. This, in turn, benefits the students we serve. We would like to acknowledge the Career Services staff for their hard work and dedication to the students, the University, and the community.

Sheri Mullican works throughout the week fulfilling the many functions of Counseling and Career Services, SFA, and the Nacogdoches Community. She is a member of several professional organizations: Southern Association of Colleges and Employers, National Association of Colleges and Employers, Society for Human Resource Managers, Nacogdoches County Chamber of Commerce, Texas Counseling Association, Piney Woods Counseling Association, University Professional Women (UPW), and the SFA Alumni Association. Sheri is NCC eligible. Sheri attended several Houston Area Consortium of Career Centers (HACCC) Drive-In Conferences and meetings. Because budgets are much tighter these days, she participated in many professional development opportunities via teleconference. In an effort to prepare for the upcoming SACS accreditation, Sheri worked on the department’s CAS internal audit. Sheri supports the University by serving on many committees and programs. She serves as the Title IX Coordinator for the University, and served on numerous search committees for new employees of SFA throughout this past year. She is a member of the Student Retention Workgroup, and she represents Counseling and Career Services as a member of the Student Process Implementation Team for the Banner conversion to Axess. She is an SFA 101 instructor, assisting freshmen students with their transition into college life. Sheri lends her vocal talents to the University by performing the SFA Alma Mater at Spirit Rallies during Summer Orientations.

Jenny Davis also stays active with campus and professional organizations, and she is no stranger to lending a helping hand in the community. Jenny is a member of Southern Association of Colleges and Employers, National Association of Colleges and Employers, the Society for Human Resource Managers, Houston Area Consortium of Career Centers and is a Life Member of the SFA Alumni Association. She attended several professional conferences throughout the year. She attended several HACCC meetings and presented programmatic information at one of the meetings during the year. Jenny also attended several professional development webinars. In an effort to prepare for the upcoming SACS accreditation, Jenny worked on the department’s CAS internal audit. Because Student Employment moved to Human Resources at the end of the summer, Jenny assisted in the creation of a new training program for students who have obtained jobs on campus. Called ASAP (Advancing Students as Professionals), this program allows Career Services another opportunity to not only prepare our students to work on campus, but to assist them in understanding how behaving professionally now will assist them in their professional lives upon graduation from SFA. Last, but certainly not least, Jenny was also vital in the creation of the new Career Services website.
Jennifer Ewing spends most of her time assisting students with choosing their majors, changing their majors, or helping them discover occupational avenues which match the majors they’ve chosen. She also continues to be deeply involved in assessment, not only within the department, but also by serving on the Assessment Committee for University Affairs. In preparation for SACS accreditation, Jennifer spent a great deal of time entering our assessment data into Trac Dat. In addition to those duties, she assisted in the departmental internal review process by aligning our services with CAS standards. She attended the HACCC Drive-In Conference in Houston in July. Due to the economy and tightened budgets, she also participated in several professional development opportunities via teleconference. She participated in Orientation by presenting information to the parents at the Friday luncheon and answering their personal questions at the parent reception. Jennifer is a member of the Southern Association of Colleges and Employers, American Counseling Association, Texas Counseling Association, Pineywoods Counseling Association, and UPW. Jennifer teaches an SFA 101 class and presented career assessment presentations to 978 freshmen students in the fall.

Haley Hoskins coordinates interviews on campus for our students and ensures that those students and recruiters have all they might need during their time here with us. She also critiques students' resumes and cover letters so that they can give employers the best first impression possible. The personal highlight of Haley’s year is her graduation with a Marketing degree. Haley is now a proud SFA Alumnus and Life Member of the SFA Alumni Association! She continues to lend her artistic and marketing talents by assisting the department with the promotion of our services. She has worked many overtime hours offering professional workshops and presentations to our students so that they are more prepared for career fairs, interviews, and other opportunities that might lead to our students obtaining employment. She also is the co-creator of our ASAP training, and was also instrumental to the development and implementation of the new Career Services website. Haley is a member of the National Association for Colleges and Employers, Southern Association of Colleges and Employers, and Society for Human Resource Managers. She attended the HACCC Summer Retreat and many meetings throughout the year, presenting at one of the meetings. Due to budgetary constraints, Haley attended several professional development webinars. In an effort to prepare for the upcoming SACS accreditation, Haley worked on the department’s CAS internal audit. Haley is also now an alumnae member of Chi Omega sorority.

ongoing goals and objectives
Unfortunately, the economy continues to have a significantly negative impact on Career Services. Hiring remains down, starting salaries are down (some sources are showing about $10,000/year lower for Bachelors level candidates), and therefore, recruiting opportunities have decreased. We saw 42% fewer companies at the Spring Career Fair and 35% fewer companies at the Fall Career Fair. We saw 26% fewer school districts at the Spring Teacher Job Fair, which held steady in the Fall where we also saw and 26% fewer school districts at the Fall Teacher Job Fair. These numbers are comparing Fall 2009 to Fall 2010 and Spring 2009 to Spring 2010 in both instances. While these numbers are tough to swallow, they’re not out of line with what other universities are experiencing. Career Services has proactively sought education about hiring and recruiting trends so that we may better prepare our students. We continued this year with offering a separate Accounting Fair in the Fall. As with the other career events, 15% fewer companies attended the event. The response regarding having a separate accounting fair remains positive despite the decrease in recruiting opportunities.

One hiring trend that continues from last year is the need for students to have more diverse experience. Employers are looking for flexibility in employees so that if the need arises for them to move to a different division within the company, they can transition smoothly. Employers, in a sense, care more about well-rounded candidates over major. That’s not to say that one’s major is not at all a consideration; however, it does mean that the knowledge, skills, and abilities that candidates bring to the table will weigh heavier than they did in the past. One way students gain that diverse experience is through internships. It benefits students to participate in more than one internship. We have two main portals for students to learn about internship opportunities. One place is the Vault Career Insider. Vault has a National Internship Data-
base with thousands of internship opportunities in a variety of industries all over the country and abroad. Career Services also posts internships on Jobs 4 Jacks.

We take seriously our responsibility to inform students of any changes in these hiring trends. Fewer employment opportunities are available to students. What is different for Career Services this year is that, for the most part, the number of students seeking jobs has also reduced. 11% fewer students attended the Fall Career Fair, and 11% fewer students attended the Fall Teacher Job Fair. The biggest difference we saw was at the Spring Career Fair where 39% fewer students attended. We saw 2.5% fewer students at the Spring Teacher Job Fair. The only place where we saw increased attendance was at the Accounting Fair, where attendance increased by 26%. We provide workshops to students on a variety of topics so that students will know exactly what employers are looking for in their candidates. We collaborated with several recruiters who have generously donated their time and effort to provide these workshops to our students free of charge.

Of course, Career Services does more than organize career fairs during the year. We also educate students about the services available to them and the purpose of these services. 63 presentations (an increase of 38%) were given to 3,446 students (an increase of 48%) detailing the services available through Career Services such as job search strategies, career exploration and career success. 1,688 students registered with Career Services’ online system, Jobs 4 Jacks (J4J). In order to get this sort of traffic, we need to advertise our services. Posters were placed in the Baker Pattillo Student Center (BPSC) and the lobbies of buildings on campus advertising events and highlighting new services. We purchased ad space during on-campus movies and various publications across campus were also utilized. Articles concerning Career Services and coverage of the major events it sponsored were published in the Pine Log and The Daily Sentinel. Programs and informational interviews were produced for both the campus radio station, KSAU, and the campus TV station. Feature stories also ran on the local ABC affiliate and local radio stations. In the age of social media, Career Services reaches out to our students and alumni through our new Facebook page, LinkedIn, and Twitter.

We distributed over 1,500 magazines to students during the year. These included the NACE annual JOB Choices publication, Job Postings Magazine, GradSource, and Career Planning Guide. Part of our responsibility in assisting students to obtain occupational and career information is to maintain a career resource library with up-to-date information regarding career opportunities, employment trends, and job search strategies for students’ review and research. Our career library includes career related magazines, periodicals, and books representing a variety of career topics. The Vault Career Insider contains downloadable e-books, career advice articles, industry research, company research, career surveys, a national internship database, and sample resumes and cover letters, and is customizable which allows for personalization of the site for our students and alumni. It contains a news feed and other information that is relevant to the user’s interests. Based on their saved company profiles, articles, job and industry information, Vault is able to further sync interests to opportunities. We provide internet resources on our webpage www.sfasu.edu/careerservices covering internships, resume/cover letter writing, job postings, interviewing, graduate schools, career dress, and general information.

A new tool we provide to our students is Interview Stream. This program is utilized as an interview simulator, which gives students experience in interviewing prior to interviewing with potential employers. It also allows students to critique their own performance, and if they wish, a staff member from Career Services can also critique the interview for them. 143 students used Interview Stream in 2010, which is an increase of 16% over last year. More students are also taking advantage of Mock Interviews. Utilization of Mock Interviews increased 40% over last year.

The word about career counseling continues to spread. Having a staff member dedicated to Career Counseling allowed for many more students with major and career concerns to be served than in previous years. Her job is to assist students in choosing a major, changing a major, or figuring out an appropriate occupation that fits with the major the student has chosen. One of the tools utilized in this process is an occupational inventory. The Strong Interest Inventory matches students
with potential occupations based on their interests. The Typefocus matches students with potential occupations based on their personality type. Sig3 can match students to an occupation based on several factors: personality type, interests, skills, or values. It can also be utilized to research various occupations without taking an inventory at all. Many SFA 101 classes opted to take either the Strong or the Typefocus. Jennifer provided career interpretations to 44 SFA 101 sections, reaching 978 students! Career counseling appointments increased by 38% in 2010.

We continue to critique resumes and cover letters for students. 469 students or alumni sought assistance with critiquing a resume, cover letter, personal statement, or letter of intent. This is 18% more than 2009.

**Learning and Development Outcomes**

In addition to our ongoing goals and objectives, Career Services articulated 11 Learning and Development Outcomes (LDOs). These LDOs state what we anticipate students should know or be able to do as a result of participating in Career Services. All LDOs are assessed by providing students and/or employers/recruiters brief surveys to complete at various times, depending on the event in which they are participating. Next, the results were analyzed to determine if the LDOs were met, thereby allowing us to determine areas of strength as well as areas of relative weakness. Results are analyzed at various points throughout the year in order to understand if and when we need to amend policies and services in order to provide the most beneficial services possible to our clients.

**Career Services LDOs are as follows:**

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<th>Upon completion of the SFA 101 assessment interpretation, a student will be able to list three occupations compatible with their personality or interest.</th>
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<tr>
<td>Upon utilizing Career Services resume writing resources, a student will be able to create a resume/cover letter which meets professional standards.</td>
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<td>After utilizing the resources of Career Services, a student will be able to express organizational competence by articulating knowledge of the employer and industry during an On-Campus Interview.</td>
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<td>After utilizing the resources of Career Services, the student will be able to articulate their strengths, experience and skills to a recruiter in an On-Campus Interview.</td>
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<tr>
<td>As a result of participating in a Career Services workshop, a student will be able to integrate knowledge and skills acquired to modify behavior that meets professional standards.</td>
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<tr>
<td>Upon utilizing Career Services resume writing resources, a student will be able to demonstrate an increased knowledge of the objective and framework of a resume.</td>
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<tr>
<td>After utilizing Career Services online resources, a student will be able to integrate the provided information into the process of selecting a major and/or career path.</td>
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<td>After participating in SFA career fair events, a student will be able to identify employers with whom they have established professional rapport.</td>
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<td>After interacting with recruiters at SFA career fair events, a student will feel a greater sense of independence and empowerment in their ability to contact potential employers.</td>
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<tr>
<td>Upon completion of the On-Campus Interview process, a student will be able to accurately rate the likelihood of receiving a job offer or advancement to the next hiring phase.</td>
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<tr>
<td>As a result of providing professional workshops, a student will be able to identify areas for improvement.</td>
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program activity and assessment findings
Evaluation of assessment data continues to be a priority, not only on the SFA campus, but on campuses all across the country. Each event we assess and analyze gives us ideas to improve our surveys so that we can capture more interesting and relevant data. With Student Employment moving to Human Resources, the development of ASAP training has given us the opportunity to create a new Pre-and-Post Assessment so that we can measure learning more directly. The experience we’ve gained thus far in assessment also prompts us to create our programs more thoughtfully so that we have in mind more clearly what it is we want our students to learn and be able to do by participating in our programs. The downside is that the economy has fewer recruiters and students participating in our career events, so we have less data to analyze. That being said, however, we still have enough data to accurately describe how we are helping our students and where we need to focus our attention for improvement. Our Career Fairs during the 2009-2010 Academic Year yielded 63 Recruiter Evaluations and 220 Student/Alumni evaluations. In keeping with our LDOs, we asked recruiters their opinion of the professional behavior displayed by our students (i.e., handshake, eye contact, dress/hygiene, and verbal skills). 74.6% expressed that students' handshakes were above average to high in quality. 84.1% stated the students' eye contact was above average to high in quality. 81% stated that the students' dress/hygiene was above average to high in quality, and 84.2% stated that the students' verbal skills were above average to high in quality. Last year, we noticed that the numbers were lower than we’d like so we implemented a professional workshop series. We are happy to report that all of the previously-mentioned figures are improvements over last year! We also encourage students to attend these Career Fairs, whether or not they are ready to pursue a job, so that they can gain experience in talking to potential recruiters. Although we instruct everyone, through mail outs and advertisements, to dress professionally, we discussed becoming more proactive in getting that message out to all students who attend the Career Fair. We took this opportunity to impress upon our students the need for professional dress by obtaining mannequins that we dressed to not only show students what professional dress is, but also what it isn't. Another thing we measure with our students is whether the career fair experience assists them in feeling more empowered and confident in their ability to contact potential employers. We found that students felt significantly more empowered and confident in their ability to contact potential employers after attending the career event than they did prior to attending.

We saw more success with the Teacher Job Fair. We collected 103 evaluations from recruiters and 392 evaluations from students and alumni. While attendance was down, our survey response actually increased. Upon evaluating recruiter responses, we found that 94.1% stated that the Teacher Job Fair was quite a bit or very much helpful in meeting prospective employees, and the majority were returning recruiters. This number is an improvement over last year. Our recruiters rated the students’ professional behavior favorably. 92.3% expressed the students' handshakes were above average to high in quality. 94.1% expressed the same opinion of their eye contact, 93.2% expressed the students dress and hygiene were of above average or high quality, and 93.2% responded favorably to their verbal skills. From the students' perspective, we received more good news. 84.1% stated that the Job Fair was very much or quite a bit helpful in meeting recruiters. Upon comparing how recruiters rated the students’ professional behavior to how the students rate their own professional behavior, we once again see that the results aren’t too far apart. Comparing data from the Fall Teacher Job Fair only, recruiters rated 92.3% of students' handshakes as above average to high, compared to 92.6% of students rating themselves the same way. Regarding eye contact, recruiters rated students more favorably than they rated themselves. 94.1% of recruiters rated eye contact as above average to high and 91.3% of students rated themselves the same way. Recruiters rated students' dress and hygiene as above average or high 93.2% of the time, compared to 95.7% of students. Another area in which recruiters gave higher marks to students than they gave themselves was in reference to verbal skills. Recruiters rated 93.2% of students as having above average to high verbal skills, and students gave themselves the same rating 90% of the time. One last bit of information regarding the importance of the Career Events, students expressed a significantly greater amount of confidence and feelings of empowerment regarding their ability to contact potential employers. By means of a One-Sample T-Test, we demonstrated significant difference at the .000 level.
Last Fall, we began hosting a separate Accounting Fair. This fair is smaller than the other two, and includes a lunch where the students and recruiters have an opportunity to sit down and get to know each other in a less-hectic environment. The recruiters seemed to be rather impressed with the quality of our students! 100% stated that the event was very much or quite a bit helpful in meeting prospective employees. 93.4% rated students’ professional handshake as above average to high. 100% rated students’ professional eye contact as above average to high. 100% rated students’ professional dress/hygiene as above average to high. 100% rated students’ verbal skills as above average to high. And, of the employers who accepted resumes at the event, 100% rated the students’ resumes as above average to high. We are very pleased that our recruiters left with such a positive impression of our students!

On the Career Counseling front, we have documented a lot of learning on the students’ part. Last year, we created and implemented pre and post surveys, and we continued to collect and analyze by their respective groups. We then matched pairs to document the change due to counseling. In every case, regarding every question asked on the survey, students came away with significantly more knowledge (at the .000 level for those of you interested in statistics!) than they had previously. We asked 6 questions related to the client’s ability to distinguish an appropriate academic major and career based on their personality or interests; where to find, and how to use, resources to investigate various careers and majors offered at SFA; whether or not the student knows where to go for assistance with job search and interviews; and the level of the clients’ confidence that they are on the right path regarding having chosen a satisfying academic major that will lead to a satisfying career. In a similar vein, we wanted to determine how many students could list 3 occupations that match with their personality and/or interests after listening to their career inventory interpretations in the SFA 101 classes. 731 students participated in this activity, and 92% could list at least 3 occupations. We had students list as many as 11 occupations of interest! We tried something new this year with our SFA 101 students. In an attempt to reach out to more freshmen who may be struggling with their major and/or career decisions, we asked students to provide us their contact number on their listing activity sheet if they would be interested in further career counseling. Of the 731 students who completed the listing activity, 188 students requested further career counseling. That adds up to over 25%!

Overall, we had a successful year in Career Services although economic realities portend continued employment difficulties. We look forward to another year of helping students reach their goals.
mission statement
In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community.

Counseling Services

Jill Milem, M.Ed., LPC
 Licensed Professional Counselor
 Assistant Director of Counseling Services and Clinical Director

Charlotte Jackson, M.A., LPC
 Licensed Professional Counselor

Nicole C. Preston, M.S., LPC, NCC
 Licensed Professional Counselor

Binta Lorde Brown, M.A., LPC, NCC
 Licensed Professional Counselor

Ron Smith, M.A., LPC, NCC
 Licensed Professional Counselor

staff awards and achievements
Counseling Services staff strives to go above and beyond the call of duty in order to better serve the SFA community, and most importantly, the students pursuing their education here. 2010 was no exception. Below, we would like to acknowledge the Counseling staff for the work and dedication to the students, the University, the community, and to the counseling profession.

Jill Milem is the Assistant Director /Clinical Director of Counseling Services. Jill is a QPR (Question, Persuade, Refer) Certified Gatekeeper Instructor, coordinates the Suicide Prevention/Mental Health and Wellness Workgroup, and serves as an SFA 101 Instructor, assisting our freshmen students in their transition into college life. Jill is a member of the Texas Counseling Association as well as a member and past president of the Piney Woods Counseling Association.

Charlotte Jackson assisted the Fall 2010 move-in process by being available at the residence halls on campus to answer any questions students and parents might have. Charlotte was a speaker in a Diversity Forum for the Family Crisis Center. Along with her counseling team, she passed out information to students during Suicide Intervention Awareness Week. She continues to be the advisor for the Pride Nac student organization. Charlotte is a QPR Certified Gatekeeper Instructor, is certified in First Aid and CPR. Charlotte updates and organizes the Mental Health Library, which allows students access to material to help them progress in their treatment in Counseling Services outside of their individual sessions. Charlotte is a member of the Piney Woods Counseling Association. Charlotte’s personal highlight of the year is the birth of her beautiful grandson, Weston. She is a very proud “Cha-Cha,” and Weston has fit in quite well with the Counseling and Career Services family!

Nicole C. Preston is licensed in the state of Texas as well as a Nationally Certified Counselor. Along with her responsibilities in Counseling Services, she chairs the Alcohol Prevention/Harm Reduction Team and is a QPR Certified Gatekeeper Instructor. She is an SFA 101 instructor, a member of both the Piney Woods Counseling Association and University Professional Women. Nicole also serves as advisor for Big Jacks. Big Jacks has won organization of the year and has won advisor of the year twice since 2006.

Binta Lorde Brown is a QPR Certified Gatekeeper Instructor and National Certified Counselor and recently successfully completed the training to become a Certified Anger Resolution Therapist. She served as a mentor to SFA students for Martin Luther King Service for a Day project. She spent much of her time working closely with the Multicultural Center by assist-
Counseling Services

Ron Smith is a Licensed Professional Counselor and a National Certified Counselor. He became a Certified Anger Resolution Therapist in 2010 and remains a QPR Certified Gatekeeper Instructor. Ron is a member of the American Counseling Association, Texas Counseling Association, and Piney Woods Counseling Association. Ron also worked for SFA in 2010 as an adjunct instructor teaching Educational Psychology and serving as group facilitator for a Group Counseling course. Ron earned his Master’s degree in Community Counseling from SFA in Dec 2005. Before returning to SFA in October 2007, Ron provided counseling services to victims of domestic violence, child abuse, and sexual assault for a crisis center in East Texas.

ongoing goals and objectives

Counseling Services monitors services and data continually in order to maintain the high standards at which we operate. Not only do we provide individual and group counseling, we also make ourselves available to academic classes, campus organizations, and other departments on the SFA campus to provide outreach programs on a variety of mental health topics to address the developmental concerns of students. We maintain a Referral Guide on our website at www.sfasu.edu/ccs so that all students, faculty, and staff can access the information 24 hours a day. Counseling Services’ website includes a campus/community and national referral guide for students and visitors to the site. This includes a self-help resource page as well as a confidential e-mail address that can be accessed by faculty, staff, students, families, and the community. Our brochure and website contain emergency information, the services we provide, the various issues students face where counseling would be beneficial, information on the counselors, and includes University Police and the MHMR Crisis Hotline numbers.

Suicide is a concern for all of us, whether it be personally, campus wide, community wide, or nationwide. Counseling Services continues to provide Crisis Intervention in cooperation with other university services. We constructed an informational letter to provide students who require a hospital/counselor visit as well as an incident report. 108 hours of counseling sessions were completed with clients indicating some level of suicidal ideation. This is an increase of 59%. We realize that not all students experiencing suicidal ideation will seek help from a counselor; therefore, we dedicated 61.65 hours training and preparing to present QPR, a Suicide Intervention and Training Program. The counselors facilitated 39 trainings (64% over last year) for 591 faculty, staff, and students (47% more than last year).

learning and development outcomes

In addition to our ongoing goals and objectives, Counseling Services articulated 5 Learning and Development Outcomes (LDOs). These LDOs identify what we anticipate clients should know or be able to do as a result of participating in counseling. All LDOs are assessed by providing students with brief surveys to complete throughout the semester. Next, the results are analyzed to determine if the LDOs were met, thereby allowing us to determine areas of strength as well as areas of relative weakness. Results are analyzed at various points throughout the year in order to understand if and when we need to amend policies and services in order to provide the most beneficial services possible to our clients.
Counseling Services LDOs are as follows:

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<th>LDO</th>
<th>Description</th>
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<td>As a result of counseling, the student will express a greater ability</td>
<td>to communicate thoughts and feelings effectively.</td>
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<tr>
<td>As a result of counseling, the student will demonstrate change in</td>
<td>behavior making them more productive and proficient to reach their personal</td>
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<td>and life goals.</td>
<td>and life goals.</td>
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<td>As a result of counseling, the student will demonstrate the ability</td>
<td>to achieve their educational goals.</td>
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<tr>
<td>As a result of counseling, the student will express improved self-</td>
<td>esteem.</td>
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<td>esteem.</td>
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<tr>
<td>As a result of counseling, the student will take steps to make</td>
<td>healthy and more balanced choices regarding emotional, intellectual, and</td>
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<tr>
<td>emotional, intellectual, and spiritual health.</td>
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program activity and assessment findings

Counseling Services provided **2,391 hours of individual sessions in 2010**. While this number is down slightly from last year, we stayed quite busy with outreach programs for students, faculty, and staff. We also continued to provide support groups and QPR Trainings. The counselors also assisted students with a wider variety of personal issues than was possible over the past couple of years. One extremely important service provided to SFA faculty, staff, and students is the QPR (Question, Persuade, Refer) Training. The counselors provided approximately **45 hours of training** designed to provide the appropriate tools to the participants to aid students and colleagues suffering from depression who may be experiencing suicidal thoughts so that these students and/or colleagues can access the help and support necessary to save their lives. Not only did participants comment on the amount of knowledge gained through the training, many stated that they would like to see the training reach more people on the SFA campus, which most certainly is our goal. Some participants also believed the training to be so helpful that they suggested the training be provided to teachers at the High School and Junior High levels. Our data indicates that **1738 QPR gatekeepers have been trained since the inception of the program in August 2008 through December 2010**.

Counselors continued to host **Coffee With the Counselors/Cookies With the Counselors**. The purpose of this reception, held once each semester for 2 hours at a time, is to invite all SFA faculty and staff to our conference room on the 3rd floor of the Rusk Building to enjoy either morning or afternoon snacks and to give us all an opportunity to meet our colleagues, learn about each others’ job functions and programs, network with each other, and discover ways that we can all help the students of SFA by working together.

During the course of the year, Counseling Services assisted the University by providing individual counseling, facilitating support groups, and providing education and training to students, faculty, and staff. These topics included Suicide Prevention and Intervention, Alcohol and Drug Awareness and Abuse, Stress Management, and Sexual Attitudes. Data were collected for these endeavors.

Upon reviewing data from presentations, **100% of participants stated that they would recommend the presentation to other groups. 97.5% stated they learned something new, and 96.2% stated they gained information which would allow them to make better choices in school, work, and everyday life. In all cases, these numbers are an improvement over last year.**

In order to determine actual learning for the QPR presentations, we gave participants an assessment prior to the presentation and one after we completed it. **We found that participants understood issues and warning signs of suicide significantly better (at the .000 level) than they did before the presentation.** We are pleased that those participating in QPR are better prepared to help save the lives of those contemplating suicide.

Upon evaluating the data from individual counseling sessions and presentations, we **discovered many significant relationships, confirming the outstanding services our counselors provide to the SFA community.** Similar to what we saw last
year, our findings in 2010 show many more direct relationships as demonstrated by a correlation. Clients choose to participate in counseling for a variety of reasons; therefore, some questions we ask on the survey don’t apply to them. For example, if a person seeks counseling for assistance with achieving educational goals, they may not feel they need help coping with psychologically distressful situations or in managing their emotions. What we found, however, was those who did make changes that would allow them to achieve their personal goals, whatever they might be, were also significantly better able to cope with psychologically distressful situations, manage their emotions, and also improved significantly on every other issue we measured. This shows that our clients are becoming more balanced and psychologically healthy even if they initially believed they were functioning well in most areas of their lives.

In 2008, the items that had the greatest number of significant relationships, as indicated by a correlation, were students who stated that they have a greater ability to express their thoughts and feelings more effectively as a result of counseling and students who stated they have made changes that will allow them to achieve their personal goals as a result of counseling. In 2009, the item that had the greatest number of significant relationships had to do with students who stated they would return to counseling services if they needed assistance in the future. Tied for a close second were students who stated they had made changes that will allow them to achieve their personal goals and students who stated the counselor understood their concerns and provided useful information. This year, every item measured correlates with every other item measured. This indicates that, no matter what brings a student into counseling, they are making improvements in every other area of their life that Counseling Services measures. This highlights the fact that students benefit, on more than one level, from the services our counselors provide and make positive changes in areas they may not have originally anticipated.

Our Learning and Development Outcomes Assessment is embedded in the survey provided to students receiving counseling. Prior to analyzing LDO data, we set 80% as the criterion for meeting an LDO successfully. All LDOs were met again this year. Students’ responses ranged from 84.4% to 89.6%. These numbers only reflect students who reported that they “strongly agree” or “agree” with the question on the instrument. As previously stated, students seek counseling services for a variety of reasons, so they sometimes state that a question is “Not Applicable” to their situation. Therefore, adding back in the “N/A” responses, LDOs were met by 92.2%-98.3% of the students. These are impressive numbers indeed!
Jenny Davis
Assistant Director of Career Services

Tonna Davis
Student Employment Coordinator

staff awards and achievements
The staff members of Student Employment are generous with their time and talents, both on and off campus. They each add something special to make our University, and the communities in which the staff members live, a better place. We would like to take this opportunity to acknowledge the Student Employment staff for their work and dedication.

Jenny Davis, as Assistant Director of Career Services, is in charge of running both Student Employment and Career Services. Please see her achievement information on the Career Services section of the Annual Report, page 4.

Tonna Davis has an active life both on and off the SFA Campus. Her duties have changed since Student Employment moved to Human Resources. Tonna spent most of the 2nd half of the year working in Career Services critiquing resumes and cover letters, conducting mock interviews, and processing deposits for career events. When Tonna isn’t helping others on campus, she dedicates her life to helping others off campus. She volunteered her home for a program called Disciple Now, which consisted of young people coming into her home for a weekend. The purpose of this outreach program is to give young people a place to go and have small-group Bible studies. It is also intended to get more young people involved in their church. Tonna visits the elderly in nursing homes and sings in her church choir. She participated in her church musical and lent her baking talents by preparing goodies for the Dinner Theater, which took place around Christmas. One interesting talent that Tonna possesses is her knowledge of puppets. She shares this knowledge with the youth at her church as part of a Puppet Ministry, and Tonna writes the puppet programs. They also entertain the residents of nursing homes with the puppet shows that the youth have learned. A big change coming for Tonna is her retirement in 2011. We will certainly miss her, her sweet nature, and her yummy cooking; however, we know she will be happy enjoying “the good life” with her family.

ongoing goals and objectives
As mentioned earlier, Student Employment job postings moved to Human Resources, so our data cuts off on July 31, 2010. However, we do remain involved with students who obtain employment on campus. We designed a new training required for all students prior to beginning their work in their respective departments. Before obtaining employment, students must understand the services available in Student Employment, which were provided to students during all 6 summer orientation programs. The structure of Orientation changed in 2009 when students and parents attended separate sessions. The Student Employment information session became an optional program for students only. We reached fewer students than the previous year, but 690 students attended the Student Employment sessions during Orientation. We provided this audience with printed information and also provided handouts to the Office of Financial Aid for distribution to students that frequent their office. Student Employment representatives attended both fall and spring Showcase Saturday events, sponsored by the Office of Admissions, where we distributed material and answered questions.

Student workers hold positions of great importance all over campus. They assist in day-to-day tasks which keep campus offices running smoothly. While the experience they acquire is beneficial to them because their skills will transfer to other work settings, we appreciate their effort and hard work. To show this appreciation, our office encourages our on-campus employers to reward their student employees during Student Worker Appreciation Week, which ran from April 12-16, 2010. 20 departments nominated their student workers for Student Employee of the Year. A panel of judges selected
Sam Buford from the SFA Beef Farm as the winner based on performance reports and letters of recommendation. In addition, departments honored their student workers with numerous events at various times throughout the week.

Students have access to job postings through the Jobs 4 Jacks internet site. Registration is always free and allows them access to view job postings 24 hours a day. SEC also maintains a Job Vacancy board, located on the 3rd floor of the Rusk Building, which displays current positions available on and off campus. Until the time we handed Student Employment over to Human Resources, we posted 53 off-campus, part-time positions, 58 student assistant positions, and 36 work-study position. SEC provided consultation to every student who came to our office. We showed students which jobs were open, which jobs they were eligible to apply for, and where to go in order to apply for those jobs. To help facilitate this process, we created handouts answering the most frequently asked questions about the SEC, and distributed them to students. SEC created 497 new Student Employment files. We provided orientation to all students as they completed their forms. We maintain relationships between employing departments partly by assisting them in filling vacant work-study and student assistant positions.

SEC conforms to all government regulations regarding I-9 laws and W-4 forms. We also comply with the rules governing on-campus student employment. SEC conducted audits to ensure students were enrolled in at least 6 credit hours and were working no more than 20 hours per week. We notified and advised students and departments when not in compliance with requirements. Several Oracle trainings for online student cards were conducted for both new users and as a refresher course for departmental staff needing to improve their skills.

Another way in which we assist students in gaining employment is by sponsoring a Summer Camp Fair. We held this fair on February 12. 17 camps (an increase of 29% over last year) from Texas, Louisiana, and Colorado attended the event, which includes 30 recruiters, an increase of 37%. 335 students participated, which is a significant increase of 54% over last year. We advertised the Camp Fair by posting fliers in each residence hall, the Campus Recreation Center, on bulletin boards throughout campus, and by placing handbills in students' mailboxes. We placed posters in the Campus Recreation Center and in the BPSC.

**learning and development outcomes**
In addition to our ongoing goals and objectives, Student Employment articulated 8 Learning and Development Outcomes (LDOs). These LDOs state what we anticipate the clients should know or be able to do as a result of participating in Student Employment Services. All LDOs are assessed by providing students and on-campus employers brief surveys to complete. Students complete these surveys when they bring in their permit to work another semester. On-campus employers complete their survey at the end of the semester, when they can most accurately evaluate the performance of the student worker. The results are analyzed to determine if the LDOs were met, thereby allowing us to determine areas of strength as well as areas of relative weakness. This allows us to amend policies and services in order to provide the most beneficial services possible to our clients.
Student Employment LDOs are as follows:

<table>
<thead>
<tr>
<th>LDO</th>
<th>Description</th>
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<tbody>
<tr>
<td>As a result of participating in student employment at the University, the student will express an increased ability to communicate professionally in a workplace setting.</td>
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<tr>
<td>As a result of participating in student employment at the University, the student will express an improved ability to work with those who are different from themselves.</td>
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<tr>
<td>As a result of participating in student employment at the University, the student will demonstrate ethical behavior through the accurate reporting of time worked.</td>
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<tr>
<td>As a result of working on campus at the University, the student will demonstrate appropriate work behavior at their place of employment.</td>
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<tr>
<td>As a result of participating in student employment at the University, the student will express having learned something that was relevant to their field of study.</td>
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</tr>
<tr>
<td>As a result of participating in student employment at the University, the student will express an improved understanding of their skills and abilities.</td>
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<tr>
<td>Upon completion of the Student Employment paperwork, the student will indicate an understanding of the relevant portions of the F-26 policy as evidenced by their signature.</td>
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</tr>
<tr>
<td>As a result of participating in student employment at the university, the student will be able to recognize and communicate one transferrable skill acquired while employed on campus.</td>
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Program activity and assessment findings

Because Student Employment moved to Human Resources in the Summer of 2010, our last semester to collect Semester Follow-Up Surveys was Spring 2010. We do, however, continue to collect Work Habit Evaluations because it is another way to assess the effectiveness of our ASAP Training. In the Spring, we collected 88 Semester Follow-Up Surveys. In 2010, we collected 117 Work Habit Evaluations.

When analyzing the Semester Follow Up survey, we continued to see students benefitting from their employment experiences on campus. 87.5% of students stated that they “quite a bit” or “very much” gained a better understanding of themselves, their skills, and their abilities. 94.3% stated that they “quite a bit” or “very much” developed the ability to get along with different types of people. 93.2% stated that they “quite a bit” or “very much” acquired the knowledge and skills applicable to a specific job or type of work.

The good news continued with the Work Habit Evaluation. 92% stated that the student workers usually or always reported to work in a timely manner. 89% stated that the student workers usually or always gave appropriate and timely notice of absences. 88% stated that the student workers usually or always prioritized work tasks and personal matters. 88% stated that the student workers usually or always used computer resources in a professional manner. 90% stated that they never encountered problems with student employees inaccurately reporting hours worked. We noticed that the results ranged between 90.4% and 96.8% in the Fall semester after we began our ASAP trainings. It will be interesting to find out if the trend continues!

Because we wanted to maintain contact with our students who work on campus and assist them into their professional development, we created a new training called ASAP (Advancing Students As Professionals). Students learn in a fun and interactive way information about what constitutes professional behavior, not only on campus, but once they graduate as well. Career Services staff conducted 34 trainings, reaching 743 students.
We have not yet developed any LDOs for the ASAP training, but we did develop an assessment to measure how much they knew about working on campus prior to the training, and we re-assessed the students after the training in order to measure their actual learning. For every question asked of the students, they demonstrated significantly more knowledge after the training than they had before!

We are delighted that we are able to provide our students with such valuable opportunities for learning and growth. We are also delighted that the various departments on the SFA campus seem to be satisfied with the quality of the SFA student workers.
Tested Services

Cathy Simkunas, M.A.
Assistant Director of Testing Services

Christi Reeves
Coordinator of Testing and Technology

Alana Culpepper
Testing Assistant I/Coordinator of Testing and Technology

Jamie Wood
Testing Assistant I

staff awards and achievements

The staff of Testing Services maintains flexibility in their schedules and attitudes in the spirit of offering convenient testing dates and times for our clients. It is not unusual to see them in the office at 6:00 a.m. on Saturdays! They often work late hours as well. With all of this dedication to customer service, they still find time to accomplish goals, which not only add to their own personal growth, but to the growth of others. We would like to acknowledge the great job and achievements of the Testing Services Staff.

Cathy Simkunas works tirelessly to ensure that those utilizing Testing Services come away from their experience as satisfied customers. She works closely with her team and others to maintain professional standards. Cathy participates in 2 professional organizations – TACTP (Texas Association of College Testing Personnel) and NCTA (National College Testing Association).

Christi Reeves began working with Testing Services in September of 2009. Prior to joining our group, she worked for the Residence Life Department and The Office of the Registrar, so she is no stranger to this campus. Professionally, Christi is a member of TACPT and NCTA. As if working and going to school full time weren’t enough to keep her busy, she has a busy home life with her husband and 2 children. Her oldest son is seven years old, which means that she’s active in his school activities and his sporting activities. Unfortunately, Christi left her post at the end of the summer when her husband relocated to a different city for work. She was replaced by Alana Culpepper who is no stranger to Testing Services. We wish Christi well and know that she will be happy and successful in her future endeavors.

Alana Culpepper was named Coordinator of Testing and Technology in August of 2010. Alana has worked for Testing Services for 5 years, so she is quite familiar with the duties which made the transition quite flawless. She obtained her Bachelor’s Degree in Business Management in August and started working on her Masters degree in December. Professionally, she is a member of TACTP, NCTA, and UPW. On a personal level, Alana donates her time as an Advisor for Soul to Soul Gospel Ministries, a Christian-based Choir on the SFA Campus. She also helped organize the All-Faith Barbeque on the SFA Campus during the Fall 2010 semester. She was also asked to serve as the Chairman for the Woman of the Year committee for UPW.

Jamie Wood is the newest member of Testing Services, beginning her tenure as Testing Assistant I on November 1, 2010. Jamie completed her degree in Hospitality Administration in May of 2010 and is a proud SFA alumnus! Having a degree in Hospitality certainly indicates that she is a service-oriented person; however, she serves the community in other ways. She volunteers for Nacogdoches Water Works, which is a project focused on bringing a water park, comparable to the ones in Canton and Shreveport, to Nacogdoches. Jamie speaks to various clubs and organizations in Nacogdoches in an effort to raise donations so that the project can be completely funded with private donations. This way, taxes will not be increased.
for the citizens of Nacogdoches. Jamie is involved with her church and assisted her church in sheltering evacuees from Hurricane Ike. Jamie also assisted in rebuilding efforts by traveling to Bay St. Louis in Mississippi after the city was destroyed by Hurricane Katrina. We are happy to welcome Jamie to Testing Services and into the CCS Family!

ongoing goals and objectives
It takes a lot of work to provide the number of tests we offer to our students and other clients. Testing Services increased the number of computer-based tests we offer by 15% and increased testing overall by 2%. We finalized a contract with the Texas Commission on Environmental Quality which enabled us to offer this brand new test in 2010.

In 2008, Testing Services increased the number of available testing stations to 39 computers which allowed for more efficient use of time and resources in addition to serving clients who might not have been able to test on their preferred day due to a lack of resources. This year, we added 2 computers for CLEP to increase flexibility of resource usage. We continue to be pleased with the number of TeXES (Teacher Certification Testing) examinations given. TeXES computer-based testing increased by 22%, with an overall 4-year increase of 228% using the same facilities and resources. Testing Services works collaboratively with Orientation to provide opportunities for freshmen attending Orientation sessions to take the ACCUPLACER. Although in 2010, the number of ACCUPLACERs administered during Orientation decreased by 13%, overall, the number of ACCUPLACERs administered in 2010 increased by 5%.

As testing policies change, Testing Services strives to stay abreast of all policy changes and updates and communicates these changes to the locations that advertise our services, so people will know what to expect when they test here at SFA. We also monitor our website to make certain that the most accurate and up-to-date information is posted. Please visit our website at www.sfasu.edu/ccs/testing. Administering so many tests on so many dates could easily cause scheduling conflicts; however, we did not encounter a single scheduling glitch in 2010! BRAVO!!

Advertising services is important for us all, and Testing Services reaches clients both on and off the SFA Campus. One goal is to advertise specifically for the GED and the CLEP tests. We advertised the GED this year by sending out flyer mailings to various organizations, including Adult Learning Centers and School Districts. We also sent flyers outlining updates and changes to the GED.

Testing Services maintains cordial relationships, not only with the various testing companies whose tests we administer, but also with many campus departments, in an effort to make sure that we offer the tests necessary for our students to gain admittance into those departments and pertinent graduate and professional schools. We work particularly closely with the Education, Nursing, and Math Departments. We also work closely with Disability Services so that accommodations can be provided for those who meet the established guidelines. This year, 8 special accommodation ACCUPLACERs (an increase of 12.5%) and 5 special accommodation Elementary Education Admission Tests (the same number as last year) were administered through Disability Services.

learning and development outcomes
In addition to our ongoing goals and objectives, Testing Services added 2 Learning and Development Outcomes (LDOs) to those previously measured. These LDOs state what we anticipate the students should know or be able to do as a result of participating in Testing Services. All LDOs are assessed by providing students with brief surveys to complete after they finish their test. Next, the results are analyzed to determine if the LDOs were met, thereby allowing us to determine areas of strength as well as areas of relative weakness. Results are analyzed at various points throughout the year in order to understand if and when we need to amend policies and services in order to provide the most beneficial services possible to our clients.
Testing Services LDOs are as follows:

- As a result of Testing Services, the student will feel better able to assess and evaluate the career path they have chosen.
- As a result of Testing Services, the student will feel better prepared for academic advising and course selection.
- As a result of Testing Services, the student will be able to create new understandings and insight by connecting, synthesizing, and applying previous knowledge.
- As a result of Testing Services, the student will overcome an obstacle that hampered career goals.

program activity and assessment findings

Testing Services offers clients the opportunity to provide feedback on their experience here in order to consistently provide the best quality of service possible. Many questions on the survey relate to “customer satisfaction;” however, 4 questions relate directly to LDOs. Testing Services collects data prolifically. In 2010, we collected 1,304 evaluations completed by our clients! We found some very promising results. Of those who answered the questions pertaining to the professional behavior of the staff, over 99% of our clients stated that the staff behaved in a professional manner. The lowest rating received in the customer satisfaction portion of the survey was still 91.56%, and this question pertained to the speed in which the clients’ tests could be scheduled. Testing Services aims for tests to be scheduled within a 2-week period of the request. This can be a difficult goal to attain, but we continue to try. Still, this rating is very high, indeed. 99.29% of participants stated they understood the verbal instructions, which is essential due to the importance to our clients of the tests being taken.

Because of the individual circumstances of our clients, such as the fact that not all people who utilize our testing services are SFA students, our LDOs do not pertain to everyone like they do for the other entities within Counseling and Career Services. However, 87.04% of respondents stated they are better able to assess their career path, and 9.74% stated the question was not applicable. 85.18% stated that they are better prepared for advising and course selection, with 12.98% stating the question was not applicable. When we viewed the data provided by freshmen and sophomore students only, 91% stated they are better able to assess and evaluate the career path they have chosen. 4.23% stated the question was not applicable. 91% stated they are better prepared for advising and course selection with 4.44% stating the question was not applicable. This is certainly an intuitive finding, but it is always nice to have objective data indicating our positive impact on students. Regarding our new LDOs, we found that 87.12% stated they were able to create new understandings and insight by connecting, synthesizing, and applying previous knowledge. 9.23% stated the question did not apply to them. We also found that 79.55% of respondents stated that participating in services offered by Testing helped them overcome an obstacle that hampered their career goals. 13.83% stated that the question did not apply to them.
In 2008, we developed LDOs to assist us in more quantitative measurement of the success of the programs we offer to our students. In 2010, we underwent another thorough review of our programs and services via the Council on the Advancement of Standards (CAS) and Self-Assessment Guides (SAGs). The purpose of this is to help identify strengths and deficiencies so that we can continue doing well what we do well and to change and improve any items that don't meet the standards. Each department systematically analyzed how we fare according to the standards set forth. We were fortunate enough to have the guidance of our Director, Ralph Busby, who served on the CAS Board for many years. It is safe to say that CAS is a passion of his, which helped make the review easier for us.

Career Services utilized an external review board of 4 additional members consisting of one community member, one faculty member, one staff member, and one student. Including the Career Services staff members, the review board consisted of 8 total members. Student Employment utilized the services of an external review board of 3 additional members consisting of one faculty member, one staff member, and one student. Adding these members to the Student Employment Staff, the board consisted of 5 total members.

Please read below for the Executive Summaries for each unit within Counseling and Career Services.

### Career Services

The Career Services staff, along with an external committee, completed a CAS Self-Assessment program review in April 2010. The two goals set forth in this self-study were: 1) to determine the strengths and deficiencies within Career Services and 2) to develop action plans for overcoming the deficiencies and to enhance areas of strength. The outcome of our SAG’s review was positive and enlightening in several ways. The external reviewers consistently rated Career Services higher than we (the staff) ranked ourselves.

Overall, Career Services is performing well according to CAS Standards. The staff in CS has an extraordinary commitment to excellence. This is demonstrated by our desire to create action plans in the areas ranked “Minimally Met”, but also in some areas rated as “Well Met” or “Fully Met”. A few areas to be improved upon include rewriting the mission statement to ensure consistency with CAS standards and the inclusion of student learning and development outcomes. It also became apparent during the review process that policies and procedures need to be collected and published in a central location and identified as such.

The staff also determined action plans to ensure the integrity and continued success of our department. We will begin exploring funding resources/options to support additional staffing and programming. Also, in order to achieve our mission, increased efforts and outreach strategies to Career Services’ constituencies will be developed. A final example is to utilize interns within the department in order to expand students’ opportunity for experiential learning.

In conclusion, the self assessment review afforded each member of Career Services a chance to fully grasp, not only, the “big picture” of our area, but also the ever important details. It is the understanding of these dichotomies which allows each staff member to maintain a vision and passion for the work we undertake daily. We are encouraged by the external reviewers feedback, challenged by the results and, most of all, committed to a future of outstanding service!

### Counseling Services

Counseling Services Staff completed the Self-Assessment Guides from the Council for the Advancement of Standards in Higher Education in May 2010 in preparation for accreditation review by the Southern Association of Colleges. The review team consisted of all five professional staff members: Jill Milem, M.Ed., LPC, Assistant Director/Clinical Director; Charlotte Jackson, M.S., LPC, NCC; Binta Lorde, M.S., LPC, NCC; Ron Smith, M.S., LPC, NCC; and Nicole Preston, M.S., LPC, NCC. The process began in January 2010 and initially consisted of weekly meetings in which each component was discussed and comments were recorded. At the completion of all discussion, ratings were made and tabulated. (Interestingly, although lively discussion was generated at many points, no item was assigned a score that contained a rating discrepancy of two points
or more. Another note of interest is that the team elected to generate action plans on certain items that actually received scores as high as 4, highlighting this team’s commitment to excellence. Following rating tabulation, each team member prepared supporting documentation and supplied commentary on several criterion measures and supporting forms. The team elected not to involve an external team at this time. Although the team members felt that objective input would be very valuable, the undertaking was judged not to be feasible at this time as the timing of the review occurred during the busiest months of the year for Counseling Service. As expected, the assessment process highlighted both strengths and weaknesses, and provided a pathway for improvements as well as reinforcing this staff’s confidence that Counseling Services delivers a great deal of value to a large number of constituents with minimal resources.

General areas of strength indicated by the rating process include Mission, Program, Ethics, Legal Responsibilities, and Organization. Under both “Mission” and “Program” areas, raters expressed confidence that Counseling Services delivers high quality services that advance learning objectives for the student clients, and that complement and advance the missions of Student Affairs and Stephen F. Austin State University. An area found to need improvement was the Mission Statement itself, which is inconsistently represented and does not reflect Student Learning and Development Objectives. Under “Ethics”, ratings were consistently the highest possible, and the ratings for both “Ethics” and “Legal Responsibilities” sections reflect the staff’s professionalism and dedication to earning a high degree of confidence in the services offered. The need to clarify liability protection for professional staff, and to remain updated on legal obligations were noted. The confidence expressed in the “Organization” section highlights the ability of the department to maintain accountability and follow procedures for decision making, while retaining the flexibility to effect change as needed (but also notes a need for risk management training and emergency protocols).

General areas evidenced as needing improvements were Leadership, Human Resources, Financial Resources, and Facilities and Equipment. Needs identified under “Leadership” were for an articulated and consistent mission, and support for increased resources for programs, counselor education, and technology. “Human Resource” needs identified include adequate professional and support staff, and training in areas including institutional and privacy laws, use of technology, and emergency and treat response. “Financial Resources” indicated a deficiency in funding, and in planning and analysis in establishing priorities and making changes (with strength noted in demonstrating fiscal responsibility and cost-effectiveness). “Facilities and Equipment” was highly rated in accessibility of facilities, but needs are evident in facilities evaluation, safety procedures, and space for groups and intern staff and record keeping software.

Some needs are critical, but with current economic constraints may be longer-term goals. These include increased professional staff to more closely align with recommended counselor-to-student ratios, and the addition of a full-time receptionist. Corrective actions consist of advocating for these positions. Another critical need identified is that for record-keeping technology, as the current system is unwieldy and inconsistent. As a result, means of acquiring Titanium software program was identified, and the installation was accomplished in September 2010. Another critical need identified is that for the additional funding to allow for continuing education support for counselors (including diversity issues), and for resources for programming outreach. These concerns are slated review prior to the Fall 2010 semester. Corrective actions have been identified that may be readily executed by the Counseling staff, and include: developing an articulate and consistent mission; instituting training for all staff in emergency and legal protocols and emergency response; publishing of inclusiveness statement on Counseling website and publications; establishing regular schedules for review of facilities and equipment, procedures, professional requirements, staffing patterns, budgeting priorities, and policies; reviewing insurance coverage; adding information for distance learners to Counseling website; and increasing staff recognition. Many of these actions are targeted to be addressed prior to the 2010 Fall Semester, and some have been accomplished during the assessment process.

In sum, this overall introspective process served to highlight the professionalism and value of this department to the university community, despite limited resources. It also indicates many adjustments that can be easily accomplished that will contrib-
ute to a more prepared unit, as well as some needs that will require a long-term effort. The process of self-assessment was at times excruciating, but the end result promises to be valuable in contributing to the continuous process of self-improvement and delivery of the highest quality counseling services upon which the Counseling Services staff prides itself.

**Student Employment**

After conducting the internal CAS self-assessment, Student Employment staff has obtained a greater understanding of departmental strengths and weaknesses.

Student Employment prides itself on delivering superior customer service. The self-assessment process affirmed that we do, in fact, serve our constituents in a friendly and accommodating manner. Although we address large groups of students regarding our services, we truly aim to serve each individual with personalized service according to his or her needs.

This self-assessment also confirmed our departmental value: we, as professionals, adhere to high ethical standards as well as welcome, appreciate, and incorporate diversity. We found that, within the self-assessment, our department scored highest in the program areas of “Ethics” and “Diversity”.

Although we have informal procedures for handling routine business, Student Employment has no formal document for internal policies and procedures. The self-assessment highlighted the importance of developing a comprehensive written policy and procedure manual. In many of the program areas where we received unsatisfactory marks, we discovered it was primarily because we did not have a written procedure in place. If we had a policy and procedure manual in place, our scores for several program areas would have been much higher.

We found that our self-assessment score for “Program” was not as high as our staff anticipated. This disappointment generated discussion among the committee. Our staff voiced the frustration of their long-time desire to offer professional development workshops and training to university employees, but we do not have the manpower to adequately meet these needs. Because our small staff is consumed with continuous paperwork processing and troubleshooting, we find it difficult to create a window of time to develop and implement these programs. Our hope in the near future is to have an opportunity to present these valuable trainings to student workers.

Our score in the program area of “Human Resources” was merely satisfactory because an internal audit revealed that student employees must attend EEO training. At the time of this assessment, EEO training was not offered to student workers by our department or Human Resources.

**Testing Services**

Testing Services completed the CAS Self Assessment Guides (SAGs) for Stephen F. Austin State University Testing Services in May 2010 which was a challenge. The challenge was that there are no specific standards for Testing Services and consequently no specific SAGs. The process began using CAS General Standards and developing SAGs for Testing Services by borrowing and adapting SAGs from other areas. This was labor intensive and proved to be an enlightening but difficult task to accomplish.

Testing Services’ staff rated the program in each domain and then compiled a composite score. Testing Services SAGs were also reviewed by an outside rater. The reviewer was provided with supplemental information for each domain. The ratings of the reviewer along with the composite ratings of the Testing staff were further compiled into one overall SAG rating. Testing Services gained a valuable understanding of the professional obligations inherent in its operation and identified strengths and weaknesses.
The Self Assessment Guide provides evidence that through effective leadership, Testing Services retains the highest standard in all of its ethical, legal, and operational responsibilities. Although Testing Services is an “open” test center, evaluators have determined a lack of proof that Testing Services serves a diversified clientele. The CAS Action Plan addressed this issue and Testing Services has implemented new procedures that will better reflect the diversity of the population served.

There was one element that held throughout the entire self assessment process. Testing Services is committed to providing clients with an opportunity to realistically identify, assess, understand and pursue their competencies, course placement, and career opportunities. Students and community members are provided testing opportunities that allow them to develop self-knowledge concerning their academic and professional goals.

Testing Services is committed to maintaining its professional standards and ensuring that its mission is accomplished. Testing Services’ staff will continue to review, supplement, revise and improve our program by making the necessary changes to achieve our goals which were based on the CAS/SAG review.