Student Affairs for Support Services

Counseling, Career Services, Disability Services, Health Services, Student Rights & Responsibilities, Testing Services, Veterans Resource Center

Annual Outcomes-Based Assessment Report 2011
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## Staff Professional Development

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Assistant Dean’s Welcome

For Student Affairs Services, the 2011 academic year has been perhaps more than anything else a year of change. The most apparent change can be seen in the report you are reading now. Our annual report has been considerably revamped to emphasize a format that allows readers to access information more quickly and efficiently. Previous annual reports, although conveying important content, lacked a style that best reveals the culture of assessment that SFA values. Assessment is of central importance for Student Affairs Services, and it is hoped that the new formatting of our annual report will allow us to provide better transparency regarding the activities of Student Affairs Services, and aid us in “closing the loop” on assessment by helping us pay closer attention to any trends or significant changes that may indicate areas in need of attention and improvements by staff members in the future. Our ideal of success lies with our commitment to students by providing them with quality services, and also in our use of assessment to provide “checkups” for how successful we are in providing them. Both this commitment and awareness allow us to more effectively heed the mission statements of SFA and Student Affairs, based in heart upon the idea of aiding students in meeting their personal and academic goals.

Change can also be seen in the higher-than-usual number of staff members seeking retirement or changing jobs during the 2011 year. Our losses include Ralph Busby, Director of Counseling and Career Services, Cathy Simkunas, Assistant Director of Testing; Tonna Davis, Student Employment Coordinator; Nicole Preston, Counselor; Jennifer Ewing, Career Counselor; and Dr. Robert Ball physician from the Health Clinic. New additions and staff changes include Jennifer Klingenberg for Counseling, Daphne Curl as Manager of Testing, John Mlinar as Career Counselor and Research Coordinator, Tiffany Rivers as Interim Director of Disability Services, and, lastly, myself as Assistant Dean of Student Affairs for Support Services, a newly created structure that entails six different Student Affairs offices: Counseling, Career Services, Testing, Office of Student Rights and Responsibilities, Disability Services, Health Services and most recently the Veterans Resource Center.

Moreover, change can be seen in the increasing opportunities to provide quality services to our increasing student clientele concurrent with budgetary limitations that have affected both Student Affairs Services and the SFA community as a whole. Career Services, Counseling Services, Disability Services and the Office of Student Rights and Responsibilities in particular have seen substantial growth in clientele between 2010 and 2011 calendar years. These changes are both hopeful and concerning, in that they imply a more pervasive use of student awareness and use of services, but also an increased potential for strain for our staff members and longer waiting times for many of our clients.

Lastly, I am happy to announce the creation of the Veterans Resource Center, which was the result of the efforts of our Veterans Work Group, lead by John Fontenot, and myself. Although still in the early stages at the time of this writing, the VRC will provide a much-needed constellation of services for student veterans in the coming year, extremely timely given the return of Iraqi soldiers in December 2011. I look forward to working with this area, and hope that future assessment reports will provide information on the impact that such services will have on our student body.

I hope the new format offers you an insightful glimpse of the hard work involved with our different offices and the success and challenges involved with them.

Sincerely,

Chuck Lopez, EdD
Assistant Dean of Student Affairs Services
Staff & Credentials

Charles A. Lopez, LPC, NCC, Assistant Dean of Student Affairs  
EdD, Stephen F. Austin State University  
MEd, Stephen F. Austin State University  
BBA, Stephen F. Austin State University  
22 years in Higher Education

Brandi Hampton, Administrative Assistant for Assistant Dean  
BS, Stephen F. Austin State University  
4.5 years in Higher Education

Career Services  
Jenny Davis, Assistant Director of Career Services  
BBA, Stephen F. Austin State University  
5 years in Higher Education

Haley Hoskins, Interview Coordinator  
BBA, Stephen F. Austin State University  
3 years in Higher Education

John Mlinar, LPC Intern, Career Counselor & Research Coordinator  
MA, Stephen F. Austin State University  
BS, Stephen F. Austin State University  
1 year in Higher Education

Counseling Services  
Jill Wilson Milem, LPC-S, Director  
MEd, Stephen F. Austin State University  
BA, Eckerd College  
20 years in Higher Education

Binta Brown, LPC, NCC, CART, Counselor  
MA, Stephen F. Austin State University  
BA, Midwestern State University  
4 years in Higher Education

Charlotte Jackson, LPC, Counselor  
MA, Stephen F. Austin State University  
BS, Abilene Christian University  
17 years in Higher Education

Jennifer D. Klingenberg, LPC, Counselor  
MA, Stephen F. Austin State University  
BA, Stephen F. Austin State University  
6 months in Higher Education

Ronald J. Smith, LPC, NCC, Counselor  
MA, Stephen F. Austin State University  
BS, Kansas State University  
4 years in Higher Education

Testing  
Daphne L. Curl, Manager of Testing Services  
Master of Arts, Stephen F. Austin State University  
Bachelor of Arts, Stephen F. Austin State University  
Eight years in Higher Education

Alana S. Culpepper, Coordinator of Testing & Technology  
BS, University of Phoenix  
Masters in Management (in progress), University of Phoenix  
Six years in Higher Education

Jamie A. Wood, Testing Assistant  
Masters in Public Administration (in progress), Stephen F. Austin State University  
BS, Stephen F. Austin State University  
One year of experience in Higher Education

Disability Services  
Tiffany A. Rivers, Interim Director  
MPA (In Progress), Stephen F. Austin State University  
BBA, Stephen F. Austin State University  
15 years in Higher Education

Ethel G. Gallant, Accommodations Coordinator  
13 years in Higher Education

Margaret L Hilton, Coordinator of Deaf and Hard of Hearing Services  
MPA, Stephen F. Austin State University  
BS, Stephen F. Austin State University  
6 years in Higher Education

Betty M. Kyle, Senior Staff Interpreter  
BS, Texas Women’s University  
13 years in Higher Education

Anissa L. Pinson, Exam Coordinator  
BA (In Progress), Stephen F. Austin State University  
3 years in Higher Education

Laura Turner, Administrative Assistant  
MBA, Stephen F. Austin State University  
BBA, Stephen F. Austin State University  
6 years in Higher Education

Office of Student Rights and Responsibilities  
Peggy S. Scott, Director  
EdD, East Texas State University  
MS, East Texas State University  
BS, Lamar University  
31 years in Higher Education
Whitney K. Koltonski, LPC Intern, Early Intervention Coordinator  
MA, Stephen F. Austin State University  
BA, Baylor University  
2.5 years in Higher Education  

Amy Smith, Administrative Assistant  
8 years in Higher Education  

Health Clinic  
John H. Miller, Physician, Director  
MD, University of Mississippi School of Medicine  
BS, Millsaps College  

Janice Ledet, Physician  
MD, University of Louisville School of Medicine  
BS, Centre College of Kentucky  

James Dowling, MD, Physician  
MD, University of Texas Southwestern Medical School  
BS, Texas Technological College  

Maureen E. Havard, MSN, RN, FNP-BC, Nurse Practitioner  
MSN, Northwestern State University  
BSN, Stephen F. Austin State University  

Merry Bright, Registered Nurse  
BSN, Stephen F. Austin State University  

Barbara Chaviers, Scientist, Chief Clinic Lab  
BS, University of Texas Medical Branch  

Julia Farrell, Head Nurse  
BSN, Stephen F. Austin State University  

Janice Haile, Registered Nurse  
BSN, Stephen F. Austin State University  
BS, North Texas State University  

Jenny Henson, Scientist, Clinic Lab  
BAAS, Stephen F. Austin State University  
AAS, Houston Community College  

Staff Organizational Chart
Career Services

Jenny Davis, Assistant Director

Primary Programmatic Objective
The student will be better prepared for finding employment or educational options until graduation.

Mission Statement
Career Services exists to empower students and alumni to achieve life-long career success by guiding the creation, cultivation, and implementation of career plans through individualized assistance, innovative programming, and dynamic professional development opportunities.

In addition, Career Services will continue to search for contemporary and superior avenues by which to deliver its services and as a result be recognized by the University community as the premiere resource for career information.

Lastly, Career Services will achieve this mission through the promotion of quality standards, collaborative internal partnerships with faculty and staff, as well as effective external partnerships with key organizations and employers.

Services and Programs

- **Career Counseling** – to assist students in career exploration through one-on-one sessions, with the goal of declaring a major and developing a career direction.

- **Advancing Students As professionals (ASAP) Training** – to acclimate new student workers to the standards of employment at SFA, as well as to help them realize the importance and relativity of professionalism of their current positions.

- **Job Fairs and on-campus interviews** – to provide SFA students and alumni with on-campus sources of potential employment and networking opportunities with local employers.

- **Lumberjack Internship Program** – to provide SFA students with experiential education opportunities in the form of internships through collaboration with the campus community and area employers.

- **Jobs4Jacks** – to provide SFA students and alumni with an online information source for job opportunities and internships within and outside the Nacogdoches area, as well as information on job fairs and workshops occurring each semester at SFA.

- **Resume and interview assistance** – to prepare students for the world of work following graduation.
• **Workshops and presentations** – to engage student populations with useful information regarding their careers, including resume and job interview information, career exploration, and interpretation of Strong and Typefocus inventories.

**Office Achievements**

Significant achievements for Career Services for the 2011 calendar year include:

• Enhanced collaboration with departments across campus to develop and offer specialized, tailored *Advancing Students As Professionals (ASAP)* trainings to their student staff.

• Facilitated specialized ASAP training sessions to 4 departments: Orientation Programs, Residence Life, Campus Recreation, and the Academic Assistance and Resource Center. In the coming year, Career Services intends to expand this number by collaborating with other large on-campus student employers.

• Increased integration of Career Services into the classroom. This year, Career Services sought out opportunities to connect with faculty by offering resources to assist students in their career development. Career Services offered presentations on a variety of career related topics, career inventory interpretations, as well as class assignments.

• Offered new avenues for students and alumni to gain valuable contact with hiring employers. In spring of 2011, Career Services offered *Mix ‘n Mingle*, an intimate networking event, designed to establish a connection between students and employers the night prior to the Career Expo. Also, for the first time, Career Services provided transportation for SFA students to attend the Texas Job Fair held at the University of Houston and sponsored by the Houston Area Consortium of Career Centers.

• Implemented the *Lumberjack Internship Program*. Career Services partnered with the Nacogdoches County Economic Development Corporation and Nacogdoches Chamber of Commerce to develop a program providing SFA students with experiential education opportunities in the form of internships through collaboration with the campus community and area employers.

• Actively interviewed and hired career counseling interns for Spring and Fall semesters. Given the increasing caseloads for career counseling since its inception in 2008, this year marked the beginning of a process of working to increase Career Services’ capacity to meet the career counseling needs of SFA’s student population by hiring one intern per semester who is completing a Master’s degree in Counseling. As can be seen in the Trends section below, this has allowed career counseling clientele to more than double in size and has prevented longer waiting times for clients.
Dashboard
Below are descriptive statistics for the 2011 calendar year. Arrows indicate change from 2010 year, with parenthetical figures signifying the previous year.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Readiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resumes critiqued</td>
<td>607</td>
<td>▲ 405</td>
</tr>
<tr>
<td>Cover letters critiqued</td>
<td>131</td>
<td>▲ 64</td>
</tr>
<tr>
<td>Mock interview appointments</td>
<td>185</td>
<td>▲ 106</td>
</tr>
<tr>
<td>Interview simulations assessed (through InterviewStream)</td>
<td>267</td>
<td>▲ 143</td>
</tr>
<tr>
<td>Job/Internship search appointments</td>
<td>90</td>
<td>▲ 46</td>
</tr>
<tr>
<td><strong>Career Exploration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career counseling individual appointments</td>
<td>593</td>
<td>▲ 250</td>
</tr>
<tr>
<td>Strong Interest Inventories administered</td>
<td>558</td>
<td>▲ 511</td>
</tr>
<tr>
<td>Typefocus inventories administered</td>
<td>724</td>
<td>▼ 815</td>
</tr>
<tr>
<td>Sigi3 accounts created</td>
<td>305</td>
<td>▼ 445</td>
</tr>
<tr>
<td><strong>Career Events</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student attendance at all job fairs</td>
<td>1,148</td>
<td>▼ 1,466</td>
</tr>
<tr>
<td>Total employer attendance at all job fairs</td>
<td>203</td>
<td>▼ 278</td>
</tr>
<tr>
<td>Student attendance at Career Expos (Fall and Spring)</td>
<td>577</td>
<td>▼ 691</td>
</tr>
<tr>
<td>Employer attendance at Career Expos (Fall and Spring)</td>
<td>98</td>
<td>▲ 94</td>
</tr>
<tr>
<td>Student attendance at Teacher Job Fairs (Fall and Spring)</td>
<td>449</td>
<td>▼ 602</td>
</tr>
<tr>
<td>Employer attendance at Teacher Job Fairs (Fall and Spring)</td>
<td>91</td>
<td>▼ 167</td>
</tr>
<tr>
<td>Student attendance at Fall Accounting Fair</td>
<td>122</td>
<td>▼ 173</td>
</tr>
<tr>
<td>Employer attendance at Fall Accounting Fair</td>
<td>14</td>
<td>▼ 17</td>
</tr>
<tr>
<td><strong>On-Campus Recruiting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students participating in On-Campus Interviews</td>
<td>159</td>
<td>▼ 194</td>
</tr>
<tr>
<td>Employers participating in On-Campus Interviews</td>
<td>21</td>
<td>▼ 25</td>
</tr>
<tr>
<td>Recruiters participating in On-Campus Interviews</td>
<td>43</td>
<td>= 43</td>
</tr>
<tr>
<td>Number of Employer Informational Sessions held</td>
<td>6</td>
<td>▼ 10</td>
</tr>
<tr>
<td><strong>Employer Opportunities Posted Through Career Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time job positions</td>
<td>526</td>
<td>▲ 509</td>
</tr>
<tr>
<td>Internship positions</td>
<td>99</td>
<td>▲ 80</td>
</tr>
<tr>
<td>Part-time positions</td>
<td>157</td>
<td>▼ 161</td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reached through Career Services presentations</td>
<td>3,666</td>
<td>▲ 3,446</td>
</tr>
<tr>
<td>Student reached through SFA 101 career inventory interpretation sessions</td>
<td>1015</td>
<td>▼ 1,118</td>
</tr>
<tr>
<td>Students attending Advancing Students As Professionals (ASAP) trainings</td>
<td>1012</td>
<td>▲ 724</td>
</tr>
</tbody>
</table>
Trends
Below are significant trends for Career Services between 2008 and 2011 calendar years.

One-on-One Sessions by Student Job Fair Attendance

Individual Sessions with Students

Interview Preparation
Goals
For the 2012 calendar year Career Services will:

- Seek to grow the Lumberjack Internship Program by collaborating with at least 15 academic departments.
- Research possible alternatives to the costly Vault Career Insider.
- Increase revenue to benefit overall delivery of Career Services programs by developing an employer incentive program to recruit at the University.
- Continue to offer career counseling internship opportunities to SFA counseling students for both the fall and spring semesters.

Learning Outcomes for 2010-2011
Of the 33 learning outcomes utilized by Career Services, 11 are presented below, the final outcome (Workplace Professionalism) amalgamating 7 different outcomes. Learning outcomes and findings reflect the academic year (Fall 2010 and Spring 2011).

<table>
<thead>
<tr>
<th>Career exploration: Upon completion of the SFA 101 assessment interpretation, a student will be able to list three occupations compatible with their personality or interest.</th>
</tr>
</thead>
</table>
| **Assessment Activity (Methodology):**  
  - Upon completion of a career interpretation for SFAS 101, students are asked to list 3 occupations within their results that match their personality and interests. |
| **Major findings for this LDO:**  
  - Of the 731 respondents, LDO was met by 92% (students who listed 3 or more occupations which matched their personality and/or interests). |
| **Improvements planned:**  
  - Continue measuring this LDO in its current format. |

<table>
<thead>
<tr>
<th>Confidence navigating job fairs: 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.</th>
</tr>
</thead>
</table>
| **Assessment Activity (Methodology):**  
  - Upon leaving the Career Fair, students/alumni were asked to fill out a survey regarding their experiences. Students returned their completed evaluations to Career Services staff members. |
| **Major findings for this LDO:**  
  - Of the 170 respondents, confidence in their ability to contact potential employers increased from 64.1% before the fair to 78.3% after the fair. Finding is significant (p < .001) as revealed by a matched-pairs t-test. |
| **Improvements planned:**  
  - Continue to measure LDO in its current format  
  - Prior to Career Expos, send link to students via e-mail to online workshop “How to Successfully Navigate a Career Fair,” which will be located on the Career Services Website. |
Career and major confidence: Upon completing career counseling, the student will express improved confidence in their choice of academic major and subsequent career path.

- **Assessment Activity (Methodology):**
  - Students filled out a survey at the time of intake rating their knowledge and abilities related to the LDOs. Upon completing the Career Counseling process, students filled out a survey with the same questions in order to document student learning.

- **Major findings for this LDO:**
  - Of the 39 respondents, students showed a significant improvement ($p < .001$) as revealed by a matched-pairs t-test. Effect size ($r$) is .69.

- **Improvements planned:**
  - Continue measuring LDO in its current format.

Resume competence: Upon submitting a resume electronically, a student will be able to create a resume which meets professional standards.

- **Assessment Activity (Methodology):**
  - When students present their resumes and/or cover letters to Career Services for critique, the evaluator rates the original version of the resume/cover letter on the checklist. Then, the evaluator makes suggestions to the student regarding how to improve the resume. The student makes the suggested corrections and turns it back in for a final evaluation, whereupon the evaluator rates the resume and/or cover letter again on the checklist.

- **Major findings for this LDO:**
  - Of the 87 resumes evaluated, a matched-pairs t-test revealed significant differences in all 4 areas rated on the checklist ($p < .001$): “Educational Background”, “Work History”, “Typos and Spelling Errors”, and “Proper Tense Related to Work Experience”. Effect sizes ($r$) for each area were .46, .81, .54, and .40, respectively.
  - Transition to electronic format resulted in decreased tracking of pre-post resumes.
  - Many students submit resumes for classes or immediately prior to career events and do not re-submit them to get post-critique data.

- **Improvements planned:**
  - Increase tracking of pre/post data now that electronic system is implemented.
  - Send StudentVoice link to employers participating in on-campus interviews and request evaluation of students’ resumes.

Workplace professionalism: Because of completion of ASAP training, while at work the student will demonstrate 1) ethical behavior through accurate reporting of time worked, 2) appropriate work behavior by reporting to work in a timely manner, 3) the giving of appropriate/timely notice of absences from work, 4) appropriately prioritized work tasks and personal matters, 5) use of computer resources in a professional manner, 6) answering telephones with professionalism, and 7) take effective professional messages from phone calls and office visits.

- **Assessment Activity (Methodology):**
  - Surveys were sent at the end of the semester to the supervisors of students working on campus. Supervisors rated the students’ performance in the 7 areas and retuned the evaluation to Career Services.

- **Major findings for this LDO:**
  - Of the 63 survey responses from supervisors, in order of listing above LDO was met by 1) 90.5%, 2) 96.8% (improvement from 84.2% last year), 3) 95.3% (improvement from
82.5% last year), 4) 92.1% (improvement from 78.9% last year), 5) 90.4% (improvement from 77.2% last year), 95.2% (improvement from 80.79% last year), and 7) 92.1% (improvement from 79.0% last year).

- **Improvements planned:**
  - Continue ASAP presentations and assessment content in current format.

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**Program Outcomes for 2010-2011**

**Career Services developed 3 program outcomes for the academic year (Fall 2010 and Spring 2011).**

<table>
<thead>
<tr>
<th>Increase revenue to benefit overall delivery of Career Services Programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method:</strong></td>
</tr>
<tr>
<td>o This year’s budget will be compared to last year’s budget.</td>
</tr>
<tr>
<td><strong>Criteria for Success:</strong></td>
</tr>
<tr>
<td>o Attain an 8% increase in revenue compared to last year’s budget.</td>
</tr>
<tr>
<td><strong>Assessment Results:</strong></td>
</tr>
<tr>
<td>o While revenue did not increase, spending decreased; therefore, there is more money in the Career Services Budget than there was on 5/31/10 by 38%.</td>
</tr>
<tr>
<td><strong>Action Plan:</strong></td>
</tr>
<tr>
<td>o Continue to try to increase participation at Career Events, but also continue to monitor spending.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitate access to quality career opportunities for SFA students and alumni.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method:</strong></td>
</tr>
<tr>
<td>o There will be audits of student and employer sign-ins, as well as employer evaluation for career fairs.</td>
</tr>
<tr>
<td><strong>Criteria for Success:</strong></td>
</tr>
<tr>
<td>o 90% of responses on the question relating to the value of the career event will be answered as Helpful, Quite a bit helpful, or Very helpful.</td>
</tr>
<tr>
<td><strong>Assessment Results:</strong></td>
</tr>
<tr>
<td>o Of the 482 student/alumni evaluations that were completed, approximately 93% of the responses relating to the value of the career event were answered as Quite a Bit Helpful, or Very Helpful.</td>
</tr>
<tr>
<td><strong>Action Plans:</strong></td>
</tr>
<tr>
<td>o Continue to provide career events to students. Continue to provide students with workshops and other learning opportunities so that they may make the most of their time with recruiters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Online Resources for students/alumni to research appropriate careers and/or majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method:</strong></td>
</tr>
<tr>
<td>o Student/alumni access to Sigi 3 and the Vault Career Insider (formerly Vault Online Career Library) will be audited.</td>
</tr>
<tr>
<td><strong>Criteria for Success:</strong></td>
</tr>
<tr>
<td>o At least 750 new users will access the Vault Career Insider. Students will spend at least 150 hours researching information on Sigi 3.</td>
</tr>
<tr>
<td><strong>Assessment Results:</strong></td>
</tr>
</tbody>
</table>
o Students spent 212 hours on Sigi 3 between June 17, 2010 and June 2, 2011. 97 students accessed Vault Career Insider between June 1, 2010 and June 1, 2011.

- **Action plan:**
  o We will remain in contract with Vault for another year. Use this year to investigate ways to market Vault better or look into a less expensive alternative.

**Interpretation and Initiatives**

- *This year has involved a continuation of the gradual increase in services used by students and consequently increasing caseloads for staff with regard to services offered.* The service that appears to have the most significant increase, both in comparison to last year but also significantly in comparison to 2008, is career counseling: from 250 sessions in 2010 to 593 in 2011, and from 100 sessions in 2008 to 593 in 2011, a 137% and 493% increase, respectively. One explanation for the growth in caseloads from 2010 to 2011 has to do with Career Services’ use of career counseling interns, one for Fall and another for Spring, which has allowed a larger caseload for career counseling services. It is important to note that the increase from 2010 to 2011 in career counseling sessions weighs most heavily on Fall semesters, where caseloads are significantly higher for career counseling than in the Spring. Moreover, the demand for career counseling services has increased much faster than overall student enrollment at SFA since 2008, and indicates clearly the need for Career Services to ensure attentiveness and action toward the goal of hiring career counseling interns in future years, particularly during Fall semesters. In view of this initiative, Career Services should plan on coordinating with SFA’s Counseling Program in the Human Services department to ensure the highest probability that graduate students seeking internships will find them at Career Services, and actively advertise internship positions online and elsewhere to attract attention from other graduate school counseling programs.

- *Resume and cover letter critiques and mock interviews have increased significantly from the previous year,* from 405 to 607 for resumes, 64 to 131 for cover letters, and 106 to 185 for mock interviews, 49.88%, 105%, and 74.53% increases, respectively. Given the challenge of limited staffing, Career Services has had to rely more and more on student workers for such critiques, whether they these services are in face-to-face or electronic form. A continuing initiative will be to ensure that current and future student workers are optimally trained in critiquing cover letters, resumes, and mock interviews, and that workloads will be sufficient but not overwhelming for both full-time staff and student workers, so as to ensure quality in meeting the demand by students regarding these services. One consideration, for example, may be to create educational video sessions for mock interviews or resume or cover letter critiques that would allow student workers to gain a more concrete understanding of professional behavior and optimally competent responses in working with students with each of these areas.

- *The implementation of the Lumberjack Internship Program, albeit not indicative of a newfound process of aid for students and employers regarding internships, can be seen as a needed focus for the explosive growth of internships in terms of employer demands and student career development.* According to Michigan State’s Recruiting Trends 2011-2012 report (created by The Collegiate Employment Research Institute and The MSU Career Services Network), campus-oriented internships constituted the highest ranking recruitment strategy for employers for the 2011 year (66%), with internships in general gradually increasing over the last ten years, a point that institutions of higher education should focus on with regard to workplace professionalism in addition to academic considerations. Given this trend, possibly toward a fundamental change in the college-to-job transition process, Career Services should ensure maximal continuing education for its staff regarding internship theory and practices to best equip students in their transition from college to career.
As can be seen on the first graphic of the Trends section, Career Services has seen an inverse relationship between services utilized by students with Career Services and job fair attendance over the last four years. Career Services growth with regard to student services can be seen as due to student growth for the university at large, the continuing marketing and consequential awareness of Career Services, and through word-of-mouth regarding services offered through Career Services. Moreover, the decrease in students and employers at job fairs can be clearly seen as a result of the recession that began in late 2007 and its aftermath, including cuts to state budgets that began in 2009-2010. These two trends could be independent or related (however, there aren’t enough cases present to conduct a correlation).

A possible trend to watch for is related to the requirement for all Strong or Typefocus inventory users for Career Services (which includes both career counseling students as well as SFA 101 students whose course professors require their completion of either inventory) to be registered on Jobs4Jacks. This change will make the online services offered through Jobs4Jacks more accessible to students, as well as increase awareness of Career Services in general. Career Services should consider ways to ostensibly market its services on the Jobs4Jacks page so as to garner the most students who could utilize them.

As can be seen in the Program Outcomes section, funding is a concern for Career Services; the goal of increasing revenue by 8% over the 2010-2011 academic year was partially met through cutting spending. Although such cuts can help in trimming down aspects of Career Services that may not be efficiently aiding its mission, these cuts also limit the programming possibilities that Career Services could use for outreach purposes with students, and also limits professional development possibilities for staff, notably with regard to attendance at conventions and other professional events. The main cause for lack of funding stems from career fair attendance by employers (which, as can be seen above, is due to some degree to a flagging economic recovery), whereby schools and related organizations pay in order to have access to such fairs. With this in mind, the idea of an intern with marketing skills could be extremely helpful in helping Career Services become more engaged with local employers.
Primary Programmatic Objective
After receiving counseling students will obtain information and insight to overcome obstacles.

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.

Services & Programs
- *Individual, personal, and group counseling* – to aid students with personal issues with the goal of resolving difficulties and overcoming stated concerns.
- *Emergency walk-in and suicide prevention sessions* – to provide essential crisis- and suicide-related counseling when necessary.
- *Psychoeducational presentations* – to educate students, faculty, and staff on a variety of personal issues, including Question, Persuade, Refer (QPR) suicide training.
- *Hospital visits/calls* – to provide consultation and support to students and families in need related to the SFA community.

Office Achievements
Significant achievements for Counseling Services for the 2011 calendar year include:

- Counselor Nicole Preston resigned in May as her family relocated to Orlando, Florida. Counseling Services conducted a nationwide search and welcomed Jennifer Klingenberg, who accepted the counselor position in July.
- The Director of Counseling and Career Services, Ralph Busby, retired in August after 41 years with SFA, and the position of Director of Counseling Services was filled by Jill Milem, who was previously Assistant Director.
- Counselors chaired and served on workgroups that address GLBT issues, Suicide Prevention, Mental Health and Wellness, Eating Disorders, and Alcohol and Other Drug Education and Prevention activities. Outreach events included National Eating Disorders Awareness Week activities, National Coming Out Day activities, inviting a comedian with a responsible use message for Welcome Week, and a Garden of Hope outreach for suicide prevention.
Counseling Services completed preparation for the university’s successful Southern Association of Colleges and Schools accreditation.

Dashboard
Below are descriptive statistics for the 2011 calendar year. Arrows indicate change from 2010 year, with parenthetical figures signifying the previous year.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of counseling session hours</td>
<td>2486</td>
<td>▲ 2391</td>
</tr>
<tr>
<td>Question, Persuade, Refer (QPR) presentations administered</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Issues Addressed By Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship concerns</td>
<td>1012</td>
<td>▲ 673</td>
</tr>
<tr>
<td>Depression/mood</td>
<td>983</td>
<td>▲ 715.5</td>
</tr>
<tr>
<td>Anxiety/stress</td>
<td>1,116</td>
<td>▲ 756.5</td>
</tr>
<tr>
<td>Suicidal ideation</td>
<td>104</td>
<td>▼ 156.3</td>
</tr>
<tr>
<td>Services Provided by Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake sessions</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>Couples sessions</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Emergency walk-ins</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Group sessions</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Emergency after hours sessions</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of informational presentations</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Number of students reached through informational presentations</td>
<td>4922</td>
<td></td>
</tr>
<tr>
<td>Number of psychoeducational presentations</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Number of students reached through psychoeducational presentations</td>
<td>639</td>
<td></td>
</tr>
<tr>
<td>Number of students reached through QPR trainings</td>
<td>765</td>
<td></td>
</tr>
</tbody>
</table>
Trends
Below are significant trends for Counseling Services between 2008 and 2011 calendar years.

### Issues Addressed in Counseling Sessions

![Graph showing the trend of issues addressed in counseling sessions from 2008 to 2011.]

- Relationship concerns
- Depression/mood
- Anxiety/stress
- Suicidal thoughts

### QPR Trainings Presented

![Graph showing the number of QPR trainings presented from 2008 to 2011.]

- 2008: 12
- 2009: 37
- 2010: 34
- 2011: 34

Goals for 2012
For the 2012 calendar year Counseling Services will:

- Develop a programming internship, which will assist counselors with outreach and programming activities across campus.

- Develop critical incident response teams in collaboration with the Office of Student Rights and Responsibilities and the Suicide Prevention/Mental Health and Wellness workgroup.

- Develop a counseling group addressing anxiety issues and attempt to secure a sufficiently sized meeting place by Spring 2012.

- Counseling Services will further develop and refine assessment practices to increase valuable information about the effectiveness of our services.
Learning Outcomes for 2010-2011
All 5 learning outcomes utilized by Counseling Services are presented below. Learning outcomes and findings reflect the academic year (Fall 2010 and Spring 2011).

Cognitive-emotional competence: As a result of personal counseling, the student will express a greater ability to express and manage thoughts and feelings more effectively (communication).

- **Assessment Activity (Methodology):**
  - Clients were periodically provided individual counseling evaluations to fill out regarding their experiences in personal counseling. Data were reviewed by semester and again as a whole at the conclusion of the academic year.
- **Major findings for this LDO:**
  - Of the 101 participants who responded to evaluations, the LDO was met by 92.1%
  - 5% stated the question was not applicable.
- **Improvements planned:**
  - Continue providing services in current format.

Personal goal achievement: As a result of personal counseling, the student will demonstrate a change in behavior making them more productive and proficient in reaching their personal goals.

- **Assessment Activity (Methodology):**
  - Clients were periodically provided individual counseling evaluations to fill out regarding their experiences in personal counseling. Data were reviewed by semester and again as a whole at the conclusion of the academic year.
- **Major findings for this LDO:**
  - Of the 101 participants who responded to evaluations, the LDO was met by 93.1%
  - 6.9% stated the question was not applicable.
- **Improvements planned:**
  - Continue providing services in current format.

Educational goal achievement: As a result of personal counseling, the student will demonstrate the ability to achieve their educational goals.

- **Assessment Activity (Methodology):**
  - Clients were periodically provided individual counseling evaluations to fill out regarding their experiences in personal counseling. Data were reviewed by semester and again as a whole at the conclusion of the academic year.
- **Major findings for this LDO:**
  - Of the 101 participants who responded to evaluations, LDO was met by 93.1%.
  - 6.9% rated the question as not applicable.
- **Improvements planned:**
  - Continue providing services in current format.

Self-esteem: As a result of personal counseling, the student will express improved self-esteem.

- **Assessment Activity (Methodology):**
  - Clients were periodically provided individual counseling evaluations to fill out regarding their experiences in personal counseling. Data were reviewed by semester and again as a whole at the conclusion of the academic year.
- **Major findings for this LDO:**
Of the 101 participants who responded to evaluations, LDO was met by 88.1%.
6.9% stated the question was not applicable.

• **Improvements planned:**
  - Continue providing services in current format.

**Integrative health functioning:** As a result of personal counseling, the student will take steps to make healthy and more balanced choices regarding their emotional, intellectual, physical, and spiritual health.

• **Assessment Activity (Methodology):**
  - Clients were periodically provided individual counseling evaluations to fill out regarding their experiences in personal counseling. Data were reviewed by semester and again as a whole at the conclusion of the academic year.

• **Major findings for this LDO:**
  - Of the 101 participants who responded to evaluations, LDO was met by 95.1%.
  - 4% stated the question was not applicable.

**Program Outcomes for 2010-2011**

*Counseling Services developed 3 program outcomes for the academic year (Fall 2010 and Spring 2011).*

**Counseling Services will assist the campus community to increase safety by recognizing and responding to signs of suicide.**

• **Assessment Method:**
  - Attendance records of members of the campus community completing QPR training will be recorded.
  - Pre- and post-tests will be conducted for at least 5 QPR trainings to assess learnings.
  - QPR evaluations will be collected at each training to provide feedback.

• **Criteria for Success:**
  - 500 members of the campus community will be trained in QPR.
  - Significant improvement (p < .05) in suicide intervention will be found on the 4 key questions.
  - 90% of QPR evaluations will indicate that the attendee is better able to recognize and intervene with a potentially suicidal person.

• **Assessment Results:**
  - 736 members of the campus community were trained in QPR.
  - Participants were given a pre-test and a post-test regarding their knowledge about recognizing signs of suicide and suicide intervention. 4 key questions were asked in these areas. A t-test was conducted on the data. In all 4 categories, significant differences (p) were found ranging from < .001 - .05.
  - 99.4% of participants stated they are now able to recognize more ways to help others who might be suicidal. 99.5% of participants stated they now have more information on depression and suicide and have acquired tools in which to help friends, co-workers, etc.

• **Action Plans:**
  - Continue to provide QPR training.
  - Continue to promote the benefits of suicide intervention training.

Counselors will increase their knowledge and skills in select clinical areas through additional education, research, and/or training.
- Assessment Method:
  - Counselors will identify areas of interest relevant to the critical needs of SFA students, and focus CEU certified trainings to develop expertise in their identified areas.
  - Counselors will share information with Counseling Services colleagues via clinical staffing and inservices, thereby increasing overall effectiveness.

- Criteria for Success:
  - Each counselor will receive at least 4 hours of CEU credit in their identified area.
  - Each counselor will schedule and conduct an update on their designated area for the rest of the clinical staff.

- Assessment Results:
  - One counselor did attend a conference on eating disorders, which is her area of specialization. Due to time constraints, her inservice to the staff will be held this summer, prior to the 2011-2012 academic year.
  - One counselor pursued her specialty area of education independently via reading and study.
  - Although the rest of the counseling staff did accrue CEUs, opportunities did receive training in Critical incident stress management and in Ethics; all 4 received training in crisis intervention. (These trainings were free or offered at minimal cost.)

- Action Plans:
  - Increase Continuing Education as budget allows.
  - Encourage independent development in specialty areas by offering time for self-study.

- Assessment Method:
  - Accreditation standards will be reviewed and levels of compliance determined.
  - Counseling Services will investigate and implement a standardized record keeping system.
  - Clinical staff will attend conferences of college counseling centers to obtain information on current standard practices.

- Criteria for Success:
  - Meetings will be held to review standards, and compliance and needs will be assessed and recorded.
  - Counseling Services will begin the process of investigating and instituting a standardized record-keeping system.
  - Clinical staff will attend TUCC, TUCCDA, and/or ACCCCS to obtain information on current practices, and schedule inservices to share information with the staff.

- Assessment Results:
  - Counselors completed their CAS Review and Action Plan.
  - Titanium was installed and implemented in the Fall of 2010.
  - Jill Milem and Ralph Busby (former director of Counseling and Career Services) attended TUCCDA; due to budget constraints, no other counselor attended conferences for college counselors.

- Action Plans:
  - Continue to seek opportunities to gather information on current practices and adjust compliance accordingly.
**Interpretation and Initiatives**

- *Increasing caseloads and therefore limited staffing are essential areas of focus.* Staffing is a particularly important concern for Counseling Services given that higher caseloads:

  1. Inhibit counselors’ abilities to properly balance in-session tasks with administrative tasks (e.g., completing case notes),
  2. Prevent diversification of services by staff, such as group counseling and informational and psychoeducational presentations to student populations,
  3. Constrain staff time that could be used for professional development, and
  4. Contribute to burnout.

*It is vital for the student client population that each of these concerns be given due consideration,* especially the last point on burnout given that research has shown how it significantly limits counselor competence and therefore can be seen as dampening direct services for students. An intern to aid personal counselors has been in consideration for semesters by counseling staff; however, the primary reason against implementing such an idea is office space: there are no available offices in the Counseling Services area that could allow an intern to be approximate to his or her supervisor, a cautious requirement for ethical reasons (i.e., in case the intern has a crisis situation and needs immediate relief by another staff member). However, a marketing/programming intern could help organize psychoeducational and informative sessions and work with marketing Counseling Services for students, in addition to aiding with miscellaneous needs by the counselors given higher caseloads, which would allow the counselors on staff to more capably address the job tasks that have been limited by heavy caseloads. Unless increases in space are made in the future, a continuing initiative will be to ensure collaboration with other departments at SFA and posting internships related to marketing and programming for Counseling Services in the future. Finally, the goal of creating an anxiety group could be the start of a group-centered intervention that could address different psychological challenges by students (e.g., stress, depression, study habits, etc.) and could thereby free up caseloads for staff by including multiple clients in group treatment who would otherwise require separate individual sessions.

- *Client presenting concerns, constituted by relationship issues, anxiety/stress, and mood, and excluding suicidal ideation, have increased steadily between 2008 and 2010,* with a significant leap from 2010 to 2011, with the first three concerns above increasing from 2145 sessions to 3111 sessions, a 45% increase (see Trends section). This growth could be explained by an abrupt increase in student population stresses, and/or increasing awareness of services by students who have these concerns.

- *Suicidal ideation and QPR presentation plateaus for 2010 and 2011 years could be related* (see Trends; note: QPR was initiated halfway through the 2008 calendar year, therefore data collected aren’t representative of an entire year of services administered); i.e., because of QPR trainings, although there was an increase in sessions related to suicidal ideation between 2009 and 2010 (108.1 to 156.3, a 44.6% increase), the decrease from 2010 to 2011 (156.3 to 104, a 33.5% decrease) could reflect a greater awareness of skills needed to successfully address suicidal concerns among the student population. Despite this possibility, given the importance of such a subject, an initiative will be to ensure that counseling staff are able to gradually increase QPR presentations in the upcoming years; this initiative is directly related to staffing and caseload concerns, presented above.
Testing Services

Daphne Curl, Manager of Testing

Primary Programmatic Objective
Administer local, state, and national examinations in order to facilitate students reaching their personal, professional, and academic goals.

Mission Statement
Testing Services promotes the institutional mission of Stephen F. Austin State University and the Division of University Affairs by providing opportunities for students and community members to develop self-knowledge concerning academic and professional goals. Through various local, state and national testing programs, individuals will realistically identify, assess, understand and pursue their competencies, course placement, and career opportunities. Testing Services maintains ethical guidelines and standards that govern the profession.

Services & Programs
- Testing Services offers a variety testing opportunities for the SFA community, the local area, and national testing companies. The more popular tests offered at Testing Services are listed below by test type:

  **Admissions**
  - Accuplacer
  - ACT
  - TEAS
  - GRE
  - Elementary Education
  - MCAT
  - ACTR
  - GMAT

  **Placement**
  - CLEP
  - Quick THEA
  - DSST

  **Service**
  - MAT
  - GED
  - Correspondence & Distant Learning

  **National/Local**
  - TExES
  - LSAT
  - TOEFL *(Test of English as a Foreign Language)*
  - Praxis

  **Career Advancement**
  - TCLEOSE
  - TCEQ
  - IQT
  - Castle World Wide
  - PAN
  - Pearson VUE- IT
Office Achievements

Significant achievements for Testing Services for the 2011 calendar year include:

- Created a new position and hired Daphne Curl as Testing Manager to replace the Assistant Director, Cathy Simkunas, after she retired.

- Ms. Jamie Wood was awarded a $100.00 gift card by the Pearson VUE testing company for early recertification.

- Testing Services was visited by a “secret tester” from the Pearson VUE Company to observe whether or not staff members were fulfilling their contractual obligations for their check-in process, proctoring and business professional atmosphere, as well as overall customer service. Received excellent recognition.

- Submitted TEA test packet and contract was approved by TEA to administer GED testing for 2012.


Dashboard

Below are descriptive statistics for the 2011 calendar year. Arrows indicate change from 2010 year, with parenthetical figures signifying the previous year.

<table>
<thead>
<tr>
<th>Tests Provided</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of tests administered</td>
<td>6,786</td>
<td>▲ 6,686</td>
</tr>
<tr>
<td>Computer-based tests administered</td>
<td>5,282</td>
<td>▲ 4,851</td>
</tr>
<tr>
<td>Paper &amp; pencil tests administered</td>
<td>1,504</td>
<td>▼ 1,835</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tests Administered by Type</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST</td>
<td>10</td>
<td>▲ 1</td>
</tr>
<tr>
<td>GRE</td>
<td>505</td>
<td>▲ 434</td>
</tr>
<tr>
<td>IOT</td>
<td>46</td>
<td>▲ 19</td>
</tr>
<tr>
<td>PAN</td>
<td>224</td>
<td>▲ 95</td>
</tr>
<tr>
<td>Pearson VUE-IT</td>
<td>175</td>
<td>▲ 85</td>
</tr>
<tr>
<td>TCLEOSE</td>
<td>35</td>
<td>▲ 8</td>
</tr>
<tr>
<td>TEAS</td>
<td>253</td>
<td>▲ 193</td>
</tr>
<tr>
<td>TExES EXCET CBT</td>
<td>1,739</td>
<td>▲ 1,434</td>
</tr>
</tbody>
</table>
Trends
Below are significant trends for Testing Services between 2008 and 2011 calendar years.

![Graph of Computer-Based & Paper/Pencil Tests]

Goals
For the 2012 calendar year Testing Services will:

- Submit proposals for at least two testing contracts.
- Identify solutions for meeting the space issues associated with an increase in testing usage.
- Determine the need for Saturday computer-based testing.

Learning Outcomes for 2010-2011
Of the 4 learning outcomes utilized by Testing Services, 3 are presented below. For considerations of space, major findings for each learning outcome were reduced from 8 sections to 3. Learning outcomes and findings reflect the academic year (Fall 2010 and Spring 2011).

Advising: The student will feel better prepared for academic advising and course selection.

- **Assessment Activity (Methodology):**
  - Examinees were handed an evaluation to fill out upon completion of the scheduled test. This evaluation assessed both LDOs and examinee satisfaction with services provided.
- **Major findings for this LDO:**
  - **Considering responses in totality:** of 992 respondents, LDO was met by 82.26%, with 13.81% stating the question was not applicable.
  - **Considering responses by Freshmen ONLY:** of 323 respondents, LDO was met by 90.4%, with 3.1% stating the question was not applicable.
  - **Considering responses from those taking the GRE, GMAT, and MCAT:** of 80 respondents, LDO was met by 85%, with 11.25% stating the question was not applicable.
- **Improvements planned:**
Student Understanding: The student will be able to create new understandings and insight by connecting, synthesizing, and applying previous knowledge.

- Assessment Activity (Methodology):
  - Examinees were handed an evaluation to fill out upon completion of the scheduled test. This evaluation assessed both LDOs and examinee satisfaction with services provided.

- Major findings for this LDO:
  - Considering responses in totality: of 992 respondents, LDO was met by 86.39%, with 9.98% stating the question was not applicable.
  - Considering responses by Freshmen ONLY: of 323 respondents, LDO was met by 90.24%, with 4.88% stating the question was not applicable.
  - Considering responses from those taking the GRE, GMAT, and MCAT: of 80 respondents, LDO was met by 86.25%, with 10% stating the question was not applicable.

- Improvements planned:
  - Continue measuring LDO in its current format.

Overcoming Obstacles: Student will overcome an obstacle that hampered career goals.

- Assessment Activity (Methodology):
  - Examinees were handed an evaluation to fill out upon completion of the scheduled test. This evaluation assessed both LDOs and examinee satisfaction with services provided.

- Major findings for this LDO:
  - Considering responses in totality: of 992 respondents, LDO was met by 78.93%, with 14.52% stating the question was not applicable.
  - Considering responses by Freshmen ONLY: of 323 respondents, LDO was met by 80.19%, with 7.12 stating the question as not applicable.
  - Considering responses from those taking the GRE, GMAT, and MCAT: of 80 respondents, LDO was met by 78.75%, with 16.25% stating the question was not applicable.

- Improvements planned:
  - Continue measuring LDO in its current format.

Program Outcomes for 2010-2011
All 4 program outcomes for Testing Services are listed below. Program outcomes reflect the academic year (Fall 2010 and Spring 2011).

Testing Services will provide professional, friendly, and courteous staff.

- Assessment Method:
  - The objective will be assessed using an examinee evaluation and satisfaction survey.

- Criteria for Success:
  - 90% of responses relating to the professional, friendly, and courteous staff will say they either strongly agree or agree mostly.

- Assessment Results:
  - Of the 992 evaluations completed during the academic year, 90.32% of respondents strongly agreed and 8.97% agreed mostly regarding the statement that the testing staff was professional, friendly, and courteous. Total agreement is 99.2%.

- Action Plans:
Data generated from the survey will indicate if improvement is necessary. Comments will be monitored.

Testing staff will check every individual’s identification prior to administering each test.

- **Assessment Method:**
  - The objective will be assessed using an examinee evaluation and satisfaction survey.
- **Criteria for Success:**
  - 90% of response relating to whether identification was checked before each testing scenario will either strongly agree or agree mostly.
- **Assessment Results:**
  - Of the 992 evaluations completed during the academic year, 96.07% strongly agreed and 3.02% agreed mostly that their identification was checked prior to taking their test. Total agreement is 99.09%.
- **Action Plans:**
  - Data generated from the survey will indicate if improvement is necessary. Comments made will be monitored.

Testing services will promptly assist scheduled and/or walk-in examinees.

- **Assessment Method:**
  - The objective will be assessed using an examinee evaluation and satisfaction survey.
- **Criteria for Success:**
  - 90% of responses relating to whether scheduled and/or walk-in examinees were promptly assisted will either strongly agree or agree mostly.
- **Assessment Results:**
  - Of the 992 evaluations completed during the academic year, 82.86% strongly agreed and 7.67% agreed mostly to the statement that they were promptly assisted by testing staff. Total agreement is 90.53%.
- **Action Plans:**
  - Data generated from the survey will indicate if improvement is necessary. Comments made will be monitored.

Examinees will understand the verbal instructions they are given prior to taking their test.

- **Assessment Method:**
  - The objective will be assessed using an examinee evaluation and satisfaction survey.
- **Criteria for Success:**
  - 90% of responses relating to whether scheduled and/or walk-in examinees were promptly assisted will either strongly agree or agree mostly.
- **Assessment Results:**
  - Of the 992 evaluations completed during the academic year, 94.86% strongly agreed and 4.44% agreed mostly to the statement that they were promptly assisted by testing staff. Total agreement is 99.3%.
- **Action Plans:**
  - Data generated from the survey will indicate if improvement is necessary. Comments made will be monitored.
Interpretation and Initiatives

- The most apparent data for Testing Services is seen in the trend toward computer-based testing with a concurrent decrease in the use of paper-and-pencil tests. From 2008 to 2011, computer-based testing increased from 3788 tests to 5282 tests, a 39.4% increase, with increases of 12%, 14.3%, and 8.9% for changes between 2008 and 2009, 2009 and 2010, and 2010 and 2011, respectively. Paper-and-pencil testing decreased from 2599 tests to 1504 tests for 2008 to 2011, a 42% decrease, with decreases of 12%, 19.7%, and 18% between 2008 and 2009, 2009 and 2010, and 2010 and 2011, respectively. Computer-based testing has leapt from being 45.7% higher than paper-and-pencil tests in 2008 to being 251% higher in 2011. This is likely a sign of the obsolescence of pencil-and-paper testing.

- Related to the computer-based testing shift, issues of spacing will become more apparent, in that more computers and therefore more physical space will be required for Testing Services to function optimally for its clients. Spacing can be seen as important in that increases allow for a higher potential number of tests to be administered, leading to a greater potential for revenue. Moreover, while spacing is currently functional, it involves potential location-related difficulties for students utilizing Testing Services, who may perceive the area as constrained in space and/or difficult to maneuver, which could negatively affect perceptions of the environment, leading to lowered comfort and/or competence in test-taking. Clients with disabilities are a notable mention in this regard, given that spacing issues may be more sensitively experienced given the adaptation with managing one’s disability. These concerns imply the need for concentration on spacing alternatives, including the possibility of moving Testing Services to a completely different location – a possibility that could also resolve spacing concerns for other departments, notably Counseling Services, which could use the open space to establish more offices for the hiring of counseling interns and full-time staff.
Disability Services

Tiffany Rivers, Interim Director

Primary Programmatic Objective
Students with documented disabilities will receive resources and accommodations that provide an equal opportunity for success compared to those who do not have disabilities.

Mission Statement
Disability Services is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success.

Students with disabilities attending this University will be integrated as completely as possible into the University community. The University shares responsibility with the student for modifying campus facilities and programs to meet individual needs. Students with disabilities at Stephen F. Austin State University have access to tools and resources that will assist them in managing the day-to-day activities of college life.

Services & Programs
- Advance registration of classes
- Auditory textbooks and recording of textbooks not available on tape
- Arranging for special testing accommodations
- Assistance in accessing adaptive computer equipment
- Volunteer readers and note takers
- Liaison and advocacy between students, faculty and staff
- Referrals for tutoring
- Disability management counseling
- Provision of sign language and oral interpreting services
Office Achievements

Significant achievements for Disability Services for the 2011 calendar year include:

- There was an 81.4% student return rate for clients of Disability Services.
- Disability Services clients’ GPA was near the overall GPA for the general SFA student population.
- $105,950 of external funding was contracted for 2011.
- Chuck Lopez received a doctorate in Educational Leadership and became Assistant Dean for Student Affairs for Support Services in November 2011.
- Tiffany Rivers was appointed Interim Director to fill Chuck’s position.

Dashboard

Below are descriptive statistics for the 2011 calendar year. Arrows indicate change from 2010 year, with parenthetical figures signifying the previous year.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients served</td>
<td>319</td>
<td>▲ 311</td>
</tr>
<tr>
<td>Faculty served</td>
<td>95.27%</td>
<td>▲ 85.6%</td>
</tr>
<tr>
<td>Number of students graduating in reporting year</td>
<td>37</td>
<td>▲ 35</td>
</tr>
<tr>
<td>Semester plans administered</td>
<td>573</td>
<td>▲ 557</td>
</tr>
<tr>
<td>Total exams proctored</td>
<td>2,646</td>
<td>▲ 2,493</td>
</tr>
<tr>
<td>Total examinees utilizing Testing Services</td>
<td>239</td>
<td>▲ 221</td>
</tr>
<tr>
<td>Alternative format test-based materials</td>
<td>191</td>
<td>▼ 219</td>
</tr>
<tr>
<td>Special accommodations requests</td>
<td>2,054</td>
<td>▲ 1,982</td>
</tr>
<tr>
<td>Service provider hours</td>
<td>13,787</td>
<td>▲ 10,655</td>
</tr>
<tr>
<td>Service provider assignments</td>
<td>461</td>
<td>▲ 371</td>
</tr>
</tbody>
</table>

Services for clients with functional limitations (Fall semester)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>20</td>
<td>▲ 18</td>
</tr>
<tr>
<td>Blind/visual</td>
<td>25</td>
<td>▲ 21</td>
</tr>
<tr>
<td>ADHD</td>
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<td>▼ 58</td>
</tr>
<tr>
<td>Learning disability</td>
<td>55</td>
<td>▲ 44</td>
</tr>
<tr>
<td>Mobility impairment</td>
<td>7</td>
<td>= 7</td>
</tr>
<tr>
<td>Health and medical</td>
<td>34</td>
<td>▲ 33</td>
</tr>
<tr>
<td>Psychological</td>
<td>22</td>
<td>▼ 27</td>
</tr>
<tr>
<td>Provisional</td>
<td>12</td>
<td>▼ 17</td>
</tr>
<tr>
<td>Brain injury</td>
<td>4</td>
<td>▲ 3</td>
</tr>
</tbody>
</table>
Trends

Below are significant trends for Disability Services between 2008 and 2011 calendar years.

Clients and Semester Plans

- Individual clients
- Semester plans

Number of Proctored Exams

Goals

For the 2012 calendar year Disability Services will:

- Identify solutions for meeting the space issues associated with an increase in testing usage.
- Provide QPR training for services providers and develop registration training for clients.
- Actively search for and hire a full-time director of Disability Services.
Learning Outcomes for 2010-2011
Of the 8 learning outcomes utilized by Testing Services, 3 are presented below. Learning outcomes and findings reflect the academic year (Fall 2010 and Spring 2011).

Understanding of disability: As a result of utilizing the services of disability services, the student will be able to clearly articulate (or demonstrate improvement in articulating) the nature of their disability.

- **Assessment Activity (Methodology):**
  - A 2011 Faculty Survey Assessment (FSA) was administered utilizing StudentVoice. This assessment allows the faculty to evaluate students’ knowledge. The initial email went to 290 faculty members; the office received 172 responses.

- **Major findings for this LDO:**
  - **Indirect Assessment:** A majority (55%) of the respondents of the SSS indicated that they worked with a staff person to improve their advocacy skills, of those 92.59% agreed that they were better able to request their needed accommodations.
  - **Direct Assessment:** The results of the Faculty Student Assessment (FSA) indicated that 82% (Q3) of the students met with their faculty prior to the 12th Class Day. Faculty were also asked to evaluate the students ability to articulate their functional limitations (Q4) and to what extent were they able to explain the accommodations they needed (Q5). The faculty stated that 75% (Q4) of the students were able to discuss their diagnosis and/or explain their functional limitations. Additionally, 88% (Q5, Q6) of the students were able to explain the accommodations they needed and 90% (Q7) were able to demonstrate their knowledge for receiving testing accommodations.

- **Improvements planned:**
  - Continue to complete Semester Plans utilizing a face-to-face format rather than electronically collecting students’ class information.

Knowledge of resources: As a result of utilizing the services of disability services, the student will demonstrate knowledge of the resources available to them in managing their disability.

- **Assessment Activity (Methodology):**
  - A 2011 Student Satisfaction Survey (SSS) was developed utilizing StudentVoice. The initial email went all 224 clients in the fall of 2010; after a reminder notice was sent, 99 surveys were completed.
  - In 2011 DS developed a rubric, Student Learning Outcomes Rubric (SLOR) to assist the student’s ability to identify resources available to them in managing their disability. The director evaluated 27 new clients on his case load during the spring semester prior to the 12th class day. Criteria for the Rubric: (1) Below Expectation, (2) Developing, (3) Meets Expectation.

- **Major findings for this LDO:**
  - **Indirect Assessment:** On the SSS 51% (Q10) of the respondents indicated that they utilized DS to assist in managing their disability. Students who utilized the service strongly agreed (86%, Q11) that they were more aware of options that would impact their disability. There was a 5.5% increase from 2009 in the percentage of students who indicated utilizing disability services to assist them in managing their disability. Similar results were found (85.37%) in 2009 when asked if they were more aware of options that would impact their disability.
Direct Assessment: On the SLOR, 85.6% (Management) of the clients evaluated had some ability to identify resources on and off campus needed to manage their disability. Additionally, 77.7% (Q-Faculty) of the students were able to describe how to speak to their faculty about their disability.

- Improvements planned:
  - Highlight university departments as resources in the DS newsletter.

Goal setting: As a result of utilizing the services of disability services, the student will produce personal and educational goal statements, and meet or exceed their established personal and academic goals.

- Assessment Activity (Methodology):
  - This LDO method combines assessing program delivery with learning outcomes. Do students who receive accommodation or equal access feel Disability Services contributed to goals.
  - A 2011 Student Satisfaction Survey (SSS) was developed utilizing StudentVoice. The initial email went all 224 clients in the fall of 2010; After a reminder notice was sent, 99 surveys were completed.
  - In 2011 DS developed a rubric, Student Learning Outcomes Rubric (SLOR) to assist the student’s ability to identify resources available to them in managing their disability. The director evaluated 27 new clients on his case load during the spring semester prior to the 12th class day. Criteria for the Rubric: (1) Below Expectation, (2) Developing, (3) Meets Expectation.

- Major findings for this LDO:
  - Indirect assessment: In the 2011 SSS (Q14) 67.47% indicated they were better able to access course lectures, compared to 80% in 2009. It is important to note in 2011 there was a higher percentage of individuals who selected neither agree nor disagree. Only 6% indicate they did not receive assistant with lectures. Similar results were found when clients were asked about access to lecture notes. Interestingly, 82.11% agreed that Disability Services helped in achieving better grades. Additionally, 95% of the clients indicated as a result of utilizing DS they were better able to meet their academic goals, and 74.77% stated that as a result of utilizing DS they were better able to meet their personal goals.
  - Direct Assessment: When evaluating new clients’ ability to write and describe both personal and academic goals, 44.4% were able to meet the developed expectation while 48% of the new clients needed some level of development (SLOR, Q-Personal Goals and Q-Academic Goals).

- Improvements planned:
  - Continue to utilize goals worksheet to assist students in identifying both academic and personal goals.

Program Outcomes for 2010-2011
Disability Services set 3 program outcomes for the academic year (Fall 2010 and Spring 2011).

To provide students with disabilities the resources they need to perform at the same level as their non-disabled peers.

- Assessment Method:
  - Grade data analysis
Descriptive analysis of usage
Administer a Student Satisfaction Survey. A 2011 Student Satisfaction Survey (SSS) was developed utilizing StudentVoice. The initial email went to all 283 Disability Services clients in the fall of 2010; after a reminder notice was sent, 99 surveys were completed.

- **Criteria for Success:**
  - Clients’ GPAs will be at the same level or higher than the GPAs of students who did not utilize Disability Services. Over 85% of surveyed students with disabilities will agree that Disability Services has assisted them in meeting their academic goals.

- **Assessment Results:**
  - **Grade Analysis for Fall 2010**
    - **Direct assessment:** In Fall 2010, Disability Services clients had an overall GPA near the overall campus average. In Fall 2010, all 209 clients’ GPAs were evaluated. The overall GPA was slightly less than the campus average (DS 2.6, SFA 2.75). When stratified by classification, Disability Services freshman (2.2) and senior (2.9) clients GPAs were equal to the non-disabled population’s GPAs; while sophomore (2.38) and junior (2.65) clients were below the campus GPA (2.52, 2.75 respectively).
    - On further analysis of the 209 Disability Services clients, 46.8% had a GPA greater than the SFA undergraduate average. Many students with disabilities are strong academically. Noting that (a) 78.4% had GPAs of 2.0 or higher (b) 59% had GPAs of 2.5 or higher, (c) 43% had GPAs higher than 3.0, and (d) 23.4% had GPAs higher than 3.5.
    - Only 5% of the clients served were identified as having a semester GPA less than 2.0 and an overall GPA less than 2.0.
  - **Student Satisfaction Survey**
    - **Indirect assessment:** On the SSS, 76% of clients indicated that the use of services assisted them in accessing course lectures. Additionally, 47.22% received assistance in accessing print based material; and 65.5% indicated utilizing services helped learning the subject matter, 82.11% agreed that participating in Disability Services program helped them achieve better grades.

- **Action Plan:**
  - Target individual students with GPAs less than 2.0. Work with each student to develop a plan to improve his/her academic success.

To provide Disability Services clients with highly qualified courteous staff and service providers.

- **Assessment Method #1:** A 2011 Student Satisfaction Survey (SSS) was developed utilizing StudentVoice. The initial email went to all 224 clients in the Fall 2010. After a reminder notice was sent, 99 surveys were completed.
- **Assessment Method #2:** Each student interpreter was evaluated utilizing two rubrics. The first rubric assessed their ability to apply the Registry of Interpreters for the Deaf (RID) code in their interpreting skills. Rubric scale (1) Beginner, (2) Developing, (3) Accomplished, (4) Advanced.
  - Additionally, each student interpreter and a sample of student note takers were chosen and evaluated on a professional work ethic rubric. Rubric scale (1) Unacceptable, (2) Needs Improvement, (3) Accomplished, (4) Outstanding.
- **Criteria for Success:**
  - At least 90% of the students responding to the Student Satisfaction Survey will indicate that staff were knowledgeable, helpful, courteous. Additionally, 90% of the students...
responding to the SSS will agree that they would recommend SFA to other students, and that Disability Services positively contributed to their overall satisfaction.

- Student interpreters should receive scores within the RID Code Rubric between 2-3.
- Note takers should score between 3-4.

**Assessment Results:**

- The SSS participants agreed (97.96%, SSS, Q19) that the Disability Services staff is knowledgeable. Additionally, 98.98% of participants agreed that the Disability Services staff was both helpful (SSS, Q20) and courteous (SSS, Q21). 94.9 % of participants stated they would recommend SFA to other students with disabilities (SSS, Q22) and 89.8% stated that Disability Services positively contributed to their overall satisfaction with SFA. There were numerous positive responses to an open-ended question about the services they received (SSS, Q26).

- The overall combined score for student interpreters was 2.83. This score indicates that our interpreters are providing a quality service to the students they serve. It is important to note that interpreting skills were 2.83 and voicing was at 2.56. Finger spelling and the use of numbers were the highest scores at 3.11 and 3.44, respectively. Using the rubric scale, the mean skill level of our student interpreters is approaching “Accomplished” in most areas. Vocabulary and professional experience are the areas that need improvement.

- Both note takers and interpreters were evaluated using a rubric to determine their professionalism. The mean score indicated that the service providers were Accomplished and near Outstanding.

**Action Plans:**

- Data generated from the survey indicates that the Disability Services staff continue to be knowledgeable, helpful, and courteous. This data supports the importance of professional development and providing the resources needed to work with clients.
- This data will be used to work individually with interpreters to develop their skill levels in each of the areas as we continue to improve effective communication.

Disability Services will safeguard the balance between the effectiveness of the accommodation and the academic integrity of the course content.

**Assessment Method:**

- Analysis of quantitative data on proctoring services: A 2011 Faculty Survey Assessment (FSA) was administered utilizing StudentVoice. This assessment allowed the faculty to evaluate students’ knowledge. The initial email went to 290 faculty members; the office received 172 responses.

**Criteria for Success:**

- Disability Services will proctor 100% of the exams we were asked to proctor. Any issues regarding academic integrity will be forwarded to the faculty members.
- At least 85% of faculty will be satisfied with the proctoring services provided. Additionally, at least 85% of faculty will agree that disability services is willing to assist in making courses accessible.

**Assessment Results:**

- 2,308 Reservations from 9/1/10 - 6/20/2011, as compared to 2,246 exams proctored between 9/1/09 and 6/17/10.
- FSA - Survey Responses:
51.05% of respondents indicated that they utilize DS Testing Services to proctor their exams.

- 92.79% of those utilizing Disability Services testing found the services either very or extremely beneficial.
- 78% of the faculty who utilize our on-line and print-based resources find the information helpful.
- 93.3% of the faculty agree that the Disability Services staff is willing to assist in making courses accessible.
- 91.46% agreed when faculty had a concern about a student’s performance or behavior the DS staff had provided the support and resources to identify a solution.

  - Direct Assessment: When an exam reservation is made, but the student fails to show up, the event is noted as a “No Show” in the Disability Services database. Several efforts were made to send out reminders to both faculty and students about an upcoming exam. The results of this effort show a decrease from 105 (2009) to 93 (2010) no shows.

- Action Plan:
  - Continue to listen to faculty members’ needs, and to provide services needed to improve accessibility for students with disabilities while maintaining the academic integrity of the exams administered.

### Interpretation and Initiatives

- **This year has involved a continuation of the gradual increase in services used by clients and faculty, which presents ongoing challenges for maintaining the high quality of services provided for 500+ faculty and 300+ students.** Proctoring services has increased more than 66% in the past four years. In an effort to maintain effectiveness of the services provided, a continuing initiative will be to make sure that the department works diligently to identify better ways of communication between faculty and students. Such cooperation should include encouraging faculty to be flexible regarding exam start times, especially for computer enhanced exams or with clients who have technological accommodations needed to complete the exam. Disability Services also plans to conduct an annual needs assessment for equipment and adaptive technology to identify specific limitations and areas for improvement.

- **Disability Services continues to be challenged by limitations with space and technology.** Spacing issues have been a continuing problem over the years and continue to produce special challenges as the number of clients increase, specifically those needing exam accommodations. As faculty become more familiar with our security procedures, they will become more confident in allowing students to take the exams here, increasing spacing difficulties with proctoring areas. In order to assist with space limitations, Disability Services will maintain frequent collaboration with the Human Services department to utilize low occupancy classrooms and small observation rooms as additional proctoring space for testing during high volume time periods such as mid-terms and finals. The department is also currently working with the Human Sciences department on an office design project to facilitate space issues.
Office of Student Rights and Responsibilities

Peggy Scott, Director

Primary Programmatic Objective
Students will know and follow the rules. Toward this aim, three goals are stated: effectively disseminating the conduct code, providing a timely hearing process, and monitoring sanction deadlines.

Mission Statement
The mission of the Stephen F. Austin State University Student Rights and Responsibilities Office is to guide student conduct in a manner that provides a foundation for success, a commitment to responsible citizenship and a desire to make positive lifestyle choices based on the core values of integrity, honesty, accountability, civility and respect.

Services & Programs
- **Judicial Conduct Hearings** – To provide due process and educational intervention to students with violations of the student code of conduct.

- **Key Services Temporarily Needed (KSTN)** – To assist students with temporary limiting conditions by providing creative solutions to lessen the negative impact on their academic success.

- **Absence Notifications** – To provide students’ instructors with a reason for missed classes for illness or other reasons listed as excusable in official policy on class attendance and absences.

- **Jacks Back on TRAC (Treatment, Responsibility, and Accountability on Campus) program** – To provide treatment, academic assistance, drug testing, and other conditions to students who have successfully appealed their suspension for alcohol and drug offenses.

- **Early Alert Program** – To allow instructors and other concerned members of the university community to notify the OSRR of students with attendance, grace, or behavioral problems.

- **Behavior Intervention Teams** – To develop an appropriate intervention for the individual student to support the student’s success in the university’s living and learning environment.

- **Title IX and ADA Discrimination Investigations** – To examine allegations of gender-based harassment or some level of sexual misconduct, as well as disability-related discrimination and violations.

- **Care and Concern Contacts** – To contact and assess students who have made an outcry of suicidal ideation and/or the appearance of extreme intoxication.
Dashboard
Below are descriptive statistics for the 2011 calendar year. Arrows indicate change from 2010 year, with parenthetical figures signifying the previous year.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code of conduct violations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students involved in conduct violations</td>
<td>652</td>
<td>▲ 531</td>
</tr>
<tr>
<td>Conduct violations related to alcohol</td>
<td>142</td>
<td>▲ 140</td>
</tr>
<tr>
<td>Conduct violations related to disorderly/disruptive conduct</td>
<td>76 ▲ 35</td>
<td></td>
</tr>
<tr>
<td>Conduct violations related to theft</td>
<td>27 ▲ 9</td>
<td></td>
</tr>
<tr>
<td>Conduct violations related to illegal drug offenses</td>
<td>101 ▲ 85</td>
<td></td>
</tr>
<tr>
<td>Conduct violations related to assault</td>
<td>25 ▲ 19</td>
<td></td>
</tr>
<tr>
<td><strong>Services provided</strong></td>
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<td></td>
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<tr>
<td>Referrals for Early Alert</td>
<td>860</td>
<td>▲ 552</td>
</tr>
<tr>
<td>Care and Concern contacts</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Title IX investigations</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Formal hearings</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Behavioral intervention cases reported investigated</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Students accepted for Jacks Back on TRAC</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Key Services Temporarily Needed cases</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Absence notifications for students</td>
<td>398</td>
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</tr>
</tbody>
</table>

**Student Contact by Category 2011**

- Early Alert, 523
- Conduct Hearings, 652
- Absence Notifications, 398
- Jacks Back on TRAC, 38
- KSTN Cases, 14
- ADA Complaint, 1
- Title IX, 7
- Formal Hearings, 5
- Care and Concern, 41
- Behavioral Intervention, 56
Trends
Below are significant trends for the Office of Student Rights and Responsibilities between 2008 and 2011 calendar years.

Goals for 2012
For the 2012 calendar year the Office of Student Rights and Responsibilities will:

- Pilot a “night-court” model for evening student conduct hearings.
- Develop a cost-recovery system for the student conduct process that places the financial burden on those students responsible for conduct code violations.
- Improve the forms used with and develop report scripts in Maxient.
- Evaluate the effectiveness of a case management system for students that are reviewed by the Behavior Intervention Team.
Learning Outcomes for 2010-2011

Of the 9 different learning outcomes utilized by the Office of Student Rights and Responsibilities, 3 are listed below.

**Social understanding:** The student will be able to explain the value of rules and laws in society.

- **Assessment Activity (Methodology):**
  - To facilitate student learning of the conduct code and the student discipline process, a workbook was developed to gather data on many of the student discipline learning outcomes, which was to be completed prior to a student’s initial meeting with the judicial officer. Student responses were analyzed for content reflecting the ability to correctly answer the question.

- **Major findings for this LDO:**
  - At the initial disciplinary meeting: of 282 respondents, 99% were able to correctly explain why laws and rules are important to society in general and to the university specifically.
  - On six-week follow-up: of 282 respondents, 92% agreed they have a better understanding of the value of rules and laws in society; 90% agreed they place a greater value on rules and laws in society; 99% could list one reason societies have rules.

- **Improvements planned:**
  - Develop an electronic format for administration of the workbook and six-week follow-up.

**Behavioral understanding:** The student will express a deeper appreciation for how negative behaviors impact others in the university community.

- **Assessment Activity (Methodology):**
  - To facilitate student learning of the conduct code and the student discipline process, a workbook was developed to gather data on many of the student discipline learning outcomes, which was to be completed prior to a student’s initial meeting with the judicial officer. Student responses were analyzed for content reflecting the ability to correctly answer the question.

- **Major findings for this LDO:**
  - At the initial disciplinary meeting: of 282 respondents, 88% were able to explain how their actions, or actions similar to those with which they were charged if they felt they were not responsible for the alleged violation, impacted others and how that did or would have made them feel.
  - On six-week follow-up: 92% agreed they had a deeper appreciation for how negative behavior affects others.
  - On six-week follow-up: of 90 respondents found responsible and assigned an educational sanction, 96% agreed they had a better understanding of how their actions impacted the SFA community.

- **Improvements planned:**
  - Develop an electronic format for administration of the workbook and six-week follow-up.

**Behavior-values congruence:** The student will experience increased congruence between their behaviors and their expressed values.
• **Assessment Activity (Methodology):**
  o To facilitate student learning of the conduct code and the student discipline process, a workbook was developed to gather data on many of the student discipline learning outcomes, which was to be completed prior to a student’s initial meeting with the judicial officer. Student responses were analyzed for content reflecting the ability to correctly answer the question.

• **Major findings for this LDO:**
  o At the initial disciplinary meeting: of 282 respondents, 95% were able to identify behaviors that they planned to change that were in conflict with their stated personal values.
  o On six-week follow-up: 92% agreed they had a better understanding that their personal values are expressed through their behaviors; 88% were able to complete a fill-in-the-blank question asking how their personal values were most revealing.

• **Improvements planned:**
  o Develop an electronic format for administration of the workbook and six-week follow-up.

**Program Outcomes for 2010-2011**

*The Office of Student Rights and Responsibilities developed 3 program outcomes for the academic year (Fall 2010 and Spring 2011).*

| Identify, analyze and implement 1 conduct code delivery method. |
| All-campus email was continued to be identified as the most effective manner to communicate with students. An email with links to the Illicit Drug and Alcohol Policy (D-19), Student Code of Conduct Policy (D-34.1) and Hazing Policy (D-16) with the addition of Prohibition on Campus Violence (D-55), Student Discipline (D-34) and Digital Millennium Copyright (D-42) was sent via official university addresses on September 13, 2010 and on February 8, 2011. Additionally, postcard-type handouts about the illegal drug policy were handed out during Orientation and the code was included in the printed student handbook. |

| Complete process triggers (summons, appointments, etc.) within 2 working days. |
| All summons are processed within two working days of first report or after deadline for the first summons. Student appointments are made within two working days unless there is absolutely no room on a hearing officer’s calendar. To accommodate students, they may complete their educational intervention and their initial meeting with a hearing officer on separate days. The Early Intervention Coordinator has taken over many of the basic care-and-concern appointments to free up the Director’s time to handle discipline to make more appointment times available. |

| Monitor sanction deadlines twice a week. |
| This goal is met on a regular basis and deadlines are usually checked much more frequently, often daily. |
Interpretation and Initiatives

- The total number of conduct violations has increased from 2010 to 2011 more than the combined previous yearly increases since 2008, from 531 to 652 for 2010 to 2011 (a 22.8% increase), compared with 501 to 523 for 2008 to 2009 (a 4.4% increase) and 523 to 531 for 2009 to 2010 (a 1.5% increase). This overall increase in violations presents a potentially significant problem that requires the consideration of administrative personnel in order to prevent a negative future trend especially given the influence such violations can be seen as having on the university community. This can be understood both in terms of the direct effect these occurrences have (i.e., theft violations influencing student private property rights), as well as indirect effects in the sense that students with a propensity for these violations, and therefore who likely have a propensity for other negative behaviors, are present in and negatively influencing the SFA student community. However, a more accessible and immediate initiative may be to disseminate information to students regarding the conduct code and (importantly) the influences violating such a code could have on their academic and post-graduation careers. This has already been accomplished to some degree through increasing the frequency of the emails to all students to include an email each semester, providing additional information on student discipline at freshman orientation, and including the student code in the newly reinstated printed student handbook. The office also plans to conduct a Student Voice survey of the students that responded that they did not have knowledge of the student conduct code prior to arriving, before they committed their infraction or before attending their initial meeting in the office to gather information to improve how this information can be better disseminated. This will hopefully have a direct impact on continuing to meet the office’s unit objective regarding the code’s dissemination.

- Conduct violations that have increased the most between 2010 and 2011 are disorderly/disruptive conduct and theft, increases from 35 to 76 cases (a 117% increase) and 9 to 27 (a 300% increase), respectively. Alcohol-related violations have plateaued for 2010 and 2011 at 140 and 142 cases, respectively, after a strong decrease from 2009 at 204 cases (a decrease of 31% between 2009 and 2010). Whatever changes or interventions that were implemented that account for this change between 2008 and 2009 are still successfully in place.

- Related to the point above, the increase in overall violations as well as the significant increase in cases for Early Alert (from 552 to 860 between 2010 and 2011, a 55.8% increase) indicate heavier caseloads and therefore higher stress in accommodating this increase by staff, especially relevant in that staffing was already extremely busy with caseloads for the 2010 calendar year. As mentioned in the Interpretation and Initiatives section for Counseling Services, understaffing is pertinent because it 1) limits the ability of staff members to balance different tasks, 2) diversification of services that can be provided by staff, such as talks to different student groups or classes, 3) limits time that could be used for professional development (a clearly applicable point given that only one staff member was able to attend one conference for the 2010 calendar year), and 4) contributes to burnout, which potentially affects the quality of services given to clientele.
Primary Programmatic Objective
Students will be able to achieve and maintain their health.

Mission Statement
The University Health Services clinic is an outpatient medical facility offering preventive and medical services to all currently enrolled students. It is staffed by licensed doctors, nurses, laboratory personnel, and support staff.

The Stephen F. Austin Health Services is dedicated to advancing the health and wellness of our student population by offering quality medical services with easy and equal access to all eligible students.

Our focus is to encourage students to maintain their physical health by providing medical services and health education, which will enhance their learning experience and help them to establish healthy lifestyle skills.

The clinic works in conjunction with other campus student services, such as Counseling Services, Recreation Wellness program, Health Sciences, and Athletics to support each student’s comprehensive mental and physical wellness.

Services & Programs
- **Provision of medical services** – including counseling patients in weight reduction, smoking, alcohol, and drug abuse, as well as administering medications and immunization therapy. Also provides women’s and mental health services.

- **On-Site Accredited Laboratory** – for quality testing pertinent to student health issues.

- **Alliance with Athletic and Kinesiology departments** – for management of health care for student athletes and teaching of graduate courses, respectively.

- **Participation in university events** – including presentations by physicians to various student groups.

Office Achievements
**Significant achievements for Career Services for the 2011 calendar year include:**

- Involved local medical/pharmaceutical professionals and university professionals in the teaching process by giving lectures on their different areas of expertise during Kinesiology classes.
• Sponsored a dental clinic for students enrolled in the student health insurance program, which was held from October 17 – 18, 2011 at Health Services, and was beneficial for students enrolled in the student health insurance program. To participants in the student health insurance this service was free.

• Health Services hired Maureen Havard to replace Dr. Flamen Ball, who resigned effective August 31, 2011. Ms. Havard (FNP – Family Practice Nurse Practitioner) has 14+ years experience in family practice.

• Health Services laboratory underwent an audit by Clinical Lab Improvement (CLIA) Program in order to receive our Certification of Compliance – zero deficiencies were found.

Goals
For the 2012 calendar year Health Services will:

• Work with nursing students to administer the flu vaccine for a more hands-on experience.

Learning Outcomes for 2010-2011
Of the 7 learning outcomes utilized by Health Services, 3 are presented below. Learning outcomes and findings reflect the academic year (Fall 2010 and Spring 2011).

<table>
<thead>
<tr>
<th>Healthcare accessibility:</th>
<th>As a result of participating in programs and services of the Health Clinic, students will understand the importance of access to health care.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Activity (Methodology):</strong></td>
<td>Twelve questions pertaining to the Office of Health Services were included in the Beyond the Classroom Survey conducted in the Spring of 2009. A total of 1056 students completed the survey.</td>
</tr>
<tr>
<td><strong>Major findings for this LDO:</strong></td>
<td>52.69% of respondents to the Beyond the Classroom study agree that they better understand the importance of access to health care as a result of participating in the programs and services of Health Services.</td>
</tr>
<tr>
<td></td>
<td>23.93% strongly agree that they better understand the importance of access to health care as a result of participating in the programs and services of Health Services.</td>
</tr>
<tr>
<td><strong>Improvements planned:</strong></td>
<td>This finding comes with relatively little effort directed toward creating this outcome. Educational campaigns in a number of forms could significantly enhance the saliency of this learning outcome.</td>
</tr>
<tr>
<td></td>
<td>Direct Assessment measures would greatly enhance the credibility of this finding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health value:</th>
<th>As a result of participating in programs and services of students will express an increased belief in the importance maintaining a healthy lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Activity (Methodology):</strong></td>
<td>Twelve questions pertaining to the Office of Health Services were included in the Beyond the Classroom Survey conducted in the Spring of 2009. A total of 1056 students completed the survey.</td>
</tr>
</tbody>
</table>
• **Major findings for this LDO:**
  o 46.94% of participants agree that they are more committed to maintaining a healthy lifestyle.
  o 18% disagree or strongly disagree with this statement.

• **Improvements planned:**
  o This finding comes with relatively little effort directed toward creating this outcome. Educational campaigns in a number of forms could significantly enhance the saliency of this learning outcome.
  o Direct Assessment measures would greatly enhance the credibility of this finding.

**Health improvement:** As a result of participating in programs and services of the Health Clinic, students will express an increase in their overall health.

• **Assessment Activity (Methodology):**
  o Twelve questions pertaining to the Office of Health Services were included in the Beyond the Classroom Survey conducted in the Spring of 2009. A total of 1056 students completed the survey.

• **Major findings for this LDO:**
  o 41.2% indicate that they have been healthier overall as a result of using the Health Clinic.
  o 24% disagree that they are healthier as a result of using the Health Clinic.

• **Improvements planned:**
  o This finding comes with relatively little effort directed toward creating this outcome. Educational campaigns in a number of forms could significantly enhance the saliency of this learning outcome.
  o Direct Assessment measures would greatly enhance the credibility of this finding.
Professional Development

In accordance with Stephen F. Austin’s Strategic Plan, professional development is highly valued in the area of Student Affairs. Below are listed professional events in which staff participated, categorized by department. Events at which staff members presented are noted, otherwise they are listed as attended.

Chuck Lopez, Assistant Dean of Student Affairs Services

Beyond Goal Setting 101. By Jett Communication Teleseminar. January

Intersecting with Diversity on our Campuses and Profession. January
By AHEAD Webinar.

Affordability, Accessibility and Academic Success of Military Veterans in Higher Education: A Case Study. Dissertation. February

Property Management Training. By Stephen F. Austin State University. February

Affordability, Accessibility and Academic Success of Military Veterans in Higher Education: A Case Study. Dissertation. February

Attended the New Approaches to Orientation. By Academic Impressions. February

NASPA Student Administrators in Higher Education Annual Conference. Philadelphia, PA. March

American Counseling Association Annual Conference. New Orleans, LA. March

Military Veterans in Higher Education. Session presented at AHEAD in Texas Annual Conference, Houston, TX. April

Developing relationships with vocational rehabilitation agencies. Session presented at AHEAD in Texas Annual Conference, Houston, TX. April


Maxient Student Conduct Software Training. By Maxient. September

Military Veterans in Higher Education. Session presented at Expanding Horizons Annual Conference, The Woodlands, TX. November

Developing a Comprehensive Assessment Plan. Session presented at Expanding Horizons Annual Conference, The Woodlands, TX November

National Behavior Intervention Team Conference. Bonita Springs, FL. December

Career Services

Jenny Davis

Reporting and Sharing Assessment Results webinar. By Student Voice. February

Houston Area Consortium of Career Centers Annual Retreat. Galveston, TX. June

SFASU Identity Standards Training. Nacogdoches, TX. June

Houston Area Consortium of Career Centers Annual Drive-In Conference. Galveston, TX. July

SFASU Student Affairs’ Be The Change Training. Nacogdoches, TX. July

SFASU University Affairs’ Assessment Isn’t Scary Training. Nacogdoches, TX. October

Haley Hoskins

Reporting and Sharing Assessment Results webinar. By Student Voice. February
National Association of Colleges and Employers Annual Conference. Dallas, TX. May
Houston Area Consortium of Career Centers Annual Retreat. Galveston, TX. June
SFASU Identity Standards Training. Nacogdoches, TX. June
Houston Area Consortium of Career Centers Annual Drive-In Conference. Galveston, TX. July
SFASU Student Affairs’ Be The Change Training. Nacogdoches, TX. July
SFASU University Affairs’ Assessment Isn’t Scary Training. Nacogdoches, TX. October

John Mlinar
Creative Counseling, When You Don’t Have Time to Be Creative webinar. By American Counseling Association. September
Closing the Loop. Session presented at SFASU University Affairs Assessment Isn’t Scary Training. Nacogdoches, TX. October
November SFASU Performance Management Review Training. Nacogdoches, TX. November
Practical Learning Outcome Usability Assessment in Career Services Webinar. By Southern Association of Colleges and Employers.

Counseling Services
Jill Milem
National College Depression Partnership Practical Application Series—Student Health Services and Counseling Services: Evidence Based Collaborative Approach to Depression Care webinar. By the American College Health Association. February
National College Depression Partnership Practical Application Series—Management of Depression and Suicidal Thinking webinar. By the American College Health Association. March
National College Depression Partnership Practical Application Series—Linking Student Success to Quality Care of Depression: Optimizing Self-Management Strategies webinar. By the American College Health Association. April
Attended Texas University College Center Director’s Association Conference. South Padre Island, Texas. (Included workshops Strategies for Psychotherapy and Other Therapeutic Encounters; Walking the Tiger: The Tricky Business of Eating Disorders and Its Ethical Considerations; and three Directors’ Forums.) April
QPR Suicide Prevention Gatekeeper Instructor Recertification Program. By the QPR Institute. July
Eating Disorders and Obsessive-Compulsive Disorders webinar. By Bermuda Ranch Center for Anorexia and Bulemia. August
Ethics Workshop - Deviant or Just Different? By the Piney Woods Counseling Association, Nacogdoches, TX. September
Medical Issues with Eating Disorders webinar. By Remuda Ranch Center for Anorexia and Bulemia. December

Binta Brown
Student Health Services and Counseling Services: Evidence-based Collaborative Approach to Depression Care - Part 1 webinar. By NCPD. February
Community Based Strategies for Effective Mgmt of Depression and Suicidal March
Thinking - Part 2 webinar. By NCPD.

Attended Cyberbulling webinar. By ACUHO-I. March

Linking Student Success to Quality Care of Depression: Optimizing Self-Mgmt Strategies - Part 3 webinar. By NCPD April

Completed QPR recertification. By QPR Institute. July

Eating Disorders and OCD webinar. By Remuda Ranch August

Ethics workshop—Deviant, or Just Different? By Piney Woods Counseling Association, Nacogdoches, TX. September

Medical Issues with Eating Disorders webinar. By Remuda Ranch. December

Charlotte Jackson

Community Based Strategies for Effective Mgmt of Depression and Suicidal Thinking - Part 2 webinar. By NCPD. March

Cyberbulling webinar. By ACUHO-I. March

Ethics Workshop - Deviant or Just Different? By the Piney Woods Counseling Association, Nacogdoches, TX. September

Medical Issues with Eating Disorders webinar. By Remuda Ranch. December

Jennifer Klingenberg

Eating Disorder and Obsessive-Compulsive Disorder webinar. By Remuda Ranch. August

SASSI training attended in Arlington, TX. September

Business meeting of Piney Woods Counseling Association attended. In Nacogdoches, TX. September

Faith and Trauma Conference. In Nacogdoches, TX. November

Medical Issues with Eating Disorders webinar. By Remuda Ranch. December

Ron Smith

National College Depression Partnership: Collaborative Action Network – Practical Application Series (2 webinars). By the American College Health Association. Feb.-March

QPR Suicide Prevention Gatekeeper Instructor Recertification Program completed. By the QPR Institute. July

Eating Disorders and Obsessive-Compulsive Disorder webinar. By Remuda Ranch Center for Anorexia and Bulimia. August

Ethics Workshop - Deviant or Just Different? By the Piney Woods Counseling Association, Nacogdoches, TX. September

Member and Veterans on Campus: University Staff and Counseling Center Core Competency service. By Texas University and College Counseling Directors Association, San Antonio, TX. September

Medical Issues with Eating Disorders webinar. By Remuda Ranch Center for Anorexia and Bulimia. December

Testing Services

Daphne Curl

Texas Association of Collegiate Testing Personnel (TACTP) conference. Austin, TX. December

LSAC Webinar Series. By Law School Admissions Council. September

TEC Webinar. By Educational Testing Services. September
Emotional Intelligence seminar. By Pamela Jett. July
COM 504, Aspects of Intercultural Grief course. By Dr. J. Towns. May

Alana Culpepper
LSAT Webinar. By Law School Admission Company September
TEC Webinar. By Educational Testing Services Company. September

Jamie Wood
LSAC Webinar Series hosted by Law School Admissions Council. November

Disability Services
Ethel Gallant
Beyond Goal Setting webinar. By Pamela Jett. January
Intersecting Within Diversity on Our Campuses. By AHEAD. January
Institutions of Higher Ed Play Role in Helping Students with Disabilities webinar. February
By AHEAD.
Veterans Student Orientation New Approaches to Veterans Orientation Programs webinar. February
Folds of Honor Foundation Scholarships for Families of Wounded Veterans. Session presented at SFASU Veterans Student Orientation. Nacogdoches, TX. February
Veteran Scholarship Awareness with Maj. Ed Pulido of Folds of Honor and Wounded Warriors. Crockett, TX. March
Conducting an Individualized Threat Assessment webinar. By AHEAD. June
Customer Service. By Zig Ziglar. July
Emotional Intelligence teleconference. By Pamela Jett. July
Why Customer Service is Everyone’s Job teleconference. By Pamela Jett. September
How to Beat Self-Defeat teleconference. By Pamela Jett. November

Margaret Hilton
Jett Comm Teleseminar. By Jett Communications Company. January
TSID Annual Conference. Corpus Christi, TX. June
Classroom Management seminar. By Scott Lewis. November

Anissa Pinson
Customer Service HR training. By Zig Ziglar. July
How to Speak Without Fear Vol. 1 video training. By Fred Pryor Seminars. July
Attended Procurement Training. By Stephen F. Austin State University. November
EPAF Training. By Stephen F. Austin State University. November
P-Card Training. By Stephen F. Austin State University. December

Tiffany Rivers
Beyond Goal Setting webinar. By Pamela Jett. January
Leadership and Organizational Change in Public Administration. By Dr. George Franks. Jan.-May
AHEAD in Texas Annual Conference, Doing More with Less. April
  Houston, TX.
eTextbookss & eReaders teleconference. By AHEAD. April
Aspects of Intercultural Grief. By Dr. James Towns. May
Emotional Intelligence teleconference. By Pamela Jett. July
Customer Service. By Zig Ziglar. July
Behavior Intervention workshop. By Scott Lewis. November
Classroom Management: Preventing and Responding to Disruptive Students In and Out of The Classroom. By Scott Lewis. November
Expanding Horizons Annual Conference, 2011 Institute on Learning Differences November
  Tomball, TX.

Office of Student Rights and Responsibilities
Peggy Scott
Attended NaBITA National Conference. By the National Association of Behavioral Intervention Teams. December