1. Executive Summary

1.1 The Counseling & Career Services Center provides the University with professional services in the areas of psychological counseling, career development, and job search assistance. In its work with students, the Center recognizes the developmental nature of student life; therefore services may be educational, preventative, or remedial in focus. The Center operates as a psychological services unit and its operation is guided by the professional ethics of psychologists and relevant state law; therefore all student records are confidential and maintained separately from all other university records. The Center employs seven full-time professionals, three part-time professionals, two full-time support staff, and eight work-study students. The Center is part of the Division of Student Affairs and is located on the second floor of the Danna Center.

1.2 The goals of the Center are to provide a full range of psychological and career guidance services to the student population of Loyola. Over the past six years, there have been dramatic increases in the number of students seeking services; in this time, the caseload of professional staff members has shown an increase of over 100%. To cope with the increased demands on time, career staff instituted daily walk-in hours and many students have utilized these hours for resume review and job search assistance.

1.3 Goals for this year include (1) separating counseling and career functions and physical location, (2) development of an internship website that will list possible internships locally, regionally, and nationally for Loyola students, (3) expansion of a national recruiting program that will target cities including Los Angeles, New York, Chicago, and Miami, and (4) implementation of a grant funded by the Department of Justice to prevent sexual aggression.

1.4 Budgets have been sufficient to meet the basic programs of the Center. The budget for this academic year, 2005-2006, will require additional funds as the center separates out counseling and career functions. Unbudgeted costs will include the location and renovation of physical space, staffing and hiring of additional staff, and establishment of a separate budget. The director will submit a plan outlining the anticipated needs and costs to the Associate Vice President, the Interim Vice President for Student Affairs, and the President of the University.

1.5 There has been consensus in the university that a comprehensive freestanding career services center needs to be constructed. This requires a significant reallocation of funds for human and physical resources. Once career functions are separated out, the counseling center will require renovation to enhance the training aspects of the center; the counseling center intends to expand services through increased training and utilization of graduate level interns from social work, counseling, and school psychology programs at local universities.
2. Identification of the Unit

2.1 The mission of the Center is to provide the University with professional services in the areas of psychological counseling, career development, and job search assistance. In its work with students, the Center recognizes the developmental nature of student life; therefore services may be educational, preventative, or remedial in focus. The Center supports the larger mission of the university to educate men and women for others whose actions are guided by a faith that does justice in a troubled and complex world. The Center serves as a resource to the university community in its areas of responsibility and consults with all university personnel as appropriate. The Center seeks to evaluate the needs of students and the efficiency of operation through research activities. The Center contributes to the development of the counseling field by providing practical training opportunities to graduate students in counseling and social work.

2.2 Counseling & Career Services is a department in the Division of Student Affairs. It is located on the second floor of the Danna Center, the student union building at Loyola. The director of the center is a licensed psychologist in the State of Louisiana and, in accordance with state law, the center is defined as a psychological services unit with all state laws regarding the protection of consumers applicable to the operation of the center. Therefore, all student records maintained by the department are independent of all other university records and information contained in the records is released only with the express written consent of the student. Similarly, the center staff is bound by the Ethical Principles of Psychologists (American Psychological Association) and state law regarding confidentiality, its exceptions, and all other areas of relevance to its operation. Services provided by the department are free to all members of the student body. In cooperation with the Department of Human Resources, the Center offers a limited employee assistance program through which all faculty and staff members of the university may consult with the Center staff on a time-limited (three visits) basis regarding concerns of a personal or career nature.

2.2.1 The Counseling & Career Services Center consists of the following employees at present:

- Professional staff, full-time, exempt: 7
- Administrative staff, full-time, non-exempt: 2
- Professional staff, part-time, non-exempt: 3

2.2.2 There are no faculty members employed by the Center

2.2.3 The Counseling & Career Services Center employs eight undergraduate students through the university work-study program

2.2.4 The Counseling & Career Services Center has one part-time graduate student who is completing a yearlong practicum assignment through the School of Social Work, Tulane University.
3. **Assessment**

3.1 The extent to which the Center fulfills its mission is measured using both quantitative and qualitative methods of assessment. The Center attempts to reach all students in the university who might be helped through personal counseling, career development, and job search assistance; therefore, a basic measure of success is the yearly assessment of student usage rates. The Center measures student satisfaction with the services offered through regular assessment. Each year, the Center reviews its strategic goals and its on-going objectives and the extent to which it has succeeded in meeting these goals.

3.2 For the year 2004-2005, specific strategic goals included the following:

A. **Internship Development.** The staff worked with the Internship Advisory Committee, faculty and staff from departments across the undergraduate colleges, to sponsor the first Internship Fair. At the Fair, departments shared information regarding the internship process and possible sites to students. Since there is not a centralized database by department and/or college across the university, the Center has requested support and funding for a web based internship site for the university that will list internship possibilities and feedback from students who have participated in internships at the site. Construction of that website is scheduled to begin in October 2005.

B. **Law School Preparation and Admission.** A priority area identified by the academic Deans and others is the preparation and admission of undergraduates to law school. With the Associate Dean of Arts & Sciences and the Director of Student Records, the Director identified a method to have students indicate their interest in law school as an academic focus. With the Dean of the Law School, the Center sponsored a pre-law program in late October for forty students interested in applying to law school that included a sample class with Dean Bromberger, a panel of admission deans from area universities, and representation from the test preparation courses.

C. **Sexual Aggression Prevention.** In a consortium including Loyola, Xavier and Dillard Universities, a grant from the U.S. Department of Justice was funded in the amount of $496,000 beginning October 2004. The grant has many components including education of all students regarding sexual aggression, assessment of internal procedures to prevent aggression and to discipline offenders, and coordination of support services from the community including police and districts attorney. Training has been completed for the University Police over the summer. Peer educators have been selected and will participate in a training course this fall offered by Dr. Briscoe.
D. Diversity at the University. An on-going goal of the Division and of the University is enhancement of multicultural sensitivity and understanding. The Center seeks to support this focus in its activities and programs. In November 2004, the Center offered “SafeZone” training to all interested members of the university community. Forty participants, including students, faculty, and staff underwent training on becoming an ally of minority groups on campus.

3.3 Assessment for 2004-2005

A basic measure success in reaching students is the utilization rate of students seeking assistance in the Counseling & Career Services Center. As the statistics below indicate, the numbers of students seeking assistance in the Center continues to grow each year. The number of students who received services through individual appointments is presented in (I) and the amount of staff time involved in individual appointments is presented in (II). To present these numbers in context, the changes over the past six years are presented in (III). Students seeking career guidance may need to ask specific questions regarding resumes or job search and these questions may not require an individual appointment; to accommodate these students, the Center instituted walk-in hours and the numbers of students seeking help outside of appointment times is presented in (IV) below.

Counseling & Career Services
Usage Statistics 2004-2005

I. Individual Students Seen by Appointment
   Personal Counseling 756
   Career Counseling 581
   Total Individual Appointments 1337

II. Staff Time in Individual Appointments
   Personal Counseling 3749
   Career Counseling 1019
   Total Hours 4766


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<tr>
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IV. Non-Appointment Career Contacts

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3.4 A number of factors have influenced the operation of the Center in recent years. In the area of personal counseling, there has been a dramatic increase in the number of students seeking assistance. While some of this increase in utilization may be attributable to growth in the number of undergraduates at Loyola, it may also reflect a number of factors including greater societal acceptance of counseling, greater numbers of students attending college who have had counseling previously, and more students who have been treated with psychotropic medication at some point in the past. This increase in usage of counseling centers has been found at many selective and very selective colleges and universities nationally.

A challenge to career services is presented by changes in corporate hiring as companies move from on-campus recruiting to a greater emphasis on ‘as-needed’ hiring. Thus, they are more likely to hire from a pool of interns with whom they are familiar or to look for resumes of students with industry specific experience. This places a much greater emphasis on students having internship experience as part of their undergraduate education. The Center has responded to these changes by (a) expanding our outreach to employers in specific target areas, (b) working to develop a website specifically focused on internships, and (c) consulting with faculty and departments who participate on the Internship Advisory Committee.

Areas of on-going programming for the Center include substance abuse and sexual aggression prevention. Significantly greater numbers of students were administratively referred for substance abuse this past year with marijuana infractions showing a disproportionate increase. While there has not been an increase in the number of students reporting sexual violence on-campus many students receiving counseling continue to describe incidents of sexual aggression.
4. Planning

4.1 Planning within the university has become more uniform and consistent in the past year as the Strategic Plan Integration Task Force took up the challenge of integrating strategic plans from all divisions in the university. The Division of Student Affairs Strategic Plan contains some specific goals of the Center and these goals were included in the Strategic Plan for the university; this is currently in draft form and will be presented to the Board of Trustees for consideration in their October meeting. Goals for the Counseling & Career Services Center were developed in meetings of the Center staff, in conjunction with the Division of Student Affairs, and with input from academic divisions where appropriate.

4.2 Strategic goals for 2005-2006

A. Separating Counseling and Career Offices and Functions

For the past five years, there has been a marked increase in the number of students seeking personal counseling and career counseling. While the Center has received some concomitant increase in funding to deal with demand for services, a major limitation on increasing services in both areas is the physical space restriction of the current area occupied by the Center. At the same time, there has been a recognition that career services need to be expanded to meet the changing requirements of the workforce and the needs of a college student population that is increasingly drawn from a national, rather than local base. From discussions over the past five years, it has been proposed that the career services functions be separated from counseling functions to establish a comprehensive career center in a central location on campus. The establishment of a separate career center was part of the Strategic Plan for the Division of Student Affairs and is now part of the Strategic Plan for the university.

To effect this change will involve planning for changes in physical and human resources. First, an organizational chart will be developed for staffing a separate career center. This will include position descriptions for a director, associate director, professional staff, and administrative support staff. Second, a physical location for a new center will need to be identified and renovated to meet current demands as well as anticipated demands in ten years from now. Third, an adequate budget will need to be constructed sufficient to meet the needs of the career center while not draining required funds from a separate counseling center.

The space vacated by the career staff can be utilized to develop and enhance counseling and training opportunities in a larger counseling center. The counseling staff has suffered from restrictions of space and this has limited the number of interns that could both receive training and offer services to students. The counseling staff is particularly interested in offering internship opportunities for doctoral level counseling students and school psychology students in addition to continuing to train master’s level social work students.
B. Develop Internship Website

The university has not had a central location for internship information for undergraduate students (or for graduate students). The work of the Job and Internship Development Specialist is to locate potential opportunities for students locally, regionally, and nationally. When jobs and internships are located, they are posted on-line, placed in binders in the Career Information Library, and disseminated to faculty and students by email. This system has several limitations including (1) an internship opportunity is listed on-line for a limited time only and students cannot search an archive of potential internship sites, (2) within the university, different colleges and departments maintain internship sites differently and access may be limited, (3) there is little coordination of internship information across the university. In October, the web design team has agreed to construct an internship site that will integrate information across the university regarding potential internships, list all internship sites available to students, and provide a feedback mechanism for students to give their impressions of the internship.

C. Expand National Recruiting

In the past year, the Center expanded its recruiting efforts to include travel by Ms. Murphy, Job and Internship Development Specialist, to Houston and Dallas. Ms. Murphy was present at meetings of the alumni clubs in both cities as Fr. Wildes met with the groups for the first time in his tenure. Ms. Murphy discussed job leads in these cities with alumni and met with targeted employers. Her efforts had some immediate results in terms of internships and jobs and she will continue to focus on maintaining these relationships in the future. For the coming academic year, targeted cities include Los Angeles, New York, Chicago, and Miami. In Los Angeles, alumni affairs has helped to organize a network of alumni in the music and entertainment area; a connection with this group will help in developing internships in the future. Ms. Murphy will be present at the inaugural meeting of this group in August and then will return to Los Angeles to pursue internship opportunities. Alumni affairs has planned to target the New York alumni for a similar network and the Center will coordinate its efforts with their office. Chicago is a desirable location for graduates and there are alumni in the communications field who may be in positions to develop internships for students. Miami is a center for international business and there are a significant number of students who want careers in this field.

D. Sexual aggression prevention

Dr. Briscoe will be in the first stage of implementing the Department of Justice grant this coming year. Training of police, development of a peer assistance program, outreach to first year students are all initiatives to be implemented fall semester.
4.2 Resources supporting goals.

Goal A will require significant expenditures for location and renovation of an appropriate space for career services. Further, there will be a need to add human resources including career professionals and support staff. The operating budget will require additional funds to meet the needs on an independent center. The space left to the counseling center will require some renovation so that training operations for interns can be expanded. There are appropriate funds available for meeting Goals B, C, and D.

4.3 Evaluation criteria

The Center staff revised Student Learning Outcomes for the coming year. These outcomes were developed and reviewed by Center staff, Divisional staff, and with consultation from the Provost's office.

5. Budget

5.2.1 Budget Discussion

The budget for 2005-2006 is will not be adequate to meet the needs required by the goals above. Goal A in particular will require expenditures for renovation of the physical plant for career services. A separate career center will require furniture, computers, and additional funds for library, internet, and job development needs.

With regards to internship development, implementing a web-based site hosting internship information may require some additional funds to support clerical staff inputting data.

6. Resource Needs/Wants/Reallocation

6.1 Personnel. Should the separation of career services take place this year, further changes in staffing may be required. For example, if the career services center draws in greater numbers of students seeking services, then addition of another career counselor will be necessary. The development and enhancement of internships may drive the need to advise students on internships, input data regarding internships, and edit the feedback section of the website. This could easily be a full-time staff position in the center.

The Counseling Center would benefit from having a career ladder in place to support the retention of staff and recognize professional growth and leadership. An Assistant/Associate Director could coordinate training for the Center, follow up with research/evaluation initiatives and supervise staff meeting licensure requirements.
6.1.2 Priority Listing of Staff Positions

A. Internship Coordinator – this position would work with students from all colleges seeking to complete internships. The position would seek internships from targeted employers, maintain a database of internship information, and incorporate feedback from students into the database. The position would require a master’s degree in counseling or a related field.

B. Career Counselor. Provide services to undergraduate students including career guidance, resume review, and job search preparation skills. Conduct outreach to classes in career building.

6.2 Facility Improvements

6.2.1 As noted above, any plan to separate career services from counseling services would require finding facility space for offices for professional staff and interns (five-eight), administrative support staff (minimally one, but two will likely be needed), work-study students, and a meeting area large enough to accommodate 30-50 students at a time. Office space would require renovation and furnishings and these would have to be budgeted. Cost estimates are difficult to make without knowing what space might be allocated but renovation and furnishings costs could run to $250,000 depending on location.

6.3 Technology costs would include local area network, support of software programs required for expansion of services, and multi-media classroom for presentations.

6.4 The budget of Counseling & Career Services has sufficient funds for operation of one center. Separating the office will require further expenditures for machinery, equipment, furnishings, testing materials, library resources, and professional library. Each center will require the services on one administrative assistant so one support staff member will be reassigned.