



**Sam Houston State University**  
Office of Institutional Effectiveness  
ADMINISTRATIVE PROGRAM REVIEW

## APR Self-Study Rubric

Administrative Unit

Date of  
Review

Completed  
by

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As a faculty member, I am thankful for Career Services and your attention to our students. In my estimation, you provide excellent services given your limited resources.

After reviewing your six-year data charts, what prompted the "drop-off" in services in FY 2014? Was this due to fewer staff, restructuring or re-focus?

I highly recommend that Career Services identify the three highest priority items (and prioritize) from each segment of the self-study on which to concentrate immediate efforts. Consider at least one initiative that can have the most rapid "pay-off" for a measure of success and accomplishment among your team. Then focus on the remaining two initiatives.

Career Services, nor any other organization, can be all things to all people. Given your current human resource base, as well as facility constraints, identify what you do very best to support your mission in reference to the mission of SHSU. Assume that additional full-time staff are off the table until your next self-study five years from now. Identify your investment areas with the biggest pay-off for your clientele, students (i.e., what you do best). Consider what can be minimized, eliminated, handed off to student employees to provide professional staff with the time to accomplish critical tasks. You refer to restructuring on a number of occasions in the self-study. Restructure based on the three, but no more than five, key initiatives you choose from those identified in your self-study.

I also recommend that you consider events you host on behalf of students. For example, do we need as many Career Fairs as currently scheduled? Though I know that specific areas (e.g., Ag/ETEC/STEM, Education, Business) want their own job fair, can we serve more students, more effectively with one major composite fair in the fall and one in the spring? Realistically, I believe each of the focused career fairs are not as unique as they may believe. Overlap among degrees exists. For example, a number of my Agribusiness majors are as interested, if not more, in the business career fair compared to Ag/ETEC/STEM. Additionally, Agribusiness and Business majors may also find opportunities in education through post-graduation certification or even administrative business roles in K-12 settings. I believe reconsideration of this series of events could provide positive reallocation of resources. Sometimes you have to "kill the sacred cow" and have a BBQ. :)

One final thing, research we have conducted from data shared from career fairs, and other literature sources, indicate that faculty have the greatest influence on student connection with Career Services. Think creatively about how you engage faculty with your services beyond an email or some other type of communication. You might seek opportunities to have a few minutes at departmental faculty meetings to share what you do. Approach it in a manner that you are a resource that faculty can steer students towards. Some of this is awareness generation, and given turnover at times, a message that needs communicated periodically. I think a person-to-person interaction may have more "pay-off" than periodic emails (i.e., personal connection). See if you can find a champion by department. I realize you



have made efforts in this direction, but I encourage you to place emphasize on this opportunity. Faculty can be your allies in encouraging university support when they perceive their students are unable to receive Career Services support due to resource constraints.

Ultimately, I believe you are doing a great job. Yet, always pursue continuous improvement.



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Another concern for SHSU Career Services is a lack of adequate staffing and the potential burnout of current staff members that are assuming a number of roles in the department. Modern career services offices are virtual in nature when serving both students and employers, and an IT professional is essential. In order to keep systems up to date and working properly, Career Services staffing should include a professional who can immediately respond to technical glitches and problems, so customer services are not impeded. CAS states that the core competencies for the Career Services IT professional includes information organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design and management. This individual could fill numerous gaps in data collection, stakeholder feedback, monitoring of social media, along with general IT duties maintaining hard/software.

An additional need is for an administrative assistant to oversee the front desk students and reception activity. Also, an employer relations person to work with job development and oversee on-campus recruiting programs and activities. Some staffing issues could possibly be resolved through a departmental re-organization which will more efficiently and strategically align the programs and services.

After reviewing the SHSU Career Services stakeholder data, demand for career services and programs have steadily risen over the past 5 years. With this type of growth, an increase in staffing, departmental space, and resources will need to keep pace with growing student body and proximity to emerging healthcare, engineering, oil and gas employers in the region. Nation-wide, demand for career services has increased especially with the rise in tuition and fees. Parents expect their student to get a job upon graduation and are putting pressure on state legislators and other stakeholders to force colleges and universities to deliver. The current facilities and staffing will be sorely inadequate as demands increase.

As the federal government finalizes the rules on first destination surveys, it will be necessary for the administration to fund and support the data collection process. It will be important for the university community to unite efforts to collect this data and funding for software, staffing, and collection efforts will need to be provided to Career Services. In addition, the university administration will need to decide where to house and archive the data for posterity.

The role of Assistant Director of Career Services responsible for supervision of the career counselors at SHSU appears to be challenged and overwhelming. The current staff member provides direct service to students and appears to have little time for management, training, supervision, and engagement across campus as it relates to her area. She carries the role of both career counselor and assistant director, which are two separate demanding jobs on a campus as large as SHSU. She also provides services two full days a month to the Woodlands Campus, in addition to her duties on the main campus. It is difficult for one individual to initiate collaborative interactions between subordinates and internal and external stakeholders when they are stretched thin on time.

The need for a trained marketing professional (at the least a graduate assistant) is needed in the department to communicate to the many constituencies and stakeholders. Otherwise, if students, employers, and faculty are not aware of services or programs offered they will be underutilized.

Funding for staffing and facilities is always a challenge. Because career success is central to the overall mission of the university, the administration may want to consider a fee for career services per academic hour. No administrator wants to raise student fees, however the demand for career services from the modern university requires that staffing and facilities meet the stakeholder demands.

Finally, I want to congratulate Director Pam Laughlin and her current leadership team in the exceptional job they are doing with limited space and resources. It must be difficult to meet the number of demands from students and employers with the resources and space they are currently working with every day. Ms. Laughlin and her staff members have brought SHSU students and employers a high level of programs and services with many challenges.



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Completed  
by

Mission Statement	Developing	Emerging	Proficient	Distinguished
	<p>Department does not have a mission statement</p> <p>Department mission statement is vague</p>	<p>Department mission statement describes the overall intent of the department</p> <p>Department mission statement does not demonstrate alignment with the University mission or vision/values</p> <p>Department mission statement does not clearly identify stakeholders</p> <p>Department mission statement is too general to distinguish the department or too specific to align with the University vision/values</p>	<p>Department mission statement clearly outlines what is to be accomplished by the department</p> <p>Department mission statement clearly states aspects of the department's function</p> <p>Department mission statement aligns to some extent with University mission, goals and vision/values</p>	<p>Department mission statement includes clear purpose, primary functions, department activities, and identifies stakeholders</p> <p>Department mission statement clearly differentiates from missions of other University units or divisions</p> <p>Department mission statement clearly aligns with the University mission, goals and vision/values</p>
Comments/Recommendations:				
Facilities	Developing	Emerging	Proficient	Distinguished
	<p>Department facilities are not suited to the department mission</p> <p>Departmental signage is needed but does not exist</p>	<p>Department facilities are somewhat appropriate and suited to the department mission</p> <p>Departmental signage is needed but is insufficient and/or does not conform with University branding policies</p> <p>Department requires more space or modifications to existing space in order to meet minimum needs</p>	<p>Department facilities are appropriate and suited to the department mission</p> <p>Department signage is sufficient and conforms with University branding policies</p> <p>Department has minimum storage and conference space</p>	<p>Department facilities are appropriate and well-suited to its mission with adequate space for growth</p> <p>Department is clearly marked with University branded signage and is easily identified/located by stakeholders</p> <p>Department has appropriate storage and conference space</p>
Comments/Recommendations:				

Strategic Plan for Staffing	Developing	Emerging	Proficient	Distinguished
	<p>Department lacks sufficient staffing positions, and current employees routinely work overtime or face ongoing backlog</p> <p>Department staffing positions remain unfilled for long periods of time</p> <p>Department does not have a strategic plan for staffing</p>	<p>Department staffing is adequate for non-peak times and aligns with department mission</p> <p>Staff salaries are adequate and align with position responsibility</p> <p>Strategic plan for staffing is outdated and/or insufficient</p> <p>Department job descriptions are not routinely reviewed and updated</p>	<p>Department staffing is adequate to address department needs at all times and aligns with department mission</p> <p>Staff salaries are competitive with similar positions in terms of responsibility</p> <p>Strategic plan for staffing is current and addresses future staffing and budget needs for the next 1 to 2 years</p>	<p>Department staffing meets department needs for the foreseeable future and aligns with the department mission</p> <p>Staff salaries are highly competitive with similar positions in terms of responsibility</p> <p>Strategic plan for staffing is current and addresses future staffing and budget needs for the next 3 years or beyond</p>
Comments/Recomendations:				
Stakeholder Feedback	Developing	Emerging	Proficient	Distinguished
	<p>There is no system in place to collect and document feedback from stakeholders</p> <p>Department implements programs and/or initiatives without stakeholder feedback</p>	<p>Feedback from the stakeholders is collected and documented occasionally</p> <p>Department occasionally uses stakeholder feedback to implement programs and/or initiatives</p>	<p>Feedback from stakeholders is collected and documented on a regular and timely basis</p> <p>Department regularly uses stakeholder feedback to implement programs and/or initiatives</p> <p>Survey tools provide clear and understandable feedback</p>	<p>A system is in place to collect and document feedback from stakeholders in a timely manner</p> <p>Feedback is measurable, reliable and longitudinal data is maintained</p> <p>Department evaluates and responds to stakeholder feedback in a timely manner</p> <p>Department routinely uses feedback to develop and implement programs and/or initiatives</p>
Comments/Recomendations:				

Policies	Developing	Emerging	Proficient	Distinguished
	There are no formal written department policies or procedures in place	<p>Department policies and procedures are outdated</p> <p>Department policies and procedures are not reviewed after initial implementation</p> <p>Department policies and procedures are not accessible to internal and/or external stakeholders</p>	<p>The majority of department policies and procedures are current, yet some remain outdated</p> <p>Department policies and procedures are occasionally reviewed after initial implementation</p> <p>Department policies and procedures are available to internal and/or external stakeholders on a limited basis</p>	<p>All department policies and procedures are current</p> <p>Department policies and procedures are routinely reviewed after initial implementation</p> <p>Department policies and procedures are easily accessible to internal and/or external stakeholders</p>
Comments/Recomendations:				
Communication/Outreach	Developing	Emerging	Proficient	Distinguished
	Department has no Internet-based communication plan	<p>Department has Internet-based communication plan that utilizes a single communication channel (i.e. E-mail only, Facebook only, Twitter only, etc.)</p> <p>Department has unplanned and infrequent updates via Internet-based communication channel</p> <p>Content of the Internet-based communication is broad and/or unfocused on current issues or needs and/or does not serve many stakeholders</p>	<p>Department has Internet-based communication plan that utilizes two communication channels (i.e. E-mail and Facebook, or Instagram and website, or Twitter and LinkedIn etc.)</p> <p>Department updates via Internet-based communication channels are unplanned, yet frequent</p> <p>Content of the Internet-based communication relates to the department mission and includes content that serves numerous, specific stakeholders</p>	<p>Department has Internet-based communication plan that utilizes more than two channels to communicate with stakeholders</p> <p>Department updates via Internet-based communication channels are planned and frequent</p> <p>Content of the Internet-based communication are timely and focused on current issues or needs, and benefit the majority of stakeholders, overall</p>
Comments/Recomendations:				

### Additional Feedback

As a Peer Review Committee member, I participated in (check one or more)

Onsite Visit      Date:

Remote Visit      Date:

Please provide feedback from onsite and/or remote visit, below:

Please email completed rubric to: [jstein@shsu.edu](mailto:jstein@shsu.edu). Thank you.