Mission / Purpose

The Office of the Associate Dean of Students (OADS) serves as an advocate for students. The OADS is dedicated to fostering a safe and supportive environment for students to learn and live through student outreach services, educational experiences and trainings that promote civic and social responsibility. The Office works to ensure fairness and to protect the rights of students while promoting a community of civility, integrity and respect for others. OADS seeks to establish and maintain partnerships with campus and community stakeholders to enhance the overall learning and to build a supportive and inclusive environment. Students are provided support and are assisted in making positive connections to further their academic and personal success.

Goals

**G 1:** Provide learning centered educational experiences to promote overall student development

Provide learning centered educational experiences to promote overall student development.

**G 2:** Assist in providing a supportive and inclusive environment for all students

Assist in providing a supportive and inclusive environment for all students.

**G 3:** Develop and manage resources efficiently and effectively

Develop and manage resources efficiently and effectively.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**SLO 1:** Make appropriate decisions

Student will be able to make appropriate decisions.

**Relevant Associations:**

**Standard Associations**

EmpowerU SLOs

1 Ethical Decision Making and Social Responsibility

3 Problem Solving

**Skills for Employment**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Southern Association of Colleges and Schools**

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 1:** Student conduct board training pre- and post-test analysis of knowledge acquired during training session.

Student conduct board training pre- and post-test analysis of knowledge acquired during training session. Training topics include: due process, TAMU-CC Code of Conduct, educational sanctioning, effective questioning, and deliberation process.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

Student conduct board members will increase their knowledge on how to properly adjudicate cases by 15% from pre-test to post-test and achieve a minimum average score of 85% on the post test.

Connected Document

Student Conduct Board Training Test

Finding (2016-2017) - Target: **Met**

Student conduct board members increased their overall knowledge of how to properly adjudicate cases by 35% from pre-test to post-test and achieved an average score on the post test of 95%

Connected Document

2016-2017 Pre Post Conduct Board

**M 2:** Performance in mock hearing.

Performance in mock hearing. Utilize a rubric to score the performance of the trained Student Conduct Board members.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

All student conduct board trainees will score at least a 25 out of 30 on the Mock Hearing Rubric.

Connected Document

Hearing Rubric

Finding (2016-2017) - Target: **Met**

All conduct board members scored at least a 25 out of 30 on the rubric. The average score was 28.6.

Connected Document

2016-2016 Hearing Rubric Data

**SLO 2:** Practice and embrace inclusion of diverse cultures.

Students will be able to practice and embrace inclusion of diverse cultures.

**Relevant Associations:**
Related Measures

**M 3: Inclusion workshop pre & post-test of cultural competency.**
Inclusion workshop pre & post-test of cultural competency.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
On average, students will move forward a minimum of one stage between pre & post tests.

**Finding (2016-2017) - Target:** Not Reported This Cycle
This was not measured this cycle.

**M 4: Student Conduct Board Members will pledge to be inclusive Islanders after completing training.**
Student Conduct Board Members will pledge to be inclusive Islanders after completing training.

Source of Evidence: Administrative measure - other

**Target:**
80% of Student Conduct Board Members will pledge to be Inclusive Islanders.

**Finding (2016-2017) - Target:** Not Reported This Cycle
This was not measured this cycle.

**M 5: Student Conduct Board Members will be given an end of the year experience survey.**
Student Conduct Board Members will be given an end of the year experience survey.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of Student Conduct Board Members will indicate that participation as a SCB member assisted them in gaining skills to practice and embrace inclusion of diverse cultures.

**Finding (2016-2017) - Target:** Not Met
50% of SCB members indicated that their participation assisted them in gaining skills to practice and embrace inclusion of diverse cultures.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Enhanced Student Conduct Board Training**
Established in Cycle: 2016-2017
Student Conduct Board training will be altered to better assist SCB members in recognizing how the training is helping them unde...

**SLO 3: Apply communication strategies of bystander intervention.**
Students who participate in the Step UP Program will be able to apply communication strategies of bystander intervention.

**Related Associations:**

**Standard Associations**

**EmpowerU SLOs**
3 Communication

**Skills for Employment**
1 Leadership
3 Problem Solving
5 Communication
6 Influence

**Southern Association of Colleges and Schools**
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Strategic Plan Associations**
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 6: Pre and Post training test to evaluate participants’ knowledge of bystander intervention communication strategies.**
Pre and Post training test to evaluate participants’ knowledge of bystander intervention communication strategies.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
80% of the participants will show an increased score on the Post Test assessment.
Finding (2016-2017) - Target: Not Met
65% of students increased their score from pre-test to post-test, 29.6% of student's scores remained the same (including 23 students who scored 100% both times) and 6% of students saw a decrease in their score. 72% of those students not scoring 100% on the pre and post test increased their score.

Connected Document 2016-2017 Step Up Pre Post Data

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Additional Step Up Facilitator Training
Established in Cycle: 2016-2017
Provide additional training for the facilitators that focus on key techniques assessed in the training.

M 7: Bystander Intervention Scenario Question
Scenario question on the post-test to show ability to apply bystander intervention through appropriate communication techniques. Performance will be graded with a rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 75% of the participants will be able to communicate the I care, I see, I feel, I want, I will method of bystander intervention effectively.

Finding (2016-2017) - Target: Not Met
66.36% of students were able to effectively communicate the I care, I see, I feel, I want, I will method of bystander intervention as measured by the competent or exemplary standard.

Connected Document 16-17 Step Up Scenario Data

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Update Step Up Facilitator Training
Established in Cycle: 2016-2017
Update the Step Up! training that incorporate interactive exercises to focus on I care, I see, I feel, I want and I will methods...

M 8: Posttest question: Communication in Emergency Situations
Posttest question will ask students if they feel confident in communicating concern in emergency situations.
Source of Evidence: Exit interviews with grads/program completers
Target: 80% of the participants will indicate that they feel confident that they can appropriately communicate concern when needed.

Finding (2016-2017) - Target: Met
98% of students indicated that they felt confident to appropriately communicate and intervene in emergency situations.

Connected Document 2016-2017 Step Up Data - Confidence

SLO 4: Critical Thinking Skills
Students will be able to apply critical thinking skills.

Relevant Associations:
Standard Associations
EmpowerU SLOs
4 Critical Thinking
Skills for Employment
5 Communication
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures
M 9: Title IX training pre- and post-test gender-based discrimination questions.
Title IX training pre- and post-test gender-based discrimination questions.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
80% of participants will be able to correctly identify gender based discrimination behaviors.
Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This will be measured in 2017-18.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Explore Assessment & Training Options
Established in Cycle: 2015-2016
Explore options for changes to the assessment and training tools to better ascertain student's gained knowledge.

M 10: Title IX Post-test Question: Consent
Post-test question will ask students if they feel they have a greater understanding of what consent means.
Source of Evidence: Exit interviews with grads/program completers
Target:
80% of students will indicate that they feel they have a greater understanding of what consent means as a result
of the training.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This will be assessed in 2017-18.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Explore Assessment & Training Options
Established in Cycle: 2015-2016
Explore options for changes to the assessment and training tools to better ascertain student's gained knowledge.

SLO 5: Identify resources to assist.
Students will be able to identify resources to assist with future success.

Relevant Associations:
Standard Associations
EmpowerU SLOs
5. Specific Knowledge
Skills for Employment
3. Problem Solving
5. Communication
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 11: Rubric: Resources for Unmet Needs
Verbal response will be graded with a rubric, asking student to identify at least 3 resources that would meet their unmet needs.
Source of Evidence: Academic direct measure of learning - other
Target: 80% of students who complete the verbal question and rubric with the case manager will be able to correctly identify at least 3 resources to assist in meeting their needs.
Finding (2016-2017) - Target: Met
91% of students assessed were able to identify at least 3 resources to assist in meeting their needs.

Connected Document
2016-2017 I Care Outcomes

M 12: Follow up case management meeting: Student Confidence
After the follow up case management meeting, students will be asked how confident they are in accessing on and off campus resources to meet their current needs.
Source of Evidence: Exit interviews with grads/program completers
Target: 80% of students will indicate they are confident or very confident in accessing on and off campus resources.
Finding (2016-2017) - Target: Met
88% of students indicated that they were confident or very confident in accessing on and off campus resources.

Connected Document
2016-2017 I Care Outcomes

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

A Tool to Identify Barriers
Established in Cycle: 2015-2016
The I-CARE Case Manager will work to develop a tool to identify the barriers students are facing that is interfering with their ...

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 6: Prepare faculty and staff to manage disruptive student behaviors
Conduct educational training opportunities for faculty and staff so they are better able to manage disruptive behaviors and recognize the signs of a student in distress or of concern.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 13: Conduct I-CARE training for faculty and staff
Conduct I-CARE training for faculty and staff
Source of Evidence: Activity volume
Target: At least 100 faculty/staff will be trained regarding I-CARE
Finding (2016-2017) - Target: Not Met
37 faculty/staff were trained regarding I-CARE

Related Action Plans (by Established cycle, then alpha):

Additional Campus Outreach
Established in Cycle: 2016-2017
Additional training opportunities are currently being scheduled along with ongoing campus outreach.
Special Note: Assessment cy...

For full information, see the Details of Action Plans section of this report.

M 14: Faculty and Staff Training: Disruptive Student
Faculty and Staff who participate in the training regarding disruptive students, will be able to identify appropriate responses to address disruptive behavior.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of participants will be able to correctly identify at least 3 appropriate responses to address disruptive behavior.

Finding (2016-2017) - Target: Not Reported This Cycle
There were no request for this training. Therefore, no data can be reported for this measure.

O/O 7: Educate the campus community on gender based discrimination.
Gain information and educate the campus community on supporting victims of gender based discrimination.

Relevant Associations:

Standard Associations

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.9.1 Student Rights
4.5 Student Complaints

Strategic Plan Associations

Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 15: Implement "No More" Campaign
Conduct a "No More" campaign to give the campus community opportunities to learn about supporting victims of gender based discrimination.

Source of Evidence: Activity volume

Target:
Conduct at least seven educational opportunities as part of the "No More" campaign for individuals to learn about supporting victims of gender based discrimination, including education on the Student Sexual Misconduct Process.

Finding (2016-2017) - Target: Met
Provided eight opportunities for students to attend and/or participate in an event as part of the "No More" campaign in October to commemorate Domestic Violence Awareness and Prevention month and in April for Sexual Assault Prevention and Awareness Month:

October – Domestic Violence Prevention & Awareness Month
- In partnership with the Women’s Shelter of South Texas, organized the first GO Purple Blitz TAMUCC to eradicate intimate partner violence and educate students about campus and community resources for victims of intimate partner violence
- R.E.A.L. Reflections Women's Retreat
- No MORE weekly campaign ads in Island Waves for the month of October

April – Sexual Assault Prevention & Awareness Month
- Walk a Mile in Her Shoes: International Men’s March to Stop Rape, Sexual, and Gender Violence in partnership with the Women’s Shelter of South Texas
- Take the NO MORE Pledge! Week - Information Table setup along Library Breezeway
- R.E.A.L. Reflections Women's Social
- Free Self-Defense Class by Life Martial Arts
- International Denim Day: Share Your Denim Story in partnership with the Women’s Shelter of South Texas

M 16: Host Walk a Mile in Her Shoes
Host a Walk a Mile in Her Shoes event to raise awareness of gender based discrimination

Source of Evidence: Activity volume

Target:
Have at least 250 individuals attend the Walk-a-Mile in Her Shoes event.

Finding (2016-2017) - Target: Not Met
Approximately 50 people attended the event.

Special Note: This year's event was moved to an earlier time (12noon) in an effort to capture more people from the campus community, specifically students. In addition, there was inclement weather forecasted.

Related Action Plans (by Established cycle, then alpha):

Evaluate time and location change for Walk a Mile in Her Shoes event
Established in Cycle: 2016-2017
Solicit feedback from planning committee to determine next steps regarding time and location for Walk a Mile in Her Shoes event...

For full information, see the Details of Action Plans section of this report.

O/O 8: Ensure fairness and provide access for each student who interacts with the Office of the Associate Dean
of Students.
Ensure fairness and provide access for each student who interacts with the Office of the Associate Dean of Students.

Relevant Associations:

Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.9.1 Student Rights
4.5 Student Complaints

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 17: Academic Integrity Hearing Panel training post-test on procedures and due process.
Academic Integrity Hearing Panel training post-test on procedures and due process. NOTE: Members who do not score 80% or higher on the post-test will not serve on the Academic Integrity Hearing Panel.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the members of the Academic Integrity Hearing Panel will score at least an 80% on the post test. This will be based on all participants, prior to their being excluded from the panel.

Finding (2016-2017) - Target: Not Reported This Cycle
The training was not conducted this cycle. The academic misconduct procedures have been under review. The training will be executed once the changes to the process are finalized.

M 18: Post-test: Procedures and Due Process
Student Hearing and Appellate Board Panel post-test on procedures and due process.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of the members of the Student Hearing and Appellate Board Panel will score at least an 80% on the post test.

Finding (2016-2017) - Target: Met
80% of members scored at least an 80% on the post test. Members who did not meet the score are not hearing cases at this time.

Connected Document
Undergraduate Student Survey Report

M 19: Undergraduate Survey – The fairness of student disciplinary procedures [administered under the Student Code of Conduct]
Undergraduate Survey – The fairness of student disciplinary procedures [administered under the Student Code of Conduct]

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
Fairness of the student conduct process is greater than or equal to 80%.

Finding (2016-2017) - Target: Met
94% of students surveyed indicated that they felt satisfied or very satisfied with the fairness of the conduct processes.

Connected Document
Undergraduate Student Survey Report

O/O 9: Investigate and expand programs and services to keep pace with University growth and federal mandates.
Investigate and expand programs and services to keep pace with University growth and federal mandates.

Relevant Associations:

Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures

M 19: Research and Develop proposals for new personnel
Research and develop proposals for new personnel to meet University needs due to growth and federal mandates.

Source of Evidence: Activity volume

Target:
Create proposals for at least 1 new staff position during the budget process.

Finding (2016-2017) - Target: Met
Received additional funding to hire another Student Conduct Officer. The start date for this new staff person was January 13, 2017.

Connected Document
Student Conduct Officer Job Announcement 2016

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Bystander Intervention Training for Greek Life
Collaborate with UCSA to provide Step UP! Bystander Intervention training for new members in Greek Life.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: Medium
Projected Completion Date: 01/2016
Responsible Person/Group: Student Conduct Officer

Implementation Notes:
6/7/2017: Training was completed for all new members in Fall of 2016. This training will continue on an ongoing basis.

Community Outreach
Establish community partnerships to further assist the University with incidents that occur off-campus.
Established in Cycle: 2013-2014
Priority: Medium
Projected Completion Date: 07/2016
Responsible Person/Group: Associate Dean of Students

Implementation Notes:
6/8/2017: A new Student Conduct Officer was hired in January 2017. This staff person will begin outreach to community agencies and organizations this summer.

Development of Title IX certificate program
Develop a plan for a Title IX certificate program for students to be implemented in FY'17.
Established in Cycle: 2013-2014
Priority: Medium
Projected Completion Date: 08/2015
Responsible Person/Group: Stephanie Majors and Angela Walker

Implementation Notes:
6/8/2017: The OADS is in the development phase of the Title IX certificate program with the intent of implementing the program Fall 2017.

A Tool to Identify Barriers
The I-CARE Case Manager will work to develop a tool to identify the barriers students are facing that is interfering with their confidence in being able to access identified supports.

Established in Cycle: 2015-2016
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Follow up case management meeting: Student Confidence | Outcome/Objective: Identify resources to assist.

Projected Completion Date: 06/2017
Responsible Person/Group: Stephanie Majors and Angela Walker

Implementation Notes:
6/7/2017: The new tool to identify barriers for I-CARE students was implemented in August 2016.

Explore additional office space
Due to the lack of sufficient office space, OADS will explore additional locations to address the safety and privacy concerns.

Established in Cycle: 2015-2016
Priority: High
Responsible Person/Group: Associate Dean of Students

Implementation Notes:
6/7/2017: Additional funding from SEaS was provided to expand existing office location to accommodate growth.

Explore Assessment & Training Options
Explore options for changes to the assessment and training tools to better ascertain student’s gained knowledge.

Established in Cycle: 2015-2016
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Title IX Post-test Question: Consent | Outcome/Objective: Critical Thinking Skills
- Measure: Title IX training pre- and post-test gender-based discrimination questions. | Outcome/Objective: Critical Thinking Skills

Projected Completion Date: 12/2016
Responsible Person/Group: Associate Dean of Students

Implementation Notes:
6/7/2017: The Title IX training materials were revised to focus on areas that students did not score well on post-test.

Additional Campus Outreach
Additional training opportunities are currently being scheduled along with ongoing campus outreach.

Special Note: Assessment cycle schedule was abbreviated this year from September 2016 - August 2017 to September 2016 - May 2017, therefore removing three months of reported data. Most of the I-CARE training opportunities are facilitated in August.

Established in Cycle: 2016-2017
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Conduct I-CARE training for faculty and staff | Outcome/Objective: Prepare faculty and staff to manage disruptive student behaviors

Projected Completion Date: 01/2018
Responsible Person/Group: Stephanie Majors and Angela Walker

Additional Step UP! Facilitator Training
Provide additional training for the facilitators that focus on key techniques assessed in the training.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pre and Post training test to evaluate participants' knowledge of bystander intervention communication strategies. | Outcome/Objective: Apply communication strategies of bystander intervention.

Projected Completion Date: 12/2017
Responsible Person/Group: Kristina Yzaguirre
Additional Resources: Training materials and allocated time

Community Outreach
Outreach to at least 1-2 local community organizations that provide resources and services to students in crisis.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 12/2017
Responsible Person/Group: Associate Dean of Students

Enhanced Student Conduct Board Training
Student Conduct Board training will be altered to better assist SCB members in recognizing how the training is helping them understand and embrace different cultures.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student Conduct Board Members will be given an end of the year experience survey. | Outcome/Objective: Practice and embrace inclusion of diverse cultures.

Projected Completion Date: 12/2017
Responsible Person/Group: Kristina Yzaguirre

Evaluate time and location change for Walk a Mile in Her Shoes event
Solicit feedback from planning committee to determine next steps regarding time and location for Walk a Mile in Her Shoes event.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Host Walk a Mile in Her Shoes | Outcome/Objective: Educate the campus community on gender based discrimination.

Responsible Person/Group: Michael LaTorre

I-CARE Marketing
Implement outreach initiatives based on the results of the I-CARE Faculty Survey.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 01/2018
Responsible Person/Group: I-CARE Case Manager

Partnerships with Academic Affairs
Collaborate with Academic Affairs to schedule workshops for faculty regarding how to respond to concerning student behavior.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 09/2017
Responsible Person/Group: Associate Dean of Students

Staff Survey
Develop a Staff I-CARE survey to be sent out in the fall 2017 semester in order to better understand staff needs when referring students to I-CARE.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 01/2018
Responsible Person/Group: I-CARE Case Manager

Update Step UP! Training
Update the Step UP! training that incorporate interactive exercises to focus on I care, I see, I feel, I want and I will methods.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Bystander Intervention Scenario Question | Outcome/Objective: Apply communication strategies of bystander intervention.

Projected Completion Date: 09/2017
Responsible Person/Group: Kristina Yzaguirre

Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?

Judicial Affairs
- The Student Conduct Board continues to show development as a result of training and experience. Additionally, they exhibited the needed skills to administer hearings and provide due process.
- The Step UP! Bystander intervention training has shown to assist students in feeling more comfortable communicating and assisting others during emergency situations

I-CARE
- More students than ever before were served this academic year totaling to 260 referrals.
Based on the analysis of findings, what are the areas of concern within the program?

Judicial Affairs

- The I-CARE Case Manager is able to appropriately assess needs and link students to more resources and supports due to the initial needs assessment form.

Judicial Affairs

- Based on the analysis of findings, how has the program improved?

Judicial Affairs

- The assessment provided to the Student Hearing and Appellate Board Panel at the conclusion of their training showed an improvement in knowledge gained regarding adjudicating cases and providing appropriate due process.

I-CARE

- Due to the amount of training, marketing efforts and need for student support the amount of referrals for this academic year has increased by 71% which means more students are getting linked to support.
  - 91% of the students, after meeting with the I-CARE Case Manager, were able to correctly identify at least 3 resources to assist in meeting their needs.
  - 88% of students served were able to indicate that they were confident or very confident in being able to access on and off campus resources.

Based on the analysis of findings, what are the areas of concern within the program?

Judicial Affairs

- The results of the Student Conduct Board exit survey indicate that some members may not be creating meaning from the developmental opportunities provided as it relates to inclusion. Additional efforts will be made to assist SCB members in making connections between inclusion experiences and their duties as a board member.

I-CARE

- The assessment results for the bystander intervention training indicate that student's have a greater knowledge of how to help, have a stronger desire to help, are more confident about their abilities to help, but they still struggle to articulate what those difficult conversations may play out.

I-CARE

- Increase in the amount of referrals and being able to accommodate students during busy times.
- Due to time constraints faculty and staff are not able to attend I-CARE trainings. Feedback based on the faculty survey suggests that an online training would help to accommodate faculty on campus.
- Increased marketing efforts to ensure that students are being appropriately referred to I-CARE. Have had a lot of referrals for students where it should have gone to the Title IX office first.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

About the OADS

The Office of the Associate Dean of Students (OADS) serves as an advocate for students and is dedicated to fostering a safe and supportive environment for students to learn and live through student outreach services, educational experiences and trainings that promote civic and social responsibility. OADS seeks to establish and maintain partnerships with campus and community stakeholders to enhance the overall learning for students and to build a supportive and inclusive environment. The OADS is responsible for the administration of the student conduct system and the I-CARE Behavioral Intervention Team. The OADS works collaboratively with Academic Affairs in the administration of academic misconduct cases and the Office of Employee Development and Compliance Services regarding Title IX student cases. Thirty, to partnership with Compliance Services, OADS provides assistance to students who may need accommodations as a result of a Title IX incident. OADS also collaborates with other campus departments and community resources and services in the local Corpus Christi area in an effort to provide assistance to students with various needs such as homelessness, medical withdrawal, professor notifications, complaints and grievances, etc. There are four full time staff (I-CARE Case Manager, 2 Student Conduct Officer, Senior Executive Administrative Assistant and the Associate Dean of Student) and four student employees who work in the OADS.

The OADS also serves as an advocate for students by offering a caring, inclusive support system in collaboration with campus and community partners. The office provides hands on support and referrals to on or off-campus resources for students who may be in crisis situations and/or facing challenging experiences which may impede their academic success. One hundred and forty-eight (148) professor notifications were processed through the office. The highest percentage of these notifications are for medical reasons, death in the family, and ICARE. A small percentage are for “other” — court appointments, out of town trips, and etc.

OADS received funding to hire an additional Student Conduct Officer to meet growing needs in Judicial Affairs. The new Student Conduct Officer was hired January 13, 2017. Also, Judicial Affairs underwent a name change to better reflect the scope of work and move from using a legalistic terminology. The newly changed name is Student Conduct & Community Standards.

OADS implemented a new rubric tool to evaluate student employees’ work performance to assess marketability skills of the students and use the tool as a guide to provide career readiness opportunities.

In partnership with the Office of Employee Development & Compliance Services, a proposal was accepted to begin using a new product, Campus Clarity, to educate students regarding Title IX and the dangers of alcohol and drug use. Implementation will begin June 2017.
In Spring 2017, the OADS received funding to expand existing space to accommodate growth. The expansion project will include expansion of the conference room, two new small meeting rooms for the Student Conduct Officers to meet with students and a new waiting area and student work station. Completion of the expansion project is scheduled for August 2017.

Judicial Affairs

The Student Conduct Board, the Academic Integrity Hearing Panel and the Student Hearing and Appellate Board Panel are under the supervision of the OADS. The goal of the office is to address misconduct in a manner that educates and guides students toward civility and upholding ethical standards. The Office of Judicial Affairs also assists with educational programming in an effort to prevent misconduct from occurring. Areas include, but are not limited to, sexual misconduct, alcohol and drugs and bystander intervention.

This year Judicial Affairs was able to expand the Step Up! Bystander Intervention programing to include all new Greek Life students, targeting the Greek community given the behavioral and interpersonal concerns that continue with this specific population of students. The department also created a new process to respond to requests for records information release due to an increase in internal requests. The form is now available online to streamline requests and better document information release.

Judicial Affairs is reporting partial data for assessment purposes, given the required change in reporting schedule. This makes comparisons of year to year data difficult. Analysis was completed, however, using what data is available thus far this academic year. 64 students were involved in academic misconduct cases (21% decrease), 252 students were involved in behavioral conduct cases (6% decrease) and 56 students were involved in Title IX cases (8% increase). These Title IX cases involved 28 separate incidents with 28 student victims, 23 alleged violators and 8 students who served as key witnesses. The following are summaries of key statistics of students receiving conduct charges under the Student Code of Conduct for FY 17, as of May 31st 2017:

- 67% are freshman, with 57% of alleged violators identified as male students.
- The average cumulative GPA is 1.628, which is .09 higher than conduct students for the 2016-2017 academic year.
- The College of Liberal Arts has the most reported incidents of academic misconduct followed by The College of Science and Engineering, same as the previous three years.
- 36% of students who received charges for behavioral or academic conduct incidents in academic year 2016-2017 are not currently enrolled for future classes, a slight increase from 35% for academic year 2015-2016.
- October held the most incidents occurring followed closely by February and then March.
- Alcohol violations were the most common charge followed by drugs, and then on campus housing lease violations.
- Parental Notification was the most common sanction followed by the online alcohol education course, community service and then the online drug course.

Please refer to attached report that provides detailed summary of student conduct data.

I-CARE

I-CARE is the Island University's Behavioral Intervention Team that provides outreach, support, and early intervention to students who may be struggling with some aspect of college life and are exhibiting distressed, disruptive and/or high-risk behaviors. The purpose of the I-CARE Team is to provide a centralized system for faculty, staff, students and community members to refer students of concern that may not fall under the Student Code of Conduct, and to ensure a timely and coordinated University response. Through collaborative partnerships with various campus departments and local community agencies, I-CARE strives to assist students to move from a state of struggling or distress to a sense of safety, well-being, and success. The I-CARE Team meets on a weekly basis and is comprised of representatives from the following areas: Office of the Associate Dean of Students, University Counseling Center, Disability Services, University Police Department, Camden Miramar Housing, Momentum Village Housing, a faculty member, and TAMUS Legal Counsel (for consultation as needed).

The I-CARE Team evaluated and provided recommendations for 260 students that raised concern from the campus community. The three most common referrals to the I-CARE Team in the 2016-2017 Academic Year involved the following:

1. Mental Health Challenges: Students exhibiting symptoms of depression, anxiety, suicidal ideation, and psychiatric hospitalizations.
2. Medical Concerns: Students struggling with being able to manage one or more physical health diagnosis.
3. Students experiencing suicidal ideation.

The total number of I-CARE referrals to the Office of the Associate Dean of Students for the 2016-2017 Academic Year was 260. The Spring of 2017 marked the most significant increase in referrals since the existence of I-CARE with an 93% increase compared to the Spring of 2016. In the Fall of 2016, there was an 54% increase in the number of students referred to I-CARE compared to the Fall of 2015. Most of the referrals for both the Fall and Spring semesters were for freshman students totaling to 49% of the number of referrals received.
Due to the continued relationship with local mental health authority, Behavioral Health Center of Nueces County, I-CARE was able to get a total of 5 students linked to appropriate services in the community. Most students referred in the fall and spring semesters were for mental health challenges followed by medical challenges, and then suicidal ideation. This academic year marked the most significant increase in I-CARE referrals for suicidal ideation than any other previous year.

The average GPA for a student referred to I-CARE was 2.76. The 2016/2017 academic year had a 71% increase in the total number of students referred compared to the previous academic year and an average of 12% of students referred to I-CARE ended up withdrawing from the University. There were a total of 8 students that after being referred to I-CARE graduated successfully from their respective programs.

In the fall of 2016 the I-CARE faculty survey was disseminated to all faculty members. There was a total of 98 participants in the survey and of those participants, 84% were aware or somewhat aware of I-CARE services. 50% of the participants had referred a student to I-CARE in the past and 94% of those respondents felt that it was easy or somewhat easy to refer students for support. After the student was referred for services 91% were somewhat to very satisfied with the follow-up from the I-CARE program. 53.5% of the survey participants had attended an I-CARE training in the past and of those participants 97% were satisfied or somewhat satisfied with how informative the presentation was. According to the survey the preferred method of communication with I-CARE is online training followed by I-CARE mini trainings and then campus announcements. Please refer to the I-CARE Faculty Survey Report for additional information about the results of the I-CARE Faculty Survey.

**OADS Contributions, Programs and Initiatives**

- Co-sponsored with Del Mar College the MLK Community Celebration. Guest Speaker was Dr. Cherry Ross Gooden, former Associate Professor and Chairperson of the Department of Curriculum & Instruction in the College of Education at Texas Southern University in Houston, Texas.
- Organized the following Title IX programming initiatives:
  - **October – Domestic Violence Prevention & Awareness Month**
    - In partnership with the Women's Shelter of South Texas, organized the first GO Purple Blitz TAMUCC R.E.A.L. Reflections Women's Retreat
    - No MORE Campaign ads in Island Waves
  - **April – Sexual Assault Prevention & Awareness Month**
    - Walk a Mile in Her Shoes: International Men's March to Stop Rape, Sexual, and Gender Violence in partnership with the Women's Shelter of South Texas.
    - Take the NO MORE Pledge! Week
    - R.E.A.L. Reflections Women's Social
    - Free Self-Defense Class by Life Martial Arts
    - International Denim Day: Share Your Denim Story in partnership with the Women's Shelter of South Texas
- OADS Staff facilitated “I-CARE vs. Student Conduct: Responding to Concerning Student Behavior” presentation at the 2017 Employee Development Day.
- Participated in the Wild and Wacky Wednesday Program by providing educational materials regarding Title IX, resources and protective behaviors.
- Participated in the Party House program to educate students about consent and discuss protective behaviors as they relate to sexual misconduct.
- Collaborated with Academic Affairs to provide recommendations for revisions to the University Procedure for Academic Misconduct Cases 13.02.99.C3.01. Revisions were approved by President's and Dean's Council Spring Semester 2017.
- Presentation to the following groups regarding the student conduct process, I-CARE and sexual misconduct procedures:
  - College of Nursing & Health Sciences Nursing Student Orientation
  - PASS Student Leaders
- College of Nursing and Health Science Meet & Greet - Set up an informational table and disseminated information about office resources and services for students.
- Facilitated several Step UP! Bystander Intervention Trainings that reached 250 students. Also, conducted the Step UP! Bystander Intervention Train-the-Trainer training. A total of 6 staff members participated in the training.
- Participated in the Girls Night Out & the Guys Night Out.
- Provided consultation to Academic Affairs regarding recent updates to the Student Abroad Program Code of Conduct.
- Continued development of community relationship with Behavioral Health Center of Nueces County (MHMR)-MCOT (Mobile Crisis Outreach Team)
Received additional funding to hire a second Student Conduct Officer. The new staff member, Michael LaTorre, started January 13, 2017.

The development and implementation of the new Student Organization Hearing Board to oversee adjudication of student organizations for violations of the Student Code of Conduct.

Implementation of the Step Up! Bystander Intervention Training Program into new member training for Fraternity and Sorority Life.

The implementation of the I-CARE initial case management needs assessment tool. This tool has proven to be more efficient in assessing student needs (particularly in high level cases) and streamlining a coordinated response with community providers such as Behavioral Health Center of Nueces County, Spohn Memorial Hospital, Bayview Behavioral Hospital and other community private practitioners.

Connected Documents
- 2016 I-CARE Faculty Survey
- OADS Accomplishments 2016-2017
- Strategic Plan Draft 6.29.15 FINAL
- Student Employee Performance Review 2017

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

Angela Walker

Service to the Community
- Coastal Bend Coordinated Community Response Coalition, Board Member
- Black History Month Celebration Speaker at Driscoll Middle School
- Corpus Christi Christian Fellowship Media Ministry

Service to the University
- I-CARE Behavioral Intervention Team, Chair
- Student Conduct Officer Search Committee, Chair
- Student Code of Conduct Review Committee
- Student Engagement and Success Council
- Sexual Assault Awareness and Prevention Programming Committee, Chair
- Suicide Awareness is For Everyone (S.A.F.E.) Advisory Group
- Intercollegiate Athletic Council
- Biennial Review Committee

Service to the Profession
- 2018 TAMUS Student Affairs Symposium Planning Committee

Kristina Yzaguirre

Service to the Community
- Sunday School Teacher at New Life Church
- Participation in SEaS Giving Tuesday – Golf Coast Humane Society

Service to the University
- Student Code of Conduct Review Committee
- Student Engagement and Success Strategic Planning and Assessment Committee
- I-ADAPT Committee
- I-CARE Behavioral Intervention Team
- Student Conduct Officer Search Committee
- Program and Skills Working Group
- Sexual Assault Awareness and Prevention Programming Committee
- SBI Logistic Volunteer - National Alcohol Screening Day

Service to the Profession
- Association for Student Conduct Administrators (ASCA) National Conference Program Reviewer
- ASCA Mentor
- ASCA Communities of Practice Member:
  - Threat Assessment and Behavioral Intervention
  - Sexual Misconduct and Title IX
  - Academic Misconduct
- Student Affairs Administrators in Higher Education (NASPA) Strategies Conferences Program Reviewer

Stephanie Majors

Service to the Community
- Volunteer work with a local nonprofit dog rescue group- Heartbeats Dog Rescue
- Volunteered at the Gulf Coast Humane Society during the Giving Tuesday event.

Service to the University
- I-CARE Committee
- I-ADAPT committee.
- SBI (Screening and Brief Intervention) Interviewer for National Alcohol Screening Day
- Veteran’s Committee
- Participated in several panel interviews for OADS and SEAS
- Search Committee for the new Student Conduct Officer
Who's Who Scholarship Selection Committee

Service to the Profession

- HECMA (Higher Education Case Management Association) Mentor program
- Passing the NCE (National Counselor Examination) exam and obtaining LPC-Intern temporary license.

Michael LaTorre

- Serve to the University
  - Code of Conduct Review Committee
  - Back-Up Member of I-CARE Team
  - Sexual Assault Prevention and Awareness Month Planning Committee
  - Walk-a-Mile Planning Committee

- Serve to the Profession
  - ACPA Knowledge Communities:
    - Commission for Student Conduct & Legal Issues
    - Coalition for LGBT Awareness
  - ASCA Knowledge Communities:
    - LGBTQIA Committee
    - Public Policy and Legislative Issues Committee
    - Risk Management Committee

Anticipated Challenges for the Next Cycle

OADS

- OADS received numerous reports regarding student behavior that did not meet I-CARE and/or student conduct criteria, especially when it pertains to a Title IX issue. Educating faculty when to refer disruptive student behavior versus when to handle the behavior as a classroom management issue has become a new focus for the department.

Judicial Affairs:

- Funding continues to be a concern, especially given the uncertainty of state budgets due to recent activity of the state legislature. This uncertainty makes it difficult to plan effectively for required trainings, compliance with federal mandates, and new educational initiatives and programing.
- New physical layout of office should provide additional square footage and meeting space, however shared entryway may present additional privacy and safety concerns.
- Several items currently being debated in the state legislature may create additional requirements for the office largely regarding Title IX related issues.
- Given the recent change in federal leadership, there is also uncertainty regarding the Office of Civil Rights within the Department of Education and interpretation of Title IX in general. Changes have the potential to drastically influence the adjudication of cases which fall under the Title IX umbrella.
- Student recruitment for conduct panels continues to be challenging. With the addition of a new student organization panel, more qualified students are needed.

I-CARE:

- Increasing the amount of faculty and staff trained about I-CARE.
- Per the I-CARE Faculty Survey, more marketing efforts are needed to increase faculty awareness about I-CARE services for students in distress.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

OADS

- Working more closely with Academic Affairs to improve working relationships with faculty members.
- Expand community relationships with local organizations and agencies to better serve students in crisis.
- Implement a Title IX Certificate program.

Judicial Affairs:

- The Student Conduct Board training on inclusion will be enhanced next year to ensure that students are able to apply what they are learning to the adjudication process.
- Step Up! facilitator training to be revamped to ensure that trainers understand the key points for learning and are communicating those effectively.
- Step Up! training will be updated to include more hands on opportunities for the student to practice the I Care, I See, I Feel, I want, I will technique.
- A feedback session will take place with the Walk-A-Mile committee to solicit information on possible program improvements to garner greater participation in the future.

I-CARE:

- Developing an I-CARE Staff Survey for the fall 2017 semester in order to better understand staff needs when referring students to I-CARE.
- To build upon the results of the I-CARE Faculty Survey implementing more outreach to faculty in the form of emails,
To build upon the results of the I-CARE Faculty Survey implementing more outreach to faculty in the form of emails, informational materials (Behavior Response Folders), mini trainings, and possibly an online training.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report
2016-2017 AVP Student Life Annual Report

As of: 10/31/2017 12:25 PM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?

University Center
The University Center student employees perceive their work experiences provide them with an opportunity to learn valuable skills and that the environment is conducive to learning, growth and leadership. Undergraduate students who took the university survey this year, indicated that they are quite satisfied with the experiences they are having in the University Center. This is an improvement from the previous administration. The remodeled/renovated University Center, which is student-centered, provides much more open/lounge space for students and has been beneficial for those who take advantage of the space.

Student Activities
Student Activities excels at providing leadership opportunities for the student body and through employment opportunities. The variety of programs and events offered would not be possible without the hard work of approximately 30 student employees. Training and development of the student employees is a strength and this year’s assessments show students feel confident in their job responsibilities, decision making and interpersonal communication.

Recreational Sports
The Recreational Sports department continues to deliver student-centered programs. Growth in competitive sports and the nutrition program has exceeded expectations this year. Additionally, the use of technology to advance the department and programs has been a strength.

Student Government Association
Committed leadership and members of SGA proved to be a strength this year. Increases in participation at meetings and events such as elections, open forums, Capitol Day, Islander Tribute, and discussions regarding proposed university merger, showed the commitment of SGA as well as the confidence the student body had in them. In addition, the forward momentum with the Mid-Term Act of 2016, has also shown a positive relationship between SGA, administration, and faculty.

Based on the analysis of findings, how has the program improved?

University Center
As compared to last year, the University Center student employees’ perceptions on gaining skills in risk management, decision making and communications has increased. Due to being fully staffed, more time and intentional training has occurred to help students to understand the importance of these skills. Facility management and operations has also improved to better meet the needs of the community, campus and external clients.

Student Activities
In general, the department has seen growth in participation this year in areas such as campus traditions and community engagement (Waves of Welcome, Islander Lights, Homecoming, Big Event), sorority recruitment, and within Sigma Alpha Pi (the National Honor Society for Leadership and Success). Student employee assessment of confidence and knowledge skills also improved from the previous year in Risk Management.

Recreational Sports
The addition of the Momentum Support Building and nutrition programming are areas of improvement. Student learning and development through employee training also continues to improve.

Student Government Association
Focusing on student body ideas/issues/concerns and changing the philosophy of the group to one which is more involved in governance as opposed to planning activities/events is an improvement. This year’s administration also worked hard to fill and dedicate their time to ensure students were appointed and represented on university wide committees. Relationship building with university administration also improved.

Based on the analysis of findings, what are the areas of concern within the program?

University Center
Written communication skills of student employees are an area of concern. Students perceive their skills to be good/excellent in this area, but in reality the opposite is true. Speaking and writing in informal language is the norm for this generation of student employees and it poses issues while working in a service industry and managing/operating facilities.

Student Activities
Improved marketing efforts for the wide range of events throughout the year, continues to be a challenge for the department. Growth in the leadership training programs is needed to help students who seek these opportunities.

Recreational Sports
Being short-staffed was the biggest concern this year. Overall, there were five vacancies which needed to be filled.

Student Government Association
There continues to be a lack of interest from students to serve in the President position and other vacant positions. During this year’s spring elections, the president position was uncontested and two colleges (Business and Education & Human Development) did not have students run for senator positions. An inexperienced executive board will also pose some challenges.

**Annual Report Section Responses**

**Summary of Program Accomplishments for the Year**

Dr. Lisa O. Perez leads the Student Life unit. This unit is composed of the Recreational Sports, Student Activities and University Center departments. The Assistant Vice President also advises the Student Government Association.

**Recreational Sports:**

Staffing was a major focus for the Recreational Sports Department this year. A new dietitian, Marcie Garza, was hired to help serve students in need. Brianne Wilburn was promoted to Assistant Director Programs, Britney Weise was promoted to Coordinator for Marketing/Islander Rec Camp, Cole Castleberry, who was first hired as the Graduate Assistant, is now the Coordinator for Outdoor programming. Devon Wilde has accepted the position of Facilities/Aquatics Coordinator and Michael Kuchem has accepted the position of Coordinator Competitive Sports; they both will begin in June. In addition, John Merriman and Bobby Zaidan were hired as graduate assistants this year.

The Dietitian position has made a positive impact on Nutrition Services provided to students. Much collaboration has been made with departments/offices including Camden Miramar, Partnership for a Healthier America, College of Nursing and Health Science, Counseling Center, Islander Dining, I-ADAPT, Athletics, and President’s Office to ensure that students are aware of this new service. Several referrals from the Dietitian have also been made to the Counseling/Health Center for students in need.

Recreational Sports is responsible for another facility on campus. The Momentum Support Building was built and opened in September to support the recreational programs, such as Intramurals, Sport Clubs, Outdoors and other special events, offered on Momentum campus. The new facility has an equipment checkout area, a multipurpose room used for team/captain meetings and/or officials training, a washroom, storage area and restrooms/showers. In addition to this new change, the Dugan Wellness Center has also been updated with equipment in the weight training area. Students have been excited about the new equipment and the department has received positive feedback as well from staff and faculty who use the facility too.

**Student Activities**

There has been tremendous growth in campus traditions throughout the year. Waves of Welcome included 38 events with excellent student engagement including the Corpus Christi Community Fair, President’s Picnic, CAB Up All Night and Island Bash. In December, Islander Lights opened the doors of the UC to over 1,200 participants and added lighting to the CI building. Homecoming increased its community engagement with a successful Lighting of the “F” and an expanded Tailgate and Block Party that welcomed community members of all ages to celebrate.

The Student Volunteer Connection has continued to see rapid growth in their participation. Both the Winter and Spring Alternative Break trips were filled with 19 students participating in each trip and a waiting list of interested applicants. The Big Event registered over 1,000 participants with approximately 850 students volunteering in the community at the event. SVC became a certifying organization for the President’s Volunteer Service Award and honored 11 students who volunteered 100 hours or more throughout the year.

The Panhellenic Council, part of Fraternity and Sorority Life, saw its second year of highly successful recruitment welcoming 146 new members in Fall 2016 which was an increase from the previous year.

The TAMU-CC Chapter of Sigma Alpha Pi (the National Honor Society for Leadership & Success) inducted 215 new members.

The Panhel Council, part of Fraternity and Sorority Life, saw its second year of highly successful recruitment welcoming 146 new members in Fall 2016 which was an increase from the previous year.

The TAMU-CC Chapter of Sigma Alpha Pi (the National Honor Society for Leadership & Success) inducted 215 new members.

**University Center**

New staff joined the University Center team. Richard Owens (Associate Director), Nichole Lantis (Operations Coordinator) and Laura Tas Eschavarria (Graduate Assistant) all assist with the daily operations of the facility.

As of the Fall semester, Breakers Game room became free for students to participate. Students have taken full advantage of this, and the department has seen an increase in the number of students becoming involved and engaged in a somewhat stress-free environment.

The number of University Center Programs has also increased this year. UCP helps to engage students who might not otherwise want to participate in student organizations or other leadership offerings. Attendance records have been made with programs such as Late Night Breakfast, Friendsgiving and Be My Islander.

Approximately 1,955 students were served through the Lost & Found service. During the annual Lost & Found sale for unclaimed items, $955 was raised and proceeds used for the semester student employee appreciation and recognition luncheons.

The University Center 204 & 206 suites are being remodeled this year. The new space will provide 11 new office spaces for departmental student organizations, Izy’s Food Pantry, and staff offices. Construction is scheduled to be completed in time for the beginning of the Fall 2017 school year.

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**Student Government Association (SGA)**
Through leadership from Student Body President Garrett Ransom and Vice President Andrea Gilson, the SGA continued to thrive this year. They helped to increase the number of students participating in both the Fall 2016 (46% increase) and Spring 2017 (70% increase) general elections. Justin Bustos and Friederike Davis were elected as the incoming President and Vice President respectively.

SGA was instrumental in garnering student input regarding the proposed merger of A&M-Corpus Christi and A&M-Kingsville. The senate unanimously approved a resolution in opposition of the merger.

TAMU-CC Day at the Capitol was a success with over 47 students representing the university on February 21, 2017. Many compliments were received from state legislators regarding how well prepared the students were in presenting information about the university.

The Mid-Term Act of 2016, continued to move forward in receiving support from administration, staff, and faculty. In a campus announcement dated April 4, 2017 from the Interim President, it was reported that 86% of core curriculum faculty and 71% of faculty teaching undergraduate courses had submitted mid-term grades during the spring semester. SGA’s efforts have been impactful. Recently the Faculty Senate also moved to support the SGA in ensuring that policy and procedures are written for Mid-Term grades to be posted each semester.

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

The following are contributions of the Assistant Vice President and the staff who report directly to the Assistant Vice President of Student Life:

Lisa O. Perez

Service to the University
- Student Engagement & Success Council
- Calendar Committee
- Food Pantry Steering Committee Chair
- Expressive Activities Committee Co-Chair
- Facilities Use Committee

Service to the Profession
- Co-Presented at ACUI Conference (March 2017)
- A&M System Symposium, Chair for 2018

Service to the Community
- American Heart Association Heart Walk
- Giving Tuesday; Food Bank Corpus Christi

Stephanie Schmidt

Service to the University
- Homecoming Committee
- Marketable Skills Programming Committee
- SEAS Student Employment Training Committee
- Waves of Welcome Chair
- Student Publications Committee

Service to the Profession
- Fraternal Excellence Program reviewer for University of Houston

Service to the Community
- Giving Tuesday

Franklin Harrison

Service to the Profession
- NIRSA Bylaws Committee Chair

Service to the University
- Wellness Committee Chair
- WOW Committee

Richard Owens

Service to the University
- UCSA Advisory Committee
- Day at the Capitol
- A&M System Symposium Committee

Service to the Community
- Giving Tuesday: Food Bank Corpus Christi
- Heart Walk
- Big Event participant

Valerie Gibbons

**Service to the University**
- Staff Advisory Council Representative

**Service to the Community**
- Giving Tuesday: Toys for Tots
- American Heart Association Heart Walk
- Big Event participant

Suzie Bazemore

**Service to the Community**
- Giving Tuesday: Food Bank Corpus Christi
- American Heart Association Heart Walk
- Big Event participant

**Anticipated Challenges for the Next Cycle**

**University Center**
- Budget restrictions will continue to be a challenge. The increase in the rate of exemptions (currently trending at 16.89%) filed by students paying for the Student Center Complex Fee has increased yearly.
- Adjustment to work hours for non exempt staff, due to FLSA, continues to be a challenge, especially with the amount of requests for events being made after hours and on weekends.
- The demand for facility use is causing a strain on balancing staff time with the amount of hours the UC is open, on the use of equipment requested, and keeping up with the high level of quality service needed for extraordinary events.
- Rising costs of services provided by SSC and lack of transparency with contract details is challenging in keeping the company accountable.

**Student Activities**
- Training and integrating new staff members.
- Impact of FLSA on non exempt staff, especially as it relates to planning and staffing travel with students on retreats, conferences, Aloha Days, and Alternative Breaks.
- Development of the Multicultural Greek Council with regards to finalizing amendments to their constitution, improving recruitment numbers and becoming more visible.
- Expanding the Interfraternity Council; two fraternities were removed from campus.

**Recreational Sports**
- Increased costs from third party contracts such as SSC and Chartwells will impact operational costs.
- Development of the Momentum Multisport Complex.
- Continued maintenance issues with outdoor pool.

**Student Government Association**
- Working with a less experienced administration will pose some challenges; however new and fresh ideas from this group are promising.
- Recruitment and retention of student members.
- Filling senator vacancies, especially within the College of Business and College of Education and Human Development. Currently there are no senators serving in those capacities.

**Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)**

**University Center**
Student Employment training in the areas of ethical decision making, critical thinking and communication will be the focus for the next year. In addition, staff members will work to clearly communicate and document expectations of student employees. A strategic marketing plan will be further developed.

**Student Activities**
The CAS Assessment for Fraternity and Sorority Life and Leadership Programs are planned for the next year. Further development and marketing of leadership opportunities as well as, outreach with academic classes will occur. Continuation of implementing the Student Activities 2020 Strategic Plan is also planned.

**Recreational Sports**
Continuous development of the Momentum Multisport Complex is a high priority. Plans for turf and lighting are ongoing. The addition and development of new programs and staff will continue, especially in leadership training. The dietitian will also work to develop curriculum and programming to meet the needs of the student body.

**Student Government Association**
SGA plans include providing more structure to the Freshman Council, increasing membership, filling vacant senator positions, and working on initiatives (visible Islander Pride on campus, UTRGV Rivalry Series, and potential Founder's Day display) which benefit both the student body and the university.

**Assessment Timeline (optional)**
The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle
Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?
In general, services and programs offered through the student support services are of high quality. This is reflected in surveys that are conducted routinely by the departments and by the University. Staff is creative in finding ways to bring educational programs and services to campus that engage students, with limited funding.

Highly qualified, dedicated staff is important to the success of programs in all areas. The leadership team consists of the Associate Vice President/Dean of Students, Director of Career Services, Director of Disability Services, Associate Dean of Students and the Executive Director of the Health & Counseling Center.

Collaboration among the areas is a constant element and provides for better services and programs for students. Many programs rely on the assistance from various departments to succeed.

The staff is dedicated to serving students to the best of their ability. Routinely staff goes above and beyond to assist a student. Students often comment that without this assistance, they most likely would've dropped out. The university is very fortunate that staff is willing to do this day in and day out.

Based on the analysis of findings, how has the program improved?
Each area continuously looks for ways to improve functions and services. Satisfaction surveys indicate students are pleased with the services in this area.

New positions were added in 2016-17: University Counseling Center Case Manager, a part-time Exam Services Assistant, a new Student Conduct Officer and a Student Assistance Coordinator under the supervision of the Dean of Students, and a new Family Nurse Practitioner position in the University Health Center.

Career Services and the Associate Dean of Students offices were renovated making better use of designated space. Additional offices were created to address current and future needs.

Career Services changed to a new job database system (Handshake). The new system allows Career Services to conduct a First Destination Survey with recent graduates. This has been cost prohibitive in the past.

Disability Services launched a new database system (AIM) which has made the registration process for students much easier. It has also improved the efficiency of the office by automatically generating faculty notification letters. Testing agreements are now down electronically, making it much easier for faculty.

The University Counseling Center expanded their ability to train faculty, staff and students on Suicide Prevention by a collaboration with the College of Nursing and Health Sciences on a grant proposal to increase suicide prevention programming on campus.

The University Counseling Center established an MOU with the Vet Center (an off campus agency) to bring a readjustment counselor from the Vet Center on campus once a week to provide services to TAMUCC student-veterans. Services are provided as an extension of the Vet Center's main office in Corpus Christi. This arrangement offers student-veterans a more accessible way to receive Vet Center services and readjustment counseling.

The University Counseling Center added a Case Manager position in the fall of 2016. This position has taken the burden of case management from the counselors allowing them to see more students. This has greatly improved efficiency in the clinic. The Case Manager has established working relationships with a number of agencies in the local area and surrounding counties.

The Health Center formulated an agreement with the Women's and Men's Health Services of the Coastal Bend to offer free STD testing to TAMUCC students. The WMHS-CC comes to campus once a month and offers free, private testing in the Wellness Clinic.

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The Associate Dean of Students Office has worked diligently at building relationships with a number of community providers. This has been beneficial in working with students that are referred through the ICARE process as well as students that are victims of sexual assault and domestic violence. Through these connections, students have been able to access services in the community that are not offered on campus. In many cases, had the services not been available, the student may not have completed their studies at the university. Two significant resources are Behavioral Health Center of Corpus Christi and the Women's Shelter.
The addition of the Student Assistance Coordinator in the Dean of Students area, has created the opportunity to further assist students with extenuating circumstances. Having a fulltime staff member assigned to these duties has allowed for greater communication and follow up with students to make sure they are completing the tasks necessary to get back on track with their classes after a significant interruption. It also allows the office to make sure the students are taking the necessary steps to address enrollment issues that may arise because of their situation, minimizing the negative impact to their studies, grades and enrollment. The Student Assistance Coordinator also serves as a student ombudsperson. This has not been offered in the past and as it develops, it will provide a great service to students trying to understand and maneuver through the array of policies and procedures related to their situation.

The Associate Vice President and Dean of students continued to serve as chair of the Veterans Affairs committee. This committee was instrumental in gaining support for a student veteran breakout session at New Student Orientation in the Summer of 2017. The committee continued to work to improve the student veteran experience by identifying programs and services that are needed to serve this population.

Collaboration among all the departments is important to the success of the program and being able to meet the needs of students. These areas routinely collaborate and support each other as the campus grows.

**Based on the analysis of findings, what are the areas of concern within the program?**

**Funding:**

Financial support of programs is key to be able to provide quality services and programs to students. As student enrollment increased demand for services has also increased. Unfortunately, funding to address the demand for services has not kept up.

The amount of money lost due to exemptions continues to increase. In FY 18 the projected amounts are: $132,196 for the SSF, $231,380 for the UHC fee, $608,871 for the RS fee and $455,748 for the Student Center Complex fee. As the number of exemptions continues to climb, this is creating great challenges in the service areas. For instance, In the UHC for FY18, there will be less money available for the budget than what (even with an increase in headcount) was available this year. This makes it very difficult to keep up with the growth and demand for services.

To address issues in the University Health Center, in AY16-17, the Student Fee Advisory Committee voted to support an increase in the University Health Center fee effective in the Fall of 2018. Any money generated from the increase will support the operations of the University Health Center. Due to the guaranteed tuition plan, it will take four years for full implementation.

The other areas in the unit are funded through the Student Service Fee. The Student Service fee is divided across 49 different accounts. Due to limited new revenue, the departments received very little new money to address growth and needs of the areas. Several accounts outside of the division receive funding from the Student Service fee. As demand increases, support for these accounts external to the division needs to be re-evaluated.

The Associate Vice President and Dean of Students chaired the Student Fee Advisory Committee once again. The committee reviewed requests for new items for each of the following fees: Student Service Fee, the University Health Center fee, the Student Center Complex fee and the Recreational Sports fee. The committee made recommendations to the Interim President, however, it is unknown how many items will be funded due to the fact that the university budget has not yet been approved by the TAMUS Board of Regents. Depending on the outcome of the action of the Board of Regents, the Division could face reduction in funding from E&G funds and Board Authorized Tuition. If that happens, these reductions will have to be absorbed before any new funds are distributed. This of course will impact the ability of the departments to keep pace with the growth and demand for services from students.

Maintaining competitive salaries is important in recruiting new staff and in retaining staff. Each year the AVP/DOS conducts a salary review of positions within the division to ensure that the university is competitive in salaries. Although the university is competitive with other state institutions, it is challenging to attract good applicants from the private sector. During the budget cycle for FY18, several positions were identified for market adjustments. Although this is a possibility it does not address the issue completely. Due to limited new funds, these market adjustments only slightly address the issue. Further increases will be necessary in future years.

**Facilities:**

Securing facilities to support growth and program expansion is an area of concern across the unit. The space designated to each area is being used to its maximum capacity, Without additional space, program growth and the ability to add staff will be greatly impacted.

The University Health Center renovated the second floor of its building in the Spring of 2016. This renovation allows the UHC to offer wellness type activities and clinics. This use of this space is limited since there is no elevator. It is inaccessible to any student or staff member with a mobility issue. The cost to add an elevator is prohibitive. The UHC simply does not have the funds to do this.

The University Counseling Center is operating at its maximum capacity. There is not the ability to add any staff offices due to the layout of the facility. It also is lacking an elevator to the second floor and therefore, it greatly restricts what activities may take place in this area. Until this is resolved the center is very limited in the ability to offer new programs, add staff and services.

Disability Services relocated to CCH, five years ago. The office is at capacity for staff. During high volume exam times the testing center does not have a sufficient number of testing cubicles available to meet the demands by students. In the past during final exams, Disability Services has been able to reserve the adjacent meeting room, however, the general purpose of this room has been changing as needs for space by academic affairs has increased. It is not always available for use by
Disability Services. Over 80% of the students registered with Disability Services qualify for testing accommodations. Finding a permanent, additional space for testing is an immediate need.

The location of Career Services in the University Center is not ideal. It is located on the third floor, away from student traffic. A more highly visible, central location to campus (preferably along the spine) is needed for this program. In addition to the need for higher visibility, Career Services does not have any room to accommodate additional positions or adequate storage for the department.

Staffing:

Since funding is based on student fees, growth in budgets each year is limited and it seems that the departments are always under staffed. This takes a toll on staff particularly in the areas in this unit which deal with significant life issues with students.

The demand for services and programs in all the departments in this unit have increased dramatically as enrollment has climbed. Each area has seen a tremendous increase in activity. This has pushed staff to their limits. Departments are concerned with how to address this increase in activity without new staff positions. Another concern is how to meet the demands of the students while managing the change for positions that were reclassified to non-exempt in accordance with the Fair Labor Standards Act in December 2016. Some positions that were previously exempt are no longer exempt, which has created issues with workload distribution and the ability for staff to participate in activities outside of their normal work schedule. This is due to the fact that it would create an overtime issue, costing the department additional monies. In some cases a flex schedule has been implemented to address these concerns and in other areas, participation in those type of activities has been limited or even eliminated.

There are needs for additional staff in all areas including support and professional staff. In some cases such as the University Health Center and University Counseling Center, students are being referred to local community resources if their need for treatment is immediate. The two centers are at capacity and can't meet the needs of these students. Without additional staff, this will continue to be an issue.

In December, 2016, the psychiatrist on contract with the University Counseling Center re-located his practice out of town. In the last two years, approximately 12.5% of all appointments were attributed to this service. Upon notice of his re-location all clients were notified and transferred, if appropriate, to local providers. A "Request for Qualifications" was completed in the Spring to replace the previous provider, however, it was unsuccessful. To date, a new psychiatrist has not been secured. If there is a need for these services, students are being referred to resources in the local and surrounding area. The University Counseling Center continues to search for a longterm solution to this issue.

In the Spring of 2017, the pharmacist in the University Health Center passed away. To be in compliance with State law, the pharmacy had to close temporarily. The staff is currently searching for a replacement. If successful, the pharmacy will re-open in time for the Fall semester.

In June of 2017, the Executive Director of the University Health and Counseling Center died unexpectedly. A temporary plan has been implemented to address the absence in this position. A more detailed plan will be developed in the Fall of 2017 to address the long-term organizational structure of this area.
## Annual Report Section Responses

### Summary of Program Accomplishments for the Year

The following new positions were added in 2016-17: University Counseling Center Case Manager, a part-time Exam Services Assistant, a new Student Conduct Officer and a Student Assistance Coordinator under the supervision of the Dean of Students, and a new Family Nurse Practitioner position in the University Health Center.

The Division is supported by four student fees. Summer billing for these fees has always been an issue due to the scheduling of courses that overlap with traditional term lengths. The Associate Vice President and Dean of Students (AVP/DOS) worked diligently to resolve these issues with billing for summer school in relation to the different fees that support operations in the division. Students taking 10 week courses in summer of 2017 will be billed in full, for the Health Center fee and the Student Center Complex fee. As a result of these changes, additional revenues should be received by the departments. Issues surrounding 7 week courses will be addressed by Academic Affairs in the future.

The Student Fee Advisory Committee voted to support an increase in the University Health Center fee effective in the Fall of 2018. Money generated from the increase will support the operations of the University Health Center. Growth in the budget has been limited in the past by the amount of exemptions charged to the account. This new fee will gradually increase the budget for operations which in turn will improve services.

The Career Services suite was renovated in December of 2016. The renovation included the addition of two new staff offices and Izzy’s Career Closet. The renovations resulted in a more efficient use of space in the suite. The changes have been well received by students, faculty, staff and employers.

Career Services changed to a new job database system (Handshake). The new system will allow Career Services to conduct a First Destination Survey with recent graduates. This will provide valuable data on where students are working after graduation, starting salaries and the types of industries hiring Islanders.

Disability Services launched a new database system (AIM) which has made the registration process for students much easier. It has also improved the efficiency of the office by automatically generating faculty notification letters. Testing agreements are now done electronically, making it much easier for faculty.

Disability Services was selected to participate in a research grant with The Center for Accessible Materials Innovation (CAMI) at Georgia Institute of Technology. The objective of this research project is to improve the academic performance of postsecondary students with print-related disabilities (cognitive, sensory and mobility), using accessible textbooks and assistive technology reading software. The ultimate goal is improvement of retention and graduation rates for minority students with disabilities. The project is funded for four years by a First in the World grant from the U.S. Department of Education. Disability Services enrolled 25 students in the CAMI project. Involvement in this grant, will directly impact students on campus.

The University Counseling Center collaborated with the College of Nursing and Health Sciences and successfully wrote a grant proposal to increase suicide prevention programming on campus. The grant, SAMSHA Suicide Prevention SAFE (Suicide Awareness Focuses on Everyone) provides funding to significantly expand the scope of suicide prevention programming offered by the Counseling Center and others on campus; it challenges stigmas associated with seeking counseling; develops an infrastructure to construct a campus suicide response plan, and improves student access to mental health resources on campus and in the community.

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The University Counseling Center added a Case Manager position in the fall of 2016. This position has taken the burden of case management from the counselors allowing them to see more students. This has greatly improved efficiency in the clinic. The Case Manager has established working relationships with a number of agencies in the local area and surrounding counties. These have proved invaluable in assisting students seeking services.

The remodeled second floor of the Health Center was opened as a Wellness Clinic. The Wellness Clinic offers space for physicals, STD testing, women’s services, and vaccinations. It has an education room for workshops and seminars and a private lactation room for student use. This has greatly enhanced the clinic’s ability to meet the needs of students.

The Health Center formulated an agreement with the Women’s and Men’s Health Services of the Coastal Bend to offer free STD testing to TAMUCC students. The WMHS-CC comes to campus once a month and offers free, private testing in the Wellness Clinic.

The Associate Dean of Students office began the process to develop and implement a new Student Organization Hearing Board to oversee adjudication of student organizations for violations of the Student Code of Conduct. The new board will be
operational in the Fall. The creation of this board will allow for consistent administration of conduct cases related to student organizations.

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The addition of the Student Assistance Coordinator in the Dean of Students area, has created the opportunity to further assist students with extenuating circumstances. Having a fulltime staff member assigned to these duties has allowed for greater communication and follow up with students to make sure they are completing the tasks necessary to get back on track with their classes after a significant interruption. It also allows the office to make sure the students are taking the necessary steps to address enrollment issues that may arise because of their situation, minimizing the negative impact to their studies, grades and enrollment. The Student Assistance Coordinator also serves as a student ombudsperson. This has not been offered in the past and as it develops, it will provide a great service to students trying to understand and maneuver through the array of policies and procedures related to their situation.

Collaboration among all the departments is important to the success of the program and being able to meet the needs of students. These areas routinely collaborate and support each other as the campus grows.

**Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)**

**Ms. Ann DeGaish, Associate Vice President and Dean of Students**

**Service to the Community**
- Special Olympics Volunteer
- Incarnate Word parent volunteer
- The Ark Assessment & Emergency Center for Youth, volunteer
- Food Bank, volunteer
- #Giving Tuesday Program Coordinator

**Service to the University**
- Veterans Affairs Committee, chair
- Student Fee Advisory Committee, chair
- Excessive Hours Task Force, member
- Banner Governance, member
- Student Engagement & Success Council, member
- Division Staff Development Committee, chair
- Incident Command Team
- Girls Night Out Event Coordinator
- Numerous search committees & interview panels

**Dr. Carla Berkich, Executive Director, University Counseling and Health Center**

**Service to the Community**
- SEAS Giving Tuesday – volunteered at Metro Ministries
- Suicide Prevention Coalition member

**Service to the University**
- I-CARE Behavioral Intervention Team
Emergency Management Team, SEAS Operations section, Health & Welfare Branch
Campus Carry Task Force
Environmental Health and Safety Committee
International student TB policy Committee
Strategic Planning and Assessment (SPA) Committee
Veteran Affairs Committee

Service to the Profession
Membership Chair - Texas University College Counseling Center Directors Association
Webmaster – Texas University College Counseling Center Directors Association website

Ms. Angela Walker, Associate Dean of Students

Service to the Community
Coastal Bend Coordinated Community Response Coalition, Board Member
Black History Month Celebration Speaker at Driscoll Middle School
Corpus Christi Christian Fellowship Media Ministry

Service to the University
I-CARE Behavioral Intervention Team, Chair
Student Conduct Officer Search Committee, Chair
Student Code of Conduct Review Committee
Student Engagement and Success Council
Sexual Assault Awareness and Prevention Programming Committee, Chair
Suicide Awareness Is For Everyone (S.A.F.E.) Advisory Group
Intercollegiate Athletic Council
Biennial Review Committee

Service to the Profession
2018 TAMUS Student Affairs Symposium Planning Committee

Dr. Terri Howe, Director of Career Services

Service to the Community
Paralyzed Veterans of South Texas, volunteer
Southern Baptist Disaster Relief Response Team, volunteer

Service to the University
Community Outreach Advisory Council, member
Islander Forum, Presenter
Employee Development Day, Presenter

Service to the Profession
Texas Career Development Association, Board of Directors
Texas Career Development Association Poster Contest, Chair
Southern Association of Colleges and Employers Conference, Presenter
Research
Phenomenological evaluation of a career transition program for military veteran undergraduate students
(doctoral dissertation research project)

Ms. Rachel Cox, Director of Disability Services

Service to the Community
Dialog Institute of Southwest, Advisory Board Member
Senior Care Center of Corpus Christi, Volunteer
Behavioral Health Center of Nueces County, Board of Trustees, Co-Chair

Service to the University
Student Engagement and Success Council, Member
I-CARE Committee, Member
Staff Development Committee
Non-Research Animals on Campus Committee, Member
Service and Assistance Animals on Campus Committee, Member
Inclusive Excellence Committee, Member
Intercollegiate Athletic Council, Member
Veteran Affairs Committee, Member
University Technology Council, Member
Screening and Brief Intervention, Volunteer
Exam Services Assistant, Committee Chair

Service to the Profession
Texas Diversity Council, Invited Guest
Behavioral Health Center of Nueces County, Board of Trustees, Co-Chair

Ms. Kristeen Gonzalez, Student Assistance Coordinator

Service to the Community
SEAS Giving Tuesday – volunteered at Gloria Hicks Elementary

Service to the University
Veteran's Affairs Committee
Islander Voyage Committee
Food Pantry Committee

Anticipated Challenges for the Next Cycle
Severe budget constraints and the impact of exemptions on the respective fees, make it difficult to meet the demands of a growing student population.

Limited funding creates difficulty in filling vacant positions for amounts budgeted, as well as retaining staff

Addressing vacancies in the Psychiatrist role and the Pharmacist will be a challenge for the University Counseling Center and University Health Center. Locally there is little interest for the Psychiatrist contract because there is such demand for services in the private sector. It is anticipated that the Pharmacist will be difficult to fill as well, as there is a shortage in the local area and the position is just a part time position.

Lack of an elevator for the University Counseling Center and University Health Center make it difficult to expand services and use all available space due to ADA issues.
Increased number of students reporting homelessness and food insecurity issues.

In June of 2017, the Executive Director of the University Health and Counseling Center died unexpectedly. A temporary plan has been implemented to address the absence in this position. A more detailed plan will be developed in the Fall of 2017 to address the long-term organizational structure of this area.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

Continue to measure the effectiveness of programs across all departments. Revise and revamp programs that are out of date or ineffective. Finding new ways of meeting student's request for services and programs is important. Use of technology, new delivery methods, streamlining processes and creative scheduling are ways that can address needs. As resources are stretched, it is incumbent upon the departments to examine ways of doing business and making changes when necessary to improve efficiency.

Continue to expand services to assist students in self-advocacy, self-care and developing a good sense of well-being will continue to be a focus for the student support services. Identify resources in the local and surrounding areas that students may access for support in lieu of those services being available on campus.

Develop plans for long-term facility needs for areas including UHC, UCC, Career Services and Disability Services.

Develop key relationships with employers and faculty to assist students in finding internships and employment upon graduation. Share data collected from the First Destination survey with campus partners.

Collaborate with campus partners and community members in identifying marketable skills that are acquired by students when participating in various programs. Guide students in their understanding of marketable skills that are gained while engaged in campus life activities, services and programs. Teach students how to communicate and demonstrate them when seeking employment.

Continue to monitor legislative mandates in regards to Title IX and other areas. Assess current mechanisms in place to address these concerns. Implement the necessary measures to remain in compliance.

Assess avenues for new revenue to the division. Work with the Comptroller and other departments to address calculations of fees in relation to summer courses and the implementation of the increase in the UHC fee that was approved by the Student Fee Advisory Committee in Spring 2017.

Continue to assess salaries for internal and external equity by collecting & evaluating state, regional, national data. Remaining competitive in salaries is important for recruiting new employees and retaining existing staff.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report
2016-2017 Career Services

As of: 09/30/2017 12:25 PM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

Career Services is dedicated to assisting students in attaining their career goals. Our services create a supportive learning environment for professional development to prepare students for lifelong learning. We strive for excellence in serving students, campus and community engagement and leadership development.

Goals

G 1: Provide a challenging, learning-centered environment that promotes student success.
Provide a challenging, learning-centered environment that promotes student success.

G 2: Develop a campus community that supports career development and meets the needs of a growing and diverse student body.
Develop a campus community that supports career development and meets the needs of a growing and diverse student body.

G 3: Build and sustain mutually beneficial relationships with stakeholders through community engagement.
Build and sustain mutually beneficial relationships with stakeholders through community engagement.

G 4: Develop and manage resources to efficiently and effectively achieve the mission of Career Services.
Develop and manage resources to efficiently and effectively achieve the mission of Career Services.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Make ethical decisions.
Students will be able to demonstrate the ability to make ethical decisions.

Relevant Associations:
Standard Associations
EmpowerU SLOs
1 Ethical Decision Making and Social Responsibility
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures
M 1: Post Assessment for Ethical Decision Making
Workshop participants will complete post assessment to evaluate ethical decision-making. Assessment will be graded with a rubric. The rubric consists of "Selecting information to investigate a point of view or conclusion", "Influence or context and assumptions", "Student's perspective", and "Conclusion and related outcomes(implications and consequences)". The measures are evaluated on a scale from Level 4 - Excellent to Level 1 - Needs Significant Improvement.

Source of Evidence: Academic direct measure of learning - other
Target:
The average rating on the post assessment will be 3 out of 4. Responses will be graded with a rubric.

Connected Documents
Ethical Decision Making
Finding (2016-2017) - Target: Met
Of the 12 students who completed the Ethical Decision Making workshop, the average rating was a 3.

Connected Documents
Career Counselor Statistics
CONHS Career Counselor Stats

M 2: Ethical Decision Making Workshop Survey
The end of workshop survey will ask, "Participation in this workshop has prepared me to make ethical decisions."

Source of Evidence: Administrative measure - other
Target:
At least 90% of responses will be a combined rating of agree and strongly agree.

Finding (2016-2017) - Target: Met
Of the 12 students who attended the Ethical Decision Making Workshop, 100% agreed or strongly agreed to the statement, "Participation in this workshop has prepared me to make ethical decisions."

Connected Documents
Career Counselor Statistics
CONHS Career Counselor Stats

SLO 2: Practice and embrace inclusion of diverse cultures.
Practice and embrace inclusion of diverse cultures.

Relevant Associations:
Standard Associations
EmpowerU SLOs
2 Globalization and Cultural Diversity
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that
promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 3: Post survey to evaluate inclusion of diverse cultures.**
Workshop participants will complete post survey to evaluate inclusion of diverse cultures. The survey will be graded with a rubric.

Source of Evidence: Academic direct measure of learning - other

**Target:**
The average rating on the post assessment will be 3 out of 4. Responses will be graded with a rubric.

**Finding (2016-2017) - Target: Not Reported This Cycle**
This workshop did not take place during this cycle.

**M 4: Landing an International Job Survey**
The end of workshop survey will ask, “Participation in this workshop has equipped me to embrace diverse cultures in various career settings.”

Source of Evidence: Administrative measure - other

**Target:**
At least 90% of responses will be a combined rating of agree and strongly agree.

**Finding (2016-2017) - Target: Not Reported This Cycle**
This workshop did not take place in the cycle.

**SLO 3: Demonstrate effective communication.**
Demonstrate effective communication after resume writing assistance.

**Relevant Associations:**

**Standard Associations**

- **EmpowerU SLOs**
  3 Communication
- **Skills for Employment**
  5 Communication
- **Southern Association of Colleges and Schools**
  2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
- **Strategic Plan Associations**
  1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 5: Resume Rubric**
Professional staff will use a resume rubric at the second resume visit to assess effective communication via resume writing. The rubric consists of "Format", "Mechanics", "Information", and "Visual Appeal". The students' resumes are measured on a scale from Level 4 - Excellent to Level 1 - Needs Significant Improvement.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
85% will achieve a rating of level 3 (good) or greater, with a minimum of 50% achieving a level 4 (excellent). Responses will be graded with a rubric.

**Connected Document**

**Resume Rubric**

**Finding (2016-2017) - Target: Met**
97% of students received a rating of 3 or greater. 91% of students received a rating of 4. (n = 902)

**Connected Documents**

- Career Counselor Statistics
  - College of Business Career Counselor Stats
  - CONHS Career Counselor Stats
  - Counselor State COLA & COEHD
  - Counselor Stats COSE

**M 6: Resume Survey Question**
The end of second meeting with professional staff the student will be able to affirmatively answer the question, “After working with Career Services staff, I believe I am able to prepare an acceptable resume?”

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 90% of responses will be a combined rating of agree and strongly agree.

**Finding (2016-2017) - Target: Met**
During FY17 students who participated in the Resume Survey rated a combined average of 98% agree and strongly agree. (n = 902)

**Connected Documents**

- Career Counselor Statistics
  - College of Business Career Counselor Stats
  - CONHS Career Counselor Stats
  - Counselor State COLA & COEHD
  - Counselor Stats COSE

**SLO 4: Demonstrate critical thinking**
Demonstrate critical thinking after meeting with a career counselor.

**Relevant Associations:**

**Standard Associations**
EmpowerU SLOs
4  Critical Thinking
Skills for Employment
3  Problem Solving

Southern Association of Colleges and Schools
2.10  Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3  Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 7: Post Evaluation for Critical Thinking
Post assessment to evaluate critical thinking. Assessment will be graded with a rubric. The rubric consists of "Selecting information to investigate a point of view or conclusion", "Influence or context and assumptions", "Student's perspective", and "Conclusion and related outcomes(implications and consequences)"). The measures are evaluated on a scale from Level 4 - Excellent to Level 1 - Needs Significant Improvement.

Source of Evidence:  Academic direct measure of learning - other
Target:
The average rating on the post assessment will be 3 out of 4. Responses will be graded with a rubric.

Connected Documents
Critical Thinking Rubric, Career Services
Finding (2016-2017) - Target: Met
94% of the 658 students who met with a career counselor received a score of at least 3 out of 4 on a rubric evaluating critical thinking as it relates to job searching.

Connected Documents
Career Counselor Statistics
College of Business Career Counselor Stats
CONHS Career Counselor Stats
Counselor Stats COLA & COEHD
Counselor Stats COSE

M 8: Survey Question for Critical Thinking
Post meeting survey question – "As a result of this meeting, I believe I can effectively identify and use 5 or more resources to seek a job"

Source of Evidence:  Academic indirect indicator of learning - other
Target:
At least 90% of responses will be a combined rating of agree and strongly agree.

Finding (2016-2017) - Target: Met
97% reported agreeing and/or strongly agreeing that they were able to use 5 or more resources to search for a job. (n = 658)

Connected Documents
Career Counselor Statistics
College of Business Career Counselor Stats
CONHS Career Counselor Stats
Counselor Stats COLA & COEHD
Counselor Stats COSE

SLO 5: Articulate knowledge and experience
Articulate knowledge and experience gained outside the classroom.

Relevant Associations:
Standard Associations

EmpowerU SLOs
3  Communication
Skills for Employment
5  Communication

Southern Association of Colleges and Schools
2.10  Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3  Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 9: Mock Interview Rubric
A mock interview rubric will be used with students who received instruction from a staff professional prior to their actual mock interview. This rubric will assess the level of communication skill attained by measuring the student's ability to articulate knowledge and experience gained outside of the classroom. Students will be assessed in the following areas: "Impressions", "Preparation", "Confidence", "Responses", "Skill Set" and "Closing". The students will be evaluated on a scale of 4-Excellent to 1-Needs Significant Improvement.

Source of Evidence:  Academic direct measure of learning - other
Target:
At least 80% will achieve a rating of level 3 (good) or greater, with a minimum of 50% achieving a level 4 (excellent). Responses will be graded with a rubric.

Connected Document
Mock Interview Rubric
Finding (2016-2017) - Target: Met
98% achieved a rating of 3 or better. 92% achieved a rating of 4, excellent. (n= 285)
M 10: Mock Interview Survey Question

At the end of the mock interview meeting with professional staff the student will be able to affirmatively answer, “After working with Career Services staff, I believe I am able to articulate my knowledge and experience gained outside of the classroom?”

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of responses will be a combined rating of agree and strongly agree.

Finding (2016-2017) - Target: Met
100% of respondents rated their experience agree or strongly agree for the mock interview survey. (n= 285)

SLO 6: Integrate broad knowledge

Integrate broad knowledge after completing an internship.

Relevant Associations:

Standard Associations

EmpowerU SLOs
6 Integration of Broad Knowledge
3 Problem Solving

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 11: Post Internship Essay

At the conclusion of an internship, students who have met with a career counselor will write an essay describing how they are able to integrate broad knowledge in their professional careers. Responses will be graded with a rubric which measures "Articulation of point of view or conclusion", "Influence or context and assumptions", and "Conclusion and related outcomes (implications and consequences)". The measures are evaluated on a scale from Level 4 - Excellent to Level 1 - Needs Significant Improvement.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 85% of respondents will be able to articulate how they are able to integrate broad knowledge in their professional careers. Responses will be graded with a rubric.

Finding (2016-2017) - Target: Met
90% of respondents were able to articulate how they integrated broad knowledge in their professional careers. Responses were graded with a rubric. (n= 105)

O/O 7: Supportive campus environment

Provide a supportive campus environment for learning and development.

Relevant Associations:

Standard Associations

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 15: Graduating Student Survey: Job Postings
Graduating Student Survey measures student satisfaction with job postings.

Source of Evidence: Student satisfaction survey at end of the program
Target: Score \( \geq 80\% \) of students who used the service report that job postings are helpful or very helpful.

71% of students who used the service reported that job postings were helpful or very helpful.


Related Action Plans (by Established cycle, then alpha):

- Implement new online job database
  Established in Cycle: 2015-2016
  Career Services is switching from CSO online job database to Handshake. Handshake is more user-friendly. It is anticipated that ...
  For full information, see the Details of Action Plans section of this report.

M 16: Graduating Student Survey: Career Fairs
Graduating Student Survey measures student satisfaction with career fairs.

Source of Evidence: Student satisfaction survey at end of the program
Target: Score \( \geq 75\% \) of students who used the service report that career fairs are helpful or very helpful.

72% of students who used the service reported that career fairs are helpful or very helpful.


M 17: Graduating Student Survey: Career Counseling
Graduating Student Survey measures student satisfaction with career counseling.

Source of Evidence: Student satisfaction survey at end of the program
Target: Score \( \geq 85\% \) of students who used the service report that career counseling is helpful or very helpful.

77% of students who used the service reported that career counseling is helpful or very helpful.


O/O 8: Meet employer expectations
Ensure graduates meet employer expectations.

Relevant Associations:

Standard Associations
- Southern Association of Colleges and Schools
  2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
- Texas A&M-Corpus Christi
  1.4 Community Engagement: Build and sustain mutually beneficial relationships with stakeholders in our community and beyond through engagement by faculty, staff, students and alumni.

Related Measures

M 18: Employer Survey: Resumes
Employer survey measures employer satisfaction with students/ alumni's resumes.

Source of Evidence: Employer survey, incl. perceptions of the program
Target: Score \( \geq 80\% \) of employers who participate in on-campus interviewing report that student/ alumni resumes are satisfactory or very satisfactory.

85% of employers who participated in on-campus interviewing reported that student/ alumni resumes were satisfactory or very satisfactory. \( (n = 24) \)

Connected Document: Employer Evaluations of Student Applicants

M 19: Employer Survey: Interviews
Employer survey measures satisfaction with students/ alumni interviews.

Source of Evidence: Employer survey, incl. perceptions of the program
Target: Score \( \geq 80\% \) of employers who participate in on-campus interviewing report that student/ alumni interview skills are satisfactory or very satisfactory.
Finding (2016-2017) - Target: Met
85% of employers who participated in on-campus interviewing reported that student/alumni interview skills were satisfactory or very satisfactory. (n = 24)

Connected Document
Employer Evaluations of Student Applicants

M 20: Employer Survey: Internships
Employer survey measures employer satisfaction with students who complete an internship.
Source of Evidence: Employer survey, incl. perceptions of the program
Target:
Score ≥ 80% of employers who participated in the Small Business Internship Program report that student intern work performance was satisfactory or very satisfactory.

Finding (2016-2017) - Target: Met
95% of employers who participated in the Small Business Internship Program reported that student intern work performance was satisfactory or very satisfactory. (n= 105)

Connected Document
Employer Evaluations of Internship Participants

O/O 9: Manage resources
Manage resources efficiently, effectively and responsibly.

Relevant Associations:
Standard Associations
EmpowerU SLOs
5 Specific Knowledge
Skills for Employment
4 Organization
Southern Association of Colleges and Schools
2.10 Student Support Services: The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures
M 13: First Destination Survey
Provide a First Destination Survey to track employment of graduates
Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
30% response rate from graduates

Finding (2016-2017) - Target: Not Reported This Cycle
Data was not available for this measure at the time of reporting.

Related Action Plans (by Established cycle, then alpha):
Implement new First Destination Survey
Established in Cycle: 2015-2016
Career Services will be implementing a new First Destination Survey through the new online job database. This new survey will be...
For full information, see the Details of Action Plans section of this report.

M 14: Purposely Program
Add online program called, Purposely, to enhance delivery of career development resources
Source of Evidence: Academic direct measure of learning - other
Target:
25% of currently enrolled students use the online resource

Finding (2016-2017) - Target: Not Reported This Cycle
Due to technical issues, Career Services discontinued use of the Purposely Program.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
Implement the Career Services 20/20 Plan
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 09/2015
Implementation Notes:
6/22/2017 The new Career Services 20/20 Strategic Plan, which aligns with the university and division 20/20 plans was reviewed to ensure compliance. Achievement can tracked through assessment report measures and findings.

Evaluate student needs of career counseling services
Career Services will seek to increase satisfaction of students participating in career counseling by evaluating the needs of students who seek career counseling.
Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Implementation Description: Career Services will seek to increase satisfaction of students participating in career counseling by evaluating the needs of students who seek career counseling and develop strategies to meet these needs.
Projected Completion Date: 05/2017
Responsible Person/Group: Career counselors
Update career fair schedules to compliment academic schedules

Identification and resolve technical issues with Purposely
Due to problems with online access, the Purposely Program was not utilized by students. Attempts to mitigate issues with online access are ongoing and it is anticipated that the issue will be resolved. Career Services' staff are working with Purposely personnel to identify and resolve the technical issues that have prevented students from using the program.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High
Projected Completion Date: 05/2017
Implementation Notes:
6/16/2017 Multiple attempts were made by Career Services staff to contact the technical services staff of Purposely. Due to a lack of technical support, the decision was made to terminate use of the Purposely software.

Implement new First Destination Survey
Career Services will be implementing a new First Destination Survey through the new online job database. This new survey will be delivered to graduating students 60 days before graduation, 90 days after graduation and 180 days after graduation. It is anticipated that this new instrument will provide better results.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Implementation Description:
The First Destination Survey in Handshake will be emailed to graduating students, via the online database at intervals of 60 days before graduation, 90 days after graduation and 180 days after graduation.

Projected Completion Date: 05/2017
Implementation Notes:
6/16/2017 The First Destination Survey was launched on June 1, 2017 and data will be collected and evaluated through June 30, 2017.

Implement new online job database
Career Services is switching from CSO online job database to Handshake. Handshake is more user-friendly. It is anticipated that the switch to a more user-friendly job database will increase student satisfaction with access to job postings.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Implementation Description:
The switch from CSO to Handshake will take place by November 30, 2016. Then Career Services team will begin mass communication of the change to students and alumni.

Projected Completion Date: 11/2016
Responsible Person/Group: Career Services team
Implementation Notes:
6/16/2017 The switch to Handshake from CSO occurred in November, 2016. Initial feedback from all users (employers and students) has been very positive.

Promote classroom presentation availability
Career Services has experienced a decline in classroom presentation requests. Strategies to address this issue include emailing, phoning, and visiting faculty to offer the service of classroom presentations.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Implementation Description:
Strategies to address this issue include emailing, phoning, and visiting faculty to offer the service of classroom presentations.

Projected Completion Date: 05/2017
Implementation Notes:
6/16/2017 Strategies to address this issue included emailing, phoning, and visiting faculty to offer the service of classroom presentations. Feedback has been positive.

Space Renovation
With an increase in staff, it has become necessary to evaluate the current space available for Career Services. The current facility layout was assessed and plans were made to redesign the space so that the department functions at an optimum level.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: Medium

Implementation Description: Facility will be renovated to create functions at optimum level.

Projected Completion Date: 01/2017
Budget Amount Requested: $0.00 (no request)
Implementation Notes:
6/16/2017 Career Services facilities renovations were completed January, 2017. The space was redesigned to fit the needs of a growing staff and accommodate services additions such as the Career Closet.

Update career fair schedules to compliment academic schedules
Career Services will seek to increase satisfaction of students participating in career fairs by coordinating career fair times better with academic schedule and attempting to increase the number and variety of employers at each career fair.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High

Implementation Description: Career Services will seek to increase satisfaction of students participating in career fairs by coordinating career fair times better with academic schedule and attempting to increase the number and variety of employers at each career fair.

Implementation Notes:
6/16/2017 Implementation of this action includes the addition of a career counseling services survey that students are directed to on the Career Services website. The feedback is continually collected and evaluated to determine perceived career counseling needs of currently enrolled students.
Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?

Based on the analysis of findings, Career Services continues to be strong in career counseling services such as assisting students with career decision-making, resume construction, job searching, and interview preparation. New programs such as the Career Transition Assistance Program for military veteran students have made positive impacts to career readiness for specific populations. Another program addition included the College to Career Conference, which was focused on assisting students in identifying and articulating key marketable skills that employers are looking for in new hires.

Based on the analysis of findings, how has the program improved?

Based on the analysis of findings, program improvements were seen in career fair attendance of student and employers. Additionally, there was improvement in attendance of the Business Etiquette Dinner.

Based on the analysis of findings, what are the areas of concern within the program?

Faculty engagement continues to be a concern. A key strategy in reaching students with the information about services, is having faculty refer students to the career center. While numbers indicate faculty contacts have been maintained, staff continues to explore ways of engaging faculty in order to connect services to students.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Summary of Achievements

- Career Fairs—Overall the recruiters felt that the fairs were good. They believed that students were well prepared and the attendance is good. The recruiters felt that faculty involvement was an area for improvement. Overall the students reported that the fairs were good overall. The most cited areas for improvement were more recruiters.
- Business Etiquette Dinner—Overall the students believed this program was excellent. They enjoyed the fun learning atmosphere and always comment on the amount of things they learn.
- Held first “The Career Fair”, with a fair-within-a-fair concept
- Held the College to Career Conference
- Implemented the Career Transition Assistance for military veteran college students

Highlights of the Year

Career Services began 2016-2017 began and ended with changes to personnel and office locations. The fall semester started with 7 professional staff, one administrative assistant, five student workers, one graduate assistant and one undergraduate intern for the Small Business Internship Program. At the end of the fall semester, the associate director and the career counselor for Nursing and Health Sciences resigned. An interim associate director began in the spring. The department offset the impact of these changes to services and programs by flexing duties and assignments for each of the professional staff.

2016-2017 brought changes in facilities and programming for Career Services. Career fairs were re-designed to accommodate the needs of employers and students. The career center facility underwent a complete renovation, resulting in more efficient use of the space. Two new programs that were implemented in 2016-2017 to aid in career readiness were the Career Transition Assistance Program for military veteran college students and the College to Career Conference.

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

PROGRAMS

JOB FAIRS

Job Fairs are an important part of helping students come in contact with prospective employers as well as provide the employer the opportunity to see the qualities of TAMUCC students. Students can explore employment opportunities in a non-threatening, low-pressure environment. Employers have the opportunity to provide information about their company, to raise awareness and visibility to attract candidates for internships, part-time, and full-time employment.

<table>
<thead>
<tr>
<th>FALL FAIRS</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recruiters</td>
</tr>
<tr>
<td>All Major</td>
<td>71</td>
</tr>
<tr>
<td>Career Fair</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>41</td>
</tr>
<tr>
<td>Job Fair</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>55</td>
</tr>
<tr>
<td>School Fair</td>
<td></td>
</tr>
<tr>
<td>Criminal</td>
<td>28</td>
</tr>
<tr>
<td>Justice/</td>
<td></td>
</tr>
<tr>
<td>Veterans</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>Health. &amp; Wellness Fair</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Classifications</td>
<td></td>
</tr>
<tr>
<td>FR</td>
<td>16%</td>
</tr>
<tr>
<td>SO</td>
<td>14%</td>
</tr>
<tr>
<td>JR</td>
<td>23%</td>
</tr>
<tr>
<td>SR</td>
<td>45%</td>
</tr>
<tr>
<td>PB</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>GRAD</td>
<td>0%</td>
</tr>
<tr>
<td>U/K</td>
<td>&gt;1%</td>
</tr>
</tbody>
</table>

| FALL 2016 FAIR                                |                         |                        |               |                                                       |
| Residency and Gender                          |                         |                        |               |                                                       |
| Resident % | Non Resident % | Male % | Female % |                              |             |
| Health. & Wellness Fair | N/A | N/A | N/A | N/A |   |  |  |
| Sci, Eng, & Tech Fair | N/A | N/A | N/A | N/A |   |  |  |
| Graduate School Fair | 15% | 85% | 20% | 80% |   |  |  |
| Education Fair | 10% | 90% | 20% | 80% |   |  |  |
| Business Fair | 30% | 70% | 43% | 57% |   |  |  |
| Criminal Justice/Veterans Fair | 10% | 90% | 47% | 53% |   |  |  |
| STEAM Fair | 15% | 85% | 26% | 74% |   |  |  |

| FALL 2016 FAIRS                               |                         |                        |               |                                                       |
| Classification                                |                         |                        |               |                                                       |
| FR                                            | 16%                     | 1%                     | 6%            | 15%                                                   |
| SO                                            | 14%                     | 11%                    | 10%           |                                                       |
| JR                                            | 23%                     | 9%                     | 17%           |                                                       |
| SR                                            | 45%                     | 72%                    | 56%           |                                                       |
| PB                                            | >1%                     | >1%                    | 3%            |                                                       |
| GRAD                                          | 0%                      | 4%                     | 5%            |                                                       |
| U/K                                           | >1%                     | 2%                     | 3%            |                                                       |
### FALL 2016 FAIR

#### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Asian Pacific</th>
<th>Black N/His.</th>
<th>Hispanic</th>
<th>Intern'l</th>
<th>Native American</th>
<th>White N/His.</th>
<th>U/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health. &amp; Wellness Fair</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sci. Eng, &amp; Tech Fair</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Graduate School Fair</td>
<td>12%</td>
<td>&gt;1%</td>
<td>20%</td>
<td>12%</td>
<td>1%</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Education Fair</td>
<td>8%</td>
<td>1%</td>
<td>21%</td>
<td>7%</td>
<td>1%</td>
<td>9%</td>
<td>53%</td>
</tr>
<tr>
<td>Business Fair</td>
<td>5%</td>
<td>&gt;1%</td>
<td>21%</td>
<td>10%</td>
<td>&gt;1%</td>
<td>10%</td>
<td>52%</td>
</tr>
<tr>
<td>Criminal Justice/ Veterans Fair</td>
<td>14%</td>
<td>&gt;1%</td>
<td>15%</td>
<td>4%</td>
<td>&gt;1%</td>
<td>6%</td>
<td>50%*</td>
</tr>
<tr>
<td>STEAM Fair</td>
<td>4%</td>
<td>1%</td>
<td>44%</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
<td>49%</td>
<td>&gt;1%</td>
</tr>
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</table>

### Spring 2017 FAIR

#### Residency and Gender

<table>
<thead>
<tr>
<th>Fair</th>
<th>Resident %</th>
<th>Non Resident %</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Fair</td>
<td>16%</td>
<td>84%</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>Education Fair</td>
<td>8%</td>
<td>92%</td>
<td>12%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Spring 2017 FAIRS

#### Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>FR</th>
<th>SO</th>
<th>JR</th>
<th>SR</th>
<th>PB</th>
<th>GRAD</th>
<th>U/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Fair</td>
<td>12%</td>
<td>12%</td>
<td>23%</td>
<td>38%</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Education Fair</td>
<td>10%</td>
<td>1%</td>
<td>7%</td>
<td>70%</td>
<td>&gt;1%</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>
**Business Etiquette Dinner**

Business Etiquette Dinner is an annual event for Career Services. The event is held every spring and students have the opportunity to learn a lesson in fine dining and business etiquette. Lessons included both American style and Continental style of dining. Students were taught to consider the global aspect of etiquette. Students were charged $5.00 for tickets and received a full meal along with the chance to network with faculty and business professionals from the Corpus Christi community.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TICKETS SOLD</th>
<th>COMPLIMENTARY TICKETS</th>
<th>ACTUALLY ATTENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>129</td>
<td>13</td>
<td>107</td>
</tr>
<tr>
<td>2015</td>
<td>168</td>
<td>40</td>
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</tr>
<tr>
<td>2016</td>
<td>170</td>
<td>40</td>
<td>151</td>
</tr>
<tr>
<td>2017</td>
<td>135</td>
<td>38</td>
<td>173</td>
</tr>
</tbody>
</table>

*Due to University Center renovations and adjustment of programs, Business Etiquette Dinner did not occur in 2014

**Business Community Members Invited**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analissa Griffith, Whataburger</td>
<td></td>
</tr>
<tr>
<td>Gracie Martin, Ensemble Group</td>
<td></td>
</tr>
<tr>
<td>Melody Alvarado, Christus Spohn</td>
<td>Alicia Olivo, Wells Fargo</td>
</tr>
<tr>
<td>Chris Wells, USAA</td>
<td>Robert Melendez, Senior Helpers</td>
</tr>
<tr>
<td>Steve Drenth, Melton &amp; Melton</td>
<td>Mark Sanchez, Mark Sanchez Insurance</td>
</tr>
<tr>
<td>Steve Hammond, Melton &amp; Melton</td>
<td>Gloria Taylor, Communities In Schools</td>
</tr>
<tr>
<td>Sandi Japp, Christus Spohn</td>
<td>Sylvia Wilson, City of Corpus Christi</td>
</tr>
</tbody>
</table>

**On-Campus Recruiting**

The on-campus recruitment program offers students the opportunity to meet and interview with all types of employers who visit campus throughout the year.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35</td>
<td>37</td>
<td>37</td>
<td>24</td>
</tr>
</tbody>
</table>

**2016-2017 On-Campus Recruiting Companies**

<table>
<thead>
<tr>
<th>Company</th>
<th>2016-2017 On-Campus Recruiting Companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGI</td>
<td>US Navy</td>
</tr>
<tr>
<td>Fastenal</td>
<td>Target</td>
</tr>
<tr>
<td>Kiewit</td>
<td>NASA</td>
</tr>
<tr>
<td>HEB</td>
<td>Enterprise Holdings</td>
</tr>
<tr>
<td>USAA</td>
<td>Legacy Health</td>
</tr>
<tr>
<td>Sherwin Williams</td>
<td>UTSA</td>
</tr>
<tr>
<td>USAA</td>
<td>Enterprise Holdings</td>
</tr>
<tr>
<td></td>
<td>Baytek Intl</td>
</tr>
</tbody>
</table>

**Workshops and Classroom Presentations**

Workshops and classroom presentations provide students with the best up-to-date assistance on a variety of topics that will enhance the student’s ability to obtain employment.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>157</td>
<td>156</td>
<td>102*</td>
</tr>
</tbody>
</table>

*This number represents the total workshops/ classroom presentations for Fall 2016 & Spring 2017. Summer 2017 presentation numbers will be reported in a future report.

**Student Employee of the Year Award**
The National Student Employment Week is sponsored by Career Services and Financial Aid. It is a program designed to recognize student workers who make campuses more successful. The winner of the award receive a $100 Sanddollar card and his or her name added to a plaque that hangs in Career Services. The winner of the event competes in the Southern Association of Student Employment Administrators Student Employee of the Year contest. The winner of the regional competition receives a plaque and a $200 savings bond.

Spring 2017 marked the 14th Annual Student Employee of the Year Award Program. Winners are:

<table>
<thead>
<tr>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melody Jacobo</td>
<td>Mari Cruz Alvarado</td>
<td>Stephanie Zook</td>
</tr>
</tbody>
</table>

### JOB STATISTICS

<table>
<thead>
<tr>
<th>I-Link Data</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Referrals / Total</td>
<td>7,949</td>
<td>9,799</td>
<td>7,574</td>
<td>8,414</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JLD Placement / Opportunities</th>
<th>425 / 1188</th>
<th>646 / 1366</th>
<th>711/1809</th>
<th>759/1888</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>On Campus Placements/Opportunities</th>
<th>508 / 440</th>
<th>511 / 480</th>
<th>530/527</th>
<th>673/680</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intern Placements / Opportunities</th>
<th>188 / 221</th>
<th>198 / 238</th>
<th>201/ 248</th>
<th>207/259</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professional Placements/Opportunities</th>
<th>94 / 603</th>
<th>98 /734</th>
<th>118/1221</th>
<th>180/1325</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I-Link Data</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Earnings Total $</td>
<td>11,608,285</td>
<td>11,917,955</td>
<td>14,758,880</td>
<td>20,718,303</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JLD Earnings $</th>
<th>3,367,139</th>
<th>4,348,683</th>
<th>6,068,105</th>
<th>7,504,370</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>On Campus Earnings $</th>
<th>3,245,035</th>
<th>3,305,312</th>
<th>3,463,606</th>
<th>4,286,202</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Community Service Work Study Earnings $</th>
<th>Included in JLD</th>
<th>Included in JLD</th>
<th>Included in JLD</th>
<th>Included in JLD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intern Earnings $</th>
<th>877,307</th>
<th>Included in JLD</th>
<th>Included in JLD</th>
<th>Included in JLD</th>
</tr>
</thead>
</table>

| Professional $     | 4,118,803 | 4,263,961 | 5,227,169 | 8,927,730 |

* 2017 JLD data will not be reported until next fiscal cycle.

### SMALL BUSINESS INTERNSHIP

#### Overview
This program is a collaboration between Texas A&M University-Corpus Christ, the City of Corpus Christi 4A Board, Del Mar College and WorkSource. It allows money from the city to help small businesses within Corpus Christi to hire interns and provide for approximately half of the students wages. The intent is to support small business growth and create professional job opportunities for students.

#### Purpose
The Texas A&M University-Corpus Christi Small Business Internship Program is an opportunity for small businesses in Corpus Christi to grow with the assistance of highly trained students to meet specific business needs. It is a partnership with small business employers who offer students productive and meaningful work assignments with a learning component related to the student's major.

#### Benefit
There are numerous benefits for the employer who partners with TAMU-CC in an internship program. The goal is to ensure that all internships are mutually beneficial to the student and employer by providing access to bright, ambitious students.

- Recruit motivated & career-oriented students to help the business grow!
- Employers have the added benefit of being reimbursed a portion of the student's wage (up to the amount of the current minimum wage).
- Reduced costs associated with recruiting and training create potential permanent employees for the business.
Texas A&M University – Corpus Christi
Small Business Internship Program
Spring 2016 – Spring 2017 Progress Report

Spring 2016 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>31</td>
</tr>
</tbody>
</table>

Summer 2016 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>21</td>
</tr>
</tbody>
</table>

Fall 2016 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>30</td>
</tr>
</tbody>
</table>

Spring 2017 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>35</td>
</tr>
</tbody>
</table>

Small Business Internship Participants for 2016-2017:

Adamson and Company
Baytek International
BillCutterz
Brinca!
Ed Cantu Insurance
Ensemble Group
First Title Company
Garron Dean & Associates
Geraldo Elite Futbol
Great Sage
Gross Capital
Gulf Coast Mailing Services
Johnstone Supply
Kingsbury Insurance
Life Is Good Realty
Maricela Sanchez Art
Mark Chavez Insurance
Mira’s Sports & More
Mortgage Associates of Corpus Christi
Mr. Fancy Pants Carwash
Nueces Stone Quarry
Olivarri & Associates
Prokite Surf
QSR Online
RH Shakeford
Ron Spark, CPA
Zambrano Services

CAMPUS COMMUNITY ACTIVITIES

The staff of Career Services takes an active role in contributing to the success and wellbeing of the campus community as well as the Corpus Christi community. Listed below are examples of activities in which the staff engaged during 2016-
2017.

CAMPUS COMMUNITY ACTIVITIES

- New Student Orientation
- Island Days
- Islander Lights
- Waves of Welcome
- Homecoming
- Employee Development Day
- President's Picnic
- Anchor Alumni Club
- Staff Council
- Staff Luncheon
- Islander Forum
- Freshman Convocation
- Graduation

COMMUNITY OUTREACH ACTIVITIES

- Disability Navigators
- Thursday Morning Group
- Internship Development Meetings
- Disability Network Group
- King High School

COMMUNITY SERVICE/PHILANTHROPIC ACTIVITY

- Angel Tree-Sharon Herrera
- Disaster Relief – Terri Howe
- Salvation Army Stocking-Sharon Herrera
- Junior Achievement – Nancy Salinas

Full and Part Time Staff

Listed below are the full-time staff members and highlights of their activities and accomplishments during 2016-2017.

**Dr. Terri Howe**
Director, Career Services

Manages and provides leadership for a comprehensive program which includes; career exploration, employer relations, internships and student employment. Oversees daily operation of the office; develops policies and procedures; coordinates services; supervises staff; administers departmental budget; manages information systems, establishes and maintains positive relationships with students, faculty and staff, community agencies and employers.

Terri has worked at the university since 1994 in various positions but has been with Career Services since 2001. She earned a Bachelor of Arts in Communication in 1991, a Master of Science in Counseling and Educational Psychology in 2004, and a PhD in Counselor Education in May 2017 from Texas A&M University-Corpus Christi. She received her LPC in January 2011 and became LPC Supervisor in May 2016.

**Dr. Leslie Mills**
Associate Director, Career Services

Assists the Director with daily operations of the Career Services program and with the development of new programs, services, marketing, strategic planning, and office operations. Participates in campus-wide and divisional committees. Assists students with career exploration and job search.

Coordinates on-campus recruiting for full-time jobs; maintains career resource library; coordinates internship program; supervises full-time career counselors; supervises graduate and undergraduate students in practicum and internships; assists with career fairs and other career service events.

Leslie received a Bachelors of Science in Sociology in 2004, a Masters of Science in Counseling Psychology in 2006, and an Ed.D. in Educational Leadership in 2014 from Tarleton State University. Leslie has held a variety of positions at both Tarleton State University and Texas A&M University-Corpus Christi in both Academic Affairs and Student Engagement and Success.

**Heather Hanami**
Assistant Director, Employer Relations

Designs and executes a market strategy to identify and attract new employers to recruit Texas A&M University-Corpus Christi students. Develops and maintains employer relationships and works actively to promote on-campus and remote recruitment of our students by desirable employers. Assists employers in building their brands on campus, thereby increasing loyalty to TAMUC and its students. Advises employers on marketing strategies and sets expectations for event participation and student involvement. Serves as an expert consultant to employers on student behavior, needs, and desires.

Heather received a Bachelor of Arts in Organizational Communication in 2003 from The University of North Carolina at Charlotte. She has also earned a Master in Education College Student Personnel in 2007 from Western Carolina University. Heather worked in Career Services for 3.5 years at the University of South Carolina Aiken and 3 years in the Business & Technology Division at Savannah Technical College.
Nancy Salinas  
Senior Career Counselor, College of Liberal Arts & College of Education

Provides career counseling and work with students one-on-one and in workshops; administers and interprets CHOICES results; provides job search and resume writing help in one-on-one and group settings; provides interview training and conducts mock interviews; assists with career fairs, on-campus recruiting, internship programs, and other career service events.

Nancy received her Bachelor of Science in Education majoring in Occupational Training and Development in 2003. She received her Master of Science in Counseling with a Community Counseling emphasis in 2006. She received both of these degrees from Texas A&M University-Corpus Christi. Nancy has worked at in Career Services since 2006.

Brianna Smoot  
Small Business Internship Program Intern

Brianna’s responsibilities are to create and develop marketing material for the internship program as well as maintain the data collected using the evaluation instruments. Brianna keeps records on accounts payables and contacted potential employers; she also maintains the relationships with employers currently in the program. She creates all marketing material for the program. Currently, she is working on a Bachelor of Arts in Communications and scheduled to graduate December 2018.

Isabel Oliver  
Career Counselor, College of Business

Provides career counseling and work with students one-on-one and in workshops; administers and interprets CHOICES results; provides job search and resume writing help in one-on-one and group settings; provides interview training and conducts mock interviews; assists with career fairs, on-campus recruiting, internship programs, and other career service events.

Isabel Oliver is a graduate of Texas A&M University-Corpus Christi with her Masters in Clinical Psychology. She is currently pursuing her License in Professional Counseling and has almost four years of experience in the field of mental health counseling.

Jacinto Medina  
Career Counselor, College of Science and Engineering

Provides career counseling and works with students one-on-one and in workshops; administers and interprets CHOICES results; provides job search and resume writing help in one-on-one and group settings; provides interview training and conducts mock interviews; assists with career fairs, on-campus recruiting, internship programs, and other career service events.

Jacinto has a Bachelor of Science in Health Science and a Master of Science in Counseling from Texas A&M University-Corpus Christi and a Masters of Education in Human Resource Development from Texas A&M University. Jace is a National Certified Counselor and a Licensed Professional Counselor. Jace began working for Career Services, on an interim basis in December 2011 and joined the department full time in June 2012.

Dr. Lauren Denver-Potter (joined Career Services in May 2017)  
Career Counselor, College of Nursing and Health Sciences

Provides career counseling and work with students one-on-one and in workshops; administers and interprets CHOICES results; provides job search and resume writing help in one-on-one and group settings; provides interview training and conducts mock interviews; assists with career fairs, on-campus recruiting, internship programs, and other career service events.

Lauren joined the Career Services Department at TAMUCC fulltime as a Career Counselor in May 2017. She started with TAMUCC as an adjunct professor of psychology in August 2015. She earned a Bachelor of Arts in Music in 1999, a Master of Science in Counseling and Guidance in 2009, and a PhD in General Psychology in 2016. She hopes to finish her hours for full LPC licensure over the next year or so.

Rachel Williams  
Internship Coordinator

Contacts potential employers to develop internships with their companies. Assists with job descriptions and interview process. Assists employers with selection of interns, conducts site visits, resolves issues, and works with employers and interns to ensure a positive experience. Serves as the administrative point of contact with this program in conjunction with the City of Corpus Christi. Assists Small Business employers and student Interns in several ways.

Rachel is a Colorado native and graduated from Colorado State University in 2012 with a Bachelor's in Human Development & Family Studies. In January 2016, she and her husband moved to Corpus Christi, Texas, where she now serves as the Internship Coordinator for Career Services. She is currently pursuing her Master of Science Degree in Counseling with an emphasis in school counseling at Texas A&M University-Corpus Christi.

Sharon Herrera  
Job Developer

Locates and develops off-campus employment, including part-time, seasonal/summer jobs as well as 30+ hr/wk jobs that do not require a degree for part-time students. Ensures compliance with FWS/JLD regulations. Keeps accurate records of placements and student earnings for the reporting annually to the U. S. Department of Education. Maintains job opportunities listings, current hiring off-campus and well as on campus part-time student positions. Assists students looking for off-campus jobs and notifies them of openings, which correspond to their area of interest, and refers interested and qualified students to employers. Helps students with resumes, job search and interview prep for part-time positions.

Sharon has been with the University and Career Services since 1994. Sharon has a Bachelor of Arts in Communication and a Master's in Science in Educational Technology both from Texas A&M University-Corpus Christi.

Isabel Oliver  
Career Counselor, College of Business

Provides career counseling and work with students one-on-one and in workshops; administers and interprets CHOICES results; provides job search and resume writing help in one-on-one and group settings; provides interview training and conducts mock interviews; assists with career fairs, on-campus recruiting, internship programs, and other career service events.

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Bachelor's degree in Sociology from Texas A&M University- Corpus Christi and is currently working on a Master's degree in Counseling and Educational Psychology.

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

Terri Howe, Director
Service to the Community
Paralyzed Veterans of South Texas, volunteer
Southern Baptist Disaster Relief Response Team, volunteer

Service to the Profession
Texas Career Development Association, Board of Directors
Texas Career Development Association Poster Contest, Chair
Southern Association of Colleges and Employers Conference, Presenter

Service to the University
Community Outreach Advisory Council, member
Islander Forum, Presenter
Employee Development Day, Presenter

Research
Phenomenological evaluation of a career transition program for military veteran undergraduate students (doctoral dissertation research project)

Mark Hendrix, Associate Director
Service to the Community
CBASRT — Coastal Bend Association of Systemic and Relational Therapy — member
Family Counseling Services — counseling services to individuals, families, and couples

Service to the Profession
CBASRT — Coastal Bend Association of Systemic and Relational Therapy — member/ Conference Presenter

Service to the University
Strategic Planning and Assessment Committee - member

Sharon Herrera, Job Developer
Service to the Community
Breast Cancer Walk, volunteer
American Heart Association Walk, volunteer

Service to the Profession
Southern Association of Colleges and Employers Technical Knowledge Group, member

Service to the University
UCSA Advisory Board, member
Convocation Committee/Technology, member
Be Well to Excel Task Force, member
SEAS Student Employee Week Task Force, member
University Web Council, member

Jacinto Medina, Career Counselor
Service to the Community
Aransas Pass Youth Co-ed Basketball League, volunteer coach
Aransas Pass Youth Football Junior Cheerleading Squad, volunteer

Service to the University
SEAS Scholarship Committee

Nancy Salinas, Senior Career Counselor
Service to the Community
Texas Jazz Festival, volunteer
Last Patrol Freedom Run, volunteer
Community Options, volunteer

Sr Achievement, volunteer

Service to the University
McNair Scholars Program, committee member
I-ADAPT, event volunteer

Sara Goede, Career Counselor
Service to the Community
First Year Seminar Task Force Committee, member
Graduate Student Appreciation Week Committee, member

Isabel Oliver, Career Counselor
Service to the University
Waves of Welcome Committee – member

Sara Lopez, Administrative Assistant
Service to the Community
Walk for “Dress for Success”, volunteer
Veteran’s Day Celebration, volunteer

Service to the University
Employee Excellence Awards, Chair
Commencement, volunteer
Islander Forum, Presenter

Anticipated Challenges for the Next Cycle

An anticipated challenge for the department is meeting the demands of a growing student population. Currently, there are four career counselors to serve five colleges. As the student population continues to grow, it will become necessary to increase the career counseling staff in order to meet students’ needs in a timely manner.

Continuation of the Small Business Internship Program is an ongoing challenge. This program is funded by the City of Corpus Christi and funding is contingent upon approval by the Type A Board (the funding approval board).
Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

Career Services continues to explore opportunities to increase faculty engagement and classroom presentation requests. Strategies to address this issue are: emailing, phoning, and visiting the offices of faculty to offer the service of classroom presentations. Additionally, flyers advertising this service will be created and placed in faculty mailboxes.

In order to improve the ‘Hire An Islander’ database features, Career Services has switched from CSO to Handshake as the online database provider. This new platform provides additional features such as a mobile-friendly platform and is more user-friendly. The Career Services staff will continue learning how to manage the new database and utilize all of its features to provide better job searching services for students and alumni.

Career Services will continue to research ways to increase off-campus employment opportunities by monitoring and revising career fairs as needed.

Career Services will continue to monitor student career counseling satisfaction via the online survey and adjust approaches to career counseling as needed. As career counseling needs are identified, strategies to mitigate career counseling needs will be developed and implemented.

To achieve better results of student and alumni employment, Career Services will continue the development and implementation of the new First Destination Survey through the new online job database.

Assessment Timeline (optional)
The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report
2016-2017 Disability Services
(As of: 10/31/2017 12:25 PM EST)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

The Disability Services Office at Texas A&M University-Corpus Christi is dedicated to facilitating equal and integrated access to educational opportunities for students with disabilities in order to meet their academic and personal goals. The office coordinates appropriate academic accommodations and encourages the development of student self-advocacy skills. We further promote an inclusive environment by collaborating with students, faculty, and staff to eliminate physical, programmatic and attitudinal barriers within the campus community.

Goals

G 1: Provide a Supportive Environment for Equal Access
Provide a supportive environment that promotes equal access to education for students.

G 2: Accessibility and inclusion for students
Promote campus-wide accessibility and inclusion for students with disabilities.

G 3: Develop and Manage Resources to Support Mission
Develop and manage resources in order to promote the mission of the Disability Services office.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Cultural Competence
The student will be able to exhibit cultural competence.

Relevant Associations:

Standard Associations
EmpowerU SLOs
2 Globalization and Cultural Diversity
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 1: "Hidden" Disability Training Post Test
"Hidden" disability training post-test. Answers will be graded with a rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
≥ 85% of students will be able to identify 3 "hidden" disabilities encountered by student with disabilities.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs on a 3 year rotation

M 2: "Hidden" Disability Training-Perceived Awareness
"Hidden" disability training-perceived awareness. "Do you believe that learning about students with disabilities..."
increased your awareness of diversity?"
Source of Evidence: Administrative measure - other

Target:
≥ 80% of students will agree that they have increased diversity awareness.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs on a 3 year rotation

SLO 2: Effective Communication
Students will be able to effectively communicate their disability related needs.

Relevant Associations:

<table>
<thead>
<tr>
<th>Standard Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EmpowerU SLOs</td>
</tr>
<tr>
<td>3 Communication</td>
</tr>
<tr>
<td>3 Problem Solving</td>
</tr>
<tr>
<td>5 Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southern Association of Colleges and Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Plan Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M-Corpus Christi</td>
</tr>
<tr>
<td>1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.</td>
</tr>
</tbody>
</table>

Related Measures

M 3: Disability Services Biennial Survey - Communication
Disability Services Biennial Survey - Communication. Working with Disability Services has helped me effectively communicate my disability related needs.
Source of Evidence: Administrative measure - other

Connected Document
DS Student Satisfaction Survey

Target:
85% of respondents will agree that working with Disability Services has helped them better communicate their disability related needs.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs biennially.

SLO 3: Critical Thinking
The student will demonstrate critical thinking skills.

Relevant Associations:

<table>
<thead>
<tr>
<th>Standard Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EmpowerU SLOs</td>
</tr>
<tr>
<td>4 Critical Thinking</td>
</tr>
<tr>
<td>3 Problem Solving</td>
</tr>
<tr>
<td>5 Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southern Association of Colleges and Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Plan Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M-Corpus Christi</td>
</tr>
<tr>
<td>1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.</td>
</tr>
</tbody>
</table>

Related Measures

M 4: Eliminating Barriers Training Post-Test
Post-test to determine if students are able to identify potential barriers displayed in an image or scenario and suggest appropriate accommodations. Answers will be graded with a rubric

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
SLO #4 Eliminating Barriers Rubric 2016
SLO 4 Scenario Post Assessment

Target:
≥ 80% of students will score at the Skilled level as graded with a rubric. The rubric has four levels including Novice, Intermediate, Skilled and Exemplary.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs on a 3 year rotation

SLO 4: Assistive Technology Proficiency
The student will be able to proficiently use Assistive Technology after training.

Relevant Associations:

<table>
<thead>
<tr>
<th>Standard Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EmpowerU SLOs</td>
</tr>
<tr>
<td>5 Specific Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southern Association of Colleges and Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Plan Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M-Corpus Christi</td>
</tr>
<tr>
<td>1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.</td>
</tr>
</tbody>
</table>
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 5: Assistive Technology Training Post-Test
Assistive Technology training post-test. Answers will be graded with a rubric.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
≥ 80% will score accomplished or exemplary.
Finding (2016-2017) - Target: Not Met
65% of students, after assistive technology (Text-to-Speech) training, scored accomplished or exemplary.

Connected Document
DS Rubric for Text to Speech Software

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Re-evaluate Assistive Technology Referrals
Established in Cycle: 2016-2017
Evaluate how assistive technology recommendations are determined and make appropriate changes. This will include the Assistive ...

M 6: Disability Services Biennial Survey-Assistive Technology
Disability Services Biennial Survey-Assistive Technology. Working with Disability Services staff has helped me learn how to use Assistive Technology software, hardware and Assistive Devices.
Source of Evidence: Client satisfaction survey (student, faculty)
Connected Document
DS Student Satisfaction Survey
Target:
≥ 85% agree or strongly agree.
Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs biennially.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 5: Provide educational programs to increase disability awareness
Provide educational programs to increase disability awareness.
Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 7: Provide educational programs to faculty/staff regarding students with disabilities
Provide educational programs to faculty/staff regarding students with disabilities
Source of Evidence: Administrative measure - other
Target:
Programs presented ≥ 4
Finding (2016-2017) - Target: Not Met
Education programs presented to faculty/staff = 2
Connected Document
Faculty/Staff Education Programs FY17

Related Action Plans (by Established cycle, then alpha):
Educational Programs for Faculty
Established in Cycle: 2016-2017
Conduct additional educational programs to faculty/staff regarding students with disabilities.
For full information, see the Details of Action Plans section of this report.

M 8: Provide educational student programs to increase disability awareness
Provide educational student programs to increase disability awareness
Source of Evidence: Administrative measure - other
Target:
≥ 5 educational student programs
Finding (2016-2017) - Target: Met
Provided 10 educational student programs to increase disability awareness.
Connected Document
Educational Student Programs FY17

O/O 6: Provide quality services for students with disabilities
Provide quality services for students with disabilities.
Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Strategic Plan Associations**
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 9: Disability Services Biennial Survey-Overall Satisfaction**
Disability Services Biennial Survey-overall satisfaction.
Source of Evidence: Client satisfaction survey (student, faculty)

**Connected Document**
DS Student Satisfaction Survey

**Target:**
≥ 85% will report satisfied or very satisfied.

**Finding (2016-2017) - Target: Not Reported This Cycle**
Disability Services Biennial Survey is not reported this cycle.

**M 10: Undergraduate Student Satisfaction Survey**
Undergraduate Student Satisfaction Survey.
Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
≥ 85% will report satisfied or very satisfied.

**Finding (2016-2017) - Target: Met**
97% of students reported "Satisfied" or "Very Satisfied" with Disability Services.

**Connected Document**
DS Undergraduate Student Survey Results FY16

**O/O 7: Manage resources efficiently, effectively and responsibly**
Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

**Relevant Associations:**

**Standard Associations**
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Strategic Plan Associations**
Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

**Related Measures**

**M 11: Utilize Biennial AHEAD Survey**
Utilize the "Biennial AHEAD Survey of Disability Service and Resource Professionals in Higher Education: Employment and Compensation" in order to provide competitive compensation and retain staff.
Source of Evidence: Administrative measure - other

**Target:**
Staff compensation within the average range of pay of the AHEAD Survey.

**Finding (2016-2017) - Target: Not Met**
Staff compensation for the Accommodations Counselors is not within the average range of pay in accordance with the recently released AHEAD 2016 Biennial Survey of Disability Services and Resource Professionals in Higher Education: Employment and Compensation report.

**Connected Document**
FY16 Biennial AHEAD Survey Summary Report

**Related Action Plans (by Established cycle, then alpha):**
Advocate for Competitive Salaries
Established in Cycle: 2016-2017
Advocate for a more competitive salary survey for Accommodations Counselors as indicated in the AHEAD Salary Survey.

For full information, see the Details of Action Plans section of this report.

**M 12: Implement Accessible Information Management System**
Implement Accessible Information Management System.
Source of Evidence: Administrative measure - other

**Target:**
Staff will have mastered 5 modules of the AIM software, including being able to generate Faculty Notification Letters from the program.

**Finding (2016-2017) - Target: Not Met**
4 modules (Applications, Alternative Format, Alternative Testing, Equipment) of the AIM software have been "Mastered". The interpreter services and note-taking modules are under review to determine if they will be implemented.

**Related Action Plans (by Established cycle, then alpha):**
Complete Implementation and Training of the New Case Management Software
Established in Cycle: 2013-2014
Accessible Information Management (AIM) was purchased, activated, and utilized effectively by staff, students, and faculty.

AIM Note-taking and Deaf and Hard of Hearing Module
Established in Cycle: 2016-2017
Evaluate the Note-taking and Deaf and Hard of Hearing Module to determine its usefulness for students and office operations.

For full information, see the Details of Action Plans section of this report.
Review and Revise Service Animal Policy

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Medium
Responsible Person/Group: Rachel A. Cox

Implementation Notes:
6/6/2017 A committee was formed and Service Animal/Assistance Animal Policy was completed and approved 2/3/2017.

Complete Implementation and Training of the New Case Management Software

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Implement Accessible Information Management System | Outcome/Objective: Manage resources efficiently, effectively and responsibly

Implementation Description:
Accessible Information Management (AIM) was purchased, activated, and utilized effectively by staff, students, and faculty. This system has dramatically increased the efficiency in the process by which students apply and re-register for disability related academic accommodations. AIM has also reduced our use of paper and clerical tasks associated with Letters to faculty and Exam Services.

Responsible Person/Group: Rachel A. Cox/Director
Additional Resources: Budget has been approved.
Budget Amount Requested: $3,480.00 (recurring)

Implementation Notes:
6/5/2017 80% of the AIM software has been mastered by DS Staff. At this time, DS has not really used the Note-taking or the Interpreter Services modules and is unsure if these modules will be used.

Create a Priority Registration Policy for Students with Disabilities

Implementation Status: Finished
Priority: High

Projected Completion Date: 05/2016
Responsible Person/Group: Rachel A. Cox, Director/Ralph McFarland, Associate Director

Implementation Notes:
6/5/2017 In coordination with the Registrar’s office, a verbal procedure for Priority Registration for students with disabilities was created.

Implement the 20/20 Strategic Plan

Implementation Status: In-Progress
Priority: High

Projected Completion Date: 09/2016
Responsible Person/Group: Rachel Cox/Ralph McFarland

Implementation Notes:
6/5/2017 Re-evaluated Learning Outcomes and determined the focus should be on cultural competence, communication, critical thinking and specific knowledge, Modified the plan accordingly.

Review and Revise Interpreter Services Handbook

Implementation Status: In-Progress
Priority: High

Projected Completion Date: 05/2016
Responsible Person/Group: Ralph McFarland, Associate Director

Implementation Notes:
6/5/2017 The implementation of AIM has put this project on hold. DS will work diligently this summer to have a revised Interpreter Services Handbook finalized.

Hire Part-time Exam Services Assistant

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High

Projected Completion Date: 11/2016
Responsible Person/Group: Director/Associate Director
Budget Amount Requested: $21,000.00 (recurring)

Implementation Notes:
6/6/2017 Hired a part time Exam Services Assistant 1/2/2017.

Re-evaluate Learning Goal for Communication

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: Medium

Projected Completion Date: 08/2017
Responsible Person/Group: Erica Garza MK Kahrhoff

Implementation Notes:
6/5/2017 After conducting an assessment on the Tour Guides it was determined that this method was not
Advocate for Competitive Salaries
Advocate for a more competitive salary survey for Accommodations Counselors as indicated in the AHEAD Salary Survey.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Utilize Biennial AHEAD Survey | Outcome/Objective: Manage resources efficiently, effectively and responsibly

Responsible Person/Group: Director
Budget Amount Requested: $6,000.00 (one time)

Advocate for Expert Review of Existing Service Animal/Assistance Animal policy
Advocate for expert review of Existing Service Animal/Assistance Animal policy and campus-wide training

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Responsible Person/Group: Director

AIM Note-taking and Deaf and Hard of Hearing Module
Evaluate the Note-taking and Deaf and Hard of Hearing Module to determine it's usefulness for students and office operations.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Implement Accessible Information Management System | Outcome/Objective: Manage resources efficiently, effectively and responsibly

Responsible Person/Group: Director

Additional Resources: Disability Services Staff input

Educational Programs for Faculty
Conduct additional educational programs to faculty/staff regarding students with disabilities.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Provide educational programs to faculty/staff regarding students with disabilities | Outcome/Objective: Provide educational programs to increase disability awareness

Responsible Person/Group: Director

Re-evaluate Assistive Technology Referrals
Evaluate how assistive technology recommendations are determined and make appropriate changes. This will include the Assistive Technology Specialist.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Assistive Technology Training Post-Test | Outcome/Objective: Assistive Technology Proficiency

Responsible Person/Group: Director

Re-evaluate Exam Services Staffing Needs
Re-evaluate Exam Services staffing needs regarding office and exam coverage. The increasing difficulty of scheduling student employees (due to their class schedules) has resulted in the approval of a part-time employee. Evaluate the possibility of reallocating student employee wages to add one additional part-time employee for maximum coverage. Student employees will be able to proctor, scribe, read or provide courier services for picking up and/or returning exams.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Responsible Person/Group: Director

Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?
In an effort to streamline services to students, increase efficiency and reduce the use of paper, beginning in the fall 2016 semester, Disability Services (DS) implemented a new on-line system called AIM (Accessible Information Management). This system makes it much easier for new and returning students to apply for services, upload disability related documentation, request academic accommodation letters to be sent to Instructors, schedule exams, and request textbooks in alternate format. The AIM system also makes it more streamlined for faculty to provide information to the DS Exam Services component. DS has received an overall positive response from faculty.

The launching of AIM's Alternative Testing module was implemented by staff in one semester while maintaining their high quality of customer service to students, faculty and staff. Krista Greer, AIM trainer stated that she was impressed with the DS staff at successfully launching the entire Exam Services module in one semester. She also said that the launch typically happens in stages—not all at once. This project has taken much time and effort and the staff has done an amazing job!

The DS staff does an awesome job at providing educational student programs to increase disability awareness. The office exceeded the goal by 100%.

Based on the analysis of findings, how has the program improved?
The implementation of AIM has been instrumental in making it easier for students to apply and register for services online. An enormous amount of time has been spent in the design, process, implementation and launch of the AIM program.
Based on the analysis of findings, what are the areas of concern within the program?

- Continued increase in the number of students registering for services therefore, the office is reaching maximum capacity for front waiting area, Assistive Technology, Exam Services and Testing room.
- Continued issues with the Deaf Center regarding following protocol, billing and overcharging.
- Insufficient coverage in Exam Services due to student employee schedules (unable to hire student that match hours needed to cover Exam Services). As a result, not utilizing student employee wages allocated and increased burden on full-time staff.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Total number of students registered: 2016-2017 = 591
2015-2016 = 570
2014-2015 = 301

Note: 2015-2016 and forward reflects changes in the way students registered to provide a more accurate account of the students being served.

Total number of students registered by semester:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>309</td>
<td>258</td>
<td>221</td>
</tr>
<tr>
<td>Spring</td>
<td>282</td>
<td>217</td>
<td>186</td>
</tr>
<tr>
<td>Summer I</td>
<td>63</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Summer II</td>
<td>32</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Registered Students by gender:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>378</td>
<td>329</td>
<td>173</td>
</tr>
<tr>
<td>Males</td>
<td>213</td>
<td>241</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>591</td>
<td>570</td>
<td>301</td>
</tr>
</tbody>
</table>

Registered Students by disability:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disability =</td>
<td>24%</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>ADHD/ADD =</td>
<td>33%</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>Mobility =</td>
<td>3%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Chronic Medical =</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Mental Health =</td>
<td>16%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Visual Impairment =</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Hearing Impairment =</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Traumatic Brain Injury = 2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Autism Spectrum =</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Orthopedic =</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other =</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech =</td>
<td>&lt;.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary =</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exam Services

Total exams administered by semester:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1,182</td>
<td>937</td>
<td>937</td>
</tr>
<tr>
<td>Spring</td>
<td>1,166</td>
<td>1,014</td>
<td>805</td>
</tr>
<tr>
<td>Summer</td>
<td>250</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,348</td>
<td>2,201</td>
<td>1,942</td>
</tr>
</tbody>
</table>

Students Eligible for Exam Accommodations:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>522</td>
<td>571</td>
<td>482</td>
</tr>
</tbody>
</table>

Students Utilizing Exam Services:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Additional Exams Proctored at Faculty Request:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Early Start Exams:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Saturday Exams:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: The following data is now available through the new AIM Case Management System.

Access to Text-to-Speech Software for Exams:

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader Support Requests:</td>
<td></td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Full Scribe Support for Exams:

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Voice Recognition Software on Exams:</td>
<td></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

Alternative Text

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students requesting materials/text in alternative format:</td>
<td>147</td>
<td>143</td>
<td>134</td>
</tr>
</tbody>
</table>

Breakdown of method of request:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total books scanned:</td>
<td>50</td>
<td>109</td>
<td>106</td>
</tr>
<tr>
<td>Total ordered from publisher:</td>
<td>162</td>
<td>147</td>
<td>181</td>
</tr>
</tbody>
</table>

Total number of books edited:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Student Contacts/Visits

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1,853</td>
<td>1,337</td>
<td>1,278</td>
</tr>
<tr>
<td>Spring</td>
<td>1,480</td>
<td>1,830</td>
<td>1,232</td>
</tr>
<tr>
<td>Summer</td>
<td>--</td>
<td>555</td>
<td>443</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,333</td>
<td>3,722</td>
<td>2,953</td>
</tr>
</tbody>
</table>

### Total Faculty Notification Letters

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1,328</td>
<td>1,255</td>
<td>966</td>
</tr>
<tr>
<td>Spring</td>
<td>1,169</td>
<td>1,103</td>
<td>727</td>
</tr>
<tr>
<td>Summer I</td>
<td>152</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Summer II</td>
<td>54</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Interpreter Services Hours & Cost

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<td>2015-2016</td>
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<td>2014-2015</td>
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### Staff Professional Development

**Gail Connelly**
- AIM Alternative Testing module Training, Krista Greer, AIM
- SEAS Staff Development: Working With Difficult People, Rosie Ruiz
- FLSA Training
- AI Captioning Demonstration
- SEAS Staff Development: QPR
- Bi-Weekly Payroll Training
- Math Text-To-Speech Accessibility and Solutions for Students, Webinar
- SEAS Staff Development: Positive Psychology, Claudia Ayala
- SEAS Staff Development: Financial Planning
- AIM - Community of Practice - Reports

**Erin Garza**
- SEAS Staff Development: State of the Division
- Student Hearing and Appellate Board Panel Training
- AIM Alternative Testing Module Training
- Student Hearing and Appellate Board Panel Training
- Step Up Bystander Intervention – Train the Trainer
- Texas Association of School Psychologists Conference
- SEAS Staff Development: Working with Difficult People
- SEAS Staff Development: QPR
- SEAS Staff Development: Wellness
- AIM Notetaking Module Training
- Introducing Accessible Technology in IT and Engineering Courses
- AHEAD – Ohio ADA Café with Scott Lissner
- SEAS Staff Development: Positive Psychology
- Introducing Accessible Technology in IT and Engineering Courses, Webinar
- Title II and Title III Regulations to Implement ADA Amendments Act of 2008: What Should You Know?: Webinar
- SEAS Staff Development: Financial Planning
- The Next Chapter: Master Classes for the Seasoned Professional
- AIM - Community of Practice – Reports
- AIM Community of Practice - Alternative Formats

**MK Kahrhoff**
- SEAS Staff Development: State of the Division
- AIM Module Trainings (various)
- SEAS Staff Development: Leadership Practices
- Extended Time -- What Faculty Need to Know
- Ohio AHEAD/Scott Lissner Café
- SEAS Staff Development: QPR
- Helicopters, Blackhawks and Snowplows: Parents of Students with Disabilities Webinar
- Legal Review, Salome Heyward, Webinar
- SEAS Staff Development: Wellness
- Student Hearing and Appellate Board Training
- Staff Development - Leadership Practices Inventory
- SEAS Staff Development: Positive Psychology
- AHEAD in Texas Conference
- Title II and Title III Regulations to Implement ADA Amendments Act of 2008: What Should You Know?: Webinar
- SEAS Staff Development: Financial Planning
- The Next Chapter: Master Classes for the Seasoned Professional
AIM - Community of Practice - Reports

**Jennifer Weir**

- Creating Accessible Social Media Content for All Users, EASI Webinar
- SEAS Staff Development, State of the Division
- AIM AI Testing Training, Teleconference/WebEx
- Screening and Brief Intervention Focus Group Training
- Inventory Workshop
- How to Create Quick and Easy Accessible Worksheets
- ClaroRead Solutions for Students with Learning Disabilities, Webinar
- Telescopic Vision Aids-Part 2, Webinar
- SEAS Staff Development: Working with Difficult People
- Professional Interaction with Student Veterans
- Accessible Forms in Excel, EASI – Equal Access to Software and Information
- SEAS Staff Development: QPR Training
- Introducing Accessible Technology in IT and Engineering Courses, Webinar
- Math Text-to-Speech Accessibility & Solutions for Students, Webinar
- SEAS Staff Development: Wellness
- Introducing Accessible Technology in IT and Engineering Courses, Webinar
- SEAS Staff Development: Positive Psychology
- SBI Refresher Training
- Making Electronic Information Accessible to All, EASI – Equal Access to Software and Information
- SEAS Staff Development: Financial Planning
- AIM - Community of Practice – Reports
- AIM Community of Practice - Alternative Formats

**Ralph McFarland**

- State of the Division, SEAS Staff Development
- AIM Workshop Training
- Withdrawal Process
- SEAS Staff Development: Working with Difficult People
- FLSA Training
- SEAS Staff Development: QPR
- SEAS Staff Development: Wellness
- HR Update and Performance Management Training
- Medical Leave for Students Experiencing Suicidal Ideation: JED Webcast
- Distance Education: Camtasia Training
- Division Leadership Retreat
- ADA Roundtable: Title II Training
- SEAS Staff Development: Financial Planning
- AIM - Community of Practice - Reports

**Rachel A. Cox**

- SEAS Staff Development: State of the Division
- TAMU-CC Transfer Day at Del Mar College
- Informational Meeting with Executive Director of BHCNC and UCC regarding Mental Health Services in Corpus Christi
- SEAS Staff Development: Working with Difficult People
- Step Up Bystander Intervention – Train the Trainer Training
- FLSA Supervisor Training
- SEAS Joint Council with Del Mar College (Meeting)
- Professional Interaction with Student Veterans, Webinar
- AI Captioning, Training demonstration
- From Amen to Ohm: A Sociological Examination of Spirituality and Identity
- SEAS Staff Development QPR – Dr. Theresa Sharpe
- SEAS Staff Development: Wellness – Rec Sports
- Welcoming Diversity into Your Recruitment Strategy, Texas Diversity Council
- Accessible Information Training, Note-taking Module
- What You Didn't Learn in History Class: Origins of Today's Racial Climate
- Ohio AHEAD's 2017 ADA Café with Scott Lissner, Webinar
- SEAS Staff Development: Positive Psychology
- Beyonce to Boudica: Female Archetypes & Their Origins
- Extended Time: What Faculty Need to Know, Webinar
- SBI Refresher Training, Claudia Ayala
- Disability Services Student Employee Training
- Title II and Title III Regulations to Implement ADA Amendments Act of 2008: What Should You Know? Webinar
- SEAS Staff Development: Financial Planning

**Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)**

**Rachel A. Cox**

**Service to the University**

- Student Engagement and Success Council, Member
- I-CARE Committee, Member
- Staff Development Committee
- Non-Research Animals on Campus Committee, Member
- Service and Assistance Animals on Campus Committee, Member
- Inclusive Excellence Committee, Member
- Intercollegiate Athletic Council, Member
- Veteran Affairs Committee, Member
- University Technology Council, Member
- Screening and Brief Intervention, Volunteer
- Exam Services Assistant, Committee Chair

**Service to the Profession**
• Texas Diversity Council, Invited Guest
• Behavioral Health Center of Nueces County, Board of Trustees, Co-Chair

Service to the Community

• Dialog Institute of Southwest, Advisory Board Member
• Senior Care Center of Corpus Christi, Volunteer
• Behavioral Health Center of Nueces County, Board of Trustees, Co-Chair

Ralph McFarland

Service to the University

• Environmental Health and Safety Committee, Member
• Student Hearing & Appellate Board, Member
• UCSA Student Activity Coordinator, Search Committee
• UCSA Director, Search Committee
• Annual Greek Awards, Selection group
• Service and Assistance Animals on Campus Committee, Member
• Exam Services Assistant Search Committee, Member

Service to the Profession

• Flip Your Lids Advisory Board (Future Leaders in Providing you Low-Incidence Disability Services)

Service to the Community

• Miracle League, Board Member

Gail Connelly

Service to the University

• Exam Services Assistant, Search Committee

Service to the Community

• Real Life Church, Greeter, Toys for Foster children participant and CARE team Volunteer

Erica Garza

Service to the University

• Strategic Planning and Assessment Committee, Member
• Code Review Panel (Student Code of Conduct)
• Exam Services Assistant, Search Committee
• Screening and Brief Intervention, Volunteer
• CAS Program Review: Career Services, Member

Service to the Community

• #Giving Tuesday, Blood Donor

MK Kahrhoff

Service to the University

• SEAS Combined Training Courses, Committee Member
• Student Hearing and Appellate Board Panel

Jennifer Weir

Service to the University

• Assistive Technology for K-12, Presentation
• AT and Communication Strategies, Presentation
• Staff Council, Member
• Staff Council, Subcommittees (Dorothy Yeater Scholarship, and Employee Excellence subcommittees)
• I-ADAPT Committee, Member
• Distributed IT, Member
• Committee for Accessibility of Information Resources, Member
• University Web Council, Member
• Screening and Brief Intervention, Volunteer

Service to the Community

• Gregory Portland High School Band Booster, Volunteer
• Gregory Portland High School Athletics, Volunteer
• #Giving Tuesday, Blood donor
• South Texas Border Region Sports Car Club of America, Member and Volunteer
• GROW Local South Texas, Member and Volunteer
• Blood Donor
• Corpus Christi Symphony Orchestra, Volunteer
Anticipated Challenges for the Next Cycle

- Learning curve for new students, faculty and staff with the new fully launched case management system-Accessible Information Management (AIM).
- Utilizing new features of AIM and the continuation of developing, revising and implementing corresponding procedures.
- Sufficient storage space for files, equipment and supplies currently and as the office continues to grow.
- Increasing number of students registering for services in space. Have reached maximum capacity for front office, waiting area, Assistive Technology Lab and Exam Services office and Testing Room.
- Interpreting, applying and determining procedures for new and revised regulations and guidelines such as use of service and emotional support animals, documentation guidelines and electronic information access compliance.
- Learning the remaining AIM modules purchased.
- The ability to predict the number of students requesting ASL interpreters for classes or the anticipated cost of interpreter services.
- Additional costs for assistive technology, recorders and software licenses.
- Sufficient Exam Services and front office coverage.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

- Continue to work on a way to more effectively and efficiently serve students who use ASL and advocate for alternative ways in which to serve this population.
- Review and revise Interpreter Services Handbook.
- Provide educational programs for faculty, staff and students to increase disability awareness.
- Re-evaluate Assistive Technology referrals.
- Increase educational programs for faculty.
- Advocate for competitive salaries.
- Evaluate AIM Note-taking and Hard of Hearing modules.
- Advocate for an additional Exam Services Assistant.
- Advocate for an expert review of the existing Service Animal/Assistance Animal policy due to many complaints on campus.
- Complete Implementation and Training of the New Case Management Software.
- Implement the 20/20 Strategic Plan.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report

2016-2017 Executive Director of Strategic Engagement Initiatives Annual Report

As of: 10/31/2017 12:25 PM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?

The Office of Strategic Planning and Assessment (SPA) has a proven track record in leading division assessment efforts. University leadership often utilizes the division as an example of quality assessment reporting to others across campus. SPA has assisted with several division-wide and departmental level assessments and provided the guidance to assist departments in accomplishing planning. As a result, SEAS is the only division, campus-wide, which has a current strategic plan, based on Momentum 20/20, that is assessed annually and reported in WeaveOnline.

Islander Housing occupancy remains strong and the program is rapidly growing. With the addition of Momentum Village Phase II in fall 2017, the program will boast 2832 beds. Two privately managed properties (Camden Miramar and Momentum Village) fall under the Islander Housing brand. Use of the RTA bus routes continues to grow.

Engagement Initiatives facilitates Prevention Programming that is evidence-based and diverse. The Islander's Alcohol and Drug Abuse Prevention Team (I-ADAPT) committee, a component of Prevention Programming, serves as a community-wide coalition with representatives from The Council on Alcohol and Drugs, The Coastal Bend Wellness Foundation, Behavioral Health Solutions of South Texas, as well as the campus community. The I-TEAM peer education group contributes to prevention programming across the campus. This Peer-to-Peer intervention has proven most effective.

Engagement Initiatives also oversees the Inclusive Islander Network and Inclusion programs. This is an area of rapid growth. In 2016-17, the program facilitated Inclusion and SafeZone trainings resulting in 222 campus members signing the pledge to be Inclusive Islanders with 72 pledging to serve as an Ally to the LGBTQ+ population. Workshops are based on current best practices, proven developmental theories, and popular subjects in the media.

Based on the analysis of findings, how has the program improved?

The Office of Strategic Planning and Assessment implemented new dashboard instruments for CAS Program reviews. These dashboard instruments simplify the rating process and create savvy and informative reports from the data recorded. The office has assisted several units with survey and rubric instrument development and trained several new staff on the process of entering assessment information into Weave Online.

Islander Housing is rapidly growing in the number of students served. According to the Residence Life Survey, student satisfaction has greatly increased. Only three items require action plans from the communities (one at Momentum Village and two at Miramar). This is great improvement over past surveys. The program addressed program areas in the Islander Leadership Seminar to improve and enhance the experiential experience.
Engagement Initiatives continues to work to meet ever-increasing demands. Prevention Programs now utilizes the I-TEAM peer educators to facilitate many programs. This peer-to-peer education model is a proven best practice. As the I-TEAM grows and develops, it is hoped that they will take on more of this programming leaving I-ADAPT to focus on policy, trend analyses, social norms marketing and community partnerships. I-ADAPT awarded the second Partners in Prevention Award to recognize student organizations and Greek letter societies that contribute to prevention efforts. It is hoped that this award will help grow awareness of AOD concerns and increase program collaboration.

Inclusion Programs created a greater campus presence with increased Inclusion and SafeZone trainings this cycle. The office also facilitated and co-sponsored several events including the “Unschooled” bookless book club events, Lavender Celebration and various “Real Talk” programs in partnership with ICA. Over 220 Islanders signed the pledge to be an Inclusive Islander and 72 pledged to be a Safe Zone Ally.

Based on the analysis of findings, what are the areas of concern within the program?

Strategic Planning and Assessment is taking the lead in several different division initiatives including creating a combined training of division student employees and completion of external CAS program reviews of each area. Each of these initiatives faces unique challenges of time, resources and coordination. This work is time intensive and the Graduate Assistant for Assessment plays a key role in organizing the information and keeping the projects moving. As these initiatives come to fruition, more staffing will be needed. With even the continuation of the current GA position in question, this is a great concern for the future success of these initiatives.

The Division would like to move forward in tracking attainment of marketable skills through programming. The campus currently uses OrgSync for its student organization platform. OrgSync merged with Campus Labs and all OrgSync users will migrate to the Campus Labs platform in 2018. The advantage of this transition is that Campus Labs has a module that can be used for tracking of participation in a marketable skills curriculum. However, this module will require additional annual funding.

As the University grows, additional on campus housing space will be needed. With the completion of Momentum Village Phase II, the University is out of land dedicated to housing. Phase II should meet most housing demand through 2018 but planning needs to begin now to be ready.

Transportation services for on and off campus students continues to be a concern. The RTA is unable to provide late night service Monday-Saturday or any time after 8:00 p.m. on Sunday. Students, particularly those at the Momentum Campus, desire more flexible schedules. The funding of RTA services is a concern as the need for services and price escalates. With Miramar profit share decreasing next year (to accommodate needed capital expenses and repairs), there is even less housing revenue overall to support these functions.

The current staffing of Engagement Initiatives cannot meet the multiple and varying demands of the Prevention, Inclusion and Peer Education programs. There is great demand and need for both Inclusion and Prevention programs and it is not possible for the office to meet that demand. More staff is needed to ensure the success of all programs. A proposal was submitted to create an Assistant Director for Inclusion Programs. If this proposal is funded, it will help considerably.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Dr. Amanda Drum, the Executive Director of Strategic Engagement Initiatives oversees the areas of Strategic Planning and Assessment, Islander Housing and Engagement Initiatives, which includes Prevention Programming, I-TEAM and Inclusion Programming.

Highlights

- Conducted External CAS program reviews and created Action Plans for Prevention Programs and Career Services.
- Implemented a new dashboard instrument to support CAS Program Reviews.
- Facilitated 18 Inclusion trainings with a combined 562 Islanders in attendance. After training, 222 Islanders signed the pledge to be an Inclusive Islander and 72 of them further pledged to serve as an ally to the LGBTQ community.
- Prevention Programs facilitated 27 events, including Screening and Brief Intervention, on campus. Screened and interviewed 301 students.
- I-TEAM facilitated 29 presentations on campus and grew membership to 30 members with 16 remaining active throughout the entire year.
- Camden Miramar opened fall 2016 at 104.0% occupancy.
- Momentum Village opened fall 2016 at 100% occupancy.
- Received $20,000 in funding from the American Cancer Society Tobacco Free Generation Grant Initiative funded by the CVS Health Foundation.

Note: The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing
this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

**Strategic Planning and Assessment (SPA)**

**Strategic Planning** – The office oversees the progress on Division and Departmental Strategic Plans through the annual assessment process. Program achievement of student learning outcomes is reported to the System Board of Regents annually. This cycle, the Division reported findings on Critical Thinking and Communication while collecting evidence to report on Specific Knowledge and Integration of Broad Knowledge on the December 2017 report.

**Council for the Advancement of Standards in Higher Education (CAS) Program Reviews** – The office led Prevention Programs and Career Services in an external program review process using the CAS Standards. Standards receiving a score of “2- Partially Met” or below were marked for action planning. Action plans will be tracked annually. The new dashboard instruments created last cycle streamlined the reporting and evidence collection process. Expert reviewers for each program will visit campus over the summer to provide additional feedback and recommendations for improvement and growth.

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment. CAS provides tools to higher education leaders assessing institutional effectiveness, student learning, and outcomes.

**Assessment Efforts** – Each department in the division oversees the measurement of its own objectives and outcomes. The Strategic Planning and Assessment Office assists division units and functional areas in the creation and measurement of their intended objectives and outcomes by training personnel on assessment methods and tools and by facilitating some measurement efforts.

The following trainings were conducted by the office:

- 2016 Weave Reporting Lab
- 2017 Weave Planning Meeting
- Qualtrics Training
- WeaveOnline Private Trainings (5)

The following surveys were created, facilitated and/or analyzed by the office:

- Safe Zone Survey and Report
- Girl’s and Guys Night Out Survey
- Islander Leadership Seminar Evaluation
- I-TEAM Survey
- Hurricane Evacuation Registration
- StepUP!
- Tobacco and Cannabis Summit Registrations
- I-CARE Survey

**Marketable Skills/Career Readiness** – The office has taken the lead in identifying a method for the University to capture and track student participation in programs/services and attainment of marketable skills through programming. The committee plans to use a module in the student organization platform to develop and track the curriculum. The current platform will not support this tracking but a new module is under development. A great deal of staff time will be required to enter programs into the system, link them to the curriculum and track achievement. Additional staff will be needed to meet this objective.

**SEAS Student Employee Combined Training** – The Office is leading a working group to develop combined training for all student employees in the division. Training topics for fall 2017 were identified and the specific session content will be developed over the summer.

**University Housing**
Stephanie Box serves as the University Housing Officer. Islander Housing consists of two properties. Miramar features 1790 student spaces in both apartment and residence hall floor plans. Momentum Village features 482 bed spaces in apartment and townhome models.

**Camden Miramar**
- Opened fall 2016 at 104% occupancy and maintained an extensive waitlist at move-in.
- 26 Resident Advisors hosted 265 programs covering all Student Learning Outcomes.

**Momentum Village**
- Opened fall 2016 at 100% occupancy and held an extensive waitlist at move-in.
- 6 Resident Advisors hosted 129 programs covering all Student Learning Outcomes.
- Construction of Phase II for an additional 560 beds to open Fall 2017.

**Islander Leadership Seminar**
- Islander Leadership Seminar was held over a seven week period in the fall and again in the spring. The content was based on *The Student Leadership Challenge* text by Kouzes and Posner. To supplement the text and help students identify their own personal leadership traits, classes were also conducted on the Myers Briggs Type Inventory and Inclusion topics. Student learning outcomes were measured using a rubric to grade the final writing assignment. Overall, participants scored positively.
- In fall 2016, 30 students started the course and 22 completed it for 73% completion.
- In spring 2017, 63 students started the course and 53 completed it for 84% completion.
- Overall, 75 students completed the course FY 2017.

**RTA Shuttle and Transportation Programs** – TAMU-CC and the Regional Transportation Authority (RTA) offered three programs for students seeking transportation services. Extended hours of all local bus service routes is greatly needed to better meet the transportation needs of students, faculty and staff.
- The Wave (#63), servicing local apartment complexes and the campus, averaged 238 riders per day.
- The Momentum (#60) Park and Ride shuttle, between the Momentum Campus and the Island Campus, averaged 460 riders per day. Due to the closing of the Starfish Parking Lot, the end time for this route was extended from 6:00 p.m. to 7:30 p.m.
- The Islanders Ride Free Program, allowing all students, faculty, staff and contractors to ride any bus in the city free of charge, averaged 1198 riders per day.

Details of the Islander Housing Program, its outcomes, objectives, measures and findings are available in the University Housing Detailed Assessment Report.

**Engagement Initiatives**

Delaney Foster serves as the Student Engagement Coordinator for The Office of Engagement Initiatives. This office oversees Prevention Programming, Inclusion Programming, and the I-TEAM Peer Educators.

**Prevention Programming**

Prevention Programming focuses on teaching and modeling healthy and safe behaviors that lead to overall wellness and student success. This includes education and programming on Alcohol and Other Drugs, Stress Management, Sexual Health, Academic Skills, and Safety. Programming focuses on evidence-based approaches to education and prevention, while striving to create an environment that supports healthy and safe choices. Prevention Programming utilizes the I-TEAM Peer Educators to facilitate many of its programs.

**Alcohol and Other Drug Prevention** is coordinated in conjunction with the Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT). The purpose of I-ADAPT is to support the mission of Texas A&M University-Corpus Christi by promoting healthy choices and reducing the harmful effects caused by abusing alcohol, tobacco, and other drugs. I-ADAPT met monthly to discuss committee events and current issues related to alcohol and drug use.

**The I-TEAM (Islanders Teaching, Engaging and Motivating) Peer Education Program** is committed to educating the Islander community in all dimensions of wellness by promoting healthy and inclusive behavior that inspires students to make positive choices to attain academic and social success. The team was formed in 2014 as a departmental student organization. This fairly new group boasted 30 members in fall and retained 16 throughout the spring. I-TEAM planned and/or volunteered for 29 programs independently and in collaboration with I-ADAPT.
Prevention Programming highlights include:

- **The Islander Alcohol Education Program (Alcohol Wise)** is a mandatory online alcohol education and intervention course for all incoming students under the age of 21. From June 1, 2016 to May 31, 2017, 3,011 students were enrolled in the course and 2628 completed it. Post-test scores indicate a 25% increase in knowledge from the pre-test. While successful, this course will be discontinued to allow the use of Campus Clarity courses. The plans are scored with a Social Responsibility grading rubric.

- **The Consent and Respect Module of Alcohol Wise** is paid for by the Office of the Associate Dean of Students, but the course is administered by Prevention Programs through the Islander Alcohol Education Program. The course focuses on Title IX compliance issues related to Sexual Misconduct through a proactive approach focusing on consent and respect. This module will be replaced by the Campus Clarity programming.

- **The Campus Smoking Policy (and Smoke Free 2020)** was changed to only allow smoking in designated areas. This change was approved by the TAMUS Board of Regents on May 22, 2017. The program was awarded a $20,000 American Cancer Society Tobacco-free Generation grant funded by the CVS Health Foundation. The University was one of only 20 schools nationwide to be awarded this grant in its charter year. The Smoke Free 2020 initiative goal is to prepare the campus to go 100% smoking, tobacco and vaping free by the year 2020. The grant provided funding for a Graduate Assistant/Practicum Student to facilitate smoking, tobacco and vaping education on campus. It also funded a social norms campaign and a community-wide summit.

- **A Tobacco Summit** was held in April. This was paid for by the $20,000 American Cancer Society Tobacco Free Generation Grant funded by the CVS Health Foundation. Guest panelists included Jennifer Coffer from M.D. Anderson Cancer Center's Stop Tobacco Program, Dr. Salim Surani, a local pulmonologist and health advocate, and Claudia Ayala, a Licensed Chemical Dependency Counselor from the University Counseling Center. One hundred twenty-three people attended the summit.

- **A Cannabis Summit** was held in November. Featured speakers included Dr. Gabriel Ferreyra of TAMU-CC Criminal Justice Department, David S. Bishop, DEA Special Agent, Jose Ramirez, LCDC, MSW, Mark Skurka, Nueces County District Attorney and Claudia Ayala, LCDC with the TAMU-CC Counseling Center. Eighty-five campus and community members attended the event.

- **Screening and Brief Interventions** were conducted with 318 students. Sixteen new University employees were trained to conduct Brief Motivational Interviews.

- **Prevention Activities, Trainings and Events** were hosted throughout the year to increase awareness and education, as well as to provide alternatives to participating in at-risk behaviors. Over 25 events were hosted. A complete program log is provided in the documents section.

- **The Biennial Review, as required by the Drug-Free Schools and Campuses Regulations (EDGAR Part 86)**, is completed in September of even numbered years. The 2014-16 Biennial Review was completed this cycle and may be found in the documents section.

- **Data Collection and Assessment** is conducted to determine current trends and attitudes across the campus community regarding the use of alcohol and other drugs. This year, data was collected through the AlcoholWise Outcome Test. A report of these findings is attached in the documents section.

- **AOD Programs CAS Program Review** was conducted over the course of the year. A team of campus evaluators who do not work in Prevention Programs or the Counseling Center rated the program based on each of the CAS Standards. The program was found to either not meet or partially meet the five of the standards. Two of the unmet standards directly related to funding and staffing. Action plans were created for each of the five areas of concern. It was identified that the best area for growth and development was in the development and utilization of the peer educator program. Therefore, an expert evaluator will visit campus in the summer and will develop a list of feedback and recommendations for improvement. This evaluator was selected for her expertise and experience in the area of leading and advising Peer Educators.

### Inclusion Programming

Inclusion Programming is aimed at ensuring that each Islander is accepted and embraced by the campus community.

The Inclusive Islander Network was created in fall 2014. The program strives to “Cast a Net of Compassion” on TAMU-CC by training faculty, staff, and students in a variety of topics including diversity, multi-cultural competence, privilege, and inclusion. The Inclusive Islanders are a network of students, staff and faculty who pledge to create a welcoming environment for all members of the Texas A&M University- Corpus Christi community through their different involvements on campus. Inclusive Islanders exemplify compassion, respect and equality toward others, regardless of how they identify and the ways in which those identities intersect. At the end of any inclusion training, participants have an opportunity to sign a pledge to be an Inclusive Islander. Two hundred twenty-two individuals pledged to be an Inclusive Islander in 2016-17. Inclusive Islanders receive stickers and pins to display and wear to identify themselves as part of the network. They are also listed on the Engagement Initiatives website as a resource for students.

Major inclusion workshops and initiatives are detailed below:

- **“Value Inclusion”** Workshop introduces inclusion topics such as micro-aggressions, gender, isms and assumptions. Participants make an individual action plan at the end of the session. Over the course of 2016-2017, six Value Inclusion workshops were facilitated for various student and staff groups. A total of 201 individuals participated.

- **“Create Inclusion”** This training is designed to expose faculty, staff, and students to the basics of inclusion and social justice, including a focus on inclusive behavior, appropriate vocabulary, a review of micro-aggressions, and self-reflection. Participants have the opportunity to sign the pledge and identify themselves as an Inclusive Islander.
at the end of the training. Participants create a community action plan at the end of the session. Over the course of 2016-2017, six Create Inclusion workshops were facilitated for various student and staff groups. A total of 186 individuals participated.

- "Gender in General": This workshop leads participants to explore gender bias and stereotyping, gender identity, misconception, gender issues, and gender inequality. Over the course of 2016-2017, one Gender in General workshop was facilitated. A total of 15 individuals participated.

- The "Safe Zone" Workshop trains faculty, staff, and students to provide support and resources for members of the TAMU-CC LGBTQ+ community. The Safe Zone symbol is a message to gay, lesbian, bisexual, transgender, and queer students and colleagues that a person is understanding, supportive and trustworthy.

At the completion of Safe Zone training, participants have the opportunity to become a part of the Inclusive Islander Network by signing a pledge to be inclusive of those different from them and create a safe environment for others needing support. Participants who pledge also receive a sticker with both the Inclusive Islander Network and Safe Zone emblems.

During the 2016-2017 academic year, two Safe Zone workshops were presented. One workshop was for students or student staff and the second was for faculty and staff. There were 74 total individuals Safe Zone trained and 72 individuals signed the pledge to be an "Inclusive Islander" and have a Safe Zone sticker displayed in their work space.

In order to determine the effectiveness of the workshop, student participants were asked to complete a pre-/post-test which consisted of 22 terms related to gender identity, privilege and sexual orientation. 33 students completed the pre-/post-test evaluation. Over 54% of participants increased an average of 15 or more points in the post-test. Based on these results, participants' ability to communicate in an inclusive and educational manner, related to the LGBTQ community, improved as a direct result of the Safe Zone training.

- "Unschooled" Bookless Book Club. A lunch discussion series was launched in the spring semester featuring topic driven discussions. Topics included Spirituality and Religion, Female Archetypes and Origins of Today’s Racial Climate. This series was very well received and will continue in the coming year. A total of 101 students, faculty and staff attended the Unschooled events.

- Veterans Programming. In observance of Veterans Day, Engagement Initiatives collaborated with the Office of the Registrar and Veterans Affairs to organize the annual Veterans Day ceremony in Garcia Plaza. Approximately 45 people were in attendance. The office also hosted two social events for veteran students.

- Lavender Celebration. The office hosted the second annual Lavender Celebration event in April 2017. Three students participated by walking the stage to receive their lavender cord. Two students registered and checked in for the event but left when they realized it was a public ceremony and an additional two students were unable to attend due to classes. All four of these students picked up a cord after the event to wear at graduation. Many campus members attended to support the students. The event was funded with private donations.

Other Unit Initiatives

- Initiated the annual notification for voter registration.

Professional Development of Staff

In addition to on-campus trainings, webinars and audio conferences, the professional staff participated in the following professional development activities.

Amanda Drum, Executive Director
TACUSPA Fall Conference
SACS-COC Annual Conference
U in the Driver's Seat Peer Education Symposium
TAMUS Student Affairs System Symposium
Texans Standing Tall State-wide Summit
Stephanie Box, University Housing Officer
TACUSPA Fall Conference
Chief Housing Officers Symposium
NASPA Annual Conference

Delaney Foster, Coordinator of Student Engagement and Success
TACUSPA Fall Conference
NASPA Annual Conference Virtual Ticket

Liz Cook, Graduate Student for Prevention
NASPA Strategies Conference

I-TEAM
NASPA BACCHUS Conference – 2 Students
Peer Education Symposium through U in the Driver's Seat – 5 Students

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)
The Strategic Engagement Initiatives staff is composed of the Executive Director, University Housing Officer, Coordinator of Student Engagement, the Graduate Assistant for Strategic Planning and Assessment and the Graduate Assistant for Prevention. Each contributed to the community the profession and the University as follows:

Amanda Chesser Drum, Ph.D.
Executive Director, Strategic Engagement Initiatives

Service to the Community:
City of Corpus Christi Transportation Commission, ex-officio representative
Corpus Christi MPO Active Mobility Committee
Safe Communities Coalition Member
Texans Standing Tall Coalition Member
Youth Continuum of Care Coalition Member
Tobacco Prevention Community Coalition Member
#Giving Tuesday Volunteer – Metro Ministries

Service to the Profession:
TACUSPA Foundation Committee, Century Pledge Coordinator
TACUSPA Finance Advisory Board
TACUSPA Historian
NASPA Annual Conference Program Reviewer
NASPA Assessment Conference Program Reviewer
SACS-COC, Presenter (2 sessions)
U in the Driver's Seat Peer Educator Symposium, Presenter
TAMUS Student Affairs Symposium, Assessment Group Moderator

Service to the University:
SEAS Strategic Planning and Assessment Committee, Chair
Housing Management Committees (Miramar and Momentum Village)
Momentum Village Phase II Housing Development Team
Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT)
Incident Command Team, Unit Leader
Student Engagement and Success Council
Strategic Planning and Continuous Improvement Council
University Assessment Council
Committee on Committees
Employee Development Day, Presenter
SEAS Programs and Services Marketable Skills Working Group, Chair
Smoke Free 2020, Principle Investigator
SEAS Student Employee Training Working Group, Chair

Stephanie Box
University Housing Officer

Service to the Community:
Texas International Fishing Tournament, Advisory Board
Texas A&M University – Corpus Christi National Alumni Association, Director
Little Lady Dogs Volleyball League, Assistant Coach
#Giving Tuesday Volunteer – Women's Shelter

Service to the Profession:
TACUSPA Director of Membership
NASPA Annual Conference, Presenter

Service to the University:
Student Engagement and Success Council
Housing Management Committees (Miramar and Momentum Village), Chair
Momentum Village Phase II Development Committee
Incident Command Structure Team, Deputy Unit Leader
Parking and Transportation Committee
Environmental Health and Safety Committee
Homecoming Committee
Islander Lights
Golden Key International Honor Society, Advisor
Calendar Committee
Who's Who Among Students in American Colleges and Universities, TAMU-CC Selection Committee
SEAS Combined Training Working Group

Delaney Foster
Coordinator of Student Engagement

Service to the Community
#Giving Tuesday Volunteer

Service to the Profession
Guest Inclusion Speaker at TAMU-Kingsville

Service to the University
I-ADAPT, Vice Chair
Veterans Affairs Committee
Inclusive Excellence Committee
Waves of Welcome Committee
SEAS Programs and Services Marketable Skills Working Group

Elenwyns Torres
Graduate Assistant for Strategic Planning & Assessment

Service to the Community:
#Giving Tuesday

Service to the University:
SEAS Strategic Planning and Assessment Committee
SEAS Programs and Services Marketable Skills Working Group
SEAS Combines Training Working Group

Liz Cook
Graduate Assistant for Prevention

Service to the Community:
#Giving Tuesday

Service to the University:
Waves of Welcome Committee
Islander Leadership Conference Presenter

Anticipated Challenges for the Next Cycle

Strategic Planning and Assessment
- Continued implementation, measurement and reporting of the 20/20 strategic plans.
- Funding to continue CAS External Reviews.
- Implementation and assessment of SEAS Student Employee Training.
- While staff can utilize Qualtrics to develop surveys, that system does not have any method for checks and balances to assure that the assessment is of good quality and approved for distribution. The Campus Labs Baseline system offers several opportunities to assess services, learning and skill acquisition and to benchmark against peer institutions nation-wide. They have partnered with CAS and offer streamlined self-assessment tools. The SPA Office spends a vast amount of time developing CAS tools. Campus Labs also has a nation-wide study on marketable skills they conduct annually, for members who wish to participate, at no additional charge.

University Housing
- Opening of Phase II of Momentum Village.
- The RTA is unable to provide service late nights Monday-Saturday or any time after 8:00 p.m. on Sunday. Extended hours are needed to meet campus parking demands and student schedules. Also, funding is needed to expand service to better meet student needs.

Engagement Initiatives
- One staff person is not adequate to meet the needs for inclusion training and maintain (much less grow) prevention and inclusion efforts. A dedicated staff position for each program is greatly needed.

Prevention:
- With the elimination of the AlcoholWise course, alcohol and drug prevention efforts for incoming students will be greatly reduced. When the agreement to eliminate the course so that the Everfi product for Title IX could be used, it was discussed that some funding would remain so the void could be filled. That has not been approved for next cycle so the result is fewer annual resources dedicated to alcohol and other drug prevention.
- I-TEAM program and curriculum development resources are needed. As the team grows, additional funding for programs and leadership is a top priority.
- Prevention Programs has benefitted from grants and gifts in recent years but these are decreasing and can no longer be counted on to provide basic needs. Many of the grant opportunities are limited in the number of times a program qualifies. The campus is currently maxed out on contracts with some of the best funders. More funding is needed to fill the void.
Inclusion:
- African American students have expressed concerns with the campus environment and their student experience that must be addressed.
- Additional programming and initiatives to meet the needs of LGBTQ students are needed.
- Programs and services consistent with the student population and the university status as a HSI and MSI are greatly needed.
- The personnel and resources to grow this program are not available.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

**Strategic Planning and Assessment**
- Assist in the implementation and measurement of the 20/20 Strategic Plans division wide.
- Conduct External CAS Reviews of Disability Services and the Counseling Center.
- Conduct an Internal CAS Reviews of Greek Life and Leadership Programs.
- Complete the expert review portion of the Prevention Programs and Career Services External CAS Reviews.

**University Housing**
- Continue to implement the Housing 20/20 Plan.
- Provide assistance and input to ensure Momentum Village Phase II opens on time.
- Implement the new Islander Housing program model at both properties fall 2017.
- Expand the bus service to better meet needs.

**Engagement Initiatives**
- Continue to request the creation of an Office of Multiculturalism and Inclusion (OMI), to lead all multicultural and inclusion programming, serve as a voice for inclusion and unity on campus and work to create a more inclusive campus community.
- Continue to request a new staff position of Assistant Director of Multiculturalism and Inclusion to lead the OMI.
- Recruit, train and empower I-TEAM members to enhance and expand programming on prevention campus-wide.
- Focus on improving overall marketing initiatives.

**Assessment Timeline (optional)**
The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

### Detailed Assessment Report
**2016-2017 Recreational Sports**
(As of: 10/31/2017 12:25 PM EST)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

**Mission / Purpose**
The Recreational Sports Department provides facilities, equipment, and opportunities for participation in a variety of sports, recreational and social activities designed to accommodate all ages, skill levels, gender and sport interests for the University community. Participation facilitates educational interaction outside of the classroom among students, faculty and staff. The activities stimulate a sense of community; provide leadership and development opportunities for students; and promote individual wellness.

**Goals**

**G 1:** Provide learning-centered rec facilities & programs that promote student success.
- Provide learning-centered recreational facilities and programs that promote student success.

**G 2:** Develop a healthy campus community.
- Develop a healthy campus community.

**G 3:** Develop and manage resources
- Develop and manage resources to efficiently and effectively achieve the mission of the Department of Recreational Sports.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1:** Effectively demonstrate reflective thought and analysis in ethical decision-making
The student employee will be able to effectively demonstrate reflective thought and analysis in ethical decision-making.

**Relevant Associations:**

**Standard Associations**

- **EmpowerU SLOs**
  1. Ethical Decision Making and Social Responsibility
- **Skills for Employment**
  3. Problem Solving
- **Southern Association of Colleges and Schools**
  2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
  3.3.1.3 Educational Support Services

**Strategic Plan Associations**

- **Texas A&M-Corpus Christi**
  1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
Related Measures

M 1: Ethical decision making assessment
Student employees will complete an ethical decision making assessment.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
On average, student employees will score a 10 on a scale of 1 to 15.

Finding (2016-2017) - Target: Not Reported This Cycle
Student Learning Outcomes are assessed on a three year cycle. Next Assessment target date is in the 2017-18 reporting cycle.

M 2: Student Employee Experience Survey-Ethical Decision Making
Student employees will respond to a question regarding ethical decision making on the Student Experience Survey.

Source of Evidence: Administrative measure - other

Target:
80% of respondents will agree or strongly agree that their ethical decision making has improved.

Finding (2016-2017) - Target: Not Reported This Cycle
Student Learning Outcomes are assessed on a three year cycle. Next Assessment target date is in the 2017-18 reporting cycle.

Connected Document
Student Experience Report

SLO 2: Practice and embrace inclusion of diverse cultures
The student employee will be able to practice and embrace inclusion of diverse cultures after participating in inclusion training.

Related Measures

SLO 3: Demonstrate effective communications skills
The student employee will demonstrate effective communications skills after one year of employment.

Related Measures

SLO 3: Demonstrate effective communications skills
The student employee will demonstrate effective communications skills after one year of employment.
consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 5: Student employee evaluation of Communication Skills
Student employee evaluation. Responses will be graded with a rubric.
Source of Evidence: Performance (recital, exhibit, science project)

Target:
Students will be evaluated at an average level of 3.5 or above on a scale of 1 to 5 on communication.

Finding (2016-2017) - Target: Not Met
The evaluative total this reporting cycle is 3.3.

Connected Document
Evaluation 2016

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Workshops and inservice to improve communication
Established in Cycle: 2016-2017
Several new workshops and training days have been planned this year to improve communication. New procedures and testing has als...

M 6: Student Employee Experience Report - Communication Skills
Student Employee Experience Report - Communication Skills
Source of Evidence: Administrative measure - other

Target:
On average, 80% of respondents will indicate improvement in their ability to effectively communicate as a result of working for Recreational Sports.

Finding (2016-2017) - Target: Met
82% of respondents expressed an improvement in their communication skills 11 students responded to the statement with strongly agree, while 12 responded with agree. 5 students responded neither agree nor disagree.

Connected Document
Student Experience Report

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Workshops and inservice to improve communication
Established in Cycle: 2016-2017
Several new workshops and training days have been planned this year to improve communication. New procedures and testing has als...

SLO 4: Demonstrate effective analysis of information
Facility supervisors will demonstrate effective analysis of information after one year in the position.

Relevant Associations:

Standard Associations
EmpowerU SLOs
4 Critical Thinking
Skills for Employment
1 Leadership
2 Teamwork
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 7: Student Employee Learning Outcomes Rubric - Interacting With Others
Using the Student Employee Learning Outcomes Rubric - Interacting With Others, staff members will rate new supervisors when hired/promoted, and rate during the evaluation cycle after one full semester of supervisor training, meetings, and on the job experience.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
On average, new student supervisors will show an improvement on a scale of 1 to 4.

Finding (2016-2017) - Target: Met
Each student evaluation showed an improvement to there overall scoring post promotion. Of the reporting group average increase was 2.8 to 3.1.

Connected Documents
Departmental evaluation and quiz averages
Evaluation 2016

M 8: Student Employee Experience Report - Analyze Information
Student Employee Experience Report - Analyze Information
Source of Evidence: Administrative measure - other

Target:
On average, 80% of respondents will indicate improvement in their ability to analyze information as a result of working for Recreational Sports.

**Finding (2016-2017) - Target: Not Met**

75% of respondents expressed an improvement in their ability to analyze information. 13 students responded to the statement with strongly agree, while 8 students responded with agree. 7 responded with neither agree nor disagree.

**Connected Document**

*Student Experience Report*

**Related Action Plans (by Established cycle, then alpha):**

Add an analysis module to staff training. Students will be taught they are actually continually analyzing data by scenario work...

**SLO 5: Demonstrate appropriate game management techniques**

Intramural officials will be able to demonstrate appropriate game management techniques upon completion of preseason training.

**Relevant Associations:**

**Standard Associations**

*EmpowerU SLOs*

5. Specific Knowledge

3. Problem Solving

*Southern Association of Colleges and Schools*

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 9: Officiating mechanics and skills.**

Students attending the intramural on court or on field officials’ training will demonstrate acceptable officiating mechanics and skills.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Average Score of 80% or above.

**Finding (2016-2017) - Target: Met**

Average score of final tests during reported period was 92.2. To officiate games prospective officials must meet an 80% or above standard. Those not meeting the standard may shadow and continue ongoing training until this level is obtained. This is a required target for 100% of officials.

**Connected Documents**

*Departmental evaluation and quiz averages*

**SLO 6: Connect and apply training experiences to enhance abilities for leading group exercise class**

Fitness instructors will be able to connect and apply their training experiences to enhance their abilities for leading group exercise class after one year of employment.

**Relevant Associations:**

**Standard Associations**

*EmpowerU SLOs*

6. Integration of Broad Knowledge

1. Leadership

*Southern Association of Colleges and Schools*

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 10: Group Fitness Instructor Evaluations**

Group Fitness Instructor Evaluations

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Group Fitness Instructors will score on average a 3.0 on a 1 to 4 scale on the Engagement section of the Group Fitness Instructor Evaluation.

**Finding (2016-2017) - Target: Met**

The average score on the evaluative measure was 3.22 meeting the targeted measure.

**Connected Document**

*Departmental evaluation and quiz averages*

**M 11: Student Employee Experience Survey- Group Fitness Instructors**

Student Employee Experience Survey - Groups Fitness Instructors will rate their ability on having learned three skills which they can apply in their future endeavors.

Source of Evidence: Administrative measure - other

**Target:**
75% of group fitness instructors will respond that they have improved their abilities.

Finding (2016-2017) - Target: Not Reported This Cycle
Only 3 respondents of the survey were identified as group fitness instructors. Further information is needed to truly measure growth and ability.

Connected Document
Student Experiance Report

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Improve the health and wellness behaviors of students, faculty and staff.
Improve the health and wellness behaviors of students, faculty and staff.

Relevant Associations:

Standard Associations
Skills for Employment
1 Leadership
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 12: Employee Wellness Program
Employee Wellness Program
Source of Evidence: Performance (recital, exhibit, science project)
Target:
Participants will improve in at least one of five physiological factors.

Finding (2016-2017) - Target: Met
100% of all respondents showed improvement.

Connected Document
EWP/SWP Results

M 13: Student Wellness Program
Student Wellness Program
Source of Evidence: Performance (recital, exhibit, science project)
Target:
Participants will improve in one of five physiological factors.

Finding (2016-2017) - Target: Met
100% of respondents showed improvement.

Connected Document
EWP/SWP Results

M 14: Student Voice – Fit & Healthy
Student Voice – Fit & Healthy
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Student responses to the "expanded my interest in staying fit and healthy" question will have a combined "strongly agree" and "somewhat agree" score of 75%.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported as this is a cyclical review conducted by NIRSA. Target will be assessed in the 2018 cycle.

O/O 8: Provide recreational facilities and programs to meet the needs of a growing student population.
Provide recreational facilities and programs to meet the needs of a growing student population.

Relevant Associations:

Standard Associations
Skills for Employment
2 Teamwork
3 Problem Solving
4 Organization
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures

M 15: Student Voice – Clean Recreational Facilities
Student Voice – Clean Recreational Facilities
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Combined affirmative responses will be 95% or greater.

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported as this is a cyclical review conducted by NIRSA. Target will be assessed in the 2018 cycle.
M 16: Undergraduate Student Survey – Clean Recreational Facilities
Undergraduate Student Survey – Clean Recreational Facilities
Source of Evidence: Client satisfaction survey (student, faculty)
Target: Combined affirmative responses will be 95% or greater.
Finding (2016-2017) - Target: Met
97.4% affirmative response rate.

M 17: Student Voice – Safe Facilities
Student Voice – Safe Facilities
Source of Evidence: Client satisfaction survey (student, faculty)
Target: Combined affirmative responses will be 95% or greater.
Finding (2016-2017) - Target: Not Reported This Cycle
This is a NIRSA conducted survey that is done as a cycle. Target will be assessed in the 2018 cycle.

M 18: Undergraduate Student Survey – Safe Facilities
Undergraduate Student Survey – Safe Facilities
Source of Evidence: Client satisfaction survey (student, faculty)
Target: Combined affirmative responses will be 95% or greater.
Finding (2016-2017) - Target: Met
99.1% affirmative response rate.

M 19: Undergraduate Student Survey - Programs
Undergraduate Student Survey - Programs
Source of Evidence: Client satisfaction survey (student, faculty)
Target: Combined affirmative responses will be 90% or greater.
Finding (2016-2017) - Target: Met
96% Affirmative response rate.

M 20: Noel-Levitz Intramural Activity
Noel-Levitz Intramural Activity
Source of Evidence: Benchmarking
Target: Greater than or equal to peer institutions.
Finding (2016-2017) - Target: Not Met
National institutions scored at a rate of 5.22. TAMUCC scored at a rate of 5.13 showing a gap of -0.09. While this is minimal it should be monitored and a concerted effort set forth to achieve a greater than status as compared to peer institutions.

Related Action Plans (by Established cycle, then alpha):
IM Variety Action Plan
Established in Cycle: 2015-2016
An advertisement campaign and research of desired activities through IM leagues will be conducted each year.
For full information, see the Details of Action Plans section of this report.

O/O 9: Manage resources effectively, efficiently and responsibly.
Manage resources effectively, efficiently and responsibly.
Relevant Associations:
Standard Associations
Skills for Employment
1. Leadership
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures
M 21: Integrate and implement Fusion.
Integrate and implement Fusion.
Source of Evidence: Administrative measure - other
Target: Fully implement Fusion software and integrate into Recreational Sports Operations
Finding (2016-2017) - Target: Met
This has been completed and a refresher training was held during this reporting period.

Connected Document
Fusion Training
M 22: Momentum Multipurpose Fields Support Building
Momentum Multipurpose Fields Support Building
Source of Evidence: Administrative measure - other
Target:
Construct a support building.
Finding (2016-2017) - Target: Met
Full occupancy is still pending due to construction punch list items. Last walk through was June 1, 2017 and project was considered completed.
Connected Document
M 23: Momentum Multipurpose Fields - Lights & Turf
Momentum Multipurpose Fields - Lights & Turf
Source of Evidence: Administrative measure - other
Target:
Install Lights and artificial turf
Finding (2016-2017) - Target: Partially Met
The facility modification request has been approved. SSC has provided budget numbers and a timeline is being reviewed with administrative input.
Connected Document
Details of Action Plans for This Cycle (by Established cycle, then alpha)

Open Momentum Multipurpose Fields
Open Momentum Multipurpose Fields for use by the university community
Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Implementation Description: Completion of construction and grow in of turf. Acceptance of final construction by division/department. Finalizing details for opening and operations.
Projected Completion Date: 02/2014
Responsible Person/Group: Recreational Sports Director, Assistant Director, Coordinator. VPSES, EVPFA.
Additional Resources: Finances from departmental reserves to finish project.
Implementation Notes:
6/16/2017 Final Walk through was 6/1/17 with acceptance of building pending cosmetic corrections.

New Supervisor Training
Implement a structured supervisor training plan to ensure that student employee development is occurring specifically at the supervisor level. Establish connections among training modules, position requirements, and items identified in the rubric.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Full time employees who oversee student supervisors will have access to supervisor training modules developed within the department.
Responsible Person/Group: Assistant Director for Facilities
Implementation Notes:
6/19/2017 The new manual and spot check procedures have been written and established. The vacant coordinator position has been filled that oversees this area so there can be a greater consistency.

Nutrition Education
Expand nutrition education services for the campus community.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Nutrition services are an expanding area for collegiate recreation. Future plans include expanding services in this area through informal cooking classes, partnering with dining services, planning for dietitian services through a position or contract in the near future.
Responsible Person/Group: Director, Fitness and Wellness Coordinator, future dietitian
Additional Resources: Funding for dietitian position
Budget Amount Requested: $45,000.00 (recurring)
Implementation Notes:
6/19/2017 This year was the first year of programming. Over 50 individuals were counseled and 250 students directly impacted.

Student Employment Transferable Skills
Develop and implement a component in the student employee training and development plan which includes education on transferable skills.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Include a department wide training activity that intentionally connects Rec Sports job skills to future employment. Supervisor training modules have been developed and will be implemented in 2015. Prior to TexFit, students will discuss communication strategies so they may observe clinician techniques at the workshop (both verbal and non-verbal) so participants in TAMU-CC activities will be able to replicate the desired movements or behaviors.
Projected Completion Date: 01/2015
Responsible Person/Group: Assistant Director for Facilities, Fitness & Wellness Coordinator
Implementation Notes:
6/19/2017 This is a divisional focus and new training has been developed and set for the fall for all divisional student workers.

Aquatics Complex
With the increased funding from referendum, funding will be set aside for the construction of an aquatics complex.
Implementation Status: In-Progress
Priority: High
### Partnership for Healthier America Objectives

**Objectives:**
- Implement Momentum 2020 Strategic Plan
- Implement Distance Education SOPs
- Implement CAS Action Plans

**Implementation Description:** Using the initial program of requirements, planning will begin to get appropriate entities involved.

**Responsible Person/Group:** Director of Recreational Sports / Recreational Sports Staff

**Additional Resources:** Funding will be provided from generation of Rec Sports fee and a bond proposal will be forthcoming.

**Implementation Notes:**
- 6/19/2017 Feasibility study has been budgeted for, but no timeline in conducting has been approved.

### Implement CAS Action Plans

**Implementation Notes:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>6/19/2017</td>
<td>This continues as noted last year: Ongoing process and evaluation of progress. Currently the development of safety plans, scenarios and manuals have been implemented; however these are living documents and action items and should be reviewed annually. Title 9 training has been implemented and integrated into a cross divisional student training.</td>
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**Connected Document**
- [Rec Sports CAS Action Plans](#)

### Implement Distance Education SOPs

**Implementation Notes:**

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<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>6/19/2017</td>
<td>Review and re-write of the procedures has begun and are currently being reviewed and developed in conjunction with current university publications.</td>
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**Connected Document**
- [Rec Sports Distance Ed SOP](#)

### Implement Momentum 2020 Strategic Plan

**Implementation Notes:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>6/28/2017</td>
<td>UPDATE TO ITEMS: Goal: Develop a healthy campus community. Objective 1: Improve the health and wellness behaviors of student, faculty and staff. Strategy 1: Create a nutrition program. • Hire a dietitian. COMPLETE • Secure office space for private 1-on-1 meetings- COMPLETE • Develop programming based on the needs of campus community- ONGOING Strategy 1: Expand Intramural programming to meet the needs of a growing student population. • Complete the Momentum Multipurpose Field Project - BUILDING COMPLETE; TURF/LIGHTS IN PROGRESS • Increase diversity of programs offered by adding 7 events. - EVENTS ARE ADDED BY STUDENT DEMAND NOT ARBITRARY NUMBERS • Hire a graduate assistant - COMPLETED Strategy 2: Expand Aquatics programming to meet the needs of a growing student population. • Design and build an Aquatics Facility - IN PROGRESS • Hire a coordinator - COMPLETED • Increase diversity of programming offered by adding 5 new events. - EVENTS ARE ADDED BY STUDENT DEMAND NOT ARBITRARY NUMBERS Strategy 3: Expand Fitness and Wellness programming to meet the needs of a growing student population. • Hire a graduate assistant - IN PROGRESS • Expand the Student Wellness Program by 10%. - SHOULD READ EXPAND PROGRAM, 10% IS NOT A MEASURABLE NUMBER Strategy 4: Expand Outdoor programming to meet the needs of a growing student population. • Graduate at least 6 students from the trip leader program annually - IN PROGRESS Plan and execute at least 3 outdoor trips or clinics each month - RE THINK TO QUALITY VERSE QUANTITY • Streamline the outdoor equipment rental process - IN PROGRESS Strategy 5: Expand the Sport Club program to meet the needs of a growing student population. • Complete the Momentum Multipurpose Field Project BUILDING COMPLETE; TURF/LIGHTS IN PROGRESS • Develop and implement a student officer leadership program IN PROGRESS Goal: Develop and manage resources to efficiently and effectively achieve the mission of the Department of Recreational Sports. Objective 1: Manage resources effectively, efficiently and responsibly. Strategy 1: Review administrative structures, as positions are added and vacancies occur, to ensure effectiveness and efficiency - ONGOING Strategy 2: Purchase and implement point-of-sale and membership software - COMPLETE (FUSION) Strategy 3: Use appropriate assessments to improve the effectiveness of facilities and programs - CONTINUAL EVALUATION Strategy 4: Expand facilities to meet student population growth- USE OF SPACE AND PLANS ARE CONTINUALLY REVIEWED AND IDEAS FOR EXPANSION ARE BEING EXPLORED.</td>
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**Projected Completion Date:** 10/2020

**Responsible Person/Group:** Director Assistant Directors

**Implementation Notes:**

<table>
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<tr>
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</table>

### Partnership for Healthier America Objectives

**Established in Cycle:** 2014-2015

**Implementation Status:** In-Progress

**Priority:** High

**Responsible Person/Group:** Director Fitness & Wellness Coordinator

**Implementation Notes:**

<table>
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**Projected Completion Date:** 10/2020

**Responsible Person/Group:** Director Assistant Directors

**Implementation Notes:**

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<tr>
<td>6/23/2017</td>
<td>REVIEWED AND IDEAS FOR EXPANSION ARE BEING EXPLORED.</td>
</tr>
</tbody>
</table>

### IM Variety Action Plan

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Noel-Levitz Intramural Activity | Outcome/Objective: Provide recreational facilities and
programs to meet the needs of a growing student population.

**Implementation Description:** Using IM leagues create surveys and questionnaires to ascertain student desires for additional activities.

**Projected Completion Date:** 08/2017

**Responsible Person/Group:** IM staff

**Additional Resources:** NONE

**Implementation Notes:**
6/19/2017 As noted last year this is a year to year assessment that is part of our operating procedures. Review of this being an action plan verse part of the program operation is being considered.

**Improve Analysis Skills**
Add an analysis module to staff training. Students will be taught they are actually continually analyzing data by scenario work. This will be the primary tool used to demonstrate and teach this learning outcome.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student Employee Experience Report - Analyze Information | **Outcome/Objective:** Demonstrate effective analysis of information

**Implementation Description:** Using scenario based learning techniques at monthly meetings students will be taught what skills they are implementing and be able to articulate this.

**Projected Completion Date:** 08/2017

**Responsible Person/Group:** All Staff within Recreational Sports with direct oversight of student staff.

**Additional Resources:** None

**Implementation Notes:**
6/19/2017 This has become a division wide initiative and divisional trainings have been scheduled for the upcoming fall.

**Workshops and inservice to improve communication**
Several new workshops and training days have been planned this year to improve communication. New procedures and testing has also been added. Tangentially professional staff positions that were vacant have been filled and the expectation is this will improve direct communication.

**Established in Cycle:** 2016-2017

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student employee evaluation of Communication Skills | **Outcome/Objective:** Demonstrate effective communications skills
- **Measure:** Student Employee Experience Report - Communication Skills | **Outcome/Objective:** Demonstrate effective communications skills

**Implementation Description:** Mandatory training and routine knowledge checks have been added.

**Projected Completion Date:** 06/2018

**Responsible Person/Group:** Director of unit is directly responsible with processing duties given to entire department.

**Additional Resources:** There will be some added employment and training costs.

**Implementation Notes:**
6/19/2017 Four in services were held last year and this year a division wide initiative is set to kick-off to implement this training for the entire division.

**Analysis Questions and Analysis Answers**

**Based on the analysis of findings, what are the strengths of the program?**
Based on the reporting data and developed measures it is clear the program delivers student centered programs and these programs and facility changes, additions, and improvements are based on student input and feedback. This can be extrapolated specifically from the feedback provided by students who were surveyed in measure nine with regards to Intramural program offerings and the continued development of Momentum field that was developed as a reporting measure (measure number twenty-two and twenty-three) and based on the 2015 referendum. Continued growth in the competitive sports area and nutrition area (as a direct response to action plan three) have been greater than anticipated.

The implementation and continued advancement of modules and training with fusion also show a focus on the advancement of using technology to move the program forward.

**Based on the analysis of findings, how has the program improved?**
The acceptance of the momentum building has allowed the program to grow and develop in the competitive sports area. The addition of nutrition programming has created a much more well rounded program. This completion will be another progressive movement in achieving goal two.

Student learning still continues as a focus and showed areas of improvement in both finding eight and five. These measures and findings are encouraging and the development of action plans and new trainings based on action plans shows the devotion to achieving and focusing on goal one.

**Based on the analysis of findings, what are the areas of concern within the program?**
During this period of reporting the greatest concern was under-staffing. With five vacancies staff had to fill many roles. These vacancies led to a reduction in satisfactory reporting in communication and have been addressed within the action plan. The short staffing was also directly responsible for the reduction in the number of activities offered in IM sports which affected measure eight directly and indirectly, however it did allow for those fewer events to be focused on more specifically.

**Annual Report Section Responses**

**Summary of Program Accomplishments for the Year**
This reporting period showed some decline in some areas and growth in others. The decline is a reflection of mechanical issues with the pool (not reported this year) and vacant staff positions where offerings were reduced. Momentum fields and support building did see much greater usage in the fall and the largest flag football offering offered on record. The department instituted a new tracking software called fusion that has led to greater efficiency in tracking student patterns and usage. Based on student feedback the facilities have been updated along with equipment and program offerings. A concerted effort has been made to focus on purposeful and joint training cross departmentally and convey critical information in a more efficient manner.
The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

<table>
<thead>
<tr>
<th>Intramural Participation</th>
<th>Individual Number</th>
<th>Percentage</th>
<th>Participations Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1670</td>
<td>77.24</td>
<td>6481</td>
</tr>
<tr>
<td>Female</td>
<td>492</td>
<td>22.76</td>
<td>1494</td>
</tr>
<tr>
<td>Total</td>
<td>2162</td>
<td></td>
<td>7975</td>
</tr>
</tbody>
</table>

The following is the direct use of the facility, via fusion reporting systems, as a whole broken down by gender for the reporting period:

Female 82813

Male 108114

There was a slight drop from last year, however as the department moves to an electronic ID system some patrons may not have been recorded.

Intramural participation for last year was slightly lower than the previous year, however this was expected as offerings were slightly reduced due to staff vacancy. With the new staff and use of the new support building and the emphasis on field use next year’s comparison would be a better model to draw conclusions from. Below is the current reporting period participation.

Overall club participation was slightly higher than last year and an additional club was added bringing the total to 15. Participation for reporting cycle is below:

<table>
<thead>
<tr>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY -- AUG</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>641</td>
<td>638</td>
<td>374</td>
<td>15</td>
<td>233</td>
<td>716</td>
<td>561</td>
<td>246</td>
<td>0</td>
<td>3424</td>
</tr>
</tbody>
</table>

The pool was closed for a substantial portion of the reporting period this year, so no data was reported for this reporting period.

Recreational Sports continues to be heavily involved in the Campus Wellness Committee and the Chancellors Wellness Initiative. The Chancellor’s Wellness Initiative grant was renewed for another year at $19,000. Islander Rewards, which allows for a refund of fifty dollars to employees who swipe in for workouts 45 times during the fall or spring semesters, continues to be a popular and growing program. Participation continued to be strong in the Islanders Walk for Wellness with an increase of over 600%. The Punch Pass Programs grew as well.

The Employee Wellness program also had continued strong participation. This program is limited currently to 20 employees and the waiting list continues to expand. The addition of the dietician and personal training sessions was
well received. Fifty-Seven individuals were personally counseled and over 250 individuals participated in the first full year of programs with the nutrition program.

The Wellness Expo once again was a success with almost 50 vendors and 300 participants. Outside vendors and group fitness instructors provided demonstrations, including Tai Chi, Yoga, and Zumba. Door prizes were given away, which generated excitement and appreciation.

The department continues to work with SSC for outsourced maintenance and custodial operations. The department is participating in regular meetings and performance review evaluations to bring performance to the desired level.

Fall training for all student Recreational Sports employees included Angela Walker and Rosie Ruiz presenting on Title IX, Julie Shuttlesworth presenting on Social media and sessions were held to cover customer service and proper payroll procedures. This was the first Joint UC/Rec Training. A second for the entire division is planned for the upcoming fall.

The multipurpose fields at momentum are a high priority. The department will continue to work with the administration to develop this venue in order to offer opportunities for students for both employment and activity.

New fees generated from the increased student fee will be incorporated into the departmental budget. The full debt service will be assumed by the department which is a positive move in helping the division of Student Engagement and Success as a whole.

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

Staff continue to serve the division and community. Below is the participation within this reporting period:

Franklin Harrison
Service to the Profession
   NIRSA Bylaws Committee Chair

Service to the University
   Wellness Committee Chair
   WOW Committee

Marcie Garza
Service to the University
   Homecoming Committee
   Wellness Committee and Chancellor's Wellness Initiative
   Staff Development Day 2017 – Session Moderator

Service to the Community
   Participant in Giving Tuesday 2016 – Equestrian Center
   Big Event 2017 – Landscaping private home

Service to the Profession
   Academy of Nutrition and Dietetics – Diversity Committee Chair
   Texas Academy of Nutrition and Dietetics Foundation – Treasurer
   Texas Academy of Nutrition and Dietetics South Region – Director-Elect

Brianne Wilburn
Service to the Community
   New Life Church Kids' Life Volunteer

Brittney Weise
Service to University:
   Served on various search committees

Janie Lara
Service to the University
   Notary Public for campus community

Dennis Coplen
Service to the Community
The Cattery Volunteer
Pee Wee's Animal Shelter Volunteer
Service to the University
Convocation Committee

Anticipated Challenges for the Next Cycle
Continuing to develop students and transferable skills while a challenge is also a great opportunity. The anticipation of a 5.9 percent budget reduction as proposed by the state legislature does present some challenging thought process. Several expenditures have built in expansions, such as SSC contracts that adjust for a 2.2 percent cost of operations increase, causing net cut to be 8.1 percent in that area which must be made up from other areas. Catering services from Chartwells also is rising as is building operations cost resulting in the cut being 5.9 percent plus increase percentages.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)
There are several initiatives based on continual feedback that are planned over the next cycle(s):

1. The continuation of the development of the momentum complex is a high priority.
2. The addition of the pool and other needed facilities based on student feedback.
3. To continue to meet the needs of the growing student population the addition of staff and programs is a high priority.
4. Greater opportunity for leadership and leadership training for students has and will take place. These skills will then be translated in learned skills that can be analyzed and applied to each student's development as outlined in the Improve Analysis skills action plan established in the 2015-2016 cycle. These programs will strive to develop students and meet the need of developing Student employee’s transferable skills as well.
5. The dietician is currently developing curriculum and programming that will evolve with the student body.
6. Strategic planning, CAS action Planning and distance Educational SOPS are ongoing action plans that are continually reviewed and the processes are reviewed to be sure that these items are on the targeted timelines. Coinciding with all of those action plans are annual reports and reviews of the goals and measures to be sure they are in line with the mission of the department, division and institution; as well as governing bodies and best practices.

Assessment Timeline (optional)
The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report
2016-2017 Student Activities
(As of 7/18/2017 12:25 PM EST)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose
The Student Activities office encourages, supports and commits to providing leadership, development and involvement opportunities for the campus to inspire people to be their best self. We are dedicated to enhancing the student experience by fostering community in an inclusive environment where our campus can engage, learn, and laugh with one another.

Goals
G 1: Provide programs which encourage learning, growth, and leadership.
Provide programs which encourage learning, growth, and leadership.
G 2: Enhance student experiences outside of the academic classroom.
Enhance student experiences outside of the academic classroom.
G 3: Develop and manage resources to efficiently and effectively achieve the mission of the department.
Develop and manage resources to efficiently and effectively achieve the mission of the department.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Effectively demonstrate ethical decision making.
Students will be able to effectively demonstrate reflective thought and analysis in ethical decision.

Relevant Associations:
Standard Associations

EmpowerU SLOs
1 Ethical Decision Making and Social Responsibility
Skills for Employment
3 Problem Solving

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M- Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
Related Measures

M 1: Ethical Decision Making - Case Study
Students will be given case studies relating to the skills taught during training sessions. The case studies will address a specific situation relating to ethical decision making.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Using an ethical decision making skills rubric 75% of student employees will score at the intermediate or advanced level.

Finding (2016-2017) - Target: Not Reported This Cycle
This assessment was not conducted this year. This measure will be revised for FY18.

M 2: Yearly Performance Evaluations - Ethical Decision Making
Supervisors will annually evaluate the performance of student employees ethical decision making skills upon completion of at least one semester of employment.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
Student employee performance eval updated for 2017

Target:
Student employees will receive an average score of 4.0 or higher on a 5 point Likert scale based on supervisor's response to the statement "Initiative, Problem Solving / Ethical Decision making: Takes initiative in handling of problems, is able to assess the situation or task and take appropriate action with little or no supervision, takes initiative in performing job related duties."

Finding (2016-2017) - Target: Not Met
3.69/5.0 was scored by supervisors of 26 student employees on the Spring 2017 job performance evaluations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Student Employee Performance - ethical decision making
Established in Cycle: 2016-2017
The Student Activities team will address ethical decision making in a large group training setting and will also have a coaching...

M 3: Self Evaluations - Ethical Decision Making
Students will annually self evaluate their performance upon completion of at least one semester of employment in regard to ethical decision making skills.

Source of Evidence: Evaluations

Connected Document
Student Employee self evaluation updated for 17

Target:
Student employees will rate their ability, on average, at a 4.0 level on a 5 point Likert scale responding to the statement: "Initiative/Problem Solving/Ethical Decision Making: Takes initiative in handling of problems; is able to assess the situation or task and take appropriate action with little or no supervision; takes initiative in performing job related duties."

Finding (2016-2017) - Target: Met
4.02/5.0 was reported by 25 student employees on the Spring 2017 self assessment.

SLO 2: Understand others whose backgrounds differ from their own.
Students participating in SA programs will be able to understand others whose backgrounds differ from their own.

Relevant Associations:
Standard Associations

EmpowerU SLOs
2 Globalization and Cultural Diversity

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 4: Diversity Workshop Evaluations
Students will participate in a short survey after attending the Real Talks workshops with the following question included: "To what extent do you agree with the following statement: After attending (name of program or workshop), I am better able to understand others whose backgrounds differ from my own."

Source of Evidence: Evaluations

Target:
On a 5 point Likert scale, student participants will respond with an average score of 4.0 or higher, that participating in the program increased their understanding others whose backgrounds differ from their own.

Finding (2016-2017) - Target: Not Reported This Cycle
This survey was not conducted this year.

M 5: EBI Question #38 Expand understanding of others whose backgrounds differ
EBI: Question #38: To what extent do College Union activities: expand understanding of others whose backgrounds differ from yours.
Source of Evidence: Benchmarking

Target:
Score will => 5.0 on a 7.0 scale

Finding (2016-2017) - Target: Not Reported This Cycle
EB1 is conducted every three years. The next reporting cycle is FY 19.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Implement Student Activities 2020 Strategic Plan
Established in Cycle: 2015-2016
Implement Student Activities 2020 Strategic Plan

M 6: Safe Zone workshop pre/post assessment of intercultural sensitivity.
Safe Zone workshop pre/post assessment of intercultural sensitivity.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Related Documents
Connected Documents

Target:
Student scores will increase by 10 points from the pre assessment.

Finding (2016-2017) - Target: Not Reported This Cycle
This assessment will be conducted in FY 18.

SLO 3: Effective communications skills.
Students will demonstrate effective communications skills.

Relevant Associations:

Standard Associations
EmpowerU SLOs
3 Communication
Skills for Employment
5 Communication
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 7: Yearly Performance Evaluation - Communication
Supervisors will annually evaluate the performance of student employees communication skills, upon completion of at least one semester of employment.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
Student employee performance eval updated for 2017

Target:
Student employees will receive an average score of 4.0 on a 5 point Likert scale based on their supervisors' response to the statement: "Communication: Understands and correctly utilizes all forms of communication (digital, interpersonal, written, etc. where appropriate)." Score will be assessed using a rubric measuring each form of communication.

Finding (2016-2017) - Target: Not Met
Four communication skills were measured:
Interpersonal 3.75/5.0
Written - Digital 3.84/5.0
Written - Reports 3.72/5.0
Public Speaking 3.80/5.0

Connected Document
Spring 17 performance and self assessment data

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve training for specialized communication methods
Established in Cycle: 2015-2016
Include professional communication skills as a part of the 16-17 student training schedule and also discuss as a team how to bes...

M 8: Self Evaluation - Communication
Students will annually self evaluate their communication skills upon completion of at least one semester of employment.
Source of Evidence: Evaluations

Connected Document
Student Employee self evaluation updated for 17

Target:
Student Employees will rate their ability, on average, at a 4.0 level on a 5 point Likert scale, in response to the statement: "Communication: Understands and correctly utilizes all forms of communication (radio, cell phone, face to face, written, etc. where appropriate)." Score will be assessed using a rubric assessing each form of communication.

Finding (2016-2017) - Target: Partially Met
Four types of communication were measured:
Interpersonal 4.12/5.0
**SLO 4: Demonstrate critical thinking skills.**

Student leaders will demonstrate critical thinking skills after receiving Student Activities training.

**Relevant Associations:**

**Standard Associations**

- EmpowerU SLOs
  - 4 Critical Thinking
  - 3 Problem Solving

**Southern Association of Colleges and Schools**

- 2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
- 3.3.1.3 Educational Support Services

**Strategic Plan Associations**

- Texas A&M-Corpus Christi
  - 1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 9: Risk Management Confidence - Justify Decisions**

Student leaders will answer the following question on a 5 point Likert scale:

I am confident in my ability to justify my decision related to risk management.

Source of Evidence: Evaluations

**Connected Document**

Risk Mgt Assessment tool for Fall 2016

<table>
<thead>
<tr>
<th>Target</th>
<th>Finding (2016-2017) - Target: Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6/5.0 scale was scored by 20 student leaders.</td>
<td></td>
</tr>
</tbody>
</table>

**M 10: Risk Management Matrix**

Students will complete a risk management matrix based on a provided scenario. Responses will be graded with a rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

Grading Rubric for Risk Management Matrix

<table>
<thead>
<tr>
<th>Target</th>
<th>Finding (2016-2017) - Target: Not Reported This Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will receive an average score of 80% or higher on the graded risk management matrix.</td>
<td></td>
</tr>
</tbody>
</table>

**Risk Management Training**

Established in Cycle: 2015-2016

Student Activities will reconsider the timing of the assessment, along with implementing a policy requiring internal Departmenta...

**M 12: Risk Management Confidence Rating - identify and implement**

Student leaders will answer the following question on a 5 point Likert scale:

Training has enhanced my ability to identify and implement risk management practices

Source of Evidence: Student course evaluations on learning gains made

**Connected Document**

Risk Mgt Assessment tool for Fall 2016

<table>
<thead>
<tr>
<th>Target</th>
<th>Finding (2016-2017) - Target: Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students leaders will respond, on average, rate themselves at a 4.0 level on a 5 point Likert scale, to the following statement:</td>
<td></td>
</tr>
<tr>
<td>Training has enhanced my ability to identify and implement risk management practices.</td>
<td></td>
</tr>
</tbody>
</table>

**SLO 5: Identify risk management practices.**

Students will identify risk management practices to implement and justify why it is an applicable solution after training.

**Relevant Associations:**

**Standard Associations**

- EmpowerU SLOs
**EmpowerU SLOs**

5 Specific Knowledge  
Skills for Employment  
3 Problem Solving  

**Southern Association of Colleges and Schools**  
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.  
3.3.1.3 Educational Support Services

**Strategic Plan Associations**  
Texas A&M-Corpus Christi  
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 11: Risk Management Post Quiz**  
Students will be given a post quiz of a risk management scenario with 4 questions to answer after attending risk management training.  
Source of Evidence: Evaluations

**Connected Document**  
Risk Mngt Assessment tool for Fall 2016

**Target:**  
Students will score at least a 75% on the quiz for risk management training.

Finding (2016-2017) - Target: *Met*  
On average 78.12% was scored on the four question quiz by the 20 student leaders.

**Connected Document**  
Risk Mngt Post Assessment Data Fall 16

**M 12: Risk Management Confidence Rating - identify and implement**  
Student leaders will answer the following question on a 5 point Likert scale: Training has enhanced my ability to identify and implement risk management practices.

Source of Evidence: Student course evaluations on learning gains made

**Connected Document**  
Risk Mngt Assessment tool for Fall 2016

**Target:**  
Student leaders will respond, on average, at a 4.0 level on a 5 point Likert scale, to the following statement: Training has enhanced my ability to identify and implement risk management practices.

Finding (2016-2017) - Target: *Met*  
4.75/5.0 was reported by 20 student employees on the Risk Management Assessment.

**SLO 6: Ability to integrate knowledge.**  
Students will demonstrate their ability to integrate knowledge learned in training with experiences.

**Relevant Associations:**

**Standard Associations**

EmpowerU SLOs  
6 Integration of Broad Knowledge  
Skills for Employment  
3 Problem Solving  
5 Communication  

Southern Association of Colleges and Schools  
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.  
3.3.1.3 Educational Support Services

**Strategic Plan Associations**  
Texas A&M-Corpus Christi  
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 13: Yearly Performance Evaluations - Job Responsibilities**  
Supervisors will annually evaluate the performance of student employees decision making skills upon completion of at least one semester of employment.

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Document**  
Student employee performance eval updated for 2017

**Target:**  
Student Employees will receive an average rating of 4.0 or higher on a 5 point Likert scale based on the supervisor's response to the statement: Understands Job Responsibilities: Fully understands all aspects of the job and its responsibilities.

Finding (2016-2017) - Target: *Not Met*  
3.92/5.0 was scored by supervisors of 26 student employees on the Spring 2017 job performance evaluations.

**Connected Document**  
Spring 17 performance and self assessment data

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the Details of Action Plans section of this report.

**Student Employee Performance - understanding job responsibilities**  
Established in Cycle: 2016-2017  
The Student Activities team will have a coaching workshop for the staff to improve their coaching of individual student employee...

**M 14: Self Evaluations - Job Responsibility**
Students will annually self evaluate their ability to integrate related knowledge and experiences with their job responsibilities.

**Source of Evidence:** Student course evaluations on learning gains made

**Connected Document**

*Student Employee self evaluation updated for 17*

**Target:**
Student employees will rate their ability at a 4.0 level on a 5 point Likert scale in response to the statement: Understands Job Responsibilities: Fully understands all aspects of the job and its responsibilities.

**Finding (2016-2017) - Target: Met**
4.23 / 5.0 was reported by 26 student employees who completed the Spring 2017 self-assessment.

**Connected Document**

*Spring 17 performance and self assessment data*

---

**Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 7:** Provide quality programs, activities, and services for diverse populations.

Provide quality programs, activities, and services for diverse populations.

**Relevant Associations:**

**Standard Associations**

*Southern Association of Colleges and Schools*

2.10 'Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.'

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 15:** NSSE-Attending Campus Events & Activities

NSSE-Attending Campus Events & Activities

Source of Evidence: Benchmarking

**Target:**
Question "attending campus events and activities." \(\geq\) to institutional peers

**Finding (2016-2017) - Target: Not Reported This Cycle**

NSSE is administered in alternate years and this was not a reporting year.

**M 16:** Noel Levitz Question: "I can easily get involved in campus organizations"

Noel Levitz Question: "I can easily get involved in campus organizations"

Source of Evidence: Benchmarking

**Target:**
Question on "I can easily get involved in campus organizations" score \(\geq\) to national score.

**Finding (2016-2017) - Target: Not Met**

Score = 5.27, National Score = 5.33.

**Connected Document**

*Noel Levitz 2016 survey results*

**Related Action Plans (by Established cycle, then alpha):**

*Marketing of Leadership / Involvement Opportunities*

Established in Cycle: 2015-2016

Student Activities will improve the marketing of existing opportunities including how to form new student organizations and jo...

For full information, see the Details of Action Plans section of this report.

**M 17:** EBI Survey: To what extent do College Union activities: Provide leadership training (Question 42)

EBI Survey: To what extent do College Union activities: Provide leadership training (Question 42)

Source of Evidence: Benchmarking

**Target:**
Score \(\geq\) 4.0 on a 7 point scale

**Finding (2016-2017) - Target: Not Reported This Cycle**

EBI is conducted every three years. The next reporting cycle is FY 19.

**Related Action Plans (by Established cycle, then alpha):**

*Hire a graduate assistant to assist with the leadership program.*

Established in Cycle: 2015-2016

Hire a graduate assistant to assist with the leadership program.

*Outreach with academic classes.*

Established in Cycle: 2015-2016

Reach out to academic classes to better capture students attention.

For full information, see the Details of Action Plans section of this report.

**M 18:** Noel Levitz Question relating to students "generally know what is happening on campus"

Noel Levitz Question relating to students "generally know what is happening on campus"

Source of Evidence: Benchmarking
Target:
Question "generally know what is happening on campus" score => national score.

Finding (2016-2017) - Target: Not Met
Score = 4.93, National Score = 5.0, 2014 Score = 4.8.

Connected Document
Noel Levitz 2016 survey results

Related Action Plans (by Established cycle, then alpha):
Implement Student Activities 2020 Strategic Plan
Established in Cycle: 2015-2016
Implement Student Activities 2020 Strategic Plan

Marketing of Leadership / Involvement Opportunities
Established in Cycle: 2015-2016
Student Activities will improve the marketing of existing opportunities including how to form new student organizations and jo...

For full information, see the Details of Action Plans section of this report.

O/O 8: Promote involvement in programs, activities, and other services to campus community.
Promote involvement in programs, activities, and other services to campus community

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures
M 18: Noel Levitz Question relating to students "generally know what is happening on campus"
Noel Levitz Question relating to students "generally know what is happening on campus"
Source of Evidence: Benchmarking
Target:
Finding (2016-2017) - Target: Not Met
Score = 4.93, National Score = 5.0, 2014 Score = 4.8.

Related Action Plans (by Established cycle, then alpha):
Marketing of Leadership / Involvement Opportunities
Established in Cycle: 2015-2016
Student Activities will improve the marketing of existing opportunities including how to form new student organizations and jo...

For full information, see the Details of Action Plans section of this report.

M 19: EBI Survey To what extent do College Union activities: Provide opportunities for you to assume a leadership role?
EBI Survey To what extent do College Union activities: Provide opportunities for you to assume a leadership role?
Source of Evidence: Benchmarking
Target:
Score => 4.0 on 7 point scale
Finding (2016-2017) - Target: Not Reported This Cycle
EBI is conducted every three years. The next reporting cycle is FY 19.

Related Action Plans (by Established cycle, then alpha):
Development of Leadership Opportunities
Established in Cycle: 2015-2016
Student Activities will encourage slow, but steady growth, in the membership and volunteer opportunities in departmental organ...

Outreach with academic classes.
Established in Cycle: 2015-2016
Reach out to academic classes to better capture students attention.

For full information, see the Details of Action Plans section of this report.

M 20: Survey- Promotion of Events
A survey will be developed and sent to active users on OrgSync and through social media to ask question: To what extent do you agree or disagree that the Student Activities promotes how to get involved on campus?
Source of Evidence: Benchmarking
Target:
Participants will respond with an average score of 3.5 on a 5 point Likert scale to the statement: Student Activities effectively promotes activities, programs and opportunities to get involved on campus.
Finding (2016-2017) - Target: Not Reported This Cycle
This survey will be conducted in FY 18.

O/O 9: Manage resources effectively, efficiently and responsibly.
Manage resources effectively, efficiently and responsibly.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures

M 21: Budget Management
All Student Activities and related student group budgets are effectively managed without going over budget,
Source of Evidence: Efficiency
Target:
At the end of the fiscal year, 100% of Student Activities Budgets will have been managed within their allocation.
Finding (2016-2017) - Target: Met
Due to the change in annual reporting deadlines FY17 has not been completed at the time of reporting, all budgets are currently within allocations.
Related Action Plans (by Established cycle, then alpha):
Budget Management
Established in Cycle: 2015-2016
The Director and Associate Director of Student Activities will collaborate to ensure that all expenditures are assigned to their...
For full information, see the Details of Action Plans section of this report.

M 22: Event proposals and budget discussions
Event Proposals will be created for all programming board led events and will include a budget proposal. Advisors will include effective use of student fees as an intentional part of the conversation.
Source of Evidence: Administrative measure - other
Target:
All events hosted by the three programming boards during the Spring 2017 semester will have a documented proposal including budget that is approved by the group’s Advisor.
Finding (2016-2017) - Target: Met
Program proposals were created when deemed necessary by the advisor for all events (19) hosted by the three programming boards.
Related Action Plans (by Established cycle, then alpha):
Details of Action Plans for This Cycle (by Established cycle, then alpha)
Budget Management
The Director and Associate Director of Student Activities will collaborate to ensure that all expenditures are assigned to their appropriate account through a 2 step review system.
Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective): Measure: Budget Management | Outcome/Objective: Manage resources effectively, efficiently and responsibly.
Responsible Person/Group: Director / Associate Director - Student Activities
Implementation Notes:
5/25/2017 Both Associate Director and Director approve expenditures in Canopy. This item is listed as Finalized.

Conduct CAS Assessment for Fraternity and Sorority Life
Student Activities will continue to follow the CAS Assessment planning cycle and complete an assessment of Fraternity and Sorority Life programs during FY 17.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Projected Completion Date: 08/2017
Responsible Person/Group: Associate Director - Student Activities
Implementation Notes:
5/26/2017 Due to staffing issues this assessment has been rescheduled for FY 18.

Development of Leadership Opportunities
Student Activities will encourage slow, but steady growth, in the membership and volunteer opportunities in departmental organizations and encourage formation of new Recognized Student Organizations.
Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: EBI Survey To what extent do College Union activities: Provide opportunities for you to assume a leadership role?
Outcome/Objective: Promote involvement in programs, activities, and other services to campus community.
Projected Completion Date: 08/2017
Responsible Person/Group: Director Student Activities and Coordinator for Leadership / Student Organizations
Implementation Notes:
5/26/2017 This action plan was started in FY 17 and will continue into FY 18. UCSO is working on marketing pieces to make the process of starting a new organization clearer and more accessible for interested students. UCSO is also working to implement an "interest group" status for students that wish to start a new organization.

Development of OrgSync waiver and card swipe processes
In FY 17 Student Activities will continue to work to utilize the platform to its full capabilities. Online event and travel waivers have been introduced and are slowly being integrated into daily programming. This supports the University’s paperless initiative and also speeds up the registration process for events. Processes need to be developed to support using electronic waivers for a variety of events including outdoor and walk up events. Card swipes have been purchased by the University Center and Student Activities departments and will be used to track event participation through OrgSync. In FY 17 Student Activities will work to implement card swipes at events.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High
Responsible Person/Group: Student Activities Staff

Implementation Notes:
5/26/2017: In FY 17 waivers were created for both travel and non-travel events. Card swipes are regularly used at UCSA events.

Hire a graduate assistant to assist with the leadership program.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student Activities will request funding for this position from SFAC.
Outcome/Objective: Establish this position to assist in leadership programming.
Projected Completion Date: 08/2016
Responsible Person/Group: Director of Student Activities
Additional Resources: Budget for wages and benefits
Budget Amount Requested: $16,000.00 (recurring)

Implementation Notes:
5/25/2017: This position was requested for FY 18, budgets have not yet been finalized.

Implement Student Activities 2020 Strategic Plan

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Implementation Description: Implement Student Activities 2020 Strategic Plan

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Provide quality programs, activities, and services for diverse populations.
Outcome/Objective: Provide quality programs, activities, and services for diverse populations.

Implementation Notes:
Director of Student Activities will request funding for this position from SFAC.

Marketing of Leadership / Involvement Opportunities

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Provide quality programs, activities, and services for diverse populations.
Outcome/Objective: Promote involvement in programs, activities, and other services to campus community.

Implementation Notes:
Director of Student Activities will request funding for this position from SFAC.

Provide quality programs, activities, and services for diverse populations.

Implementing strategies to increase student leadership training workshops.

Implementation Notes:
Director of Student Activities will request funding for this position from SFAC.
Based on the analysis of findings, what are the strengths of the program?

Student Activities excel at providing leadership opportunities for students through employment opportunities. The variety of programs and events offered would not be possible without the hard work of approximately 30 student employees. The training and development of these student employees is a high priority for the department. This year’s assessments show that they feel confident in their job responsibilities, decision making and interpersonal communication. Additionally targets related to risk management were met. Student employees believed that training improved their ability to justify their decisions related to risk management and on average answered 3 or more questions correctly on the 4 question post assessment.

Based on the analysis of findings, how has the program improved?

Generally the department has seen growth in participation this year. There has been excellent growth in campus traditions throughout the year. Waves of Welcome included 38 events with excellent student engagement including the Corpus Christi Community Fair, President’s Picnic, CAB Up All Night and Island Bash. In December Islander Lights opened the doors of the UC to over 1,200 participants and added lighting to the CI building. Homecoming increased its
community engagement with a successful Lighting of the "I" and an expanded Tailgate and Block Party that welcomed community members of all ages to celebrate. The Big Event registered over 1,000 participants with approximately 850 students volunteering in the community at the event. The Panhellenic Council, part of Fraternity and Sorority Life, saw its second year of highly successful recruitment welcoming 138 new members in Fall 2015 and 146 new members in Fall 2016. The TAMUCC Chapter of Sigma Alpha Pi (the National Honor Society for Leadership & Success) inducted 215 new members.

Based on the analysis of findings, what are the areas of concern within the program?
This year's assessments highlight several areas for growth in Student Activities. There is a continued need for improved marketing of opportunities. Collectively Student Activities and its internal organizations offer a wide range of events throughout the year, but consistently marketing those opportunities is a challenge. There is a clear need for growth in leadership training programs. Students are seeking out these opportunities and Student Activities needs to provide increased programming in addition to improving marketing of existing programs.

Student employee training continues to be a focus area for the department. In general students rated their abilities/confidence above the target scores. However, in multiple cases the performance evaluation results were close, but short of the same set targets. This will be addressed by tailoring training to these topics, and also training supervisors to provide frequent and detailed feedback.

Annual Report Section Responses

Summary of Program Accomplishments for the Year
The Student Activities Department oversees campus wide programming, several departmental organizations and student organizations with the goal of making campus a vibrant, active, educational, inclusive and spirited place to be. This report covers highlights from all major programs.

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Aloha Days
Aloha Days was held at Zephyr Baptist Encampment on the banks of Lake Corpus Christi. The First Year Camp provides incoming first-year students with an optional extended orientation experience designed to aid in their successful transition from high school to Texas A&M University-Corpus Christi. Student leaders, sophomores through seniors, serve as Anchor Leaders, Crew Members, Island Leaders and Coordinators to facilitate activities, small group discussions, games, and skits. Student Engagement and Success Staff also assist with activities and presentations. During Aloha Days, students are given an opportunity to meet fellow Islanders and develop pride in the traditions, spirit and heritage of A&M-Corpus Christi.

Accomplishments / New Initiatives
- Added an additional Aloha Days Coordinator position to oversee Crew.
- Removed the specific titles of the Coordinators (Marketing & Intake, Personnel & Continuity, and Retention & Logistics) and changed the position descriptions, as well as the process of assigning responsibilities.
- Developed a new method of Anchor Leader selection.
- Recruited operations students specifically trained in tech and event set up to be members of the Crew.
- Obtained a new sponsorship partner with the Alumni Association for all of the camper bags.
- Restructured the Aloha Days training schedule to take place solely in August the two weeks leading up to camp.
- Made summer training more interactive by inviting presenters from different departments across campus to come and present.
- Implemented a new Spring Semester schedule of events including a Coordinator Retreat, Partner Reveal, Island Leader Retreat, Island Reveal, Spring Retreat, Fundraiser, and two Socials (Hooks Game and "Bond" Fire).
- Recruited for Aloha Days at Send Off Parties hosted by the Welcome Center in Corpus Christi, San Antonio, and Houston.
- Restructured the layout of the camp schedule and implemented new programs including a Get Involved Panel, a Table Fair, and Lunch by Major.
- Created and led a committee of individuals from disability services, the counseling center, and inclusion in order to revise the Diversity activity at camp.
- Awarded the first Aloha Days camper scholarships, this included 4 full scholarships of $150 each and 4 partial scholarships of $75 each.

Training / Staff and Membership Development
- Aloha Days Coordinators had a retreat at the Art Museum of South Texas in January.
- Aloha Days Coordinators and Island Leaders had a retreat at the Natural Bridge Caverns in February.
- Aloha Days Staff had a retreat on campus in April.
- Aloha Days Staff had training on campus in August.
- Aloha Days Staff had Day 0 training at Camp Zephyr in August.

Events / Participation
- Staff
- Aloha Days Coordinators: 4
Island Leaders: 5
Anchor Leaders: 25
Crew Members: 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2016</th>
<th>Fall 2015</th>
<th>Fall 2014</th>
<th>Fall 2013</th>
<th>Fall 2012</th>
<th>Fall 2011</th>
<th>Fall 2010</th>
<th>Fall 2009</th>
<th>Fall 2008</th>
<th>Fall 2007</th>
<th>Fall 2006</th>
<th>Fall 2005</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td># of camp attendees</td>
<td>315</td>
<td>287</td>
<td>271</td>
<td>299</td>
<td>229</td>
<td>246</td>
<td>243</td>
<td>230</td>
<td>258</td>
<td>199</td>
<td>199</td>
<td>278</td>
<td>174</td>
</tr>
<tr>
<td>% of freshmen class</td>
<td>9.21%</td>
<td>12.8%</td>
<td>9.25%</td>
<td>16.9%</td>
<td>13.5%</td>
<td>17.4%</td>
<td>10.4%</td>
<td>10.3%</td>
<td>12.7%</td>
<td>11.3%</td>
<td>8.7%</td>
<td>15.4%</td>
<td>9%</td>
</tr>
<tr>
<td>% Change</td>
<td>9.7%</td>
<td>6%</td>
<td>-9%</td>
<td>31%</td>
<td>-7%</td>
<td>1.6%</td>
<td>6%</td>
<td>-12%</td>
<td>30%</td>
<td>0%</td>
<td>-28%</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>

% Change = Year 1-Year 2 / Year 1 x 100

<table>
<thead>
<tr>
<th>Fundraisers/Sponsorships- Monetary</th>
<th>Date</th>
<th>Amount Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hooks Fundraiser</td>
<td>4/27/2016</td>
<td>$654</td>
</tr>
<tr>
<td>Car Wash</td>
<td>7/16/2016</td>
<td>$275.25</td>
</tr>
<tr>
<td>Chipotle Profit Share</td>
<td>8/16/2016</td>
<td>$683.73</td>
</tr>
<tr>
<td>Valerie Gibbons</td>
<td>12/10/2015</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Total:</strong> $1,712.98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Date</th>
<th>Amount Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center &amp; Barnes &amp; Noble Book Store</td>
<td>August</td>
<td>400 Camper lanyards</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>August</td>
<td>400 Camper bags</td>
</tr>
</tbody>
</table>

Campus Activities Board

Campus Activities Board (CAB) is responsible for bringing a variety of educational and entertaining programs to the campus community. Students who participate in CAB develop leadership skills along with budgeting, program planning, presenting and evaluation skills through event planning and execution.

Accomplishments / New Initiatives
- The Up All Night Foam party had over 600 participants.
- Islanderino had over 300 participants.
- Hosted six Screen on the Green series movies.
- Transitioned the Executive Boards selection process to April to align with other UCSA organizations.

Training / Staff and Membership Development
- CAB membership attended an overnight membership development event in the University Center.
- The CAB officers did a one-day retreat in January.
- Three officers attended the NACA Regional conference in the Fall.
- Four incoming officers attended Huge Leadership Training in the Spring.

Events / Participation
- Participation
  - Leadership Team: 4
  - Active Members: 60
- Events

<table>
<thead>
<tr>
<th>Attendance 2016-2017 Events</th>
<th>Date</th>
<th>Time</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up All Night Foam Party</td>
<td>September 1</td>
<td>9 pm – 1 am</td>
<td>600+</td>
</tr>
<tr>
<td>Bubble Soccer</td>
<td>September 7</td>
<td>11 am – 1 pm</td>
<td>60</td>
</tr>
<tr>
<td>Taco Tuesday</td>
<td>September 13</td>
<td>9am – 11am</td>
<td>200</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Time</td>
<td>Attendance</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>Screen on the Green</td>
<td>September 14</td>
<td>8 pm – 10 pm</td>
<td>75+</td>
</tr>
<tr>
<td>Coffee House</td>
<td>September 29</td>
<td>11 am – 1 pm</td>
<td>50+</td>
</tr>
<tr>
<td>Battle of the Bands</td>
<td>October 6</td>
<td>4 pm – 7 pm</td>
<td>200+</td>
</tr>
<tr>
<td>Screen on the Green</td>
<td>October 13</td>
<td>8 pm – 10 pm</td>
<td>50+</td>
</tr>
<tr>
<td>House of Horrors</td>
<td>October 27</td>
<td>7 pm – 10 pm</td>
<td>201</td>
</tr>
<tr>
<td>Screen on the Green</td>
<td>November 3</td>
<td>8 pm – 10 pm</td>
<td>75+</td>
</tr>
<tr>
<td>Election Watch Party</td>
<td>November 8</td>
<td>9 pm – 1 am</td>
<td>100+</td>
</tr>
<tr>
<td>Screen on the Green – Islander Lights</td>
<td>December 2</td>
<td>8:30 pm – 10:30 pm</td>
<td>100+</td>
</tr>
</tbody>
</table>

**TOTAL** 1,711

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>Date</th>
<th>Time</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islanderino</td>
<td>February 15</td>
<td>9 am – 12 pm</td>
<td>306</td>
</tr>
<tr>
<td>Taco Tuesday</td>
<td>February 7</td>
<td>9 am – 11 am</td>
<td>200</td>
</tr>
<tr>
<td>Screen on the Green</td>
<td>February 9</td>
<td>8 pm – 10 pm</td>
<td>35</td>
</tr>
<tr>
<td>Wild N Wacky Wednesday</td>
<td>March 8</td>
<td>11:30 am – 1:30 pm</td>
<td>200+</td>
</tr>
<tr>
<td>Screen on the Green</td>
<td>March 23</td>
<td>8 pm – 10 pm</td>
<td>45+</td>
</tr>
<tr>
<td>Screen on the Green</td>
<td>April 13</td>
<td>8 pm – 10 pm</td>
<td>45+</td>
</tr>
<tr>
<td>Islanderino</td>
<td>April 21</td>
<td>4 pm – 6 pm</td>
<td>200+</td>
</tr>
<tr>
<td>Finals Frenzy</td>
<td>May 2</td>
<td>9 pm – 12 am</td>
<td>251</td>
</tr>
</tbody>
</table>

**TOTAL** 1,292

**Fraternity & Sorority Life (FSL)**

Fraternities and sororities are mutually selective, value-driven groups that provide an organized social life for their members as a contributing aspect of their educational experience. These organizations provide lifelong relationships, leadership, scholarship, service, and campus and community involvement.

**Accomplishments / New Initiatives**
- Greek Life initiated first step in re-branding name to Fraternity & Sorority Life.
- FSL added new programs and activities to Greek Week including an obstacle course, PlayFair and Battleship.
- Worked with a committee of students to revise the Multicultural Greek Council purpose, values, goals, positions and constitution.
- IFC held an alcohol awareness event for the Greek Community
- Panhellenic Council held PowderPuff Football to raise money for Make-A-Wish Foundation

**Training / Staff and Membership Development**

Each year, Greek Life chapter members participate in educational programs:
- Greek Leadership Retreat in September & January – at least 5 officers from each chapter attended.
- Sent four FSL Students to Huge Leadership Weekend.
- New Member Orientation: Fall & Spring.

**Events / Participation**

| Number of Active Chapters/Colonies:     | 8 Sororities, 5 Fraternities |
| Money raised for Philanthropy:          | $29,575.13 reported          |
| Service Hours                           | Over 800 hours logged        |
| Total Number of New Members             | 214 Fall and Spring          |
| Order of Omega Honor Society Members    | 20                           |

**Current Academic Report**

**Awards**

The following were given at the Greek Awards ceremony in April of 2017.

**Chapter Excellence Award:** Delta Delta Delta
Greek Man of the Year: Alan Contreras, Beta Theta Pi
Greek Woman of the Year: Jessica Roberts, Gamma Phi Beta
Outstanding Faculty/staff Advisor: No nominees
Chapter Advisor of the Year: Martha Mosley, Gamma Phi Beta
Sisterhood Award: Marisa Ellis, Zeta Tau Alpha
Brotherhood Award: No nominees

Homecoming
Homecoming is all about community. Alumni, students, and families gathered on the Texas A&M-Corpus Christi campus for fun, tradition, and shared Islander Pride. Homecoming happened February 12-18, 2017 featuring athletic events, entertainment, traditional events (faculty vs. student basketball, Lighting of the "I", Royalty), and an expanded Homecoming Tailgate to include a community Block Party. The department was responsible for scheduling and implementation of the majority of events.

Accomplishments
- Expanded the Homecoming Tailgate. At least 1000 estimated in attendance. Event included 6 food trucks, a petting zoo, carnival games and inflatables suitable for families and students.
- The Lighting of the "I" event was relocated to area between Palm Plaza and East lawn. The event brought in over 500 people.

Events/Participation
- Islander Clean: 65
- Faculty vs. Student basketball: 284
- Homecoming Tip Off: 126
- Islanderino: 306
- Medallion Hunt Finale: 100+
- Spirit Competition 10 teams
- Friday Fiesta: 375
- Lighting of the "I": 500+
- Tailgate and Block Party: 1000 people

Islander Cultural Alliance
Islander Cultural Alliance (ICA) provides opportunities for the campus to learn and participate in activities representing different cultures. These activities relate to Hispanic heritage, disabilities awareness, Women’s history, Asian cultures, Native American heritage, Black history and more. Along with providing opportunities to celebrate the diversity of TAMUCC, ICA brings cultural awareness and diversity education to campus. Students involved in ICA help coordinate campus wide events and initiatives as members and in leadership positions.

Accomplishments / New Initiatives
- The Unity Picnic had over 300 participants.
- Hispanic Heritage Month Kickoff had 350 participants.
- Hosted six Real Talk series lunches that encouraged civil discussion on a range of challenging cultural topics.
- Transitioned the Executive Boards selection process to April to align with other UCSA organizations.

Training / Staff and Membership Development
- The ICA officers did a one-day retreat in January.
- Three officers attended the NACA Regional conference in the Fall.
- Three incoming officers attended Huge Leadership Training in the Spring.

Events / Participation
- Participation
  - Leadership Team: 5
  - Active Members: 30
- Events

<table>
<thead>
<tr>
<th>Attendance 2016-2017 Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2016</strong></td>
</tr>
<tr>
<td>Unity Picnic</td>
</tr>
<tr>
<td>Hispanic Heritage Month Kickoff</td>
</tr>
<tr>
<td>Real Talk: Undocumented &amp; Underage</td>
</tr>
<tr>
<td>Latin Dance Night</td>
</tr>
<tr>
<td>Event</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>Date</th>
<th>Time</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLK Luncheon</td>
<td>January 25</td>
<td>11:30 am – 1:30 pm</td>
<td>50</td>
</tr>
<tr>
<td>Black History Month Kickoff</td>
<td>February 1</td>
<td>6 pm – 8 pm</td>
<td>27</td>
</tr>
<tr>
<td>Black History Month Quiz Bowl</td>
<td>February 7</td>
<td>5 pm – 8 pm</td>
<td>25</td>
</tr>
<tr>
<td>Black History Month Movie</td>
<td>February 20</td>
<td>6 pm – 8 pm</td>
<td>30</td>
</tr>
<tr>
<td>Real Talk: Reverse Racism</td>
<td>February 21</td>
<td>12 pm – 1:30 pm</td>
<td>15</td>
</tr>
<tr>
<td>CultureFest</td>
<td>March 4</td>
<td>11 am – 2 pm</td>
<td>300+</td>
</tr>
<tr>
<td>Real Talk: Flag Burning</td>
<td>March 7</td>
<td>12 pm – 1:30 pm</td>
<td>22</td>
</tr>
<tr>
<td>International Men's Day tabling</td>
<td>March 20</td>
<td>11 am – 1 pm</td>
<td>250</td>
</tr>
<tr>
<td>Celebrating Women</td>
<td>March 22</td>
<td>12 pm – 1:30 pm</td>
<td>250</td>
</tr>
<tr>
<td>Real Talk: Surveillance</td>
<td>April 5</td>
<td>12 pm – 1:30 pm</td>
<td>10</td>
</tr>
<tr>
<td>Tunnel of Oppression</td>
<td>April 18-20</td>
<td>12 pm – 7 pm</td>
<td>198</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>1,477</td>
</tr>
</tbody>
</table>

Islander Lights

The 11th annual Islander Lights was held on December 2, 2016. It was the sixth year of collaborating with the USMC Reserves Toys for Tots. The campus buildings were lit up with blue, green, and white holiday lights during the event. The Community's Harbor Lights "Trail of Lights along the Bayfront" celebration showcased the buildings on December 10, 2016.

The evening consisted of free music, inflatables, activities, movies, food, lighting celebration, and community service for the campus and local community. A monetary and toy drive, including snowflakes sales, was held during the event and the week before. There were light refreshments provided including tamales, chips and salsa, and beverages. Student and Departmental Organizations participated with activity booths, such as, ornament making and cookie decorating. The Islander Cheer and Dance teams, University Horn Band, and King High School Jazz Band performed for the visitors. Last, the Staff Council members assisted by taking pictures of children with Santa Claus.

Accomplishments
- Raised $1,000.00 for Toys for Tots.
- 500 toys were collected compared to 272 toys in 2015.
- Lights were added to the CI building.

Events/Participation
- 1,200+ people
- 27 organizations participated in the Activity Village

LEADS (UCSA LEADS)

LEADS provides a conference, lunch-and-learn workshops, and workshops upon request to students and organizations on campus. These programs are offered to students with the intent to improve leadership skills, to become more marketable and global leaders. LEADS is also the umbrella organization for the National Society of Leadership and Success-Sigma Alpha Pi.

Accomplishments / New Initiatives
- Presented 3 Workshops To Go to different organizations.
- Hosted Islander Leadership Conference with keynote speaker Michael Miller.
- Relaunched Leadership Hour lunch-and-learn series and hosted 9 sessions for under $700 total.

Events/Participation
- 91 students signed in for Islander Leadership Conference.
- 135 students signed in for at least one of the nine Leadership Hour sessions.

The National Society of Leadership and Success-Sigma Alpha Pi
Accomplishments / New Initiatives

- Completed all 10 nationally set pillars and achieved Order of Sigma status
- Reached 50% Induction of the Fall 2016 cohort
- Hosted Joe Adame and Cecilia Akers-Garcia as Induction and Awards Ceremony keynote speakers
- Implemented fundraisers overseen by Fundraising Co-Chairs and raised over $1,500
- Partnered with the Haunting on the Blue Ghost and fundraised over $650
- Highlighted on local news station for book donation and volunteering at Early Bird Reader book drive
- Largest cohort of members join in the Fall 2016 semester since founding semester
- Hosted SNT Facilitator debrief to receive feedback from the semester
- Hosted first SNT Facilitator Appreciation in the Spring 2017 semester
- Donated $200 to SVC’s Big Event for Platinum Sponsorship
- Advisors were invited to National Office Appreciation and meet-and-greet with Anderson Cooper at NASPA

Training and Member Development

- Hosted an executive board retreat focused in leadership development skills at the beginning of the Fall 2016 and Spring 2017 semesters
- Hosted SNT Facilitator training in Fall 2016 and Spring 2017.

Events / Participation

Fall 2016 Membership and Inducted
- 283 New Members Joined
- 162 Inducted

Spring 2017 Membership and Inducted
- 139 New Members Joined
- 45 Inducted

National Engaged Leader Award
- 11 Recipients in Fall 2016
- 9 Recipients in Spring 2017

3 Advanced Leadership Certificate Recipients

SNT Facilitators
- 24 volunteered in Fall 2016
- 16 volunteered in Spring 2017

Members volunteered at 175.5 hours during Spring 2017 semester at NSLS sponsored community service events.
- 29 members volunteers for SVC’s Big Event.
- Participated in the Autism Walk.
- Hosted Early Bird Reader Book Drive, donated 157 books, and volunteered on the day of the event.
- Members fundraised with the Haunting on the Blue Ghost.

Members participated in monthly Corpus Christi Harbor Bridge Walk.

Awards
- SVC’s Big Event “Biggest Supporter” Award Recipient.
- Advisor Cara Solovey received “Greatest Way for the Greatest Number” Award from National Office.
- Cara Solovey received the 2017 SEAS “Departmental Student Organization Advisor of the Year” Award for advising Sig

Student Volunteer Connection (SVC)

Student Volunteer Connection is a student run community service organization that aims to get TAMU-CC students actively involved and committed to community service, make community service opportunities more accessible to students and to connect the campus to the Corpus Christi Community.

Accomplishments / New Initiatives

- Received the Student Engagement and Success Departmental Student Organization of the Year Award for the second year in a row.
- Implemented a general member position within SVC.
· Created a member application and selection process, and recruited over 65 members.
· Revised the SVC member point system in order to track member participation and provide an incentive for members to table and staff events, as well as to complete unique tasks in each committee.
· Co-sponsored the first World Nature Day recycling event with the SGA Environmental Committee and CC Solid Waste Place.
· Continued the celebration of World Nature Day by showing a pre-released film, Before the Flood on campus for free.
· Introduced new events into SVC’s National Hunger and Homelessness Awareness Week, including Walk with Compassion, a passive tunnel on hunger and homelessness.
· Implemented new events during National Volunteer Week, including hosting the first Community Service Fair on campus.
· Formed new collaborations during Green Week with Islander Green Team, Islander Dining, CAB, and CC Solid Waste Place and hosted new events throughout the week such as a Think Outside the Trash, Greenify Campus Forum, Party for the Planet, and more.
· Interviewed on KIII during our Islander Spring Clean event which kicked-off Homecoming Week.
· Certified the first group of President’s Volunteer Service Award recipients and awarded 11 students during SEAS Leadership and Success Award Ceremony (3 gold, 2 silver & 6 bronze).

Alternative Breaks
· 30 applications for AWB and implemented a selection process.
· Travelled with 19 student participants and 3 staff to Beaumont, Texas to volunteer for 5 days with Big Thicket National Preserve during Alternative Winter Break.
· 30 applications for ASB and implemented a selection process again.
· Travelled with 19 student participants and 2 staff to Norman, Arkansas to volunteer with Ouachita National Forest during Alternative Spring Break.
· Received positive publicity on KIII as well as in a local Arkansas newspaper for volunteer work while on ASB.

The Big Event
· Restructured the Big Event Coordinator position into two separate and distinct positions with their own set of committees and responsibilities.
  Big Event Coordinator 1: Recruitment, Programming & Sponsorship
  Big Event Coordinator 2: Operations, Outreach & Membership.
· Hosted the first Little Event, allowing SVC members to volunteer at 4 different sites in the community.
· Hosted the first Big Event Fall Awareness week and Spring Big Event Hype Week.
· Hosted the first Big Event Volleyball Fundraiser.
· With an increased number of sponsorships purchased new tools to increase the tool library and construction of the BIG letters.
· Over 1000 registered participants and approximately 850 day of participants.
· Increased the number of resident homes served from 4 to 27 and increased the number of job sites in the community from 31 to 63.
· Interviewed on Jim Lago in the Morning and Domingo Live to raise awareness in the community about the Big Event and was featured on KIII following the event.
· Held the first Big Event Banquet in order to thank the dedicated Big Event committee members.

Training / Staff and Membership Development
· SVC Coordinators retreat on campus in September.
· SVC Fall member retreat on campus after the monthly service day in September.
· SVC Coordinators retreat on campus in January and combined with Coordinators from CAB & ICA for the second half of the retreat.
· SVC Spring member retreat on campus after SVC’s MLK Day of Service in January.
· Multiple training and trip preparation meetings for Alternative Breaks participants.

Events / Participation
· Student Leaders: 6
· SVC Members: 58
  General Members: 24
  Big Event Committee: 18
  Alternative Breaks Committee: 10
  Signature & Service Events Committee: 6

Hunger and Homelessness Awareness Week
### Green Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Cosponsors/Partners</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action for the Earth</td>
<td>4/17/2017</td>
<td>Islander Green Team</td>
<td>Tabling</td>
</tr>
<tr>
<td>Think Outside the Trash</td>
<td>4/18/2017</td>
<td>CC Waste Place</td>
<td>80</td>
</tr>
<tr>
<td>Eat for the Earth</td>
<td>4/19/2017</td>
<td>Islander Green Team &amp; Islander Dining</td>
<td>Tabling</td>
</tr>
<tr>
<td>Conservation on Campus: Greenify Campus Forum</td>
<td>4/20/2017</td>
<td>Islander Green Team &amp; SGA Environmental Committee</td>
<td>12</td>
</tr>
<tr>
<td>Screen on the Green: Deepwater Horizon</td>
<td>4/20/2017</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Party for the Planet</td>
<td>4/21/2017</td>
<td>CAB</td>
<td>20</td>
</tr>
</tbody>
</table>

### National Volunteer Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Cosponsors/Partners</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service Fair</td>
<td>4/11/2017</td>
<td>Grow Local South Texas, Big Brothers Big Sister, Texas State Aquarium, Coastal Bend Blood Center, &amp; the Peace Corps</td>
<td></td>
</tr>
<tr>
<td>Ice Cream Service Social</td>
<td>4/12/2017</td>
<td>Rotoract, Omega Phi Alpha, Good Samaritans,</td>
<td>35</td>
</tr>
</tbody>
</table>

### Other Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Cosponsors/Partners</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Nature Day: Recycling Event</td>
<td>10/3/2016</td>
<td>Student Government Association</td>
<td>100</td>
</tr>
<tr>
<td>World Nature Day: Before the Flood</td>
<td>10/3/2016</td>
<td>N/A</td>
<td>40</td>
</tr>
<tr>
<td>Islander Clean</td>
<td>9/3/2016</td>
<td>N/A</td>
<td>35</td>
</tr>
<tr>
<td>Islander Spring Clean</td>
<td>2/12/2017</td>
<td>Homecoming Committee</td>
<td>90</td>
</tr>
</tbody>
</table>

### Monthly Service Days

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Site</th>
<th>Participation</th>
<th>Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>9/24/2016</td>
<td>Adopt-A-Beach</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>October</td>
<td>10/15/2016</td>
<td>Strides Against Breast Cancer</td>
<td>35</td>
<td>175</td>
</tr>
<tr>
<td>October</td>
<td>10/22/2016</td>
<td>Haunting on the Lexington</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>December</td>
<td>12/3/2016</td>
<td>Mustang Island State Park Butterfly Gardens</td>
<td>19</td>
<td>57</td>
</tr>
<tr>
<td>January</td>
<td>1/21/2017</td>
<td>Glen Oak Therapeutic Riding Center</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>February</td>
<td>2/25/2017</td>
<td>Marina Arts Downtown Management District</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>April</td>
<td>4/1/2017</td>
<td>Oyster Reef Restoration</td>
<td>16</td>
<td>64</td>
</tr>
</tbody>
</table>

The Little Event: 11/5/2016
<table>
<thead>
<tr>
<th>Participants</th>
<th>Teams</th>
<th>Non-Profit Sites</th>
<th>Resident Sites</th>
<th>Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>140</td>
</tr>
</tbody>
</table>

**The BIG Event: 3/25/2017**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Teams</th>
<th>Non-Profit Sites</th>
<th>Resident Sites</th>
<th>Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>850</td>
<td>66</td>
<td>36</td>
<td>27</td>
<td>3,400</td>
</tr>
</tbody>
</table>

**Alternative Breaks**

<table>
<thead>
<tr>
<th>Event</th>
<th>Site</th>
<th>Applicants</th>
<th>Participants</th>
<th>Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Winter Break</td>
<td>Big Thicket National Preserve</td>
<td>30</td>
<td>22</td>
<td>176</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>Ouachita National Forest</td>
<td>31</td>
<td>21</td>
<td>252</td>
</tr>
</tbody>
</table>

**PVSA President’s Volunteer Service Award**

<table>
<thead>
<tr>
<th>Awardee</th>
<th>Level</th>
<th>Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Camacho</td>
<td>Gold</td>
<td>255.5</td>
</tr>
<tr>
<td>Erica Ybarra</td>
<td>Gold</td>
<td>441</td>
</tr>
<tr>
<td>Sydney Moreno</td>
<td>Gold</td>
<td>263</td>
</tr>
<tr>
<td>Ashley Cooper</td>
<td>Silver</td>
<td>237</td>
</tr>
<tr>
<td>Davis Abraham</td>
<td>Silver</td>
<td>180</td>
</tr>
<tr>
<td>Amanda Torres</td>
<td>Bronze</td>
<td>100</td>
</tr>
<tr>
<td>Gabriel Diaz</td>
<td>Bronze</td>
<td>159</td>
</tr>
<tr>
<td>Garrett Brundage</td>
<td>Bronze</td>
<td>113.25</td>
</tr>
<tr>
<td>Katarina Chapa</td>
<td>Bronze</td>
<td>104.5</td>
</tr>
<tr>
<td>Mayra Rodriguez</td>
<td>Bronze</td>
<td>126</td>
</tr>
<tr>
<td>Tamara Darabie</td>
<td>Bronze</td>
<td>125.3</td>
</tr>
</tbody>
</table>

Total PVSA Hours: 2,104.55

**Fundraising / Sponsorships**

**Alternative Breaks**

<table>
<thead>
<tr>
<th>Fundraiser</th>
<th>Date</th>
<th>Amount Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haunting on the Lexington</td>
<td>October</td>
<td>$770</td>
</tr>
<tr>
<td>Applebee’s Profit Share</td>
<td>10/18/2016</td>
<td>$51.88</td>
</tr>
<tr>
<td>Chipotle Profit Share</td>
<td>2/15/2017</td>
<td>$326.73</td>
</tr>
<tr>
<td>Air Freshener Fundraiser</td>
<td>February</td>
<td>$18.17</td>
</tr>
</tbody>
</table>

Total: $1,166.78

**The BIG Event - Monetary Donation**

<table>
<thead>
<tr>
<th>Fundraiser/Sponsor</th>
<th>Date</th>
<th>Amount Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball Tournament</td>
<td>2/11/2017</td>
<td>$230</td>
</tr>
<tr>
<td>Valerie Gibbons</td>
<td>3/3/2017</td>
<td>$400</td>
</tr>
<tr>
<td>Campus Quarters</td>
<td></td>
<td>$250</td>
</tr>
<tr>
<td>Aspen Heights</td>
<td>3/8/2017</td>
<td>$250</td>
</tr>
<tr>
<td>Momentum Village</td>
<td>3/6/2017</td>
<td>$200</td>
</tr>
<tr>
<td>Camden Miramar</td>
<td>3/6/2017</td>
<td>$200</td>
</tr>
<tr>
<td>Greek Life</td>
<td>3/23/2017</td>
<td>$200</td>
</tr>
<tr>
<td>UCSO</td>
<td>3/2/2017</td>
<td>$200</td>
</tr>
<tr>
<td>NSLS</td>
<td>3/2/2017</td>
<td>$200 in gift cards</td>
</tr>
<tr>
<td>SGA</td>
<td>3/7/2017</td>
<td>$100</td>
</tr>
<tr>
<td>ICA</td>
<td>2/28/2017</td>
<td>$100</td>
</tr>
</tbody>
</table>
University Council of Student Organization

The University Council of Student Organizations (UCSO) is a governing council for all non-Greek, non-sport club and non-departmental organizations. UCSO meetings are held monthly during the fall and spring semesters. The main purposes of UCSO is: to determine funding for eligible organizations; to develop and communicate policies and procedures relevant to student organizations; to inform student organizations of campus and community opportunities and events; and listen to student opinions on topics important to university administration.

Accomplishments / New Initiatives
- Welcomed 11 new organizations to campus.
- Shifted the Student Organization Funding Process to an application process.
- After the final meeting, the funding committee awarded full amount of $20,075.00 of Student Organization Funding to UCSO and Greek organizations.
- As of May 22, 2017, $11,932.97 of Student Organization Funding has been dispersed to UCSO and Greek organizations.
- Started recording the UCSO Monthly meetings to ease on attendance policy.
- Collaborated with Greek Life to host speaker during National Hazing Prevention Week.
- Donated $200 to SVC’s Big Event for Platinum Sponsorship.

Training
- Hosted student organization Policy and Risk Management Training in August, September, October, January, and March.
- 89 organizations submitted proof of Risk Management Training.

Participation
- Welcomed 11 new organizations to campus.
- 14 organizations lost recognition due to policy violations, including Risk Management.
- 6 organization voluntarily disbanded.
- As of May 19, 2017, there are 82 active organizations

| Academic | 24 |
| Cultural | 9 |
| Faith Based | 10 |
| Honor | 8 |
| Professional | 7 |
| Service | 4 |
| Special Interest | 20 |

Student Organization Funding
- As of May 22, 2017, $15,003.14 was allocated of Student Organization Funding to UCSO and Greek organizations.
- As of May 22, 2017, $11,742.00 of Student Organization Funding has been dispersed to UCSO and Greek organizations.
- As of May 22, 2017, Student Organization Funding has been dispersed to 23 different UCSO and Greek Organizations.

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hester’s Cafe</td>
<td>11/5/2016</td>
<td>Breakfast for Little Event including; panini platters, home fries, fruit, orange juice &amp; coffee</td>
</tr>
<tr>
<td>Stinger Coffee</td>
<td>3/25/2017</td>
<td>4 Dozen muffins</td>
</tr>
<tr>
<td>Coffee Waves</td>
<td>3/25/2017</td>
<td>10 Gallons of Coffee</td>
</tr>
<tr>
<td>Monster Energy</td>
<td>3/25/2017</td>
<td>3 Cases of energy drinks</td>
</tr>
<tr>
<td>Taqueria Chapala</td>
<td>3/25/2017</td>
<td>150 Tacos</td>
</tr>
<tr>
<td>My Favorite Muffin</td>
<td>3/25/2017</td>
<td>4 Dozen mini muffins</td>
</tr>
<tr>
<td>SGA Catering Incentive Fund</td>
<td>3/25/2017</td>
<td>$1200 Spent on breakfast items &amp; coffee</td>
</tr>
<tr>
<td>CC Solid Waste Place</td>
<td>3/25/2017</td>
<td>Residential trash pick-up</td>
</tr>
<tr>
<td>Campus Quarters</td>
<td>3/25/2017</td>
<td>$250 worth of water bottles, snacks &amp; merchandise</td>
</tr>
<tr>
<td>IAMOLLIN</td>
<td>3/25/2017</td>
<td>DJ services</td>
</tr>
</tbody>
</table>
### Amount Dispersed by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Events</td>
<td>$2,466.60</td>
</tr>
<tr>
<td>Travel</td>
<td>$4,617.82</td>
</tr>
<tr>
<td>Organization Events</td>
<td>$3,907.76</td>
</tr>
<tr>
<td>Material Goods</td>
<td>$749.82</td>
</tr>
</tbody>
</table>

### Waves of Welcome

Waves of Welcome (WOW) is designed to help students become familiar with A&M-Corpus Christi and its traditions. WOW provides an opportunity for students to meet their fellow Islanders, network with faculty and staff, and connect with student leaders. Students learn more about the many resources available to help them succeed academically and get the most out of their college experience.

### Accomplishments/New Initiatives
- Calendar included 38 events.
- The Expo rebranded as the Corpus Christi Community Fair and welcomed 45 vendors and over 400 guests.
- Two thousand WOW bags built including 21 donated items, and distributed to freshmen students at the Island Bash and Presidents Picnic. The new distribution process allowed commuter students to have the same opportunity to receive a bag as on campus residents.
- Both events hosted by the WOW Committee, the Corpus Christi Community Fair and the President's Picnic had just over 400 participants.
- Welcome tables assigned to colleges to improve the consistency of staffing and ease of distributing materials.

### Sponsorships
- AT&T sponsored the WOW 2016 bags for $2,500.

### Connected Document
[Student Activities Summary of Program Accomplishments 2017](#)

### Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

#### Stephanie Schmidt, Director – Student Activities
Oversees the daily operation of the Student Activities Department including six full time staff and two Graduate Assistants.

- Service to the University
  - Marketable Skills Planning Committee
  - SEAS Student Employee Training Committee
  - Waves of Welcome Chair
  - Homecoming Committee
  - Student Publications Committee

- Service to the Community
  - Giving Tuesday

- Service to the Profession
  - Fraternal Excellence Program reviewer for University of Houston

#### Lily Gonzalez, Associate Director of Student Activities
Responsible for Greek community management and advising of Panhellenic and supervision two student activities coordinators, Council; assist with development and management of budgets, policies and assessments.

- Service to the University
  - Sigma Lambda Gamma Sorority Faculty/Staff Advisor, 2011-2017
  - Inclusive Excellence Committee, 2015-2017
  - Scholarship Committee, 2017

- Service to the Community/Profession
  - Presenter at AFA National Conference, 2017

#### Jennifer Randolph, Assistant Director of Programming and Special Events
Primary responsibilities include special event programming, supervising two Student Activities Coordinators and chairing the Homecoming, Islander Lights, and Waves of Welcome Committees.

- Service to the University
  - Homecoming Committee Chair
  - WOW Committee Chair
· Islander Lights Committee Chair

Service to the Community
· Alternative Winter Break: Big Thicket National Preserve

Cara Solovey, Student Activities Coordinator
Primary responsibilities include advising LEADS, The National Society of Leadership and Success-Sigma Alpha Pi, and University Council of Student Organizations.

Service to the University
· Waves of Welcome Committee: President’s Picnic Committee Co-Chair
· Homecoming Committee 2017: Chaired Spirit Competition and Medallion Hunt
· Who’s Who Committee 2016-2017
· Alpha Gamma Delta Sorority Faculty/Staff Advisor, since January 2016
· Search Committee: Student Activities Coordinator for Greek Life, Summer 2017

Service to the Community
· Gulf Coast Humane Society Volunteer, since November 2016

Awards
· Fall 2016 UCSA Employee of the Semester
· 2017 National Society of Leadership and Success “Greatest Way for the Greatest Number” Award Recipient
· 2017 SEAS Leadership and Service Awards “Departmental Organization Advisor of the Year” Recipient for advising Sigma Alpha Pi

Samantha de Melim, Student Activities Coordinator
Primary responsibilities include advising Aloha Days and the Student Volunteer Connection, as well as supervising eight Undergraduate Student Coordinators and one Graduate Assistant.

Service to the University
· Staff Development Committee, 2015-2017

Service to the Community
· Alternative Winter Break: Big Thicket National Preserve
· Alternative Spring Break: Ouachita National Forest
· Big Brothers Big Sisters
· Strides Against Breast Cancer
· Adopt A Beach
· Glen Oak Therapeutic Riding Center
· Oyster Reef Restoration
· Kaboom Build Day
· Downtown Marina Arts District

Susan La Torre, Coordinator – Student Activities
Primary responsibilities include advising the Campus Activities Board (CAB) and Islander Cultural Alliance (ICA) with additional duties serving on campus committees such as Homecoming, Waves of Welcome Hispanic Heritage Month, and Black History Month.

Service to the University
· Waves of Welcome: Welcome Bag Chair

Service to the Profession
· National Association of Campus Activities (NACA) Education Session Reviewer for the Central Region 2017

Connected Document
Professional Development and Staff Contributions log

Anticipated Challenges for the Next Cycle

Student Activities is facing a couple of challenges in the upcoming year including training and integrating new staff, the impact of FLSA, and development of the Multicultural Greek Council (MGC) and the Interfraternity Council (IFC).

Student Activities hired a new Coordinator for CAB / ICA in March and plans to bring a new Coordinator for Greek Life onboard in July 2017. Additionally, the two Graduate Assistant positions will be new hires in September 2017. This will require the team to intentionally focus on transition of information, skill development and creating a team culture that supports the new professionals and Graduate Assistants.

FLSA requirements were implemented for the Coordinator level positions in December of 2016. Student Activities has successfully met the new requirements but experienced challenges. Issues include planning and staffing travel with students for retreats, conferences, Aloha Days and Alternative Breaks. Each position has times of year when the workload exceeds the 40-hour standard workweek. Student Activities needs to assess job duties, committee assignments and ways for Coordinators to support multiple programs.

Fraternity and Sorority Life will face challenges with both the IFC and MGC Councils. Panhellenic is recruiting well and growing steadily. In contrast, two of the four IFC fraternities were removed from campus and a third fraternity is on
probation following a year of suspension. IFC is officially opening for expansion in June of 2017, and a committee will be formed to select one or more fraternities to join the Council. MGC needs to finalize a new constitution, improve recruitment numbers and become more visible on campus.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)
- Conduct CAS Assessment for Fraternity and Sorority Life
- Development of leadership opportunities
- Hire a graduate assistant to assist with leadership programs
- Implement Student Activities 2020 Strategic Plan
- Improve training for specialized communication methods
- Marketing of leadership / involvement opportunities
- Outreach with academic classes
- Student employee performance - ethical decision making
- Student employee performance - job responsibilities

Assessment Timeline (optional)
The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report
2016-2017 University Center
As of: 10/31/2017 12:25 PM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose
The University Center serves as the “Living Room” of the campus. We are dedicated to enhancing the student experience by providing leadership development and involvement opportunities through facilities, programs and services. We foster community in an inclusive environment where our campus can engage, learn, and laugh with one another.

Goals
G 1: Provide facilities and programs which encourage learning, growth, and leadership.
G 2: Enhance student experiences outside of the academic classroom.
G 3: Develop and manage resources to efficiently and effectively achieve the mission of the department.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Demonstrate reflective thought and analysis in ethical decision making
Student employees will be able to effectively demonstrate reflective thought and analysis in ethical decision making after one year of employment.

Relevant Associations:
Standard Associations
EmpowerU SLOs
1. Ethical Decision Making and Social Responsibility
Skills for Employment
3. Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures
M 1: Decision Making Case Study
Students will be given case studies relating to the ethical decision making skills taught from training sessions. The case studies will address a specific situation relating to ethical decision making.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of student employees will score at the intermediate or advanced level, using a ethical decision making skills rubric.

Finding (2016-2017) - Target: Not Reported This Cycle
This measure will be assessed during the next cycle.

M 2: Yearly performance evaluation
Supervisors will evaluate the performance of student employees’ ethical decision making skills and use a rubric to
score.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
85% of student employees will score at above average or excellent on their yearly performance evaluation.

Finding (2016-2017) - Target: Not Met
78% of the student employees who completed the yearly performance evaluation scored at above average or excellent.

Connected Document
Student Employee evaluations '16-'17

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

M 3: Exit Interview
Upon leaving employment from UCSA, students will be given an exit interview form to complete. Students will rate their perception on ethical decision making skills.

Source of Evidence: Exit interviews with grads/program completers

Target:
On average 90% of student employees will rate their perception as strongly agree or agree in relation to gaining ethical decision making skills as part of employment on the exit interview.

Finding (2016-2017) - Target: Met
94% of the student employees who completed the 2016-2017 exit interview rated their perception as strongly agree or agree in relation to gaining ethical decision making skills as part of their employment at the University Center.

Connected Document
Exit Survey 16-17

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

M 5: Safe Zone workshop 6 week follow up of intercultural sensitivity.
Safe Zone workshop 6 week follow up of intercultural sensitivity.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Students will increase by 5 points from the pre-assessment.

Finding (2016-2017) - Target: Not Reported This Cycle
Assessment will be conducted in cycle 2017-2018.

SLO 2: Understand others whose backgrounds differ from their own
Students participating in UCSA programs will be able to understand others whose backgrounds differ from their own.

Related Associations:

EmpowerU SLOs
2. Globalization and Cultural Diversity
Skills for Employment
2. Teamwork
Southern Association of Colleges and Schools
2.10. Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 4: Student Employees Safe Zone workshop pre/post assessment of intercultural sensitivity.
Student Employees Safe Zone workshop pre/post assessment of intercultural sensitivity.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Students will increase by 10 points from the pre-assessment.

Finding (2016-2017) - Target: Not Reported This Cycle
Assessment will be conducted in cycle 2017-2018.

M 5: Safe Zone workshop 6 week follow up of intercultural sensitivity.
Safe Zone workshop 6 week follow up of intercultural sensitivity.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Students will increase by 5 points from the pre-assessment.

Finding (2016-2017) - Target: Not Reported This Cycle
Assessment will be conducted in cycle 2017-2018.

M 6: EBI Survey - Understanding Others
Question #37: To what extent do College Union activities: Expand understanding of others whose backgrounds differ from yours.

Source of Evidence: Benchmarking

Target:
Score => 5.0 on 7 point scale.

Finding (2016-2017) - Target: Not Reported This Cycle
Next assessment is scheduled for Spring 2019.
UCP Programming
Established in Cycle: 2015-2016
Add University Center Programming events/programming that are specific to understanding others.

SLO 3: Student employees will demonstrate effective communication skills after one year of employment.
Student employees will demonstrate effective communication skills after one year of employment.

Relevant Associations:

Standard Associations
EmpowerU SLOs
3 Communication
Skills for Employment
5 Communication
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 7: Yearly Performance Evaluations - Communication
Supervisors will annually evaluate the performance of student employees' communication skills, upon completion of at least two semesters of employment. Score will be assessed using a rubric measuring each form of communication.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
80% of students will score above average or excellent on the question "Communication: Understands and correctly utilizes all forms of communications (radio, cell phone, face to face, written, etc. where appropriate)."

Finding (2016-2017) - Target: Not Met
On average, 26.6% of students scored above average or excellent in communication on the yearly performance evaluation. Several areas of communication were evaluated including interpersonal communication (24%); written emails (28%); written reports (30%); radio (27%); cell phone (26%) and public speaking (25%).

Connected Document
Student Employee evaluations 16-'17

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Communication Expectations
Established in Cycle: 2015-2016
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication...

Effective Communication Skills Trainings
Established in Cycle: 2016-2017
During each monthly University Center Student Employee training, students will receive further training in the following areas o...

M 8: UCSA Student Exit Interview - Communication skills
Upon leaving employment from UCSA, students will be given an exit interview survey to complete. Students will rate their perception on communication skills.

Source of Evidence: Exit interviews with grads/program completers

Target:
Using the exit interview, on average 90% of the respondents will rate their perception as strongly agree or agree on the statement: "To what extent do you agree that your employment with the University Center increased your communication skills."

Finding (2016-2017) - Target: Met
94% of those that completed the 2016-2017 exit interview, rated their perception as strongly agree or agree on the statement: "To what extent do you agree that your employment with the University Center increased your communication skills."

Connected Document
Exit Survey 16-17

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Communication Expectations
Established in Cycle: 2015-2016
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication...

M 9: Student Building Manager Reports
A sample of Student Building Manager reports from the spring semester will be rated using a Quality of Written Response Rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Quality of Written Response Rubric

Target:
On average, 80% of the student building manager reports will be scored at 3 or above on a 1-5 scale.

Finding (2016-2017) - Target: Not Met
40% of the 20 randomly selected building manager reports were scored at 3 or above on a 1-5 scale using the Quality of Written Results Rubric.

Connected Document
Quality of Written Response Rubric
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Communication Expectations
Established in Cycle: 2015-2016
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication...

Effective Communication Skills Trainings
Established in Cycle: 2016-2017
During each monthly University Center Student Employee training, students will receive further training in the following areas...

SLO 4: Demonstrate effective analysis of information
UC student employees will demonstrate effective analysis of information after two semesters of employment.

Relevant Associations:
Standard Associations
EmpowerU SLOs
4 Critical Thinking
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures
M 10: UCSA Student Exit Interview - Critical Thinking
UCSA Student Exit Interview - Critical Thinking
Source of Evidence: Administrative measure - other
Target: On average, 95% of the respondents will indicate that they strongly agree or agree that their skills increased in critical thinking as a result of working within the department.
Finding (2016-2017) - Target: Not Met
91% of the student employees who completed the 2016-2017 exit interview indicated that they strongly agree or agree that their skill increased in the area of critical thinking as a result of working within the department.
Connected Document
Exit Survey 16-17

M 11: Case Studies - Decision Making
Students will be given case studies relating to the skills taught from training sessions. Students will analyze information and indicate the appropriate course of action to take.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: On average, 80% of respondents will score at the intermediate or advanced level. A decision making rubric will be used to score the responses.
Finding (2016-2017) - Target: Not Reported This Cycle
This will be assessed in the next cycle.

SLO 5: Identify risk management practices and justify why it is an appropriate solution.
Students will identify risk management practices to implement and justify why it is an applicable solution after training.

Relevant Associations:
Standard Associations
EmpowerU SLOs
5 Specific Knowledge
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

**M 12: Risk Management Matrix**
University Center student employees will complete a risk management matrix based on a provided scenario.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
On average, UC student employees will score an 80% or higher on the graded risk management matrix.

**Finding (2016-2017) - Target: Met**
83% was the average score on the risk management matrix.

**Connected Document**
*Operations Crew Person Training Assessment*

**M 13: Operations Crew Person (OCP) Test - Risk Management**
After completing OCP Training, operations crew persons will answer questions as they relate to risk management.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
On average, 80% of the respondents will indicate that they strongly agree or agree that their skills increased in analyzing information as a result of working with the department.

**Finding (2016-2017) - Target: Not Reported This Cycle**
The Assessment Summary was not measured this cycle as written. Operations Crew Persons took the OCP Test and were graded based on their responses to Risk Management questions but were not asked to indicate if they felt their skills had increased in the area of Risk Management as a result of working with the department.

**SLO 6: Students will demonstrate their ability to integrate knowledge learned in training with work experiences.**
Student employees, upon completion of one semester of employment, will demonstrate their ability to integrate knowledge learned in training with experiences to complete their job responsibilities.

**Relevant Associations:**
- **Standard Associations**
  - Texas A&M-Corpus Christi
  - [SLO 6](#) Integration of Broad Knowledge
  - [SLO 3](#) Skills for Employment
  - [SLO 2](#) Problem Solving
  - [Southern Association of Colleges and Schools](#)
    - [2.10](#) Student Support Services
      - The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
    - [3.3.1.3](#) Educational Support Services

**Strategic Plan Associations**

**Related Measures**

**M 14: Operations Crew Training Matrix**
Student employees will demonstrate their ability to perform several different types of set ups (Audio/visual equipment, room furniture, stage). The OCP Training matrix will be used to document progress.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
University Center student employees, on average, will score a 90% or higher on the Operations Crew Training Matrix in the areas of AV equipment, furniture and stage set up within two months of employment.

**Finding (2016-2017) - Target: Partially Met**
University Center student employees average score on the Operations Crew Training Matrix in the area of AV Equipment was 91%. Specifically in the area of Dual Projection, Conference phone and Web Camera pre and post test.

University Center student employees average score on the Operations Crew Training Matrix in the area of stage set up was 85%. Specifically in the area of Indoor Stage set-up pre and post test.

University Center student employees average score on the Operations Crew Training Matrix in the area of furniture set up was 82%.

**Connected Documents**
- [Conference Phones tests](#)
- [Operations Crew Person Training Assessment](#)
- [Operations Student Employee Stage Set-Up Tests](#)
- [Operations Student Employees Dual Projection Tests](#)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Additional Training in the areas of stage and furniture set-up**
Established in Cycle: 2016-2017
University Center Operations student employees will complete trainings on both indoor and outdoor stage setup as well as all asp...

**M 15: Yearly Performance Evaluations - Job Responsibilities**
Supervisors will annually evaluate the performance of student employees upon completion of two semesters of employment.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
On average, 95% of the University Center student employees will score a 3 or higher on statement: "Understands Job Responsibilities. Fully understand all aspects of the job and his/her responsibilities.” Scale 1 to 5.
Finding (2016-2017) - Target: Met
100% of the student employees who completed their yearly performance evaluations, scored a 3 or higher on statement: "Understands Job Responsibilities. Fully understands all aspects of the job and his/her responsibilities." Based on a 1 to 5 scale.

Connected Document
Student Employee evaluations '16-'17

M 16: First Aid/CPR/AED Training
University Center Student Employees First Aid, CPR, and AED training and skills assessment.
Source of Evidence: Standardized test of subject matter knowledge

Target:
Two months after training, 85% of the University Center student employees who participated in First Aid, CPR and AED training will pass a written test.

Finding (2016-2017) - Target: Not Met
The First Aid, CPR and AED training was scheduled for February of 2017 but had to be canceled as the person who was scheduled to give the training left the University.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

First Aid/CPR/AED Certification for Associate and Assistant Directors
Established in Cycle: 2016-2017
The University Center's Associate and Assistant Director will obtain certification in First Aid/CPR/AED and train University Cen...

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Provide quality programs, activities, and services.
Provide quality programs, activities, and services.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures
M 17: NSSE - Attending Campus Events & Activities
NSSE - Attending Campus Events & Activities
Source of Evidence: Benchmarking

Target:
Score >= to institutional peers

Finding (2016-2017) - Target: Not Reported This Cycle
NSSE results are not available. The NSSE is administered every two years in odd numbered cycles and results will be reported during the next cycle.

M 18: EBI Survey - Leadership Training
To what extent do College Union activities: Provide leadership training (Question 42)
Source of Evidence: Benchmarking

Target:
Score >= 4.0 on a 7 point scale

Finding (2016-2017) - Target: Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

UC Marketing Plan
Established in Cycle: 2015-2016
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

For full information, see the Details of Action Plans section of this report.

M 19: EBI Survey - UC Enhanced Experience
Educational Experience: Extent that the College Union activities enhanced your overall educational experience. (Question 71)
Source of Evidence: Benchmarking

Target:
Score >= 4.0 on 7 point scale.

Finding (2016-2017) - Target: Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

M 20: UC Service & Satisfaction Survey - Customer Service
University Center Service & Satisfaction Survey - Customer Service
Source of Evidence: Client satisfaction survey (student, faculty)

Target:
85% of facility users surveyed will rate the customer service by the University Center Staff as excellent.

Finding (2016-2017) - Target: Not Met
46% of those surveyed rated the customer service by the University Center Staff as "excellent". 84% of those surveyed rated the customer service as "excellent" or "good".

Connected Document
University Center Survey
Related Action Plans (by Established cycle, then alpha):

Information Desk Specialists
Established in Cycle: 2015-2016
Develop and implement information desk specialists and associated training.

Additional Customer Services Training
Established in Cycle: 2016-2017
University Center Employees will receive additional Customer Service Training through the 2017-2018 academic year. Trainings will...

For full information, see the Details of Action Plans section of this report.

O/O 8: Promote involvement in programs, activities, and other services to campus community
Promote involvement in programs, activities, and other services to campus community

Relevant Associations:

Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 21: Noel Levitiz - Know what's happening on campus
Question relating to students "generally know what is happening on campus"
Source of Evidence: Benchmarking
Target:
Score >= previous TAMU-CC administration of survey.
Finding (2016-2017) - Target: Met
Score = 4.93 which is an increase of .13 of the previous administration in 2012. The university did not administer the survey in 2014.
Connected Document
Levitz Survey 2016-2017 Results

M 22: EBI Survey - UC is a place to get involved
To what extent do you agree or disagree that the College Union: Is a place to get involved in campus life? (Question 32)
Source of Evidence: Benchmarking
Target:
Score >= 5.5 on a 7 point scale.
Finding (2016-2017) - Target: Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

Related Action Plans (by Established cycle, then alpha):

UC Marketing Plan
Established in Cycle: 2015-2016
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

UCP Programming
Established in Cycle: 2015-2016
Add University Center Programming events/programming that are specific to understanding others.

For full information, see the Details of Action Plans section of this report.

M 23: EBI Survey - Opportunities for Leadership Role
To what extent do College Union activities: Provide opportunities for you to assume a leadership role? (Question 43).
Source of Evidence: Benchmarking
Target:
Score >= 4.0 on 7 point scale
Finding (2016-2017) - Target: Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

Related Action Plans (by Established cycle, then alpha):

UC Marketing Plan
Established in Cycle: 2015-2016
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

UCP Programming
Established in Cycle: 2015-2016
Add University Center Programming events/programming that are specific to understanding others.

For full information, see the Details of Action Plans section of this report.

M 24: EBI Survey - Learning about campus events
To what extent do you agree or disagree with the following statements. The College Union: Is a source of information for learning about campus events? (Question 29)
Source of Evidence: Benchmarking
Target:
Score >= 5.5 on 7 point scale.
Finding (2016-2017) - Target: Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

Related Action Plans (by Established cycle, then alpha):

Information Desk Specialists
Established in Cycle: 2015-2016
Develop and implement information desk specialists and associated training.

**UC Marketing Plan**
*Established in Cycle: 2015-2016*
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

For full information, see the Details of Action Plans section of this report.

**M 25: OrgSync Survey - Promotion of Events**
A survey will be sent to active users on OrgSync and through social media to ask question: To what extent do you agree or disagree that the University Center promotes how to get involved on campus?

Source of Evidence: Administrative measure - other

**Target:**
85% of respondents will strongly agree or agree to question.

**Finding (2016-2017) - Target:** Not Reported This Cycle.
Not assessed this year due to transition of responsibilities; will be assessed 2017-2018.

**O/O 9: Provide well managed facilities which are safe, clean, available and enjoyable.**
Manage resources effectively to provide well managed facilities which are safe, clean, available and enjoyable.

**Relevant Associations:**

**Standard Associations**
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Strategic Plan Associations**
Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

**Related Measures**

**M 26: Undergraduate Student Survey - Overall satisfaction of the UC**
Undergraduate Student Survey - Overall satisfaction of the UC

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
Combined satisfaction score >= 95%

**Finding (2016-2017) - Target:** Met
Combined satisfaction score = 98%

**Connected Document**
UC Undergraduate Survey Results

**M 27: Noel Levitz - Student Center**
Question: "The Student Center is a comfortable place for students to spend their leisure time."

Source of Evidence: Benchmarking

**Target:**
Rating >= previous TAMU-CC administration of survey

**Finding (2016-2017) - Target:** Met
Score = 5.59. This is a .29 increase from the previous administration in 2012. The university did not administer the Noel Levitz in 2014.

**Connected Document**
Levitz Survey 2016-2017 Results

**M 28: EBI Survey - UC Cleanliness of Entrances**
How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of entrances (Question #64).

Source of Evidence: Benchmarking

**Target:**
Score >= previous administration’s score

**Finding (2016-2017) - Target:** Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

**M 29: EBI Survey - UC Cleanliness of Hallways**
How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of hallways (Question #65).

Source of Evidence: Benchmarking

**Target:**
Score >= the previous administration score.

**Finding (2016-2017) - Target:** Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

**M 30: EBI Survey - UC Cleanliness of Restrooms**
How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of restrooms (Question #66).

Source of Evidence: Benchmarking

**Target:**
Score >= previous administration score

**Finding (2016-2017) - Target:** Not Reported This Cycle
Next assessment is scheduled for Spring 2019.

**M 31: UC Service & Satisfaction Survey - Cleanliness**
University Center Service & Satisfaction Survey - Cleanliness

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
85% of facility users surveyed will rate the cleanliness of the facility as superior or excellent.

**Finding (2016-2017) - Target:** Not Reported This Cycle
### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### Additional Training on Decision Making
Research and assign train Traq (if available) modules related to decision making.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Finished  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Case Studies - Decision Making  
- **Outcome/Objective:** Demonstrate effective analysis of information  
- **Measure:** Exit Interview  
- **Outcome/Objective:** Demonstrate reflective thought and analysis in ethical decision making  

**Responsible Person/Group:** Associate Director  

**Implementation Notes:**  
- 6/18/2017 Researched in Train Traq if decision making modules available. Modules were not assigned because none were available.

#### Communication Expectations
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication, select evaluation periods on communication skills (grading with rubric).

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Student Building Manager Reports  
- **Outcome/Objective:** Student employees will demonstrate effective communication skills after one year of employment.  
- **Measure:** Yearly Performance Evaluations - Communication  
- **Outcome/Objective:** Student employees will demonstrate effective communication skills after one year of employment.  

**Projected Completion Date:** 05/2017  
**Responsible Person/Group:** Associate Director and operations staff  

**Implementation Notes:**  
- 6/18/2017 University Center full time staff have begun to communicate expectations verbally; however more work will be done on the written examples especially since student employees believe they are communicating well. Their written communication scores do not show the same results.

#### Exit Interview Process
An exit process for student employees will be developed, documented, and shared with staff. Associate Director responsible for student employment will conduct training with all full time staff on the process and will communicate timeline to ensure that exit surveys are completed in a timely manner.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** High  

**Projected Completion Date:** 05/2017  
**Responsible Person/Group:** Associate Director UC  

**Implementation Notes:**  
- 6/20/2017 Communicated the exit interview process to student employees and will communicate timeline to future student employees so exit surveys are completed in a timely manner.

#### Implement Momentum 2020 University Center Strategic Plan
Use the strategic plan as a fluid document to achieve goals.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** High  

**Responsible Person/Group:** Director, Associate Director, Assistant Director, Operations Staff  

**Implementation Notes:**  
- 6/18/2017 Progress has been made in achieving some items within the University Center Strategic Plan. University Center suite 206 and 204 are being renovated; expanding the UC staff with a graduate assistant has also taken place. This action plan will be ongoing for the next few years.

#### Information Desk Specialists
Develop and implement information desk specialists and associated training.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** EBI Survey - Learning about campus events  
- **Outcome/Objective:** Promote involvement in programs, activities, and other services to campus community  
- **Measure:** UC Service & Satisfaction Survey - Customer Service  
- **Outcome/Objective:** Provide quality programs, activities, and services.  

**Responsible Person/Group:** Associate Director and Operations Staff  

**Implementation Notes:**  
- 6/18/2017 Associate Director and Events Coordinator have worked together to develop a plan for hiring information desk specialists. Job descriptions have been posted and they are in the process of hiring student employees for the 2017-2018 academic year.

#### Step Up Bystander Intervention Training
Develop a schedule to include Step Up Bystander Intervention training to student employees.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Case Studies - Decision Making  
- **Outcome/Objective:** Demonstrate effective analysis of information
Additional Training in the areas of stage and furniture set-up

.projexion completion date: 08/2017

responsible person/group: Associate Director University Center

implementation notes:
6/18/2017 The Step Up Bystander Intervention training has been provided to the Operations Crew. Training will be scheduled for the Involvement Center Specialists and other office assistants.

UC Marketing Plan

create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

established in cycle: 2015-2016

priority: high

relationships (measure | objective):
measure: EBI Survey - Leadership Training | objective: Provide quality programs, activities, and services.
measure: EBI Survey - Learning about campus events | objective: Promote involvement in programs, activities, and other services to campus community
measure: EBI Survey - Opportunities for Leadership Role | objective: Promote involvement in programs, activities, and other services to campus community
measure: EBI Survey - UC is a place to get involved | objective: Promote involvement in programs, activities, and other services to campus community

projected completion date: 08/2017

responsible person/group: Associate Director, Assistant Director, Associate Director

implementation notes:
6/18/2017 Associate Director and Operations Coordinator have worked to create a marketing plan to update website; social media updates have also been made. Social media statistics show an increase of views on Facebook and Twitter.

UCP Programming

add University Center Programming events/programming that are specific to understanding others.

established in cycle: 2015-2016

priority: high

relationships (measure | objective):
measure: EBI Survey - Opportunities for Leadership Role | objective: Promote involvement in programs, activities, and other services to campus community
measure: EBI Survey - UC is a place to get involved | objective: Promote involvement in programs, activities, and other services to campus community
measure: EBI Survey - Understanding Others | objective: Understand others whose backgrounds differ from their own

projected completion date: 08/2017

responsible person/group: Events Coordinator & Associate Director

implementation notes:
6/18/2017 University Center Programming (UCP) added "Friendsgiving" to their list of events this past fall. Many international and domestic students attended and shared an awareness on their cultures. UCP is working to include more intentional programs this coming year.

Additional Customer Services Training

University Center Employees will receive additional Customer Service Training through the 2017-2018 academic year. Trainings will include pre and post tests on Customer Service scenarios.

established in cycle: 2016-2017

priority: high

relationships (measure | objective):
measure: UC Service & Satisfaction Survey - Customer Service | objective: Provide quality programs, activities, and services.

projected completion date: 06/2018

Additional training in Critical Thinking

Research and assign train Iraq (if available) modules related to critical thinking/problem solving.

measure: Case Studies - critical thinking | objective: Demonstrate effective analysis of information
measure: Exit Interview | objective: Demonstrate reflective thought and analysis in critical thinking

established in cycle: 2016-2017

priority: high

relationships (measure | objective):
measure: UCSA Student Exit Interview - Critical Thinking | objective: Demonstrate effective analysis of information

projected completion date: 05/2017

responsible person/group: Associate and Assistant Director

Additional Training in the areas of stage and furniture set-up

University Center Operations student employees will complete trainings on both indoor and outdoor stage setup as well as all aspects of furniture set-ups in the University Center. University Center student employees will complete pre-tests...receive training...then take post test on both stage setups and all furniture set-ups at the fall Operations training as well as the spring Operations training.

established in cycle: 2016-2017

priority: high

relationships (measure | objective):
measure: Operations Crew Training Matrix | objective: Students will demonstrate their ability to integrate knowledge learned in training with work experiences.

implementation description: pre-tests and post tests will be created to coincide with the existing University Center Operation staff training.

projected completion date: 05/2017
Based on the analysis of findings, what are the strengths of the program?
The University Center student employees perceive that their work experiences provide them with an opportunity to learn valuable skills and that the environment is conducive to learning, growth and leadership. This year's student employees perceive they have gained skills in the area of ethical decision making, risk management and their respective job responsibilities. In addition, students who took the Undergraduate Student Survey indicate that they are quite satisfied with the experiences they are having in the University Center. This perception has changed since the previous administration. Having a remodeled/renovated University Center that is student-centered and provides much more open/lounge space for the students has been beneficial to them.

Based on the analysis of findings, how has the program improved?
As compared to the previous year, student employees' perceptions on gaining skills in the area of ethical decision making, risk management and communications have increased. More intentional training has occurred through the University Center student employee program. Now that the University Center is fully staffed, more time has been spent in assisting students to understand the importance of these skills especially while working in a service industry and managing/operating facilities.

Facility management and operation has also improved. Being fully staffed has provided an opportunity to be dedicated to both the student employees and clients which the department serves.

Based on the analysis of findings, what are the areas of concern within the program?
Areas of concern for the program are in the areas of communication for our student employees. While student employees feel/perceive they are gaining the necessary skills to communicate, the reality is that they are not scoring very well especially, in the area of written communication. Some of this is attributed to the use of informal language while working instead of formal language; this may also be attributed to several of the student employees not speaking English as their first language. In addition, staff need to spend more time providing critical feedback with students, especially in the area of written reports, over the radio, and in email.

Annual Report Section Responses

**Summary of Program Accomplishments for the Year**

The marketing plan for the University Center was implemented and resulted in an actively increasing number of students.

**First Aid/CPR/AED Certification for Associate and Assistant Directors**

The University Center's Associate and Assistant Director will obtain certification in First Aid/CPR/AED and train University Center Student Employees in First Aid/CPR/AED.

**Ethical Decision Making Skill Training**

At the end of each semester student employees will be given an Ethical Decision Making Case study that they will complete and be evaluated on. In addition an all University Center student employee training on Ethical Decision Making will be held and students will complete a pre and post test.

**Effective Communication Skills Trainings**

During each monthly University Center Student Employee training, students will receive further training in the following areas of communications: Interpersonal, Written Email, Written Report, Radio, Public Speaking, and Cell phone. Presenters will focus on the importance of effective communication and also provide/model effective communication both verbally and through written means.

**Analysis Questions and Analysis Answers**

Based on the analysis of findings, what are the strengths of the program?

Based on the analysis of findings, how has the program improved?

Based on the analysis of findings, what are the areas of concern within the program?

Annual Report Section Responses

**Summary of Program Accomplishments for the Year**

The marketing plan for the University Center was implemented and resulted in an actively increasing number of students.
Followers on the University Center's Social Media sites. Additionally, some much needed improvements to the University Center website were made. The daily event schedule was displayed on the monitors around the building using EMS and staff increased print signage throughout the building.

A new tier reservation scheduling process was rolled out in April which asked clients to book their events for the entire 2017-2018 Academic Year. The goal is to have a better idea of how spaces are utilized and how often they are utilized, to better allocate student staffing resources including when to schedule them to work, and to better identify when spaces are available in the building for outside groups to rent space.

Several building/office improvements have been made or begun during this cycle including new office furniture in suite 215; the Islander Pledge installation on the first level; replacement of all the damaged ceiling tile on the 2nd and 3rd floors; remodel of suites 204 and 206; installation of fire doors in the Lone Star hallway; installation of occupancy signs in all meeting rooms; installation of a new TV, cable lines and data lines in Breakers game room.

Approximately 1,955 students were served through the Lost & Found service. Of those, 630 students had their property returned to them. During the spring semester, a Lost & Found sale was held for unclaimed items and some items such as clothes, shoes, caps were donated to the Women's Shelter or Timmons Ministries. Approximately $955 was sold during the sale. Proceeds were used for semester student employee appreciation and recognition luncheons.

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Foot Traffic

Since the installation of the VisiCount Foot Traffic thermal reader in April 2016, traffic patterns into the University Center have been monitored. During the period of September 2016 – June 16, 2017, September and October were the heaviest months of foot traffic. This may be attributed to Waves of Welcome activities at the start of the academic year. The table and chart below indicate the monthly totals for foot traffic in the University Center.

Texas A&M; Corpus Christi Report - Traffic Trend
8 Locations Grouped
9/1/2016 to 6/30/2017 By Month

<table>
<thead>
<tr>
<th>Date</th>
<th>Texas A&amp;M; Corpus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2016</td>
<td>124,722</td>
</tr>
<tr>
<td>Oct 2016</td>
<td>114,215</td>
</tr>
<tr>
<td>Nov 2016</td>
<td>88,586</td>
</tr>
<tr>
<td>Dec 2016</td>
<td>45,771</td>
</tr>
<tr>
<td>Jan 2017</td>
<td>76,958</td>
</tr>
<tr>
<td>Feb 2017</td>
<td>105,765</td>
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<tr>
<td>Mar 2017</td>
<td>85,565</td>
</tr>
<tr>
<td>Apr 2017</td>
<td>102,471</td>
</tr>
<tr>
<td>May 2017</td>
<td>52,083</td>
</tr>
<tr>
<td>Jun 2017</td>
<td>15,563</td>
</tr>
<tr>
<td>Total</td>
<td>811,699</td>
</tr>
</tbody>
</table>
Room Utilization

As is indicated below in the chart, Anchor Ballroom, Legacy Lounge, Lonestar Ballroom, Bayview, and Oso Rooms are utilized (reserved) at a higher percentage than the smaller meeting rooms. These rooms are most highly utilized September, April, June, July, and August.

UC Room Utilization FY '16-'17

Connected Document
University Center 2016-2017 Annual Report

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

Lisa O. Perez:

Service to the University

- Student Engagement & Success Council
- Calendar Committee
- Islander Food Pantry Steering Committee
- Facilities Use Committee
- Expressive Activities Committee, Co-Chair

Service to the Profession

- Co-Presented at ACUI Conference (March 2017)
- A&M System Symposium, Chair for 2018

Service to the Community

- American Heart Association Heart Walk
- Giving Tuesday: Food Bank Corpus Christi
Richard Owens:
Service to the University
- UCSA Advisory Board
- Day at the Capital
- A&M System Symposium Committee

Service to the Community
- Heart Walk
- Giving Tuesday: Food Bank Corpus Christi
- Big Event participant

Rick Reyes
Service to the University
- Environmental Health & Safety Committee
- Veterans Affairs Committee

Service to the Community
- Little League Texas West Committee Member (President)
- Little League Texas District 23 Administrator
- Little League Texas Section 4 Section Leader
- Big Event participant

Service to the Profession
- ACUI Region Leadership Team, Volunteer Coordinator

Katheryn Paynter
Service to University
- Homecoming Committee
- Waves of Welcome Committee

Community Involvement
- Coastal Bend Women's Soccer Association
- Big Event Participant

Service to the Profession
- ACUI Region 2 Conference Planning Team

Valerie Gibbons
Service to University
- Staff Advisory Council

Community Involvement
- American Heart Association Heart Walk
- Big Event Participant
- Giving Tuesday: Toys for Tots

Suzie Bazemore
Community Involvement

- American Heart Association Heart Walk
- Big Event Participant
- Giving Tuesday: Food Bank of Corpus Christi

Anticipated Challenges for the Next Cycle

Budget restrictions will be a challenge as demands from clients increase. Budgets will be flat and the rate of exemptions filed by students for paying the Student Center Complex Fee continues to increase.

Due to FLSA, an adjustment to work hours for non-exempt staff continues to be a challenge, especially with the amount of requests for events being made after hours and during weekends. While this may be a challenge, it is needed to ensure staff are maintaining work-life balance.

Requests for the rental of the University Center have increased. Clients are requesting space for weddings, parties, graduations, birthdays, and other uses. The demand for facility use is causing a strain on balancing staff time with the amount of hours facility is open, on the use of equipment to provide services requested and keeping up with the high level of quality service needed for extraordinary events.

Rising costs of utilities and services provided by SSC are also an ongoing challenge for the upcoming year.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

Providing additional training for student employees in the areas of ethical decision making, decision making, critical thinking and all communication modalities. In addition, clearer expectations will be communicated and documented for student employees, training will be developed for the information desk specialists, a strategic marketing plan will continue to be developed for the University Center and more intentional programming related to understanding others will be implemented through University Center Programming.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July, and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report

2016-2017 University Counseling Center

Mission / Purpose

The University Counseling Center strives for excellence in providing quality clinical, developmental, and preventive services within a supportive learning environment. We offer confidential counseling, clinical assessment and referrals, crisis management, psychiatric services, academic skills counseling, and psychoeducational programming that is student-centered and inclusive. We provide consultation services to the TAMU-CC community and administrators on mental health issues. We are educators and advocates for a healthy and diverse learning community. Our services are designed to foster social, emotional and personal development; encourage life-long learning; and help students identify and fulfill their personal and academic goals.

Goals

G 1: Provide a learning-centered counseling center environment that promotes student growth and success.

G 2: Develop a campus community that supports mental health and meets the needs of a growing and diverse student body.

G 3: Develop and manage resources to efficiently and effectively achieve the mission of the University Counseling Center.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Suicide prevention training: students able to recognize emotional distress and responsible interventions.

After participating in a suicide prevention gatekeeper training, students will be able to recognize signs of emotional distress and socially responsible interventions.

Relevant Associations:
Standard Associations

**EmpowerU SLOs**
1. Ethical Decision Making and Social Responsibility
2. Problem Solving
3. Problem Solving

**Skills for Employment**
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

**M 1: QPR: Post-Test Assessment to students: 'Describe 3 steps to help someone in distress.'**

Post-Test Assessment to students who participate in the QPR gatekeeper training program: ‘Please list and describe three steps you would take to help someone who is experiencing emotional distress.’ (Rubric Scoring)

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:** Participants who satisfactorily describe three steps one could take to help someone who is experiencing emotional distress >= 80% of participants.

**Finding (2016-2017) - Target: Met**
Number of students able (at minimum) to satisfactorily describe three steps one could take to help someone experiencing emotional distress = 97%. Number of students able to proficiently describe three steps one could take to someone who is experiencing emotional distress = 58%. (N=38)

**Connected Documents**
- FY17 QPR Results
- FY17 QPR Rubric

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

- Increase participation in Counseling Center’s suicide prevention trainings.
  Established in Cycle: 2015-2016
  Increase participation in Counseling Center’s suicide prevention trainings.

**M 2: College SOS: Pre- and Post-Test Assessment**

Pre- and Post-Test Assessment to students who participate in the College SOS training program: (Total Score Comparison)

'1 know how to recognize signs of psychological distress (e.g., anxiety, depression, suicidal thoughts) in another student.'
'1 am knowledgeable about the services offered by the Counseling Center.’
'1 know how to approach and talk to a student who seems distressed.’
'1 know how to encourage and support a depressed or suicidal student in seeking help at the Counseling Center.’

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:** Participants who show an increase in knowledge with respect to intervening with a fellow student in psychological distress >= 80% of participants

**Finding (2016-2017) - Target: Met**
85% of participants showed an increase in knowledge with respect to intervening with a fellow student in psychological distress (N=453). A total of 579 students participated in the College SOS training. 126 students reported participating in prior suicide prevention training and these participant responses were excluded from the data analysis per the action plan.

**Connected Documents**
- FY17 College SOS Pre & Post Test
- FY17 College SOS results

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

- Increase participation in Counseling Center’s suicide prevention trainings.
  Established in Cycle: 2015-2016
  Increase participation in Counseling Center’s suicide prevention trainings.

**M 3: Links Across Campus: Commitment to Helping Distressed Peers**

After participating in a suicide prevention training, students are invited to sign a link or write a message of hope on a link to contribute to the Links Across Campus project. The link is a visual symbol of their commitment to use the knowledge and skills acquired through the suicide prevention training to be part of a caring Islander community and provide support, information and resources to distressed peers.

Source of Evidence: Exit interviews with grads/program completers

**Target:** After completing a suicide prevention training, 80% or more of participants will sign or write a message of hope on a Links Across Campus link as a visual symbol of their commitment to use the knowledge and skills acquired through the suicide prevention training to be part of a caring Islander community and provide support, information and resources to distressed peers.

**Finding (2016-2017) - Target: Met**
After completing a suicide prevention training (either QPR Gatekeeper Training or College SOS), 86% of participants signed or wrote a message of hope on a Links Across Campus link. N=726.

**Connected Document**
- FY17 Links Summary Results
SLO 2: Mental health awareness program: Students will articulate ways to reduce mental health stigma.

After participating in a mental health awareness program, students will articulate ways to reduce mental health stigma which helps promote inclusion.

Relevant Associations:

Standard Associations

EmpowerU SLOs
2 Globalization and Cultural Diversity
5 Communication

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 4: People Like Us: Post-Test Assessment

Post-Test Assessment to students who participate in the People Like Us program: ‘List two ways of reducing mental health stigma’ (Rubric Scoring).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Participants who satisfactorily report two ways of reducing mental health stigma \( \geq 80\% \) of participants

Finding (2016-2017) - Target: Not Met
After participating in the People Like Us Presentation, 34\% of participants were able to satisfactorily report two ways of reducing mental health stigma. (N=61).

Connected Documents
FY17 People Like Us Post-Test Results
FY17 People Like Us Post-Test Scoring Rubric

Related Action Plans (by Established cycle, then alpha):

Place more emphasis on mental health stigma reduction in People Like Us presentation

Established in Cycle: 2016-2017
The original People Like Us presentation was designed to educate the campus community about the prevalence of mental health issues...

M 5: College SOS: Post-Test Survey Question: I learned how reducing mental health stigma promotes inclusion.

Post-Test Survey Question: As a result of participating in the College SOS training, I learned how reducing mental health stigma contributes to a more inclusive campus environment for people who struggle with anxiety and depression. (True/False Response)

Source of Evidence: Academic direct measure of learning - other

Target:
Participants will report an increase in knowledge with respect to the role mental health stigma reduction plays in promoting inclusion \( \geq 80\% \) of participants.

Finding (2016-2017) - Target: Met
Number of students who reported an increase in knowledge with respect to the role mental health stigma reduction plays in promoting inclusion = 95\% (N=579).

Connected Documents
FY17 College SOS Mental Health Stigma Question Results
FY17 College SOS Pre & Post Test

SLO 3: Students are able to articulate two healthy communication skills learned in counseling.

After a minimum of five individual sessions, students attending counseling will be able to articulate two healthy communication skills they learned through the counseling process.

Relevant Associations:

Standard Associations

EmpowerU SLOs
3 Communication
5 Communication

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 6: Survey Question: ‘Please describe 2 healthy communication skills you have learned in counseling.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘Please describe TWO healthy communication skills you have learned as part of your time in counseling.’ (Rubric
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported during this cycle.

M 7: Survey Question: 'As a result of counseling, I learned at least 2 healthy communication skills.'
Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: 'As a result of counseling I have learned at least two healthy communication skills.' (Likert scale scoring)
Source of Evidence: Academic indirect indicator of learning - other
Target:
Participants who agree they have learned two healthy communication skills >= 80%
Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle.

SLO 4: Students can identify assumptions in their self-talk and the impact on their decision making.

After participating in a psychotherapy group, students will be able to identify assumptions in their self-talk and the impact of these on their decision making.

Relevant Associations:

Standard Associations
EmpowerU SLOs
4. Critical Thinking
Skills for Employment
3. Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 8: Survey Question: 'Briefly describe 2 ways you usually make assumptions in self-talk.'
Survey question to students who have participated in a psychotherapy group: 'Briefly describe TWO ways you usually make assumptions in your self-talk.' (Rubric scoring)
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
Participants who satisfactorily describe two self-talk assumptions >= 80%
Finding (2016-2017) - Target: Met
100% of participants satisfactorily described two self-talk assumptions. (N=4)

Connected Documents
FY Group Post-Test Rubric
FY17 Group Post-Test Self-Talk Assumptions Summary

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create more cognitive-behavioral therapy groups
Established in Cycle: 2015-2016
Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.

M 9: Survey Question: 'I learned how these self-talk assumptions impacted my decision making'
Survey question to students who have participated in a psychotherapy group: 'As a result of group, I have learned these self-talk assumptions have impacted decision making in the following ways:' (Rubric scoring)
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
Participants who satisfactorily describe the impact of self-talk assumptions >= 80%
Finding (2016-2017) - Target: Met
100% of participants satisfactorily described the impact of self-talk assumptions on their decision making. (N=4)

Connected Documents
FY Group Post-Test Rubric
FY17 Group Post-Test Decision Making Summary

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create more cognitive-behavioral therapy groups
Established in Cycle: 2015-2016
Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.

SLO 5: Students are able to articulate two self-care skills learned in counseling.

After attending a minimum of five individual sessions, students attending counseling will be able to articulate two self-care skills they learned through the counseling process.

Relevant Associations:
Related Measures

M 10: Survey Question: ‘Please describe 2 self-care skills you have learned in counseling.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘Please describe TWO self-care skills you have learned as part of your time in counseling.’ (Rubric scoring)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: Participants who satisfactorily articulate two self-care skills >= 80%

Finding (2016-2017) - Target: Met

Number of students who (at minimum) satisfactorily described TWO self-care skills = 86%. Number of students who proficiently described TWO self-care skills = 54%. (N= 58).

Connected Documents
FY17 Self Care Skills Summary for 5+ visits
FY17 Survey Question 5 scoring rubric

M 11: Survey Question: ‘As a result of counseling, I have learned at least 2 self-care skills.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘As a result of counseling I have learned at least two self-care skills.’ (Likert scale scoring)

Source of Evidence: Academic indirect indicator of learning - other

Target: Participants who report being able to integrate knowledge into daily life >= 80%

Finding (2016-2017) - Target: Met

Number of students who agree that they have learned two self-care skills as a result of participating in counseling = 94%. (N= 66)

Connected Document
FY17 Survey Self-Care Skills Likert Response Question Summary

SLO 6: Students are able to articulate how they learned counseling was integrated into daily life.

After attending a minimum of five individual sessions, students with planned terminations from counseling will be able to articulate ways they have integrated what they have learned in counseling into their daily lives.

Related Measures

M 12: Survey Question: ‘I have integrated what I learned in counseling into my daily life.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘As a result of participating in counseling, I have been able to integrate what I have learned into my daily life’ (true or false)

Source of Evidence: Academic direct measure of learning - other

Target: Participants who report being able to integrate knowledge into daily life >= 80%

Finding (2016-2017) - Target: Met

Participants who report being able to integrate knowledge into daily life = 97%. (N=66)

Connected Document
FY17 Survey Responses for Question 4

M 13: Survey Question: ‘Describe 2 ways you have integrated what you learned in counseling into daily life.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘Describe two ways you have used what you have learned in counseling in your daily life’ (Rubric Scoring)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Participants who satisfactorily articulate two ways of integrating what they have learned in their daily life >= 75%

Finding (2016-2017) - Target: Met
Student who (at minimum) satisfactorily describe two ways of integrating what they have learned in counseling into their daily lives = 90%. Students who proficiently describes two ways of integrating what they have learned in counseling into their daily lives = 48%. N=60

Connected Documents
FY17 Question 8 Scoring Rubric
FY17 Survey - Integrating Counseling Knowledge Into Daily Life Summary

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Relevant Associations:

Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 14: Establish Memorandums of Understanding (MOUs) with community providers to improve the quality of service provided to students.
Establish Memorandums of Understanding (MOUs) with community providers to improve the quality of service provided to students.
Source of Evidence: Service Quality
Target: New MOUs => 1
Finding (2016-2017) - Target: Met
New MOUs = 1 The Counseling Center established an MOU with the Corpus Christi Vet Center. The Vet Center provides readjustment counseling and outreach services to University student-veterans who are otherwise eligible for VA Vet Center services as an extension of their main office. The Vet Center counselor is provided a confidential space one day a week to provide student-veterans counseling and assistance in readjustment to civilian life.

Connected Document
FY17 Finalized MOU agreement Counseling Center and Vet Center

Related Action Plans (by Established cycle, then alpha):
Enhance programs and services by creating written MOUs with current community partners.
Established in Cycle: 2015-2016
Increase MOUs by creating written MOUs for current community partnerships to ensure enhancement of programs and services that ar...
For full information, see the Details of Action Plans section of this report.

M 15: Increased use of technology to provide enhanced and more efficient services to students.
Increased use of technology to provide enhanced and more efficient services to students.
Source of Evidence: Efficiency
Target: Addition of one new technology program designed to provide enhanced and more efficient services to students.
Finding (2016-2017) - Target: Met
The Counseling Center activated the Patient Portal feature of Medicat (the electronic health records system for the Counseling Center). The Portal provides secure messaging between student and provider, access to clinic forms and health information, access to information about appointments, and ability to cancel appointments. Contract with Medicat was finalized. The Patient portal will be available to students in Summer 2017.

M 16: Annual Survey: Satisfaction with counseling treatment and services.
Annual Client Survey question asking students about satisfaction with counseling services: ‘Overall, I have been satisfied with the quality of counseling which I have received.’ (Likert scale scoring)
Source of Evidence: Client satisfaction survey (student, faculty)
Target: Satisfaction => 85% which includes "agree" and "strongly agree" responses.
Finding (2016-2017) - Target: Met
Number of students who agreed or strongly agreed that they were satisfied with services = 99% (74% strongly agreed). N=106.

Connected Document
FY17 Survey - Satisfaction Question Summary

Related Action Plans (by Established cycle, then alpha):
Increase Staff
Established in Cycle: 2015-2016
Advocate to increase staff to meet demands of increasing student population and stay within recommended IACS staffing recommenda...
For full information, see the Details of Action Plans section of this report.

M 17: Annual Survey: Satisfaction with psychiatric services & treatment
Annual Client Survey question asking students about satisfaction with psychiatric services and treatment: ‘I have been satisfied with the psychiatric services I received from Dr. McClung.’ (Likert scale scoring).

Source of Evidence: Student satisfaction survey at end of the program

Target:
Satisfaction >= to 85% which includes "agree" and "strongly agree" responses.

Finding (2016-2017) - Target: Met
Number of students who agreed or strongly agreed that they were satisfied with psychiatric services = 88% (65% strongly agreed). N=26.

Connected Document
FY17 Survey - Psychiatric Services Satisfaction Summary

M 18: Annual Survey: How counseling services have helped.

Annual Survey question asking students how counseling services have helped: ‘I have experienced improvement in the area or condition that brought me to counseling.’ (Likert scale scoring).

Source of Evidence: Evaluations

Target:
Acknowledgement that counseling services have helped >= 80% which includes "agree" and "strongly agree" responses.

Finding (2016-2017) - Target: Met
Number of students who agreed or strongly agreed that they had experienced improvement in the area or condition that brought them to counseling = 90%. (43% strongly agreed). N=105.

Connected Document
FY17 Survey - Improvement Question Summary

M 19: Noel Levitz Survey: 'Concern for the Individual'

Noel Levitz Survey question comparing TAMU-CC with National Average on 'Concern for the Individual’ – “Counseling staff care about students as individuals.”

Source of Evidence: Benchmarking

Target:
TAMU-CC Score >= National Average

Finding (2016-2017) - Target: Not Reported This Cycle
This data is not available this cycle. Due to the change of the assessment cycle for the division, Noel Levitz reporting will next be available in cycle 2019.

M 20: Undergraduate Survey: “Quality of Care received by Counseling Center”.

Undergraduate Survey question on satisfaction with “Quality of Care received by Counseling Center”.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
Satisfaction >= 80%

Finding (2016-2017) - Target: Not Reported This Cycle
The Undergraduate Student Survey results will not be available until August 2017. Due to the change in the division assessment cycle there are no new results to report. Reporting will get on track next cycle.

Related Action Plans (by Established cycle, then alpha):
Increase Staff
Established in Cycle: 2015-2016
Advocate to increase staff to meet demands of increasing student population and stay within recommended IACS staffing recommendations.

For full information, see the Details of Action Plans section of this report.

O/O 8: Manage human, financial, physical and technological resources efficiently, effectively and responsibly.
Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures
M 21: Quality Assurance Review of Counseling Center professionals to measure compliance in the delivery of clinical services.
Quality Assurance Review of Counseling Center professionals to measure compliance in the delivery of efficient and effective clinical services.

Source of Evidence: Evaluations

Target:
Compliance >= 85%

Finding (2016-2017) - Target: Not Reported This Cycle
Not reported this cycle. Will be reported in FY18.

M 22: Maintain compliance with IACS accreditation standards pertaining to counselor to student ratio.
Maintain compliance with International Association of Counseling Services (IACS) accreditation standards pertaining to counselor to student ratio.

Source of Evidence: Professional standards

Target:
Counselor to student ratio >= IACS Standard

Finding (2016-2017) - Target: Met
FY17 UCC ratio: 1 professional staff for every 1,435 students (doesn't include Executive Director in count).
FY17 UCC ratio: 1 professional staff for every 1,435 students (doesn’t include Executive Director in count).

IACS Standard: minimum staffing ratios in range of one FTE professional staff member for every 1000 - 1,500 students. University Counseling Center is within the range of minimum staffing recommendations.

University headcount for Fall 2016: 12,202

Note: One full-time psychologist was deployed during this entire reporting period.

Related Action Plans (by Established cycle, then alpha):

Increase Staff
Established in Cycle: 2015-2016
Advocate to increase staff to meet demands of increasing student population and stay within recommended IACS staffing recommendations...

For full information, see the Details of Action Plans section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Create more cognitive-behavioral therapy groups
Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Survey Question: ‘Briefly describe 2 ways you usually make assumptions in self-talk.’ |
- Outcome/Objective: Students can identify assumptions in their self-talk and the impact on their decision making.
- Measure: Survey Question: ‘I learned how these self-talk assumptions impacted my decision making’ |
- Outcome/Objective: Students can identify assumptions in their self-talk and the impact on their decision making.

Implementation Description: Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.

Projected Completion Date: 08/2019
Responsible Person/Group: Associate Director
Additional Resources: not applicable

Implementation Notes:
7/3/2017 A new cognitive behavior therapy group was offering during the spring 2017 semester. Additional groups will be offered during FY18.

Enhance programs and services by creating written MOUs with current community partners.
Increase MOUs by creating written MOUs for current community partnerships to ensure enhancement of programs and services that are inclusive and foster mental health and well-being.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Establish Memorandums of Understanding (MOUs) with community providers to improve the quality of service provided to students. | Outcome/Objective: Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Implementation Description: Approach current community partners about developing a written MOU agreement.

Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director
Additional Resources: Time

Implementation Notes:
6/15/2017 FY17: The Counseling Center established an MOU with the Corpus Christi Vet Center. The Vet Center provides readjustment counseling and outreach services to University student-veterans who are otherwise eligible for VA Vet Center services as an extension of their main office. The Vet Center counselor is provided a confidential space one day a week to provide student-veterans counseling and assistance in readjustment to civilian life.

Increase participation in Counseling Center’s suicide prevention trainings.
Increase participation in Counseling Center’s suicide prevention trainings.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: College SOS: Pre- and Post-Test Assessment | Outcome/Objective: Suicide prevention training: students able to recognize emotional distress and responsible interventions.
- Measure: QPR: Post-Test Assessment to students: Describe 3 steps to help someone in distress. | Outcome/Objective: Suicide prevention training: students able to recognize emotional distress and responsible interventions.

Implementation Description: Increase participation in Counseling Center’s suicide prevention trainings.

Projected Completion Date: 08/2017
Responsible Person/Group: Associate Director
Additional Resources: none

Implementation Notes:
7/3/2017 A total of 27 suicide prevention trainings were offered to student classes, student groups, student workers and university staff. Over 700 students participated in these trainings and an additional 448 completed on-line suicide prevention trainings. Next year, the Counseling Center will continue to promote
Increase Staff
Advocate to increase staff to meet demands of increasing student population and stay within recommended IACS staffing recommendations.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
- Measure: Annual Survey: Satisfaction with counseling treatment and services.
- Outcome/Objective: Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Implementation Description: The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.

Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director
Additional Resources: Increased budget
Budget Amount Requested: $130,000.00 (recurring)

Implementation Notes:
6/15/2017 FY17: The Counseling Center activated the Patient Portal feature of Medicat (the electronic health records system for the Counseling Center). The Portal provides secure messaging between student and provider, access to clinic forms and health information, access to information about appointments, and ability to cancel appointments. Contract with Medicat was finalized. The Patient portal will be available to students in Summer 2017.

Increase use of technology and social media to improve services for students
Continue focus on identifying and implementing technology and social media for marketing, outreach, data collection and communication with general student population and distance learning students. The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium
Implementation Description: The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.

Projected Completion Date: 08/2016
Responsible Person/Group: Executive Director
Additional Resources: Increased budget
Budget Amount Requested: $0.00 (no request)

Implementation Notes:
6/15/2017 FY17: The Counseling Center activated the Patient Portal feature of Medicat (the electronic health records system for the Counseling Center). The Portal provides secure messaging between student and provider, access to clinic forms and health information, access to information about appointments, and ability to cancel appointments. Contract with Medicat was finalized. The Patient portal will be available to students in Summer 2017.

Place more emphasis on mental health stigma reduction in People Like Us presentation
The original People Like Us presentation was designed to educate the campus community about the prevalence of mental health issues. The presentation will be revised to place more emphasis on ways that students can play a role in reducing mental health stigma.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
- Measure: People Like Us: Post-Test Assessment
- Outcome/Objective: Mental health awareness program: Students will articulate ways to reduce mental health stigma.

Implementation Description: The People Like Us presentation will be revised to place more emphasis on ways that students can play a role in reducing mental health stigma.

Projected Completion Date: 08/2017
Responsible Person/Group: UCC Outreach Coordinator
Additional Resources: Not applicable

Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?

COUNSELING CENTER IS PROVIDING QUALITY CARE TO STUDENTS - Students report that they are satisfied with the services and quality of care provided at the Counseling Center. This was measured by the Counseling Center annual survey. A survey of Counseling Center clients found that 99% agreed/strongly agreed they were satisfied with counseling services.

COUNSELING CENTER HAS AN IMPACT ON STUDENT RETENTION AND ACADEMIC PERFORMANCE - A significant percentage of students reported that Counseling Center services improved their grades (47%), and had a positive impact on their plans to continue enrollment at TAMU-CC (49%). This was measured by the Counseling Center annual survey.

COUNSELING CENTER SUICIDE PREVENTION PROGRAMS ARE ENHANCING STUDENT KNOWLEDGE - The majority of students (85%) who participated in the College SOS training, reported an increase in knowledge with respect to intervening with a fellow student in psychological distress. (FY17 DORA Post-Test Results). The majority of students (97%) who participated in the QPR training were able to satisfactorily describe three steps that one could take to help someone experiencing emotional distress. (FY17 QPR Post-Test Results).
COUNSELING CENTER SERVICES ENHANCE STUDENT SELF-CARE SKILLS - The majority of students (94%) who participated in the Counseling Center annual survey agreed that they had learned self-care skills as a result of participating in counseling. A majority of students who participated in counseling were able to demonstrate that they had learned self-care skills (86%).

Based on the analysis of findings, how has the program improved?

IMPROVEMENT TO TRAINING PROGRAM - The Counseling Center provided training experiences to two bachelors level health science practicum students, and two master’s level counseling practicum students. Training resources were expanded, and training protocols were updated.

IMPROVEMENT TO THE OUTREACH PROGRAM - The Counseling Center expanded the use of social media (Instagram) to promote events and programs thereby expanding marketing efforts. In FY16, the Counseling Center had 173 posts and 315 followers. In FY17, the Counseling Center had 353 posts and 384 followers.

EXPANSION OF SUICIDE PREVENTION TRAININGS - Thanks to receiving a SAMHSA grant, the Counseling Center significantly expanded the number of suicide prevention trainings offered and the number of students reached through these trainings. During FY17, a total of 617 students completed either the QPR Gatekeeper or College SOS training compared to 218 students during FY16. During FY17, an additional 448 students completed the At Risk for College Students on-line training. This training was not available during FY16.

Based on the analysis of findings, what are the areas of concern within the program?

NEED TO CONTINUE FOCUS ON OBTAINING WRITTEN MEMORANDUMS OF UNDERSTANDING WITH COLLABORATING COMMUNITY PARTNERS. During FY17, the Counseling Center established a MOU with the Vet Center. In order to facilitate student referrals to community resources and improve communications related to students with psychiatric emergencies, it will be important to establish additional MOUs with local psychiatric facilities and free and low cost mental health agencies.

NEED TO CONTINUE FOCUS ON ADVOCATING FOR ADDITIONAL STAFF. Additional experienced professional staff are needed to adequately serve a growing student population who are presenting with higher acuity and more complex issues.

NEED TO CONTINUE FOCUS ON USE OF TECHNOLOGY AND SOCIAL MEDIA TO IMPROVE SERVICES AND COMMUNICATION WITH STUDENTS. Implementing a text message system for reminding students of scheduled appointments is essential to reduce the high number of missed appointments. Implementing an electronic patient portal within the current Medicat system will allow students to access confidential information related to requests and appointments securely. Expanding wellness and suicide prevention messaging through social media will disseminate these messages to more students.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Staff

- Professional development of Counseling Center clinical staff included membership in 14 professional organizations and attendance at 29 professional workshops, conferences, trainings, or seminars. Clinical staff served on 17 university, division or departmental committees and chaired or served on numerous search committees.
- Four positions were filled this year. A full time administrative assistant was hired, this position replaced the two half time administrative positions. A new case manager was hired. Two part-time temporary University Counselors were also hired to fill in for the full-time psychologist who was on deployment during the past year.
- Staff received special recognition this year. Alison Marks received a pin for 5 years of service to the University; Amy Perry received a pin for 5 years of service to the University, Karen Pressley received a pin for 10 years of service to the University, and Suzanne Bonds was nominated for an Employee Excellence Award.

Clinical Services

- The Counseling Center clinic provided 5174 counseling sessions to 1006 student clients. On average, clients were seen for 5 sessions.
- The psychiatrist provided 287 sessions.

Counseling Center Students

- The majority of Counseling Center clients are female, between the ages of 18 and 24, and in their senior year.
- The most common problems/symptoms presented by Counseling Center clients at intake were Anxiety, Depression, and Trauma- & Stressor-related Disorders, with Anxiety being most frequent. (This is consistent with the data from FY16 but represents a change from prior years where the most common problems/symptoms were consistently Anxiety, Depression, Adjustment Disorders and Relationship issues.)

Student Satisfaction with Services

- The annual client feedback survey indicates that the majority students are highly satisfied with Counseling Services.
- 99% agreed/strongly agreed they were satisfied with services offered at UCC (74% strongly agreed)
- 87% of students agreed/strongly agreed that counseling helped them learn coping strategies, better self-management, improve their decision-making skills, help them gain better self-understanding, begin to live a healthier lifestyle and in general improve what brought them into counseling (46% strongly agreed)
- 49% reported that counseling contributed to their choice to continue studies at TAMUCC
- A significant percentage of student reported that counseling improved their grades (47%), academic work (52%), relations with others (86%), and confidence (80%)
- 91% of students were satisfied with ‘the quality of care offered by the Counseling Center’ (2016 Undergraduate Student Survey)
Counseling Visits by Year

Depression but represents a change from prior years where the most common problems/symptoms were consistently Trauma- & Stressor-related Disorders, Anxiety, and Adjustment Disorders.

The most common problems/symptoms presented by Counseling Center clients at intake were Anxiety, Depression, and Adjustment Disorders. This is consistent with the data from FY16 but represents a change from prior years where the most common problems/symptoms were consistently Anxiety, Depression, Adjustment Disorders, and Relationship Issues.

Clinical Programs and Services

The University Counseling Center provides the following services: Individual counseling, couples counseling, group counseling, psychiatric services, academic success skills training, alcohol and other drug education and treatment, crisis intervention, and consultation with students, faculty and staff.

Counselor-on-Duty System

The Counselor-on-Duty (COD) system continues to address the need to have a counselor readily available to 1) provide triage and assessment of students requesting services, 2) provide immediate consultation to faculty, staff and parents concerned about a student, 3) provide crisis intervention as necessary, and 4) handle miscellaneous clinical/case management duties such as prescription refill requests for Dr. McClung, records request, clinically related telephone calls and other management duties.

On-Call Counselor System

The University Counseling Center contracts with an agency, ProtoCall, to cover after-hours crisis calls. ProtoCall is an Intake and Assessment, Crisis Response, and Triage Service used by more than 175 Community Behavioral Health Clinics, Employee Assistance Programs, Student Counseling Centers and Managed Behavioral Health Organizations. ProtoCall is staffed 24 hours a day by licensed professional counselors.

Website and On-line Mental Health Screenings

Anonymous online mental health screenings are again available via the UCC website located at http://counseling.tamucc.edu. The website also contains information on how to access UCC counseling and psychiatric services, information on local emergency services and links to websites focused on suicide prevention and other college student mental health issues.

Clinical Services Summary

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

<table>
<thead>
<tr>
<th>Clinical Service Data</th>
<th>FY17</th>
<th>FY16</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling visits</td>
<td>4887</td>
<td>7,455</td>
<td>5,694</td>
</tr>
<tr>
<td>Psychiatry visits</td>
<td>287</td>
<td>888</td>
<td>802</td>
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<tr>
<td><strong>Total visits</strong></td>
<td>5,174</td>
<td>8,343</td>
<td>6,496</td>
</tr>
<tr>
<td><strong>Number of students served</strong></td>
<td>1,006</td>
<td>1,033</td>
<td>824</td>
</tr>
</tbody>
</table>

Most Common Presenting Concerns

The most common problems/symptoms presented by Counseling Center clients at intake were Anxiety, Depression, Trauma- & Stressor-related Disorders, with Anxiety being most frequent.

Counseling Visits by Year

<table>
<thead>
<tr>
<th># Students Seen in Counseling</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>693</td>
<td>824</td>
<td>1033</td>
<td>1006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Counseling Intakes</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>550</td>
<td>715</td>
<td>395</td>
<td></td>
</tr>
</tbody>
</table>
### Counseling Appointments Breakdown:

<table>
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<tr>
<th></th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td>*</td>
<td>56%</td>
<td>65%</td>
<td>60%</td>
</tr>
<tr>
<td>Consultation with Students (includes COD consultations)</td>
<td>*</td>
<td>28%</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>Assessment</td>
<td>*</td>
<td>*</td>
<td>1%</td>
<td>.04%</td>
</tr>
<tr>
<td>Group Counseling</td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Adjunct Services (Relaxation Room &amp; Biofeedback)</td>
<td>*</td>
<td>*</td>
<td>6%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### Counseling Visits Breakdown:

<table>
<thead>
<tr>
<th></th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric Appointments</td>
<td>*</td>
<td>14%</td>
<td>11%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### On-line Mental Health Screenings

<table>
<thead>
<tr>
<th>Type of Screening</th>
<th>Total # Screenings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol misuse</td>
<td>17</td>
</tr>
<tr>
<td>Substance use</td>
<td>10</td>
</tr>
<tr>
<td>Bipolar Disorder</td>
<td>79</td>
</tr>
<tr>
<td>Depression</td>
<td>283</td>
</tr>
<tr>
<td>Eating Disorder</td>
<td>58</td>
</tr>
<tr>
<td>Generalized Anxiety</td>
<td>147</td>
</tr>
<tr>
<td>PTSD</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>626</strong></td>
</tr>
</tbody>
</table>

### Counseling Client Demographics

#### Clients by Gender

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>*</td>
<td>29%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Females</td>
<td>*</td>
<td>71%</td>
<td>72%</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Data Unavailable
### Clients by Age

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18</td>
<td>*</td>
<td>0%</td>
<td>.01%</td>
<td>.001%</td>
</tr>
<tr>
<td>18-19</td>
<td>*</td>
<td>16%</td>
<td>15%</td>
<td>27%</td>
</tr>
<tr>
<td>20-24</td>
<td>*</td>
<td>57%</td>
<td>57%</td>
<td>51%</td>
</tr>
<tr>
<td>25-29</td>
<td>*</td>
<td>17%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>30-39</td>
<td>*</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>40+</td>
<td>*</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### Clients by Ethnicity

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>*</td>
<td>0.2%</td>
<td>0.7%</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
<td>7%</td>
<td>9%</td>
<td>*</td>
</tr>
<tr>
<td>African American/Black</td>
<td>*</td>
<td>1%</td>
<td>0.3%</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>*</td>
<td>18%</td>
<td>14%</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>*</td>
<td>13%</td>
<td>9%</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>*</td>
<td>44%</td>
<td>60%</td>
<td>*</td>
</tr>
<tr>
<td>Other</td>
<td>*</td>
<td>1%</td>
<td>1%</td>
<td>*</td>
</tr>
<tr>
<td>Two or more</td>
<td>*</td>
<td>3%</td>
<td>3%</td>
<td>*</td>
</tr>
<tr>
<td>Unknown</td>
<td>*</td>
<td>13%</td>
<td>2%</td>
<td>*</td>
</tr>
</tbody>
</table>

*Data Unavailable

### Clients by College

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>*</td>
<td>33%</td>
<td>37%</td>
<td>10%</td>
</tr>
<tr>
<td>Business</td>
<td>*</td>
<td>11%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Education</td>
<td>*</td>
<td>11%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
<td>*</td>
<td>15%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Science and Engineering</td>
<td>*</td>
<td>30%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>Unknown/Undecided/Unspecified</td>
<td>*</td>
<td>0.6%</td>
<td>0.3%</td>
<td>67%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### Clients by Class Standing

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>*</td>
<td>12%</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>*</td>
<td>16%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>Junior</td>
<td>*</td>
<td>17%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Senior</td>
<td>*</td>
<td>41%</td>
<td>39%</td>
<td>27%</td>
</tr>
<tr>
<td>Graduate</td>
<td>*</td>
<td>14%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>*</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### REFERRALS FOR MORE EXTENSIVE EVALUATION

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of times UCC clients recommended to have evaluation for inpatient treatment</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Number of evaluations known to be completed based on UCC recommendations</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Number of times UPD/CCPD were called for</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
assistance with this type of situation

| Number of times UCC clients known to be hospitalized for mental health reasons | 4 | 6 | 2 | 10 | 13 |

**TRAINING PROGRAMS**

**Practicum and Intern Program**

Coordinator, Suzanne Bonds

- Counseling practicum trainees provide academic success skills sessions and Relaxation Room orientation training to students. After training and evidence of competency, trainees may administer testing and provide counseling.

- During FY17, there were two masters level practicum counselors, Kevin Gossett (supervised by Alison Marks) and Lindsey Beat (supervised by Claudia Ayala).

- Health science practicum students work on special projects for the Counseling Center. During FY17, there were two health science practicum students, Ali Afashkhi who was supervised by Dr. Alison Marks, and Miranda Azurdia who was supervised by Anna Salazar, Dr. Theresa Sharpe, and Dr. Pam Greene (CONHS). This year's projects included creating a community referral database template, verifying community resource contact information, and promoting the UCC on-line mental health screenings.

**WORKSHOPS, SEMINARS, AND OTHER OUTREACH EVENTS**

**Counseling Services Outreach Events**

- Outreach events for FY17 were intentionally reduced due to staffing constraints and demand for clinical services.
- 79 outreach events (e.g., wellness events, presentations, info tables, trainings, campus events) which were either facilitated by UCC staff or which UCC staff assisted with in some capacity.
- Approximately 5,971 students were reached by UCC outreach events
- Presentation topics included Suicide Prevention Training, Alcohol and Other Drug Education, Social Media Management and Healthy Living.
- Presentations were given to students, staff, and faculty.
- New events this year included the Walk for Mental Health Awareness, increased partnership with the Theatre Department, and large scale tours for the Relaxation Room.
- Counseling Center staff participated in campus events such as Camden Miramar events, Denim Day, Islander Tribute, Lavender Graduation, National Coming Out Day, LGBT Spirit Day, New Student Orientations, Paws on the Island, Tunnel of Oppression featuring the Clothesline Project, and Wellness Expo.
- See WEAVE Document Management section for detailed listing of Counseling Services outreach efforts during FY17.

**EVALUATION AND ASSESSMENT**

**Counseling Services Client Survey**

**PARTICIPANTS**

- A survey was offered during the 2017 Spring semester to all clients scheduled between April 17th and May 5th, except for those with intake and COD appointments.
- Students completed a paper version of the survey in the waiting room and the responses were entered into Qualtrix.
- Of the 185 people invited to complete the survey, 57% did so (106 surveys completed).
- See WEAVE Document Management section for complete results of the FY17 Counseling Center Survey.

**SATISFACTION WITH SERVICES**

- 99% of students agreed/strongly agreed they were satisfied with services (74% strongly agreed)
- 87% of students agreed/strongly agreed that counseling helped them learn coping strategies, better self-management, improved decision making skills, gain better self-understanding, begin to live healthier lifestyle and generally improve what brought them into counseling (46% strongly agreed).

**PERCEIVED IMPACT OF COUNSELING SERVICES ON ACADEMICS, RETENTION, AND RELATIONSHIPS**

Students stated having access to Counseling Center services improved their:

- grades = 47% (12% improved significantly
- academic work = 52% (18% improved significantly
- plans to continue enrollment at TAMUCC = 49% (34% improved significantly
- relations with others = 86% (36% improved significantly
- confidence or self-esteem = 80% (30% improved significantly

**LEVEL OF DISTRESS**

- Overall level of distress that brought student to counseling = 86% report high (50% very high)
- Current level of distress (at administration of survey) = 32% report high (5% very high)

**FACILITIES**

- No significant changes.

**Staff Credentials**
- (3) Psychologists. (The fourth psychologist was on military deployment during FY17).

- (5) Licensed Professional Counselors (including Case Manager who is a LPC)
  - (1) Licensed Professional Counselor (0.48 FTE)
  - (2) Temporary Professional Counselor (0.48 FTE)
  - Contract Psychiatrist (0.30 FTE)

- The International Association for Counseling Standards (IACS) accreditation standards for counseling centers recommends that minimum staffing ratios for professional staff to students be 1:1000 – 1500. UCC professional staff to student ratio based on number of counselor FTE is 1 : 1435.

**Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)**

**Carla Berkich, Executive Director of Counseling and Health Centers**

**Service to Community**
- SEAS Giving Tuesday – volunteered at Metro Ministries
- Suicide Prevention Coalition member

**Service to Profession**
- Membership Chair - Texas University College Counseling Center Directors Association
- Webmaster – Texas University College Counseling Center Directors Association website

**Service to University**
- I-CARE Behavioral Intervention Team
- Emergency Management Team, SEAS Operations section, Health & Welfare Branch
- Campus Carry Task Force
- Environmental Health and Safety Committee
- International student TB policy committee
- Strategic Planning and Assessment (SPA) Committee
- Veteran Affairs Committee

**Theresa Sharpe, Associate Director of Counseling Center**

**Service to Community**
- Certified Pet Partners Therapy Animal Handler
- Guest Speaker at TAMU Health Sciences Diabetes Support Group
- Guest Speaker at local Bariatric Surgery Support Group

**Service to Profession**
- Certified I am Hungry for Binge Eating Facilitator

**Service to University**
- TAMUCC Wellness Committee
- Search Committee for UCC Case Manager
- Search Committee for UCC Temporary Counselors
- Search Committee for UCC Psychiatrist
- Presenter – Employee Development Day

**Claudia Ayala, Assistant Director of Counseling Center**

**Service to Community**
- St. Patrick School Volunteer
- Rachel's Vineyard Retreat Volunteer

**Service to Profession**
- Supervised master's level practicum student, Lindsey Beat (Spring 2017)
- Supervised LPC Intern, Lorena Rosenbaum (Fall 2016)

**Service to University**
- I-ADAPT Chair
Alison Marks, Licensed Psychologist

Service to Community
- Submitted Grant for $25,000 on behalf of the Food Bank of Corpus Christi
- Collected and Donated over $1000 worth of school supplies to Communities in Schools

Service to Profession
- Supervised master’s level practicum & intern student counselor, Kevin Gossett (fall 2016; spring 2017)
- Supervised undergraduate health science practicum student, Sharon Andrade (summer 2016) and Ali Alfashki (fall 2016)

Service to University
- UCC Strategic Planning & Assessment Committee
- Served on TAMUCC Who’s Who Committee
- Served on Several Community Panels for job searches
- Working to submit grant for $10,000 on behalf of the TAMUCC University Counseling Center

Service Awards
- Successfully completed Writing for Non-Profits certificate program
- 5 year TAMUCC Service Pin

Deborah Hammond, Licensed Professional Counselor

Suzanne Bonds, Licensed Professional Counselor

Service to Community
- Bishop Garriga Middle School and John Paul II High School

Service to Profession
- Practicum Training Coordinator – University Counseling Center

Service to University
- Mental health expert consultant to University Theatre Department
- Counseling Center liaison to the University Athletic Department
- Search committee for UCC Case Manager

Service Awards and Recognition
- Employee Excellence Award Nominee 2016-2017

Alyssa Good, Licensed Professional Counselor

Service to Community
- St. Johns Methodist Church

Service to University
- Walk a Mile Planning Committee and Event
- ICA Cultural Alliance Tunnel of Oppression Committee
- Clothesline Project
- Denim Day Committee
- Girls Night Out

Ana Salazar, Licensed Professional Counselor

Service to University
Amanda Sanchez, Administrative Assistant in Counseling Center, (0.5FTE/1.0FTE)

Service to Community
- Greater South Texas Girl Scouts Volunteer
- PTA for Metro Elementary
- SEAS Giving Tuesday – Toy Drive

Amy Perry, Business Support Specialist – Counseling and Health Centers

Service to Community
- Volunteer - Toys for Tots Toy Drive
- SEAS Giving Tuesday – Volunteering at Metro Ministries
- Jewish Community Center Preschool PTO

Service to University
- Event Assistant – Employee Development Day

Jane Pituch, Administrative Assistant in Counseling Center (0.5FTE)

Service to Community
- Volunteer photographer for – For the Love of Strays organization

Karen Pressley, Clinical Services Office Coordinator in Counseling Center

Service to Community
- American Cancer Society – Fundraising Events
- SEAS Giving Tuesday – Equestrian Center

Service Awards or Recognition
- 10 Year TAMUCC Service Pin

Lorena Rosenbaum, Licensed Professional Counselor

Service to Community
- Church Unlimited
- World Vision Sponsor
- Bishop and Rivera Little Leagues

Sarah Skelton, Psychologist - deployed during FY17

Anticipated Challenges for the Next Cycle

**COUNSELING CENTER CONTINUES TO EXPERIENCE AN INCREASED DEMAND FOR SERVICES.** With the growing student population and success in marketing of services, there is a great demand for services. In the Counseling Center, students are generally seen for brief therapy. With demand for services, students are given appointments every two, and sometimes three, weeks. Students wanting to meet with the Counselor on Duty (COD) during peak afternoon hours often must wait 30 or more minutes. To attempt to cope with the large volume of students seeking COD services in the afternoons, two staff members are assigned to each afternoon COD shift. Devoting this percentage of staff time to COD coverage while trying to absorb the influx of students seeking on-going counseling is not sustainable with present staff. Additional staff is needed.

**INCREASE IN THE INTENSITY AND COMPLEXITY OF PROBLEMS FOR WHICH STUDENTS ARE SEEKING TREATMENT.** Students are seeking treatment at the Counseling Center for more severe psychological conditions. This requires additional professional staff, staff with the expertise to assess/treat these conditions, and additional relationships with community providers for referrals for treatment of issues outside of the Counseling Center's scope of practice. Limited resources in the community and lack of insurance for many TAMUCC students are barriers to referring students to community resources. This demand for more complex and time consuming treatment has decreased the amount of time providers in the Counseling Center have to focus on addressing developmental issues with students.

**STAFF DEPARTURES IMPACT CLINICAL SERVICE DELIVERY AND COUNSELOR WORK OVERLOAD.** One clinical staff member was on a military deployment during FY17. Another contract clinician departed in the middle of fall semester. The process of recruiting and hiring qualified temporary counselors was time consuming and took several months which necessitated that the remaining clinical staff assume an increased work load which was very
DIFFICULTY IN RECRUITING AND HIRING CONTRACT PSYCHIATRIST. The UCC contract psychiatrist ended his contract in December 2016 and the search for a new psychiatrist failed so the UCC has been without a psychiatrist for one full semester. There continues to be a high demand for psychiatric services on-campus since many students do not have insurance or do not have transportation to visit an off-campus provider. There are a limited number of local psychiatrists who all have established and busy practices with higher earning capacity than the the current contracted rate for the UCC position. Additional funds are needed to fund this position and to make it a lucrative option for a local psychiatrist.

NEED FOR ADDITIONAL SPACE AND ADA COMPLIANT FACILITIES. The Counseling Center must increase staff and services to meet the demands of an increasing TAMUCC student population. With the Counseling Center already at capacity in terms of provider office space, it is necessary to renovate current space and to plan for a larger, more modern building that is ADA compliant and can meet student demand for service.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

CONTINUE FOCUS ON IDENTIFYING AND IMPLEMENTING TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND COMMUNICATION WITH GENERAL STUDENT POPULATION AND DISTANCE LEARNING STUDENTS. The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.

MEET DEMAND FOR SERVICES - Demand for services will be met by 1) continuing to hire additional staff with expertise to treat the increase in intensity and complexity of students’ presenting symptoms including a new case manager, 2) using technology and social media to reach students, and 3) identifying auxiliary services for students.

IMPROVE MARKETING FOR EDUCATIONAL PROGRAMS AND THE METHOD OF COLLECTING DATA ON EFFECTIVENESS OF PROGRAMS. Revise assessment instruments measuring learning outcomes to clarify expectations for students’ answers in hopes of limiting vague and incomplete responses. Will also refine selection of student groups to more accurately assess learning outcomes.

INCREASE PARTICIPATION IN COUNSELING CENTER’S SUICIDE PREVENTION TRAININGS.

ENHANCE PROGRAMS AND SERVICES BY CREATING WRITTEN MOUS WITH CURRENT COMMUNITY PARTNERS. Increase MOUs by creating written MOUs for current community partnerships to ensure enhancement of programs and services that are inclusive and foster mental health and well-being.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report

2016-2017 University Health Center

Mission / Purpose

The University Health Center strives for excellence in providing TAMUCC students quality comprehensive services which integrate clinical treatment, health education, preventive services and public health responsibilities. Services are confidential, student-centered, and tailored to the diverse needs of TAMUCC; and are delivered in accordance with relevant university, state and professional standards. The University Health Center enhances the learning environment by advocating for a healthy campus, promoting inclusivity and equal access to health services, and serving as a leader in identifying, and educating campus leaders, about health issues and risks. Integral to the mission of the health center is educating students on how to adopt life-long, positive health practices.

Goals

G 1: Provide a learning-centered environment that promotes student health and success.

G 2: Develop a campus community that embraces a culture of health and wellness.

G 3: Develop and manage resources to efficiently and effectively achieve the mission of the University Health Center.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Students will exhibit social responsibility.

After completing an office visit for an STD screening, students will exhibit awareness of social responsibility by articulating two ways to prevent the transmission of STDs to others.

Relevant Associations:

Standard Associations
**EmpowerU SLOs**

1. Ethical Decision Making and Social Responsibility
2. Southern Association of Colleges and Schools
   2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 1: Health Center Survey: Methods of preventing STDs**

Health Center Survey: For students that have had an STD visit in the last 3 months, "Describe TWO methods of preventing the transmission of sexually transmitted diseases (STDs).” Rubric will be used to evaluate responses.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Number of students able to satisfactorily describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) >= 80%.

**Finding (2016-2017) - Target: Not Reported This Cycle**

Not reported this cycle.

**M 2: RN interview to determine knowledge of ways to eliminate spread of STDs**

At the end of STD treatment visit, students will be interviewed by RN to determine student's knowledge of ways to protect self from contracting STDs. Students will be asked to "Describe (2) ways you can protect yourself from getting an STD.” Rubric will be used to evaluate responses. Number of responses will be determined by counting number of distinct ways to protect self from contracting STDs identified.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Number of students able to satisfactorily describe (2) ways to protect self from getting an STD >= 80%.

**Finding (2016-2017) - Target: Not Reported This Cycle**

Not reported this cycle.

**SLO 2: Students will be able to articulate an understanding of the diversity in sexuality among different cultures.**

After attending a health outreach presentation, students will be able to articulate an understanding of the diversity in sexuality among different cultures.

**Relevant Associations:**

**Standard Associations**

EmpowerU SLOs
2. Globalization and Cultural Diversity
5. Communication

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 3: Sex in the Dark program: Increased understanding of the diversity in sexuality among different cultures**

After attending Sex in the Dark program and receiving information about LGBT culture and sexuality, students will be able to identify one fact that they did not previously know about the LGBT culture regarding sexuality. Rubric will be used to evaluate responses.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Number of students able to identify one fact that they did not previously know about the LGBT culture regarding sexuality is >= 70%

**Finding (2016-2017) - Target: Not Reported This Cycle**

Not reported this cycle.

**M 4: Sex in the Dark program: Self report of understanding**

After attending the Sex in the Dark program and receiving information about LGBT culture and sexuality, students will indicate that they have an increased understanding of the diversity in sexuality among different cultures.
SLO 3: Students will be able to objectively communicate their level of pain to a health care professional utilizing the rating scale.

After learning how to use a pain rating scale, students will be able to objectively communicate their level of pain to a health care professional utilizing the rating scale.

**Relevant Associations:**

**Standard Associations**

**EmpowerU SLOs**

3 Communication

5 Communication

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 5: Communication of pain using Wong-Baker scale**

After learning how to use the Wong-Baker Pain Scale, students will be able to objectively communicate their level of pain to a health care professional as supported by physiological markers. Rubric will be used to evaluate responses.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

Students who objectively communicate pain receiving 3 out of 3 points on rubric >= 80%.

**Finding (2016-2017) - Target: Not Reported This Cycle**

**Next Assessment in FY19.**

**M 6: Communication of pain: Perceived accuracy**

After learning how to use the Wong-Baker Pain Scale, students will self-report that they can more accurately communicate their level of pain to a health care professional.

Source of Evidence: Administrative measure - other

**Target:**

Report an increase in accuracy using Baker-Wong Pain Scale >= 80%

**Finding (2016-2017) - Target: Not Reported This Cycle**

**Not reported this cycle.**

SLO 4: Students will be able to critically analyze the potential side effects of taking birth control.

After a family planning visit with a medical provider, students will be able to critically analyze the potential side effects of taking birth control and determine which side effects require urgent medical attention.

**Relevant Associations:**

**Standard Associations**

**EmpowerU SLOs**

4 Critical Thinking

3 Problem Solving

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 7: Birth control side effects**

Interview by Health Provider at end of family planning visit to determine student's understanding of the potential side effects of her birth control method. Students will be asked to distinguish between expected side effects and those requiring immediate medical attention.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Students who accurately distinguish between expected side effects and those requiring immediate medical attention during an interview by RN at a competency level >= 80%

**Finding (2016-2017) - Target: Not Reported This Cycle**

**Not reported this cycle.**
M 8: Annual Survey: Two side effects of birth control

Students who have had a family planning visit at the University Health Center within the last 3 months will be able to critically analyze a list of birth control side effects and be able to identify at least TWO of those listed that should prompt an immediate visit with a health care provider.

Source of Evidence: Academic direct measure of learning - other

Target:

Students able to identify (2) side effects of birth control medication which should prompt one to call health care provider immediately >= 75%.

Finding (2016-2017) - Target: Not Reported This Cycle

This is measured on a three year cycle.

Related Action Plans (by Established cycle, then alpha):

Develop a more standardized approach to education by providers about oral contraceptive use

Established in Cycle: 2015-2016

In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standa...

SLO 5: Student will be able to demonstrate proper technique of the MDI after receiving instruction from a healthcare professional.

Students with no prior knowledge of how to use a metered dose inhaler will be able to demonstrate proper technique of the device after receiving instruction from a healthcare professional.

Connected Document
FY17 Health Center - SLO MDI Use Evaluation by Clinician Rubric and Instrument

Relevant Associations:

Standard Associations

EmpowerU SLOs
  5 Specific Knowledge
  3 Problem Solving

Southern Association of Colleges and Schools
  2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
  3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
  1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 9: Competent demonstration of Metered Dose Inhaler to healthcare professional.

After initially learning how to use a metered dose inhaler, students will be able to competently demonstrate use of the inhaler to their healthcare professional. A competency checklist will be utilized by the healthcare professional to assess students' skill level.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

Within three return demonstrations >=75% will successfully perform each medication administration task as instructed by healthcare provider.

Finding (2016-2017) - Target: Met

100% of students were able to demonstrate proper technique of the Metered Dose Inhaler after receiving instruction from a healthcare professional. (N=3)

Connected Document
FY17 Health Center - SLO MDI Use Clinician Evaluation Results Summary

M 10: Metered dose inhaler: Level of confidence in correctly administering

After learning how to use a metered dose inhaler, students will be asked by healthcare provider their level of confidence in correctly administering a metered dose inhaler.

Source of Evidence: Administrative measure - other

Target:

Within three return demonstrations >= 75% will self-report a high level of confidence in administering a metered dose inhaler.

Finding (2016-2017) - Target: Met

100% of the participants reported a high level of confidence in administering a metered dose inhaler. (N=3)

Connected Documents
FY17 Health Center - MDI Use Confidence Results Summary
FY17 Health Center - Patient Perceived Confidence of MDI Use Rubric and Instrument

SLO 6: Students will be able to generalize cold prevention strategies to aid in prevention of communicable disease.

After receiving education from a healthcare professional on prevention strategies for the common cold, students will be able to articulate how to generalize these strategies to aid in the prevention of other communicable illnesses.

Relevant Associations:

Standard Associations

EmpowerU SLOs
  6 Integration of Broad Knowledge
  3 Problem Solving
  5 Communication
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 11: Correctly articulate three techniques to prevent spread of communicable illnesses
After receiving instruction by a healthcare professional on prevention strategies during a visit for the common cold, patient will be able to correctly articulate three techniques to prevent spread of communicable illnesses in general (i.e., wash hands, monitor for and report fever to healthcare provider, sequester/stay home if febrile, utilize the nurse line for after-hours triage, do not share utensils, cups, get annual flu shot, try OTC medications for home treatment, etc.)

Source of Evidence: Academic direct measure of learning - other

Target:
After receiving education, 75% of students will be able to correctly articulate to healthcare professional, three or more prevention strategies to integrate into their plan of care.

Finding (2016-2017) - Target: Met
95% of students were able to correctly communicate 3 or more techniques to prevent the spread of communicable illnesses after receiving education during a visit. (N=82)

Connected Documents
FY17 Health Center - Health Center Student Survey
FY17 Health Center - SLO Communicable Disease Question Rubric
FY17 Health Center – SLO Communicable Disease Question Summary of Results

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Provide programs and services focused on health awareness, treatment, and prevention.

Provide programs and services focused on health awareness, treatment, and prevention.

Relevant Associations:

Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 12: Number of educational and prevention outreach programs
Number of educational and prevention outreach programs.

Source of Evidence: Activity volume

Target:
Outreach programs will increase by one.

Finding (2016-2017) - Target: Not Met
Educational and prevention outreach programs decreased from 28 in FY16 to 26 in FY17. This decrease was due to short staffing with 2 positions vacated including a Family Nurse Practitioner and a Medical Assistant. Clinic personnel focused on day to day patient care and patient needs in the clinic and outreach programs were temporarily suspended due to the staff shortage.

Related Action Plans (by Established cycle, then alpha):

Increasing Outreach Programs
Established in Cycle: 2016-2017
Increase outreach activities for students.

For full information, see the Details of Action Plans section of this report.

M 13: Number of unique users accessing Student Health 101
Number of unique users accessing Student Health 101.

Source of Evidence: Activity volume

Target:
The number of unique Student Health 101 users will increase by 5% over the previous year.

Finding (2016-2017) - Target: Not Met
In FY17, there were 9767 unique visitors to Student Health 101 online magazine. This represents a 37% decrease from 15,535 visitors in FY16.

Related Action Plans (by Established cycle, then alpha):

Improving SH101 Readership
Established in Cycle: 2016-2017
We will increase the number of unique visitors to Student Health 101 online magazine by advertising it more aggressively within ...

For full information, see the Details of Action Plans section of this report.

M 14: Increase use of technology to provide enhanced and more efficient services to students
Increase use of technology to provide enhanced and more efficient services to students.

Source of Evidence: Efficiency

Target:
Addition of one new technology initiative designed to provide enhanced and more efficient services to students.

**Finding (2016-2017) - Target: Met**

The Health Center activated the Patient Portal feature of Medicat (the electronic health records system for the Health Center). The Portal provides secure messaging between student and provider, access to clinic forms and health information, access to information about appointments, and ability to cancel appointments. Contract with Medicat was finalized. The Patient portal will be available to students in Summer 2017.

**O/O 8: Manage human, financial, physical and technological resources efficiently, effectively and responsibly.**
Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

**Relevant Associations:**

**Standard Associations**

- Southern Association of Colleges and Schools
- 2.10 Student Support Services: The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Strategic Plan Associations**

- Texas A&M-Corpus Christi
- 1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

**Related Measures**

**M 15: Quality assurance review of Health Center professionals to measure compliance in the delivery of clinical services**

Quality assurance review of Health Center professionals to measure compliance in the delivery of clinical services.

**Source of Evidence:** Evaluations

**Target:**

- Compliance >= 85%

**Finding (2016-2017) - Target: Not Reported This Cycle**

This year the Weave Report deadline was moved up to the start of summer and the clinical competencies for the Registered Nursing staff and the Medical Assistances will not be done until the middle of the summer. Competency results will be reported in next year's report.

**M 16: Noel Levitz Survey: Service excellence**

Noel Levitz Student Satisfaction Survey: Health Center item "The staff in the health services area are competent."

**Source of Evidence:** Benchmarking

**Target:**

- Score >= National Average

**Finding (2016-2017) - Target: Not Reported This Cycle**

This data is not available as the university did not conduct the Noel Levitz Satisfaction Survey this cycle. Assessment is done every 2 years. Next administration is FY18.

**M 17: Undergraduate Student Survey: Quality of care received by Health Center**

Undergraduate Student Survey: Quality of Care received by Health Center.

**Source of Evidence:** Client satisfaction survey (student, faculty)

**Target:**

- Combined Satisfaction Score = 80%

**Finding (2016-2017) - Target: Not Reported This Cycle**

The Undergraduate Student Survey results will not be available until August 2017.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Develop a more standardized approach to education by providers about oral contraceptive use

In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standardized approach to education by providers about oral contraceptive use needs to be developed. Specifically, a provider checklist of teaching points for oral contraceptive visits and a handout to be given to students upon conclusion of the visit will be developed.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Annual Survey: Two side effects of birth control | **Outcome/Objective:** Students will be able to critically analyze the potential side effects of taking birth control.

**Implementation Description:** In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standardized approach to education by providers about oral contraceptive use needs to be developed. Specifically, a provider checklist of teaching points for oral contraceptive visits and a handout to be given to students upon conclusion of the visit will be developed.

**Projected Completion Date:** 08/2019

**Responsible Person/Group:** Associate Director, University Health Center

**Additional Resources:** NA

**Implementation Notes:**

- 6/30/2017 The department is working to modify and then standardize this practice.

### Identify auxiliary services for students

Identify auxiliary services for students to help meet the demand for services.

**Established in Cycle:** 2015-2016

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** Identify auxiliary services for students to help meet the demand for services.

**Responsible Person/Group:** Associate Director, University Health Center

**Additional Resources:** n/a

**Implementation Notes:**

- 6/30/2017 Implemented the triage system and the Nurse Line.
Increase Health Center staff
Advocate for additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms.
Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High
Implementation Description: Advocate for additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms.
Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director, University Health Center
Additional Resources: Budget
Budget Amount Requested: $100,000.00 (recurring)
Implementation Notes:
6/15/2017 FY17: The Health Center's half-time nurse practitioner retired from the University in December of 2016. Due to need, it was approved to have the half-time position replaced with a full-time nurse practitioner position. In the Spring of 2017, a search for a full-time nurse practitioner was conducted. No one has been hired, and the search continues to be open.

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.
Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.
Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Low
Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director, University Health Center
Implementation Notes:
6/15/2017 FY17: The Health Center activated the Patient Portal feature of Medicat (the electronic health records system for the Health Center). The Portal provides secure messaging between student and provider, access to clinic forms and health information, access to appointment information and ability to cancel appointments. Contract with Medicat was finalized. The Patient portal will be available to students in Summer 2017.

Improving SH101 Readership
We will increase the number of unique visitors to Student Health 101 online magazine by advertising it more aggressively within our clinic setting. This will include hanging advertisements in each exam room, patient bathroom, and waiting room bulletin board.
Established in Cycle: 2016-2017
Implementation Status: In-Progress
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Number of unique users accessing Student Health 101 | Outcome/Objective: Provide programs and services focused on health awareness, treatment, and prevention.
Projected Completion Date: 05/2018
Implementation Notes:
6/30/2017 Reviewing marketing plan.

Increasing Outreach Programs
Increase outreach activities for students.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Number of educational and prevention outreach programs | Outcome/Objective: Provide programs and services focused on health awareness, treatment, and prevention.
Projected Completion Date: 05/2018
Responsible Person/Group: Shelley Martinez-Lopez

Analysis Questions and Analysis Answers
Based on the analysis of findings, what are the strengths of the program?
The department provides excellent patient care and patient education. This is evidenced by the positive results of educational efforts in the clinic setting. This year assessment efforts focused on proper use of the metered dose inhaler and articulation of techniques to prevent the spread of disease. The targets were met or exceeded for both student learning outcomes.

Based on the analysis of findings, how has the program improved?
The department has made great strides in using technology to streamline processes and better communicate with students. The department activated the Patient Portal feature of Medicat. The portal provides secure messaging between the student/client and the provider, access to clinic forms and health information, access to appointment information and the ability to cancel appointments. This new feature is online and ready to launch Summer 2017.

Based on the analysis of findings, what are the areas of concern within the program?
Due to staff shortages, the department was unable to fulfill the educational outreach goals. Finding qualified personnel to work at the available salary has been a challenge. With staff shortages, patient care has taken priority. Once fully staffed, efforts in the area of educational outreach will be enhanced.
The Student Health 101 readership declined. When the publication was first launched, the department placed a major focus on marketing. Those marketing efforts will need to be resumed to increase readership.

Annual Report Section Responses
Summary of Program Accomplishments for the Year
Staff
Outreach Highlights

- New Health Center programs this year included Get Yourself Tested, World Health Day, World AIDS Day, and a Wellness, Preventative Care, and Sexual Health presentation for Aloha Days.

Student Health 101 is the Health Center’s online magazine that reaches all students enrolled and all online students to provide education about various medical and non-medical issues.

Initiatives

- The Health Center contracted with CareNet to provide after-hours and weekend coverage of the Nurse Line extending our services to 24 hour/7 day coverage. This year 198 students reached out to CareNet for medical guidance and advice.

- Renovations in the 2nd floor of Sandpiper buildings were completed in FY16 resulting in a Wellness Center with the addition of three exam rooms, one lab/exam room, one provider office, one nursing office, reception area, waiting area 2 storage areas, conference room, lactation room, Outreach office, and a Health Education room. In FY17, the University Health Center utilized the space for biweekly female Contraceptive Clinics and testing opportunities for the students sponsored by the Men’s and Women’s Services of the Coastal Bend.

An issue facing Health Center is that patients/clients are presenting with more intense and complex issues. The Health Center developed methods of capturing some of this data for provider sessions.

- The Health Center expanded their use of Current Procedural Terminology (CPT) codes* this year to more accurately document the complexity of medical issues presented at the clinic and the length of time needed to address these issues. This year, 20% of provider visits addressed moderate to high severity of presenting issues and required a moderate to high complexity of treatment. These visits require 45-60 minute appointments rather than 20 minute appointments of lower severity and complexity. *CPT codes are billing codes for health care providers. An explanation of the CPT codes used by the Health Center can be found in the Document Management section in a file titled “FY15 Health Center-Office Visits Complexity – Visit Detail Quick Reference”.

CLINICAL PROGRAMS AND SERVICES

Health Services

The University Health Center’s primary emphasis is on the treatment of acute illnesses and minor injuries, preventive health care and health education. Services include:

Acute Care Medical Clinic
Physicians, family nurse practitioners and registered nurses provide care for acute illnesses and minor injuries. Students with specialized or long-term health care needs are referred back to their own primary care provider or to local community providers.

Ask-a-Nurse Line
Students can call (361) 825-5735 for advice on caring for minor ailments and the use of over-the-counter medications. The Ask-a-Nurse Line is staffed by registered nurses during University business hours and by CareNet services after hours and weekends.

Women’s Health Clinic
The Women’s Clinic offers gynecological services, contraception counseling and prescriptions, and other primary care services related to women’s health.

Laboratory Services
Some lab services are provided on-site, but most are sent out to a local laboratory, Quest Services Lab services are provided at a reduced cost or students may use their insurance to pay for services.

Pharmacy Services
The Health Center has a Class A Pharmacy where students can fill prescriptions at a reduced rate. Prescriptions are filled with generic medications unless otherwise requested.

Preventive Medicine
Services include immunizations and tuberculin skin testing; physicals; vision and hearing screenings; contraception, STD and HIV screenings, and educational consultations on nutrition, weight management, smoking cessation and substance abuse.

Referrals to Community Providers
Students may be referred to community providers for labs, radiology, and specialized or long-term health care needs. Students are responsible for any charges incurred by outside agencies. The University accepts no responsibility for payment of any student’s medical, surgical or ambulance expenses.

NOTE: The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.
### NUMBER OF STUDENTS SERVED

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic visits</td>
<td>11,102</td>
</tr>
<tr>
<td>Pharmacy encounters</td>
<td>1526</td>
</tr>
<tr>
<td>Nurse Line Calls</td>
<td>2,087</td>
</tr>
<tr>
<td>CareNet Nurse Line Calls</td>
<td>163</td>
</tr>
<tr>
<td><strong>Total visits</strong></td>
<td>14,878</td>
</tr>
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</table>

#### Lab Tests Performed

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clia-Waived/In House Labs</td>
<td>1394</td>
</tr>
<tr>
<td>Quest Labs</td>
<td>2165</td>
</tr>
<tr>
<td><strong>Total labs</strong></td>
<td>3559</td>
</tr>
</tbody>
</table>

#### Immunizations

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1167</td>
</tr>
</tbody>
</table>

#### Pharmacy

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1526</td>
</tr>
</tbody>
</table>

#### Students served

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>819</td>
</tr>
</tbody>
</table>

### HEALTH CENTER

#### NUMBER OF STUDENTS SERVED

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic</td>
<td>2575</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>819</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3394</td>
</tr>
</tbody>
</table>

#### Most Common Presenting Concerns

**Health Services**

The types of visits most frequently provided at the Health Center are Health and Wellness Promotion (e.g., wellness visits, physicals, labs, prescription requests, consults, results, and follow-up contacts), Gynecology visits, Ear, Nose and Throat visits, and Dermatology appointments.

---

**CLINICAL SERVICES STATISTICS PRESENTED BY CLINIC HEALTH SERVICES**

**Health Visits by Year**
<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHC Encounters</td>
<td>11,004</td>
<td>9392</td>
<td>11,102</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

**Provider Contacts Breakdown**

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Family Nurse Practitioners</td>
<td>22%</td>
<td>18%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>17%</td>
<td>13%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Nurse Line Calls</td>
<td>38%</td>
<td>27%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>16%</td>
<td>18%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Walk ins</td>
<td></td>
<td>19%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11,430</td>
<td>9392</td>
<td>12,628</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

**Lab Tests Performed**

<table>
<thead>
<tr>
<th></th>
<th>FY14*</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>In House Labs (CLIA-Waived)</td>
<td>1166</td>
<td>1394</td>
<td>1376</td>
<td></td>
</tr>
<tr>
<td>Contract Labs – Quest</td>
<td>1525</td>
<td>2165</td>
<td>1250</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2691</td>
<td>3559</td>
<td>2626</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

**Diagnosis Summary (more than one diagnosis may be given at medical office visits)**

<table>
<thead>
<tr>
<th>Diagnostic Grouping</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellness Promotion</td>
<td>39%</td>
<td>54%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>1%</td>
<td>0.6%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Dermatology</td>
<td>5%</td>
<td>5%</td>
<td>4.5%</td>
<td></td>
</tr>
<tr>
<td>Ear, Nose Throat</td>
<td>6%</td>
<td>7%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Endocrinology</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Gastroenterology</td>
<td>1%</td>
<td>2%</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Genitourinary</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Gynecology</td>
<td>7%</td>
<td>7%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Infectious Disease</td>
<td>13%</td>
<td>2%</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Neuromuscular</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>0.3%</td>
<td>0.4%</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Trauma</td>
<td>1%</td>
<td>1%</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Psychiatry</td>
<td>3%</td>
<td>2%</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>
### Health Services Patient Demographics

#### Clients by Gender (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>28%</td>
<td>27%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>72%</td>
<td>73%</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

#### Clients by Age (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18</td>
<td>0.06%</td>
<td>0.2%</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>15%</td>
<td>19%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>58%</td>
<td>60%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>16%</td>
<td>12%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>40+</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

#### Clients by Ethnicity (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.2%</td>
<td>0.3%</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7%</td>
<td>9%</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>2.6%</td>
<td>0.4%</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>23%</td>
<td>17%</td>
<td>13.7%</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>7%</td>
<td></td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>0.5%</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Two or more</td>
<td>7%</td>
<td>14%</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Did not identify</td>
<td>40%</td>
<td>10%</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable
Clients by College (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>19%</td>
<td>19%</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>11%</td>
<td>11%</td>
<td>5.4%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>17%</td>
<td>13%</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
<td>29%</td>
<td>27%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Science and Engineering</td>
<td>20%</td>
<td>26%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>ESLI</td>
<td>0.5%</td>
<td>4%</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>Unknown/Undecided/Unspecified</td>
<td>2.2%</td>
<td>0.6%</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

Clients by Classification (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>12%</td>
<td>17%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>14%</td>
<td>14%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>14%</td>
<td>14%</td>
<td>16.5%</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>41%</td>
<td>38%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>11%</td>
<td>13%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate</td>
<td>6%</td>
<td>3.9%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1%</td>
<td>0.1%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

REFERRALS FOR MORE EXTENSIVE EVALUATION TREATMENT

Health Center - Referrals for more Extensive Evaluation or Treatment

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral to Emergency</td>
<td>11</td>
</tr>
<tr>
<td>Department transported</td>
<td></td>
</tr>
<tr>
<td>via ambulance</td>
<td></td>
</tr>
<tr>
<td>Referral to Emergency</td>
<td>1</td>
</tr>
<tr>
<td>Department transported</td>
<td></td>
</tr>
<tr>
<td>via car by responsible</td>
<td></td>
</tr>
<tr>
<td>family member or friend</td>
<td></td>
</tr>
<tr>
<td>Specialists</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>

TRAINING PROGRAMS

Health Services
Preceptorship Program
Coordinator, Zelda Chacon
The Health Center, under the guidance of Zelda Chacon, Associate Director and Nurse Practitioner, offer a
preceptorship program for Family Nurse Practitioner students. There were 2 preceptorships offered this year in the
Spring 2017 semester. The Health Center staff will continue to form preceptor relationships with interested graduate
nursing students.

WORKSHOPS, SEMINARS, AND OTHER OUTREACH EVENTS

- See WEAVE Document Management section for detailed listing of Health Services outreach efforts during FY16.

Health Services Outreach Events

26 outreach clinics, programs, or presentations provided by Health Center staff

2155 students were reached by UHC outreach activities

- Outreach focused on health awareness and prevention issues such as flu clinics, immunizations, STD
  screenings, HIV screenings, and Healthy Living.

- Health Services staff were involved in campus events such as Navigate the Island, Wellness Expo, World Health
  Day, New Student Orientations, ESLI Orientation, Student-Athlete Orientation, Nursing Orientations, Girl's Night
  Out, Guy's Night Out, and Freshmen Convocation.

- Sponsored 3 vaccination clinics facilitated by Walgreens. Provided (253) flu and (2) TDap vaccinations.

EVALUATION AND ASSESSMENT (STUDENT SURVEYS)

Health Services Patient Survey

- See WEAVE Document Management section for complete results of the FY16 Health Center Survey.

PARTICIPANTS

- The Health Center survey was offered during 6 weeks of the 2016 Spring semester to students who had
  scheduled between April 5th through May 15th and were participating in the Health Center's student learning
  outcomes. Eighty-three surveys were completed.

SATISFACTION WITH SERVICES

- 89% of students agreed/strongly agreed they were satisfied overall with the quality of medical services
  received (72% strongly agreed)

- 75% of students who used the Nurse Line agreed/strongly agreed they were satisfied with the service (63%
  strongly agreed)

- 93% of students who used the Pharmacy agreed/strongly agreed they were satisfied with the service (79%
  strongly agreed)

- 90% of students strongly agreed that Health Center medical staff seemed competent and well trained to help
  with their concerns (74% strongly agreed).

- 97% of students stated they would recommend the Health Center to other students (87% strongly agree)

PERCEIVED IMPACT OF HEALTH SERVICES ON ACADEMICS AND RETENTION

Students stated having access to Health Center services had a positive impact on:

- academic performance = 81% (63% strongly agreed)

- Plans to continue enrollment at TAMUCC = 92.68% (51.4% strongly agreed).

KNOWLEDGE OF HEALTH CENTER

- 21.05% of students learned of Health Center from New Student Orientation, followed by 19.88% from
  another student, and then 15.79% from the Health Center Website.

HEALTH INSURANCE

- 24.1% of students reported having no health insurance (13.25% have own policy; 62.65% have insurance
60.24% of students surveyed consider the Health Center their primary option for health care

**FACILITIES**

- A major renovation of the 2nd floor of Sandpiper was completed in August 2016 resulting in better use of space and improved services for students. Improvements included the addition of three exam rooms, a laboratory/exam room, a waiting room, provider office, nursing office, reception area, conference room, lactation room, Outreach Office, and Health Education Room. Institution of procedures in the pharmacy to improve security.

**Staff Credentials and Professional Activities**

**Health Center staff:**

- (1) Assistant Director
  - (1) Nurse Practitioner (1.0 FTE)
  - (1) Nurse Practitioner (1.0 FTE new position not yet filled)
- (1) Nurse Practitioners (0.5 FTE)
- (4) Registered Nurses (one also functions as an Assistant Director 20% of the time)
- (2) Medical Assistants
- (1) Certified Medical Receptionist
- Contract Physician (0.25 FTE)
- Contract Pharmacist (0.5 FTE)

**HEALTH CENTER STAFF**

**Health Center Staff**

<table>
<thead>
<tr>
<th>Carla Berkich, Ph.D.</th>
<th>Executive Director, Counseling and Health Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Perry</td>
<td>Business Support Specialist</td>
</tr>
</tbody>
</table>

**Clinical Staff**

<table>
<thead>
<tr>
<th>Zelda Chacon, NP</th>
<th>Associate Director, Nurse Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinic Manager, Health Center</td>
</tr>
<tr>
<td>Laura Alexander, NP</td>
<td>Nurse Practitioner (0.5 FTE) Retired 12/31/16</td>
</tr>
<tr>
<td>Valerie Serna, NP</td>
<td>Nurse Practitioner</td>
</tr>
<tr>
<td>(Hire Date 7/21/15)</td>
<td></td>
</tr>
<tr>
<td>Shelley Martinez-Lopez</td>
<td>Assistant Director/Registered Nurse</td>
</tr>
<tr>
<td>Melinda Martinez, RN</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Christi Ortiz, RN</td>
<td>Registered Nurse</td>
</tr>
</tbody>
</table>
Nancy Smith, RN  
Registered Nurse  
(Hire Date 9/1/14)

Kristi Callis, CMA  
Certified Medical Assistant  
Resigned 02/16

Kimberley Trejo, CMA  
Certified Medical Assistant

Front Office Staff

Debra Busey  
Certified Medical Receptionist

Contract Employees

Jennifer Amaral, MD  
Contract Physician (0.2FTE)

Eligio Saenz, R.Ph.  
Lead Pharmacist (0.2FTE)  
Departed 05/16

Health Centers Staff New Hires, Departures and Promotion

New Hires

N/A

Departures

Kristi Callis  
Certified Medical Assistant  
Nurse

Laura Alexander  
Family Nurse Practitioner

Eligio Saenz  
Pharmacist

Connected Documents

FY16 Health Center - CLIA Waived and In-House Labs
FY16 Health Center - Emergency Room Referrals
FY16 Health Center - Immunization count
FY16 Health Center - Nurse Line Calls
FY16 Health Center - Nurse Visits
FY16 Health Center - Office Visit by Provider
FY16 Health Center - Office Visits by Reason code
FY16 Health Center - Quest Lab Count
FY16 Health Center - Referral count
FY16 Health Center - Student Health 101 Unique and Total Visits
FY17 Health Center - Appointments by Age
FY17 Health Center - Emergency Room Referrals
FY17 Health Center - Immunization count
FY17 Health Center - Nurse Line Calls
FY17 Health Center - Nurse Visits
FY17 Health Center - Office Visit by Medical Provider and RN Provider
FY17 Health Center - Office Visits by Reason Code
FY17 Health Center - Pharmacy Unique Patients and Total Prescriptions
FY17 Health Center - Procedure Counts
FY17 Health Center - Professional Affiliations and Service
FY17 Health Center - Provider Code Breakdown Quick Reference Table
FY17 Health Center - Provider Contacts
FY17 Health Center - Referral Count
FY17 Health Center - Student Health 101 Readership statistics
FY17 Health Center - University Enrollment Head Count

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)

FY17 Service Information for the University Health Center

Carla Berkich, Executive Director of Counseling and Health Centers

Service to the Community

SEAS Giving Tuesday – volunteered at Metro Ministries

Suicide Prevention Coalition member
Service to Profession

Membership Chair – Texas University and College Counseling Center Directors Association

Webmaster – Texas University and College Counseling Center Directors Association website

Service to University

I-CARE Behavioral Intervention Team

Emergency Management Team, Health & Welfare Branch of SEAS Operation section

Campus Carry Task Force

Strategic Planning and Assessment (SPA) Committee

International student TB Policy Committee

Environmental Health and Safety Committee

Veteran Affairs Committee

Zelda Chacon, Nurse Practitioner, Associate Director of Health Center

Service to Profession

Member of ACHA

Service to Community

SEAS Giving Tuesday – Gulf Coast Humane Society

Local Emergency Team Pandemic Flu Table Top Exercise

Parent Volunteer for London Middle School

Parent Season Chaperone for CC Storm Volleyball Club

Member of the Architectural Review Committee for The Coves at Lago Vista

Vice President of the Governing Board for The Coves at Lago Vista

Service to University

Emcee for Girls’ Night Out Event

Emcee for Boys’ Night Out Event

Consultant for Needlestick Policy Committee for College of Health and Nursing Science

Presenter at the First Islanders Scholars Academy

Member of the Student Health Advisory Committee

Member of All Hiring Committees for the UHC

Valerie Serna, Nurse Practitioner

Service to Profession

Member of the American Association of Nurse Practitioners

Member of Sigma Theta Tau International Honor Society of Nursing

Member of Coastal Bend Advanced Practice Nurses

Member of Texas Nurse Practitioner Association

Service to Community

SEAS Giving Tuesday – Loaves and Fishes

Parent Volunteer for Early Childhood Development Center Elementary School PTA

Parent Volunteer for Titans Soccer Club

Parent Volunteer for Junior Pro Golf Association

Service to University

Member of Search Committee for UHC Assistant Director

Member of Search Committee for UHC Nurse Practitioner

Shelley Martinez-Lopez, Registered Nurse, Assistant Director of Health Center

Service to Profession
Member of ACHA

**Service to Community**
- Local Emergency Team Pandemic Flu Table Top Exercise
- SEAS Giving Tuesday – Food Bank
- Parent Volunteer for Oso Baseball League T-Ball Team
- Parent Volunteer for First Baptist School PTO

**Service to University**
- Member of Search Committee for UHC Nurse Practitioner
- Member of I-Adapt

*Melinda Martinez, Registered Nurse*

**Service to Community**
- SEAS Giving Tuesday – Food Bank

**Service to University**
- Member of Search Committee for UHC Assistant Director
- Member of Search Committee for UHC Nurse Practitioner

*Christi Ortiz, Registered Nurse*

**Service to Profession**
- Member of ACHA

**Service to Community**
- SEAS Giving Tuesday – Loaves and Fishes
- Girl Scout Troop # 96037 Volunteer
- Team mom Little Miss Kickball
- PTA Volunteer – Ella Barnes Elementary School

**Service to University**
- Member of Search Committee for UHC Nurse Practitioner

*Nancy Smith, Registered Nurse*

**Service to Community**
- SEAS Giving Tuesday – Gulf Coast Humane Society
- Community Fair

*Kimberly Valenzuela, Medical Assistant*

**Service to Community**
- Parent Volunteer for Refugio Orange Softball Team
- Parent Volunteer for Refugio Elementary School
- Parent Volunteer for Refugio 4H Club
- SEAS Giving Tuesday – Gloria Hicks Elementary

**Service to University**
- Member of Search Committee for UHC Assistant Director
- Member of Search Committee for UHC Nurse Practitioner

*Debra Busey, Medical Office Receptionist*

**Service to Community**
- Harte Institute’s Oyster Restoration Project Volunteer
- SEAS Giving Tuesday – Loaves and Fishes
- Corpus Christi Rodeo Days
- Houston Rodeo and Livestock Show
- TCCBA, Fundraising for Charities

**Service to University**
- Member of Search Committee for UHC Assistant Director
- Member of Search Committee for UHC Nurse Practitioner
Anticipated Challenges for the Next Cycle

HEALTH CENTER IS EXPERIENCING AN INCREASED DEMAND FOR SERVICES. With the growing student population and success in marketing of services, there is a great demand for services. To help address this need, the Health Center has become primarily a walk-in clinic for students. On average up to 15 students a week are referred to outside providers due to shortage of staff. Additional staff is needed.

INCREASE IN THE INTENSITY AND COMPLEXITY OF PROBLEMS FOR WHICH STUDENTS ARE SEEKING TREATMENT. Students are seeking treatment at the Health Center with more significant medical issues, multiple diagnoses, and more complex medical presentations. This requires additional time during provider visits, staff with the expertise to assess/treat these conditions, and additional relationships with community providers and auxiliary services to build referral base treatment of issues outside of the Health Center’s scope of practice. Limited resources in the community and lack of insurance for many TAMUCC students are barriers referred students to community resources. This demand for more complex and time consuming treatment has decreased the amount of time providers in the Health Center have to focus on preventive care and educational outreach initiatives to promote wellness and healthy lifestyles.

NEED FOR ADDITIONAL SPACE AND ADA COMPLIANT FACILITIES. The Health Center must increase staff and services to meet the demands of an increasing TAMUCC student population. As the student population continues to grow it will become necessary to plan for a larger, more modern building that is ADA compliant, meets students’ needs, and allows for a wider variety of services to be offered to students.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

MEET DEMAND FOR SERVICES. Health Center will work towards this by 1) advocating for additional staff with expertise to treat the increase in intensity and complexity of students’ presenting symptoms, 2) using technology and social media to reach students, and 3) identifying auxiliary services for students.

CONTINUE TO FOCUS ON IDENTIFYING AND IMPLEMENTING TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND COMMUNICATION WITH GENERAL STUDENT POPULATION AND DISTANCE LEARNING STUDENTS. Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101. Will research logistics and feasibility of offering tele-health services during emergency situations and to distance learning students.

NEED FOR ADA COMPLIANT FACILITIES. It is imperative for the Health Center to have ADA compliant facilities. The Center will focus on identifying potential resources and a plan of action that will eventually lead to a more modern, ADA compliant facility for the Health Center.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Detailed Assessment Report
2016-2017 University Housing
As of: 10/31/2017 12:25 PM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

University Housing assists students in achieving their academic and personal goals by providing excellent on-campus housing, referral to off-campus housing, and transportation resources. The department supports the mission of the university by creating living environments that are conducive to learning.

Goals

G 1: Provide learning-centered communities that promote student success
Provide learning-centered communities that promote student success.

G 2: Create an inclusive residential community that facilitates engaged learning
Create an inclusive residential community that facilitates engaged learning.

G 3: Develop and manage resources to efficiently and effectively achieve the mission of the Department of University Housing
Develop and manage resources to efficiently and effectively achieve the mission of the Department of University Housing.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate ethical decision making.
Effectively demonstrate reflective thought and analysis in ethical decision making.

Relevant Associations:

Standard Associations

EmpowerU SLOs
1. Ethical Decision Making and Social Responsibility

Skills for Employment
3. Problem Solving

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 1: Islander Leadership Seminar (ILS) participants will complete a case study
ILS participants will complete a case study. Their responses will be assessed using an approved ethical decision making rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
The average rating of all case studies will be Intermediate (2 on a 3 point scale).
Finding (2016-2017) - Target: Not Reported This Cycle
The outcome is measured every 3 years and will be documented in 2017-2018.

M 2: ILS end of seminar survey “Participation has prepared me to use reflective thought & analysis to make ethical decisions”
The ILS end of seminar survey “Participation in this seminar has prepared me to use reflective thought and analysis to make ethical decisions.”

Source of Evidence: Exit interviews with grads/program completers

Target:
At least 90% of responses will be a combined rating of agree and strongly agree.
Finding (2016-2017) - Target: Met
91.7% of respondents agreed that ILS prepared me to use reflective thought and analysis to make ethical decisions. N = 36

Connected Documents

ILS Evaluations - Fall 2016
ILS evaluations - Spring 2017

SLO 2: Practice and embrace inclusion of diverse cultures.
Practice and embrace inclusion of diverse cultures.

Relevant Associations:

Standard Associations

EmpowerU SLOs
2 Globalization and Cultural Diversity
Skills for Employment
1 Leadership

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 3: The number of RAs who pledge to be an Inclusive Islander
The number of RAs who pledge to be an Inclusive Islander.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 80% of RAs will make the pledge.
Finding (2016-2017) - Target: Not Reported This Cycle
This is assessed every 3 years and will be documented in 2017-2018.

M 4: Inclusion workshop pre/post assessment of intercultural sensitivity
Inclusion workshop pre/post assessment of intercultural sensitivity.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Student scores will increase by 10 points from the pre-assessment.
Finding (2016-2017) - Target: Not Reported This Cycle
This is assessed every 3 years and will be documented in 2017-2018.

M 5: Inclusion workshop 6 week follow-up assessment of intercultural sensitivity
Inclusion workshop 6 week follow-up assessment of intercultural sensitivity.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Student scores will increase by 5 points from the pre-assessment.
Finding (2016-2017) - Target: Not Reported This Cycle
This is assessed every 3 years and will be documented in 2017-2018.

SLO 3: Effectively communicate.
Effectively communicate.
Relevant Associations:

Standard Associations

EmpowerU SLOs
3 Communication
5 Communication

Skills for Employment
5 Communication

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures

M 6: Residence Life Survey question on safety plan
Residence Life Survey question on safety plan. Question is graded with a rubric. One hundred random responses will be graded.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 80% of respondents will receive a rating of “Viable” safety plan (3 out of 4) on the rubric.

Finding (2016-2017) - Target: Not Reported This Cycle
This question was unintentionally not included in the Residence Life Survey.

Connected Document
Residence Life Survey

M 7: Safety campaign survey
Safety campaign survey. Twenty percent (at least 40 but no more than 100) random responses will be graded.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 80% of respondents will receive a rating of “Viable” safety plan (3 out of 4) on the rubric. This will be done in years the university does not conduct the Residence Life Survey.

Finding (2016-2017) - Target: Not Reported This Cycle
This measure is assessed in even years and will be documented in 2017-2018.

Related Action Plans (by Established cycle, then alpha):

Safety campaign re-design
Established in Cycle: 2015-2016
The safety campaign centered around consent was well received, but the method of assessing the learning was not executed well. ...

SLO 4: Critical thinking
Effectively analyze information, options and consequences to make rational choices.

Relevant Associations:

Standard Associations

EmpowerU SLOs
4 Critical Thinking

Skills for Employment
3 Problem Solving

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 8: Annual AOD program posttest, “As a result of this program, what protective behaviors will you use and why?”
Annual AOD program posttest, question “As a result of this program, what protective behaviors will you use and why?” Questions will be evaluated using a rubric.

Source of Evidence: Academic direct measure of learning - other

Target:
The average response score will be at the level of ‘developing’ (3 out of 4)

Finding (2016-2017) - Target: Not Reported This Cycle
This is assessed in even years and will be documented in 2017-2018.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

AOD Program re-design
Established in Cycle: 2015-2016
The annual AOD program, Party House, was re-designed for Fall 2015 and the results did not meet targets. One office that was re...

SLO 5: Correctly identify the appropriate action
Correctly identify the appropriate action to take to address a situation.

Relevant Associations:
Standard Associations

EmpowerU SLOs
5 Specific Knowledge
Skills for Employment
3 Problem Solving

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 7: Safety campaign survey
Safety campaign survey. Twenty percent (at least 40 but no more than 100) random responses will be graded.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 80% of respondents will receive a rating of “Viable” safety plan (3 out of 4) on the rubric. This will be done in years the university does not conduct the Residence Life Survey.

Finding (2016-2017) - Target: Not Reported This Cycle
A travel safety event was held at both Miramar and Momentum Village in Spring 2017 but safety plans were not collected and assessed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Safety campaign re-design
Established in Cycle: 2015-2016
The safety campaign centered around consent was well received, but the method of assessing the learning was not executed well. ... 

M 9: Residence Life Survey question(s), "how to correctly respond to conflict"
Residence Life Survey question(s), "how to correctly respond to conflict."

Source of Evidence: Academic direct measure of learning - other

Target:
On average, 80% of respondents will be able to correctly identify how to address the stated issues.

Finding (2016-2017) - Target: Partially Met
In the Residence Life Survey, residents were given two scenarios and asked to select the most appropriate response. 85% of residents correctly identified the most appropriate response to Scenario #1 (N = 692). 26% of residents correctly identified the most appropriate response to Scenario #2 (N = 696).

Note: The scenarios should be slightly re-worded to reflect that #2 is a continuation of #1 and that it assumes the residents have already taken the action selected in #1.

Connected Document
Residence Life Survey

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Teach residents to respond to ongoing and/or illegal roommate behaviors
Established in Cycle: 2016-2017
Teach residents the proper way(s) to respond to ongoing roommate behaviors that are troubling and/or illegal.

SLO 6: Effectively connect training and experiences.
Effectively connect training and experiences.

Relevant Associations:

Standard Associations

EmpowerU SLOs
6 Integration of Broad Knowledge
Skills for Employment
1 Leadership
2 Teamwork

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 10: Islander Leadership Seminar leadership philosophy statements
Islander Leadership Seminar leadership philosophy statements. The philosophy statements will be graded with a rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
The average rating of the leadership philosophies will be at a 3 (developing) out of 4.

Finding (2016-2017) - Target: Met
The average score of the 70 personal leadership philosophies submitted this year is 3.3.

Connected Documents
ILS Leadership Philosophy Paper Rubric
ILS Personal Leadership Philosophy Grades

M 11: End of seminar survey, "To what degree did participation in this seminar help you connect your training and experiences
Participants will complete an end of seminar survey, "To what degree did participation in this seminar help you connect your training and experiences to your leadership philosophy?"
Source of Evidence: Exit interviews with grads/program completers
Target:
90% of participants will agree or strongly agree that the leadership seminar enabled them to connect their training and experiences to their leadership philosophy
Finding (2016-2017) - Target: Met
100% of Fall 2016 respondents and 92% of Spring 2017 respondents agreed or strongly agreed that ILS enabled them to connect their training and experiences to their leadership philosophy. N = 36

Connected Documents
ILS Evaluations - Fall 2016
ILS evaluations - Spring 2017

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Provide inclusive programs to prepare students personally, academically, and professionally.
Provide inclusive programs to prepare students personally, academically, and professionally.

Relevant Associations:

Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 12: Residence Life Survey question: “living on campus has helped me learn to be inclusive of others”
Residence Life Survey question: “living on campus has helped me learn to be inclusive of others.”
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
75% of responses will be a combined rating of agree and strongly agree.
Finding (2016-2017) - Target: Met
83% of respondents agreed that living on-campus helped them become more inclusive of others who are different from myself. N = 709

Connected Document
Residence Life Survey

M 13: Residence Life Survey, question: “living on campus has helped prepare me to be successful personally”
Residence Life Survey, question: “living on campus has helped prepare me to be successful personally.”
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
75% of responses will be a combined rating of agree and strongly agree.
Finding (2016-2017) - Target: Met
83% of respondents stated that living on-campus has prepared them to be more successful personally. N = 687

Connected Document
Residence Life Survey

M 14: Residence Life Survey, question “living on campus has helped prepare me to be successful academically”
Residence Life Survey, question “living on campus has helped prepare me to be successful academically.”
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
75% of responses will be a combined rating of agree and strongly agree.
Finding (2016-2017) - Target: Met
84% of respondents stated that living on-campus has helped them to be more successful academically. N = 706

Connected Document
Residence Life Survey

M 15: Residence Life Survey, question “living on campus has helped me learn to be successful professionally”
Residence Life Survey, question “living on campus has helped me learn to be successful professionally.”
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
75% of responses will be a combined rating of agree and strongly agree.
Finding (2016-2017) - Target: Met
79% of respondents stated that living on-campus has helped them to become more successful professionally. N = 703

Connected Document
Residence Life Survey

O/O 8: Provide quality housing and transportation options to meet student needs
Provide quality housing and transportation options to meet student needs.

Relevant Associations:

Standard Associations

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations

Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures

M 16: Noel-Levitz survey, ‘living conditions in the residence halls are comfortable’
Noel-Levitz undergraduate student survey, ‘living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.).’

Source of Evidence: Benchmarking
Target:
Score will be greater than or equal to the national average.

Finding (2016-2017) - Target: Not Met
From the 2015-206 survey, The University scored .29 lower than the national average for the statement “Living conditions in residence halls are comfortable.” The satisfaction level is .05 higher than in 2012, which is the last year the survey was administered.

Connected Document
2016 Noel Levitz living conditions comparison

Related Action Plans (by Established cycle, then alpha):
Implement 20/20 strategic plan
Implement appropriate portions of the housing 20/20 strategic plan over the next 5 years.

For full information, see the Details of Action Plans section of this report.

M 17: Residence Life Survey, “the condition of my apartment and bedroom when I moved in”
Residence Life Survey, response to question “the condition of my apartment and bedroom when I moved in.”

Source of Evidence: Client satisfaction survey (student, faculty)
Target:
80% of students will indicate they are satisfied or very satisfied.

Finding (2016-2017) - Target: Met
88% of respondents at Miramar and 91% of respondents at Momentum Village were satisfied or very satisfied with the condition of their apartment/bedroom when they moved in. N=703.

Connected Document
Residence Life Survey

M 18: Undergraduate Student Survey, satisfaction with bus routes to campus
Undergraduate Student Survey, “Please indicate the extent of your satisfaction with the following aspects of campus: city bus routes to campus and Momentum Shuttle bus service.”

Source of Evidence: Client satisfaction survey (student, faculty)
Target:
90% of students will indicate that they are satisfied or very satisfied.

Finding (2016-2017) - Target: Met
From the 2015-2016 survey:
Combined satisfaction with all routes coming to the University is 95%. N = 182

This year, all routes (5, 37, 60, and 63) that come to campus were included in the survey. Islander Housing completed a separate RTA survey that was specifically aimed at residents and asked more in-depth questions than the USS. The results of the RTA Resident Survey were consistent with the USS results in that 98% of respondents were satisfied with route 60 and 92% were satisfied with route 63. The most common suggestion is to improve route 60 was to extend the hours to 8pm or 9pm and the most common suggestion for route 63 was a bigger bus or adding a second bus to the route.

Connected Document
Undergraduate Student Survey Results - Bus satisfaction 2016

Related Action Plans (by Established cycle, then alpha):
Expand Bus Service Times
Expand bus service times to better serve the students (particularly those located at the Momentum Campus).

For full information, see the Details of Action Plans section of this report.

O/O 9: Manage resources, efficiently, effectively, and responsibly
Manage resources, efficiently, effectively, and responsibly.

Relevant Associations:

Standard Associations

Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Strategic Plan Associations

Texas A&M-Corpus Christi
1.7 University Resources and Accountability: Be accountable for developing and managing resources
Related Measures

**M 19: Annual property inspections**

Annual property inspections

Source of Evidence: Evaluations

**Target:**
The inspections will identify problem areas that need to be addressed and actions plans will be created as necessary.

**Finding (2016-2017): Target: Met**
Inspections for both Miramar and Momentum Village were completed in May 2017. All items needing attention have either been completed, scheduled for completion, or in the process of being completed (i.e. waiting for parts to come in). A copy of each inspection report is in the documents section.

**Connected Documents**
Miramar annual inspection 2017
Momentum Village inspection 2017

**M 20: Increase the number of beds on the Momentum Campus**

Increase the number of beds on the Momentum Campus

Source of Evidence: Administrative measure - other

**Target:**
FY 2016 – Create and approve a construction agreement and break ground for new housing; FY 2017 open new housing.

**Finding (2016-2017): Target: Met**
Construction on Phase II of Momentum Village continued throughout the year. The new beds are expected to be ready for move-in day on Friday, August 25th, 2017.

**Connected Document**
Momentum Village construction meeting notes 5.24.201

Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Coordinate programming between properties**
Coordinate with the residence life staff at both properties on joint programming and large events.

- **Established in Cycle:** 2014-2015
- **Implementation Status:** In-Progress
- **Priority:** Medium
- **Projected Completion Date:** 05/2016
- **Responsible Person/Group:** Housing Officer, Camden Assistant Director of Residence Life, Momentum Assistant General Manager.

**Implementation Notes:**
5/30/2017 The Residence Life staff met regularly with the University Housing Officer to coordinate events for Waves of Welcome, Homecoming, safety events, Islander Leadership Seminar, and RA Selection. Regular meetings will continue to ensure coordination continues.

**Expand Bus Service Times**
Expand bus service times to better serve the students (particularly those located at the Momentum Campus).

- **Established in Cycle:** 2014-2015
- **Implementation Status:** In-Progress
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Undergraduate Student Survey, satisfaction with bus routes to campus
- **Outcome/Objective:** Provide quality housing and transportation options to meet student needs

**Projected Completion Date:** 08/2015

**Responsible Person/Group:** University Housing Officer

**Additional Resources:** Funding = $120,000.00

**Budget Amount Requested:** $120,000.00 (recurring)

**Implementation Notes:**
5/30/2017 Additional hours for route 60 were added in FY 2017 due to the closing of the Star Fish Parking Lot in October for construction of Tidal Hall. Route 60 now runs until 7:30pm M-F. Two buses are needed in the afternoon on route 60 to accommodate the increased usage. Two buses, running 30 minutes apart, would be ideal for route 63.

**Connected Document**
Undergraduate Student Survey Results - Bus satisfaction 2016

**Implement 20/20 strategic plan**
Implement appropriate portions of the housing 20/20 strategic plan over the next 5 years.

- **Established in Cycle:** 2014-2015
- **Implementation Status:** In-Progress
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Noel-Levitz survey, living conditions in the residence halls are comfortable
- **Outcome/Objective:** Provide quality housing and transportation options to meet student needs

**Projected Completion Date:** 09/2020

**Implementation Notes:**
6/12/2017 Progress made on the strategic plan during the 2016-2017 year (outside of student learning outcomes): Campus Climate, Objective 1: more programs on inclusion, social responsibility, health & wellness, ethical decision making, critical thinking, and communication were hosted. Housing has continued to support university traditions such as the Homecoming Tip-Off for Homecoming, hosting activity tables at Islander Lights and other events, volunteering at and hosting events for Waves of Welcome, and inviting the University community to volunteer at Move-In Days. RAs are collaborating with faculty and staff on resident programming ideas and hosting conservation programs. Professional and student staff are modeling safe behaviors and are counseled if they are not. Campus Climate, Objective 2: Momentum Village Phase II construction continues and is on track to open for Fall 2017 Move-In Day. Once completed, total campus beds will be 2,832, which is 78% of the 2025 goal. Miramar and Momentum Village staff participated in customer service training last year. The University funded CCRTA bus routes were evaluated and additional service times were added this year. Resources & Accountability, Objective 1: Miramar and Momentum Village both have plans to add one more residence life coordinator to their staff.
<table>
<thead>
<tr>
<th>Phase 2 of Momentum Village</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiate the process to build Phase 2 at Momentum Village with a target open date of August 2017.</strong></td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2014-2015</td>
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<tr>
<td><strong>Implementation Status:</strong> In-Progress</td>
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<tr>
<td><strong>Priority:</strong> High</td>
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<tr>
<td><strong>Projected Completion Date:</strong> 08/2017</td>
</tr>
<tr>
<td><strong>Responsible Person/Group:</strong> Housing Officer. Contracts Office</td>
</tr>
<tr>
<td><strong>Implementation Notes:</strong></td>
</tr>
<tr>
<td>5/30/2017 Construction of Phase II is going well and the buildings are scheduled to open time for move-in day on August 25, 2017.</td>
</tr>
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<table>
<thead>
<tr>
<th>Unify marketing efforts</th>
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<tbody>
<tr>
<td><strong>Collaborate with Camden Miramar and Momentum Village in general housing marketing efforts; present as a united front through Islander Housing.</strong></td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2014-2015</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> In-Progress</td>
</tr>
<tr>
<td><strong>Priority:</strong> High</td>
</tr>
<tr>
<td><strong>Projected Completion Date:</strong> 08/2016</td>
</tr>
<tr>
<td><strong>Responsible Person/Group:</strong> Housing Officer</td>
</tr>
<tr>
<td><strong>Implementation Notes:</strong></td>
</tr>
<tr>
<td>5/30/2017 Steps taken last year continued. Additional marketing items with the Islander Housing design were distributed at move-in day (lanyards), at various events (lip balm &amp; reusable grocery bags), and added to other marketing materials, such as brochures.</td>
</tr>
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<table>
<thead>
<tr>
<th>AOD Program re-design</th>
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</thead>
<tbody>
<tr>
<td><strong>The annual AOD program, Party House, was re-designed for Fall 2015 and the results did not meet targets. One office that was responsible for teaching a student learning outcome failed to follow the script, so student learning outcome messages were not properly reinforced. The Party House Committee will review the program as a whole and make changes to ensure the learning outcomes will be effectively taught to attendees.</strong></td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2015-2016</td>
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<tr>
<td><strong>Implementation Status:</strong> In-Progress</td>
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<td><strong>Priority:</strong> Medium</td>
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<tr>
<td>**Relationships (Measure</td>
</tr>
<tr>
<td>Measure: Critical thinking.</td>
</tr>
<tr>
<td>Measure: Annual AOD program posttest, &quot;As a result of this program, what protective behaviors will you use and why?”</td>
</tr>
<tr>
<td><strong>Projected Completion Date:</strong> 09/2016</td>
</tr>
<tr>
<td><strong>Implementation Notes:</strong></td>
</tr>
<tr>
<td>5/30/2017 The AOD program, Party House, was evaluated and re-designed for FY 2017. The changes were very effective based on anecdotal evidence. The program will be assessed in FY 2018 to determine if the changes better teach the student learning outcomes.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Create Islander Housing programming model</th>
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<tbody>
<tr>
<td><strong>Create an Islander Housing programming model to provide consistent programming expectations that meet the needs of residents at both communities.</strong></td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2015-2016</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Finished</td>
</tr>
<tr>
<td><strong>Priority:</strong> High</td>
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<tr>
<td><strong>Projected Completion Date:</strong> 02/2017</td>
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<tr>
<td><strong>Implementation Notes:</strong></td>
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<tr>
<td>5/30/2017 Programming model was completed and will be implemented in FY 2018.</td>
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<tr>
<th>Safety campaign re-design</th>
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<tr>
<td><strong>The safety campaign centered around consent was well received, but the method of assessing the learning was not executed well. Responses were very short and thus did not meet assessment criteria. The event and rubric will be evaluated to ensure they are designed to be effective and appropriate.</strong></td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2015-2016</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> In-Progress</td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
<tr>
<td>**Relationships (Measure</td>
</tr>
<tr>
<td>Measure: Safety campaign survey</td>
</tr>
<tr>
<td>Measure: Effectively communicate.</td>
</tr>
<tr>
<td><strong>Projected Completion Date:</strong> 05/2017</td>
</tr>
<tr>
<td><strong>Implementation Notes:</strong></td>
</tr>
<tr>
<td>5/30/2017 The safety event was redesigned for FY 2017 and was centered around travel safety and held just prior to Spring Break. The event was well-received by students and the design would make it more effective for assessment. The event was not assessed this year.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Edit Residence Life Survey questions about responding to ongoing and/or illegal roommate behaviors</th>
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<tbody>
<tr>
<td><strong>The Survey will be re-worded to indicate that there are two questions and that the second is a follow-up to the previous question.</strong></td>
</tr>
<tr>
<td><strong>Established in Cycle:</strong> 2016-2017</td>
</tr>
<tr>
<td><strong>Implementation Status:</strong> Planned</td>
</tr>
</tbody>
</table>
Based on the analysis of findings, what are the strengths of the program?

1. Islander Leadership Seminar continues to provide valuable educational training for future student leaders. Interest in the program has grown over the last few years and the facilitators are working out any challenges with the schedule and training materials.
2. Students are satisfied with the housing that the University offers.
3. The partnership with the CCRTA is valuable to University students and employees. Usage of routes continuously increases.

Based on the analysis of findings, how has the program improved?

1. Re-branding efforts initiated last year were well received. Students loved the promotional items that were purchased and distributed this year.
2. The Islander Housing website includes more information than last year and the pages were organized to make finding information easier.
3. Adding a team project to Islander Leadership Seminar positively impacted the educational experience of participants.
4. Increased cooperation in resident programming and marketing efforts from staff at both communities. CCRTA ridership continues to increase.

Based on the analysis of findings, what are the areas of concern within the program?

1. Student learning outcomes should be updated to ensure they are a true reflection of what the Islander Housing experience teaches students.
2. Due to age, Miramar apartment interiors are outdated. With the abundance of new apartments near campus, students and families have commented that the buildings look old and they do not feel the price is comparable to the newer off-campus apartments. In order to remain competitive and maintain a positive image, steps to correct these areas of concerns must be taken. Plans are in place to remodel buildings 7 and 8 during summer 2017, which is a step in the right direction.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017, with the exception of Move-In data. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by three months (June, July and August). In future, the cycle will run from June 1-May 31.

Highlights

- Momentum Village held move-in day on August 18, 2016 and opening occupancy was 100%.
- Camden Miramar held move-in day on August 19, 2016 and opening occupancy was 104%. Seventy-five rooms in Marina and Laguna Halls were utilized as overflow rooms, with two students sharing a bedroom.
- Spring opening occupancy: Camden Miramar 97% and Momentum Village 99.5%.
- Continued support and oversight of Momentum Village Phase II construction of 560 new beds. The project is on schedule and expected to open in August.
- Islander Leadership Seminar had very high participation this year, with 75 students completing the course in FY 2017, which translates to an 81% course completion rate. This represents a 3% increase from FY 2016.
- Created a new Islander Housing Programming Model for use by both communities to ensure equitable programming requirements for Resident Assistants and a consistent residential experience. The model will be implemented in FY 2018.
- Continued efforts to unify image as Islander Housing through branded marketing materials, such as a postcard for prospective students (give at Island Days, Orientation, and tours), shirts, lanyards, lip balm, and reusable shopping bags.
- Initiated efforts to re-brand Camden Miramar as simply "Miramar," as it was originally named. Staff have been instructed to refer to the property as Miramar and new promotional items will use the Miramar name. Islander Housing marketing materials and the website were updated to reflect the change. Additional changes will be gradual over time, such as updating printed materials as current stock runs out. Other changes will take longer due to cost, including the website name change and signage replacement.
- Extended Route 60 (Islander shuttle) to 7:30pm to accommodate additional riders after the closing of the Starfish parking lot.

Program Participation

Students are able to participate in on-campus housing by residing in either of the University's communities: Miramar and Momentum Village.

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<tbody>
<tr>
<td>FY 2015</td>
<td>99.5%</td>
<td>98.6%</td>
<td>104%</td>
<td>100%</td>
<td>103%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>Total</td>
<td></td>
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</table>

Teach residents to respond to ongoing and/or illegal roommate behaviors

Teach residents the proper way(s) to respond to ongoing roommate behaviors that are troubling and/or illegal.

Established in Cycle: 2016-2017

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

- Measure: Residence Life Survey question(s), "how to correctly respond to conflict" | Outcome/Objective: Correctly identify the appropriate action.

Implementation Description: Residence Life staff will direct resident assistants on how to educate residents on the topic through programs, newsletters, one on one conversations, roommate mediation, bulletin boards, etc.

Projected Completion Date: 04/2019

Responsible Person/Group: University Housing Officer, Residence Life Staff, Resident Assistants
<table>
<thead>
<tr>
<th>Route</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wave #63</td>
<td>391</td>
<td>214</td>
<td>238</td>
</tr>
<tr>
<td>Momentum Shuttle #60</td>
<td>64</td>
<td>399</td>
<td>460</td>
</tr>
<tr>
<td>Islanders Ride Free (all</td>
<td>736</td>
<td>996</td>
<td>1,198</td>
</tr>
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<td>routes)</td>
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</table>

The numbers on routes 60 and 63 indicate that there is a net gain of 85 riders or 14%. The 15% increase on 60 is attributable to both Momentum Village residents and an increase in Momentum Campus parking permits. UPD reports a 91% (31) increase in Momentum Campus parking permits from last year to this year. Ridership on 63 increased 11% from last year to this year.

**Student Learning and Wellness Programming** – The Momentum 20/20 Strategic Plans’ student learning outcomes are taught to the Residence Life Staff. Previous years’ SLO themes and wellness wheel based programming numbers are included below for historical reference. Resident advisors hosted a total of 394 programs, 189 were student learning outcome focused, 10 community service or philanthropy events, and 195 community building events (with no specific learning outcome). The programs served approximately 13,500 attendees. A summary of programs by category is below:

<table>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Decision</td>
<td>36</td>
<td>31</td>
<td>67</td>
<td>31</td>
<td>4</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

*The ESLI Program was phased out during FY 2017 due to contract completion. In FY 2018, Study Group will be the new English as a second language partner.*
The decrease of SLO focused programs is a result of several factors. Miramar wanted RAs to work together to plan more effective ‘neighborhood programs.’ Neighborhoods were created by combining the communities of 3-4 RAs into a team. The RAs then collaborated on programming for their neighborhood, which resulted in RAs hosting fewer programs. The neighborhood initiative was well received by residents and RAs, especially in the apartments.

Momentum Village experienced significant staff turnover this year, including the loss of the Assistant General Manager who is responsible for residence life in December. The replacement began in late January. Two out of six RAs were not re-hired for the Spring semester, meaning the new RAs needed time to learn how to program for student learning outcomes. Additionally, two RAs were let go during the Spring semester, so there were fewer staff to host programs. These staffing issues resulted in fewer programs than last year. Lastly, the AGM was not accurately tracking student learning outcome programs, so the number of SLO programs is likely under-reported. The AGM has already developed a method to better track SLO programs and the University Housing Officer will hold a refresher training on the SLOs for all residence life staff.

**Community Service Activities**


Momentum Village: Trunk or Treat, Big Event team, Random Acts of Kindness, and Beach Clean Up.

**Islander Leadership Seminar**

The program continues to conduct a class for students interested in applying to be a resident advisor. The seminar was held over a 7 week period in the fall and spring semesters. The content is based on *The Student Leadership Challenge* by Kouzes and Posner. To supplement the text and help students identify their own personal leadership values, classes were also conducted on the Myers-Brigg Type Indicator and Inclusion. Participants complete a team based project, allowing students to practice their leadership skills, gain event planning skills, learn more about a health & wellness topic, and teach their peers about an educational topic.

Beginning this year, participants had to achieve a total of 70 points in order to pass ILS and be eligible to become an RA. This year saw an increase of 12% more students begin the course and a 3% decrease in completion rates. The decrease is a result of two primary factors: extenuating circumstances experienced by students (i.e. personal medical issues) and offering RA positions with 2 classes remaining in the Spring semester (five students did not submit their paper after not receiving an offer).

**Completion & pass rates for 2016-2017:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Started ILS</th>
<th>Completed ILS</th>
<th>%Completion</th>
<th>%Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>30</td>
<td>22</td>
<td>73%</td>
<td>91%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>63</td>
<td>48</td>
<td>76%</td>
<td>98%</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>70</td>
<td>75%</td>
<td>96%</td>
</tr>
</tbody>
</table>

*Completion means a student met the minimum attendance requirement and submitted a personal leadership philosophy paper.

**Professional Development of Staff** – in addition to on-campus trainings and Camden Property Trust or American Campus Communities sponsored trainings, the professional staff participated in the following professional development activities.

*Stephanie Box, Housing Officer*

TACUSPA Fall Conference

Chief Housing Officers Symposium

NASPA Annual Conference, attendee and presenter, “Snapshot of Public Private Housing Partnerships”

*Manuel Vela, General Manager (Momentum Village)*

Bystander Training (Train the Trainer)

*Alexis Ruiz, Assistant General Manager (Momentum Village) – thru December 2016*

*Inside Track 2016*
Bystander Training (Train the Trainer)
Ashleigh Kellis-Carr, Assistant General Manager – from February 2017

Richard Whatcott, Director of Housing and Residence Life (Miramar) – Since February 2017

Texas A&M System Facilities Directors Conference
Kristy Stone, Community Manager (Miramar)
Customer Focused – Operations Leadership and Regional Office Team Member Development
Sarah Judy, Assistant Director of Residence Life (Miramar)

SWACUHO RA Conference
Customer Focused – Operations Leadership and Regional Office Team Member Development
Jervic Caparas, Residence Life Coordinator (Miramar)

Customer Focused – Operations Leadership and Regional Office Team Member Development
NASPA Annual Conference
Step Up Bystander Intervention, Facilitator Training

Resident Assistants
6 Miramar RA’s attended the SWACUHO RA Conference

Connected Documents
ACC Yak Survey Results for Momentum Village
Programming log summary 2016-2017

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)
Stephanie Box, Housing Officer
The Community
Advisory Board, Texas International Fishing Tournament
Board of Directors, Texas A&M University-Corpus Christi National Alumni Association
Assistant Coach, Little Lady Dogs Volleyball League
#Giving Tuesday

The Profession
Director of Membership, TACUSPA
Presenter, NASPA Annual Conference

The University
Housing Management Committees (Momentum Village and Camden Miramar), Chair
Momentum Village Phase II Development Committee & Construction Committee
Who’s Who Among American College and University Students Applicant Committee
Incident Command Structure Team, Deputy Unit Leader
Parking and Transportation Committee
Calendars Committee
Environmental Health and Safety Committee
Student Engagement and Success Council
Homecoming Committee
Advisor, Golden Key International Honor Society

Manuel Vela, General Manager, Momentum Village
The University
Housing Management Committee (Momentum Village)
Waves of Welcome Committee
Homecoming Committee
Islander Lights Committee
Strategic Engagement and Academic Success Council
Student Code of Conduct Review Committee
Late Night Breakfast, volunteer
Guy’s Night Out, volunteer
Islander Leadership Conference, presenter, “Building a Team”

The Community
The Big Event, Momentum Village volunteer team

Alexis Ruiz, Assistant General Manager, Momentum Village (thru December 2016)
The University
I-CARE
I-ADAPT
Islander Lights Committee
Late Night Breakfast, volunteer
Girl’s Night Out, volunteer
University Beach Clean Up, Volunteer Coordinator for community residents

The Community
Clothes Drive for Monterrey, project coordinator
Winter Toy Drive, project coordinator

Ashleigh Kellis-Carr, Assistant General Manager
The University
I-ADAPT
I-CARE
Waves of Welcome Committee
Late Night Breakfast, volunteer
Richard Whatcott, Director of Housing & Residence Life, Miramar (beginning February 2017)
The University
Student Engagement and Success Council
Housing Management Committee (Camden Miramar)

Kristy Stone, Community Director, Miramar (acting director thru February 2017)
The University
Student Engagement and Success Council
Housing Management Committee (Camden Miramar)

The Community
Adopt-A-Beach, Volunteer
Sarah Judy, Assistant Director of Residence Life, Miramar
The University
I-CARE
Homecoming Committee
Waves of Welcome Committee

Jervic Caparas, Residence Life Coordinator, Miramar
The University
Islander Lights Committee, Volunteer Coordinator
Presenter, Islander Leadership Conference, 'Student Leader Appreciation and Recognition'

The Community
Gulf Coast Humane Society, Volunteer
Adopt-A-Beach, Volunteer
The Big Event, Volunteer
Corpus Christi Food Pantry, Volunteer

Awards and Recognitions

Student Employee Recognition, Awards, and Professional Development
• Miranda Garcia, Miramar, selected as RA of the Year
• Two RAs selected as “Who’s Who Among Students in American Universities and Colleges” and both received a Who’s Who Leadership Scholarship
• 1 RA received the President's Volunteer Service Award
• Amber Schmalz, Momentum Village RA, awarded the ACC RA of the Month for December 2017

Corporate Recognition, Awards, and Accomplishments
• Momentum Village, ACC 2016 Marketing and Leasing Community of the Year
• Momentum Village, ACC Educational Program of the Year for Murder Mystery
• Momentum Village, ACC Educational Program of the Month (December) for Car Bash
• Momentum Village, ACC Educational Program of the Month (March) for Interview Success
• Momentum Village ranked 6th out of 150 of ACC’s managed properties based on annual YAK Feedback Survey
• Miramar presented with Special Recognition Award at Camden ACE Awards

Full Time Staff Recognition, Awards, and Accomplishments
• Stephanie Box, University Housing Officer, received the Employee Expansion Award
• Manuel Vela selected as General Manager of the Year at ACC
• Alexis Ruiz, Momentum Village Assistant General Manager, promoted to General Manager of Esperanza Hall at Texas A&M-San Antonio in December 2017
• Gary Orr, Momentum Village Maintenance Supervisor, selected to attend the 2016 ACC Facilities Conference
• Anthony Nesmith, Momentum Village Maintenance Technician, received HVAC Certification
• Kristy Stone, Lana Jones, and Jervic Caparas nominated for Camden ACE Awards

Anticipated Challenges for the Next Cycle

• Opening Momentum Village Phase II on time
• Adjusting housing staff participation in ILS and committees since there will be 1 additional professional staff member at each property next year.
• Fully moving Momentum Village to StarRez for application, room selection, and leasing.
• Increasing awareness of bus routes 63 and 60 as alternatives to parking on the Island campus.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

• Continue implementing the Housing 20/20 Strategic Plan.
• Further refine student learning outcomes.
• Continue collaborating and coordinating events and processes with both properties.
• Continue Islander Housing branding initiatives.
• Collaborate with IADAPT to re-design the annual AOD program.
• Open Momentum Village Phase II on-time in August 2017.
• Expand bus service times to better meet student and employee demands.
• Implement the Islander Housing programming model created this year.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle
was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.

Connected Document
2016-17 Weave SEAS Timeline

Detailed Assessment Report
2016-2017 VP Student Engagement and Success Annual Report
(As of: 10/31/2017 12:25 PM EST)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

The Division of Student Engagement and Success at Texas A&M University – Corpus Christi assists students in attaining their educational goals. Our services create a supportive learning environment for personal and professional development to prepare students for responsible citizenship and lifelong learning. We strive for excellence in serving our students, campus and community engagement, leadership development and inclusion.

This mission was developed as part of the SEAS 20/20 Strategic Plan.

Goals

G 1: Provide a challenging, learning-centered environment that promotes student success.

G 2: Enhance a supportive campus that celebrates engaged learning in an inclusive environment.

G 3: Build and sustain mutually beneficial relationships with stakeholders through community engagement.

G 4: Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Facilitate learning-centered, co-curricular initiatives based on student learning outcomes.

Facilitate learning-centered, co-curricular initiatives based on student learning outcomes to develop leadership, career and life skills.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

O/O 2: Create a challenging and supportive educational environment to prepare students for success in the global community.

Create a challenging and supportive educational environment to prepare students for success in the global community.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

O/O 3: Develop an environment of inclusiveness and mutual respect.

Develop an environment of inclusiveness and mutual respect.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

O/O 4: Provide a supportive campus environment for learning and development.

Provide a supportive campus environment for learning and development.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

O/O 5: Encourage a culture of excellence and service.

Encourage a culture of excellence and service.

Relevant Associations:
Standard Associations
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

O/O 6: Celebrate university traditions and achievements.

Celebrate university traditions and achievements.
**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**O/O 7: Increase intentional and visible engagement in our community.**

Increase intentional and visible engagement in our community.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**O/O 8: Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.**

Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**O/O 9: Encourage community members to identify with the University as an integral part of the Coastal Bend.**

Encourage community members to identify with the University as an integral part of the Coastal Bend.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**O/O 10: Manage human resources to provide optimal staffing.**

Manage human resources to provide optimal staffing.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**O/O 11: Maintain a safe, functional and aesthetically pleasing campus environment that supports a growing student population.**

Maintain a safe, functional and aesthetically pleasing campus environment that supports a growing student population.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**O/O 12: Manage financial, physical and technological resources efficiently, effectively and responsibly.**

Manage financial, physical and technological resources efficiently, effectively and responsibly.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Create and Implement a Division Strategic Plan to Align with Momentum 20/20**

- **Established in Cycle:** 2013-2014
- **Implementation Status:** In-Progress
- **Priority:** High
- **Projected Completion Date:** 08/2020
- **Responsible Person/Group:** Executive Director of Strategic Engagement Initiatives and Vice President for Student Engagement and Success

**Implementation Notes:**

7/24/2017 The Division continues to implement and work to achieve the goals of the Momentum 2020 plan. Several of the action items associated with the plan were implemented this cycle including a focus on internships, veteran student services, an increase in traditions programming, use of technology to streamline processes, a focus on marketable skills, increase in staff to address student needs and an expansion of housing facilities.

**Analysis Questions and Analysis Answers**

**Based on the analysis of findings, what are the strengths of the program?**

The Division of Student Engagement and Success has implemented and measured a strong strategic plan in alignment with the University Momentum 2020 plan. This plan includes the six Empower U student learning domains required of the Texas A&M System as well as guidelines for measuring attainment. Each department in the division also follows a strategic plan that aligns with the division.

**EmpowerU SLO Assessment:** This year, the division assessed Specific Knowledge and Integration of Broad Knowledge student learning outcomes. Specific Knowledge and Integration of Broad Knowledge were measured through various initiatives. Students achieved exemplary ratings in their ability to articulate knowledge experiences and skills gained outside the classroom in a mock interview setting. They also demonstrated a sufficient increase in knowledge after completing the alcohol and other drug educational course. Students scored proficient to exemplary on their ability to integrate broad knowledge as assessed in a post-internship essay and a leadership philosophy paper written after completion of the Islander
Leadership Seminar. Both of these essays were graded with rubrics. Also, University Center student employees exhibited proficient scores on a post-test training matrix.

**Based on the analysis of findings, how has the program improved?**

Division programs and services continue to increase in an effort to meet the demands of a growing student population. Each area of the division is guided by a strategic plan. These plans encompass student learning outcomes as well as administrative goals and objectives through the year 2020.

To meet student population growth, new housing was developed on the Momentum Campus and plans were created for further growth of the campus.

An initiative to assist students in identifying marketable skills attained through employment and co-curricular experiences was further developed this cycle. A training program for Division student employees was created and will be implemented next cycle. This training is centered around the six marketable skills identified by the division, as well as the EmpowerU student learning outcomes.

**Based on the analysis of findings, what are the areas of concern within the program?**

One of the greatest challenges is a lack of resources division-wide. Severe budget cuts, waivers and exemptions, on top of fees that cannot be increased greatly impact the programs and services available to students. In FY 17, student service fees provided $379,516 to departments outside of the Division and is being asked to return and additional $237,000 in 2018 to offset cuts in state funding across the institution. Fee waivers and exemptions also add to budget challenges. According to the budget office, the total amount of projected fee exemptions in the various fees across the Division for 2018 is $1,428,195. To date, exemption rates are 6.5% higher than budgeted for FY 2017. Additionally the division anticipates a vast decrease in housing revenue (due to needed capital improvements).

Additional financial, physical (space) and human resources are needed to meet the needs of a growing student population. As the student body grows, more staff is needed to meet student and program needs but there are limited resources to hire them and finding office space, once hired, creates additional concerns. Space is particularly a challenge in the University Counseling Center and Disability Services.

The Corpus Christi community has limited resources for students that need to be hospitalized for mental health reasons and is sending patients outside the area for treatment. Also, the Psychiatrist position in the University Counseling Center has been vacant since December. There is not any interest from anyone locally to take the contract over. The office is currently referring students out to private doctors in the community. For those without insurance this is a great challenge.

EmpowerU SLO Assessment: The division continues to find ways to incorporate the EmpowerU learning outcomes into programs. Most programs are able to support these outcomes but developing meaningful direct measures of achievement is a challenge in a co-curricular setting. This is not unique to this campus. Student Affairs professionals nation-wide are facing the same challenge. The nature of co-curricular experiences does not easily lend itself to direct measures that are meaningful or representative. Some assessment results of Specific Knowledge and Integration of Broad Knowledge were below the target level of Proficient. Action plans were created to address these areas. Also, departments are seeking more reliable and meaningful ways to measure the learning that takes place in the co-curricular programs and services.

**Annual Report Section Responses**

**Summary of Program Accomplishments for the Year**

The Vice President for Student Engagement and Success (VPSEAS) oversees and provides leadership and direction for programming and services that support the University's mission. The Division operates under a strategic plan that aligns with the University Momentum 20/20 plan. The plan consists of twelve objectives that align with the mission and Division goals:

- Provide a challenging, learning-centered environment that promotes student success (Learning).
- Enhance a supportive campus that celebrates engaged learning in an inclusive environment (Campus Climate).
- Build and sustain mutually beneficial relationships with stakeholders through community engagement (Community Engagement).
- Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success (Resources and Accountability).

The Division is currently working to provide a means for students to connect the experiences gained through employment, leadership positions, training, programs and services to the primary marketable skills desired by employers. Career Services instituted required fields in the job posting application for employers to list the possible skills to acquire through each employment opportunity and a working group developed an inventory of current programs that provide training or experience in the skill areas. The goal is to create a means for tracking skill attainment so that students can more readily identify the skills
they obtained through their various co-curricular experiences.

The Division Leadership and Service Awards recognize Islanders who have had a positive impact on campus through leadership, involvement and service. The Division awarded 36 $500 and $1000 scholarships with funding made available from the Student Scholarship Endowment. Scholarship recipients were selected from Who's Who Among Students in American Universities and Colleges award recipients. Leadership award winners, scholarship recipients, and 47 recipients of Who's Who Among Students in American Universities and Colleges were recognized at the event. The Division presented twenty-one students, student organizations, faculty and staff with awards.

Division staff members continue to be active in the community and in professional associations. The Division's Staff Development Committee facilitated university wide participation in the #GivingTuesday program in December. More than 68% of Division staff participated in the event. Campus-wide, 125 staff and faculty logged over 271 volunteer hours at nine locations across the city. In addition, collection drives occurred on campus for the Coastal Bend Blood Center, Toys for Tots, Driscoll Children's Hospital and Metro Ministries.

The Division is organized into three units that report to the Vice President. These units are Student Services, Student Life and Strategic Engagement Initiatives. Highlights from each of these areas follow.

**Student Services**

Dean Ann DeGaish, Associate Vice President and Dean of Students (AVP/DOS), leads the Student Services unit. This unit is composed of the Associate Dean of Students, University Counseling and Health Services, Career Services and Disability Services.

**Dean of Students Office**

The Associate Vice President and Dean of Students (AVP/DOS) works with students who need assistance in resolving complex personal and academic matters.

The AVP/DOS worked diligently to resolve issues with billing for summer school in relation to the different fees that support operations in the division. Students taking ten-week courses in summer 2017 will be billed, in full, for the Health Center and Student Center Complex fees. Billing for seven-week courses will be addressed by Academic Affairs summer 2018.

The AVP/DOS chaired the Student Fee Advisory Committee. The committee reviewed requests for new items for the Student Service Fee, University Health Center fee, Student Center Complex fee and Recreational Sports fee. The committee made recommendations to Dr. Quintanilla. Depending on the outcome of the budget bill, the Division could face reductions in funding from E&G and Board Authorized Tuition. If that happens, these reductions must be absorbed before any new funds are distributed. The Student Fee Advisory Committee also voted to support an increase in the University Health Center fee effective fall 2018.

**Career Services**

The Career Services suite was renovated to create two new staff offices and Izzy's Career Closet. The renovations resulted in a more efficient use of space in the suite. Students, faculty, staff and employers have indicated satisfaction with the improvements.

Career Services moved to a new job database system (Handshake). The new system will allow Career Services to conduct a First Destination Survey with recent graduates. This will provide valuable data on where students are working after graduation, starting salaries and the types of industries hiring Islanders.

**Disability Services**

Disability Services launched a new database system (AIM) which has made the registration process for students much easier. It has also improved the efficiency of the office by automatically generating faculty notification letters. Testing agreements are now electronic, making it much easier for faculty.

Disability Services was selected to participate in a research grant with The Center for Accessible Materials Innovation (CAMI) at Georgia Institute of Technology. The objective of this research project is to improve the academic performance of postsecondary students with print-related disabilities (cognitive, sensory and mobility), using accessible textbooks and assistive technology reading software. The ultimate goal is improvement of retention and graduation rates for minority students with disabilities. The project is funded for four years by a First in the World grant from the U.S. Department of Education. Disability Services enrolled 25 students in the CAMI project.
**University Counseling Center**

The University Counseling Center collaborated with the College of Nursing and Health Sciences and successfully wrote a grant proposal to increase suicide prevention programming on campus. The grant, SAMSHA Suicide Prevention SAFE (Suicide Awareness Focuses on Everyone), provides funding to significantly expand the scope of suicide prevention programming offered by the Counseling Center and others on campus. It challenges stigmas associated with seeking counseling, develops an infrastructure to construct a Campus Suicide Response Plan, and improves student access to mental health resources on campus and in the community.

The University Counseling Center established a MOU with the Vet Center to bring a readjustment counselor on campus once a week to provide services to TAMU-CC student veterans. Services provided are an extension of the Vet Center's main office in Corpus Christi. This arrangement offers student veterans a more accessible way to receive Vet Center services and readjustment counseling.

**University Health Center**

The remodeled second floor of the Health Center opened as a Wellness Clinic. The Wellness Clinic offers space for physicals, STD testing, women's services, and vaccinations. It has an education room for workshops and seminars and a private lactation room for student use.

The Health Center formulated an agreement with the Women's and Men's Health Services of the Coastal Bend (WMHS-CC) to offer free STD testing to students. The WMHS-CC comes to campus once a month and offers free, private testing in the Wellness Clinic.

**Associate Dean of Students**

The Associate Dean of Students office began development of a new Student Organization Hearing Board to oversee adjudication of student organizations for violations of the Student Code of Conduct. The new board will be operational fall 2017.

The Associate Dean of Students office implemented a case management needs assessment tool. This tool has made the office more efficient in assessing student needs (particularly in high level cases) and streamlining a coordinated response with community providers such as Behavioral Health Center of Nueces County, Spohn Memorial Hospital, Bayview Behavioral Hospital and other private practitioners in the community.

**Student Life**

Dr. Lisa Perez, Assistant Vice President, leads the Student Life unit. This unit is composed of the University Center, Student Activities, Recreational Sports and Student Government Association.

**Recreational Sports**

The new Dietitian position made a positive impact on Nutrition Services provided to students. Much collaboration has occurred with departments/offices including Miramar, Partnership for a Healthier America, College of Nursing and Health Science, Counseling Center, Islander Dining, I-ADAPT, Athletics, and President's Office to ensure that students are aware of this new service. The Dietitian has also worked with the Counseling/Health Center on referrals for students.

The Momentum Support Building opened in September to support recreational programs such as Intramurals, Sport Clubs, Outdoors, and special events offered on the Momentum campus. The new facility has an equipment checkout area, a multipurpose room used for team/captain meetings and/or officials training, a washroom, storage area, and restrooms/showers. The weight training equipment in the Dugan Wellness Center was updated. Students, faculty, and staff have been excited about the new equipment.

**Student Activities**
There was tremendous growth in participation in campus traditions this year. Waves of Welcome included 38 events with excellent student engagement including the Corpus Christi Community Fair, President’s Picnic, CAB Up All Night and Island Bash. In December, Islander Lights opened the doors of the UC to over 1,200 participants and added lighting to the CI building. Homecoming increased its community engagement with a successful Lighting of the “I” and an expanded Tailgate and Block Party that welcomed community members of all ages to celebrate.

The Student Volunteer Connection (SVC) continued to experience rapid growth in participation. Both the Winter and Spring Alternative Break trips filled with 19 students participating in each trip, and a waiting list of interested applicants. The Big Event registered over 1,000 participants with approximately 850 students volunteering in the community. SVC became a certifying organization for the President’s Volunteer Service Award and honored 11 students who volunteered 100 hours or more throughout the year.

The Panhellenic Council, part of Fraternity and Sorority Life, experienced a second year of highly successful recruitment, welcoming a record-breaking 146 new members in fall 2016. The TAMU-CC Chapter of Sigma Alpha Pi (the National Honor Society for Leadership & Success) inducted 215 new members.

University Center

The Breakers Game room became free for students fall 2016. Students took full advantage, resulting in increased involvement and engagement in this somewhat stress-free environment.

University Center Programs helps to engage students who might not otherwise want to participate in student organizations or other leadership offerings. Programs such as Late Night Breakfast, Friendsgiving and Be My Islander have experienced record-breaking attendance.

The University Center is remodeling suites 204 & 206. The new space will provide 11 new office spaces for departmental student organizations, an Islander Food Pantry, and staff offices. The new space is schedule to open fall 2017.

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Student Government Association (SGA)

Through the leadership of Student Body President Garrett Ransom and Vice President Andrea Gilson, the SGA continued to thrive. Student participation increased in both fall 2016 (46% increase) and spring 2017 (70% increase) general elections. Justin Bustos and Friederike Davis will serve as the incoming President and Vice President.

SGA was instrumental in garnering student input regarding the proposed merger of A&M-Corpus Christi and A&M-Kingsville. The senate unanimously approved a resolution in opposition of the merger.

TAMU-CC Day at the Capitol was a success with over 47 students representing the university on February 21, 2017. Many compliments were received from state legislators regarding how well prepared the students were to present information about the university.

The Mid-Term Act of 2016 moved forward with support from administration, staff, and faculty. In a campus announcement dated April 4, 2017, the Interim President reported that 86% of core curriculum faculty and 71% of faculty teaching undergraduate courses submitted mid-term grades during the spring semester. The Faculty Senate recently moved to support the SGA in ensuring that policy and procedures are written for posting of Mid-Term grades each semester.

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Strategic Engagement Initiatives

Dr. Amanda Drum, Executive Director, leads Strategic Engagement Initiatives. This unit includes Strategic Planning and Assessment, Engagement Initiatives, and University Housing.

Strategic Planning and Assessment (SPA)

Strategic Planning and Assessment (SPA) oversees the reporting of performance indicators for the Division's strategic plan and assessment efforts. The Division reported findings for two of the six Empower U outcome domains (Communication and Critical Thinking) to the Board of Regents through the university report and measured the outcome domains of Specific Knowledge and Integration of Broad Knowledge for inclusion on the 2017 report in December.
The Council for Advancement of Standards in Higher Education (CAS) provides a framework for self-assessment and program review within student service functional areas. External CAS program reviews were conducted for Alcohol and Other Drug Prevention Programs and Career Services. Expert review visits will take place over the summer and final action plans adopted in early fall.

**Islander Housing**

Islander Housing consists of Miramar, featuring 1790 student spaces, and Momentum Village featuring 482 bed spaces. Fall 2016, Camden Miramar opened at 104% and Momentum Village opened at 100%. Both properties had extensive wait lists. Phase II of Momentum Village will open fall 2017 with an additional 560 beds.

Resident Advisors at both properties hosted 394 programs covering all areas of the identified student learning outcomes. The Islander Leadership Seminar continues to develop future leaders. This year, 75 students successfully completed and graduated from the eight-week seminar.

Regional Transportation Authority services expanded to weekends and summer. The Park and Ride hours were extended in October when Tidal Hall construction required that an on-island parking lot be closed. A second bus on route #63 is needed to better serve the students living near the campus and encourage higher ridership.

**Engagement Initiatives**

The Office of Engagement Initiatives oversees Prevention Programming, Inclusion Programs and the I-TEAM (Islanders Teaching, Engaging and Motivating) Peer Educators. Alcohol and Other Drug Prevention is coordinated in conjunction with the Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT). Screening and Brief Interventions were conducted with 301 students. The program trained sixteen new University employees to conduct Brief Motivational Interviews.

The program received a $20,000 American Cancer Society Tobacco-free Generation grant funded by the CVS Health Foundation. The University was one of only 20 schools nation-wide to receive this grant in its charter year. The goal of the Smoke Free 2020 initiative is to prepare the campus to go 100% smoking, tobacco and vaping free by the year 2020.

The Inclusive Islander Network is a network of students, staff and faculty who pledge to create a welcoming environment for all members of the Texas A&M University-Corpus Christi community. This year 222 students, faculty and staff pledged to be an Inclusive Islander and several were trained in multiple aspects of inclusion by participation in up to six workshops each.

**Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)**

**Dr. Don Albrecht, Vice President for Student Engagement and Success contributed to the community, the profession and the university as follows:**

**Service to the Community:**

- American Heart Association – Corpus Christi Heart Walk Executive Leadership Team 2016; TAMU-CC SEAS Team Leader
- Parkway Presbyterian Church – Endowment Committee chair; Properties Committee member
- #Giving Tuesday – SEAS Participant
- KEDT Auction Volunteer

**Service to the Profession:**

- Texas Council of Chief Student Affairs Officers (TCCSAO), Historian
- College Student Educators International/ACPA, member
- Student Affairs Administrators in Higher Education/NASPA, voting member
- Texas Association of College & University Student Personnel Administrators/TACUSPA, member
- Texas Higher Education Coordinating Board – Financial Literacy Advisory Committee, member
- NASPA Annual Conference Program Reviewer

**Service to the University:**

- President's Cabinet, member
- Student Engagement and Success (SEAS) Council, Chair
Inclusive Excellence Committee, Chair
Expressive Activity Committee, Chair
Who's Who Among Students Selection Committee, Chair
Student Endowment Scholarship Committee, Chair
Incident Command Team, Section Chief
Chancellor's Student Advisory Council, TAMU-CC Representatives, Advisor
President's Ambassadors, Advisor
Student Government Association, Advisor
Space Management Committee, member
Institutional Effectiveness Council, member
Strategic Planning Council, member
Intercollegiate Athletics Council, voting member
Honors Council, member
Miramar Housing Management Committee, voting member
Momentum Village Management Committee, voting member
TAMU-CC Day at the Capitol, planning committee member
Islander Food Pantry planning committee

**Service to the A&M System**

TAMU-CC Presidential Search Advisory Committee member
A&M System IT Governance, Administrative Computing Council member
A&M System Chief Student Affairs Council member

Ms. Ann DeGaish, Associate Vice President and Dean of Students contributed to the community and the university as follows:

**Service to the Community**
Special Olympics Volunteer
Incarnate Word parent volunteer
The Ark Assessment and Emergency Center for Youth Volunteer
Food Bank Volunteer
#Giving Tuesday Program Coordinator

**Service to the University**
Veterans Affairs Committee, chair
Student Fee Advisory Committee, chair
Excessive Hours Task Force, member
Banner Governance, member
Student Engagement & Success Council, member
Division Staff Development Committee, chair
Incident Command Team
Numerous search committees & interview panels
Girls Night Out Event Coordinator

Dr. Lisa Perez, Assistant Vice President of Student Life contributed to the community, the profession and the university as follows:
Service to the Community
American Heart Association Heart Walk
#Giving Tuesday Volunteer – Food Bank of Corpus Christi
KEDT Auction Volunteer

Service to the Profession
Co-Presented at ACUI Conference (March 2017)
A&M System Symposium, 2018 Chair

Service to the University
Student Engagement & Success Council
Calendar Committee
Islander Food Pantry Steering Committee
Facilities Use Committee
Expressive Activities Committee Co-Chair

Dr. Amanda Drum, Executive Director of Strategic Engagement Initiatives contributed to the community, the profession and the university as follows:

Service to the Community:
City of Corpus Christi Transportation Commission, ex-officio representative
Corpus Christi MPO Active Mobility Committee
Safe Communities Coalition Member
Texans Standing Tall Coalition Member
Youth Continuum of Care Coalition Member
Tobacco Prevention Coalition of Corpus Christi
#Giving Tuesday Volunteer – Metro Ministries

Service to the Profession:
TACUSPA Foundation Committee, Century Pledge Coordinator
TACUSPA Finance Advisory Board
TACUSPA Historian
NASPA Annual Conference Program Reviewer
NASPA Assessment Conference Program Reviewer
SACS-COC, Presenter (two sessions)
U in the Driver's Seat Peer Education Symposium, Presenter
Texas A&M System Student Affairs Symposium, Assessment Group Moderator

Service to the University:
SEAS Strategic Planning and Assessment Committee, Chair
Housing Management Committees (Miramar and Momentum Village)
Momentum Village Phase II Housing Development Team
Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT)
Incident Command Team, Unit Leader
Student Engagement and Success Council
Ms. Julie Shuttlesworth, Communications Specialist contributed to the community, the profession and the university as follows:

Service to the Community:
- Tigerette Parents Club Board Member
- KEDT Auction Volunteer
- Heart Walk Participant
- #GivingTuesday Organizing Committee

Service to the University:
- Islander Lights Committee
- Homecoming Committee
- Convocation Committee
- Waves of Welcome Committee
- SEAS Staff Development Committee
- University Web Council
- Student Engagement and Success Council
- TAMU-CC Day at the Capital

Recognition:
- 2017 Staff Excellence Engagement Award Winner

Ms. Johanna Bratton, Business Manager contributed to the community and the university as follows:

Service to the Community:
- #Giving Tuesday SEAS Participant
- Corpus Christi Aggie Moms Club Board Member
- St. Philips Catholic Church – active parishioner

Service to the University:
- Student Engagement and Success Council
- Financial Users Network Group member
- Historical Underutilized Business (HUB) committee member
- Senior Business Administrators Committee member

Ms. Meredith Coplen, Senior Executive Assistant contributed to the community and the university as follows:
Anticipated Challenges for the Next Cycle

The Division is preparing to face a number of challenges. These include:

- Severe budget constraints. Limited financial, physical (space) and human resources to meet the needs of a growing student population (need for additional staff; funding concerns due to increased fee exemptions/waivers, etc.).
- The recruitment of qualified staff willing to work for the salary budgeted.
- Contract personnel vacancies in the Psychiatrist and Pharmacist positions.
- The impact of previously classified exempt employees to non-exempt status has created issues with workload distribution and scheduling across the division.
- Increased demand for accommodation services.
- The escalation in the severity of clients seeking services at the University Counseling Center.
- Increased acceptance of marijuana use among college students – particularly as various states legalize use.
- Rising cost of utilities and services provided by SSC and lack of transparency with contract details.
- Reduction in profit share from Camden Miramar due to needed capital improvements.
- Increased number of students reporting homelessness and food insecurities.
- Expansion of Inter-fraternity Council as two fraternities were removed from campus.
- Continued maintenance issues with the outdoor pool.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)

The Division of Student Engagement and Success plans the following actions:

- Continue to implement and measure the Division strategic plan.
- Identify potential avenues for revenue to the Division and work with the Comptroller to correct fee calculations for summer courses.
- Review the five year plan for staffing to achieve the objectives of the 20/20 Strategic Plan and develop a strategic recruitment plan for difficult to fill positions.
- Open a campus food pantry to assist students experiencing food insecurities.
- Continue the development of plans for long-term facility needs.
- Increased focus on student employees and the skills they acquire through training and work experiences. Implement a Division-wide student employee training program.
- Develop key relationships with employers and faculty to assist students in finding employment upon graduation.
- Continue to carefully plan and evaluate all programs and areas of large expenditure for efficiency and effectiveness.

Assessment Timeline (optional)

The Division of Student Engagement and Success changed the assessment cycle and timeline in 2017. The data reported in this annual report is from September 1, 2016-May 31, 2017. When comparing this data to past or future cycles, it should be noted that this cycle was reduced by the three months (June, July and August). In future, the cycle will run from June 1-May 31.