

**Detailed Assessment Report
2011-2012 Career Services**

As of: 9/19/2014 12:15 PM CST

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

Career Services is a service for students, alumni, university, and the community driven by the ideals of excellence in career guidance, professional development and employment to discover and apply strategies to be successful in a complex and changing world. Career Services is committed to preparing students for participation in a global community.

Goals

G 1: Students learning to compete for jobs

Provide programs and services for students to learn how to compete in a competitive job market.

G 2: Students recognize and achieve career goals

Provide excellent services for students to recognize and achieve their career goals.

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

O/O 1: Resume Construction

The student will be able to construct an acceptable resume after working with Career Services staff one semester.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application
2.6 practical competence

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
1.3 Promote lifelong learning and global citizenship.

Related Measures

M 1: Resume Pre/Post Test

A Pre and Post test will be conducted from each resume workshop using clickers. Three questions assessing the participants' prior and post knowledge of resume writing will be assessed. This assessment will be conducted in odd years.

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

Connected Document

[Learning outcomes Presentation Questions](#)

Target:

60% or greater of students will increase their knowledge of resume construction after participating in resume workshop.

Finding (2011-2012) - Target: Not Reported This Cycle

The resume pre/post test is only conducted in odd cycles.

M 2: Resume Rubric

A resume rubric will be used by a staff professional at the second resume visit with Career Services. This will be assessed during even years.

The rubric consists of "Format", "Mechanics", "Information", and "Visual Appeal". The students 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

Connected Document

[Resume Rubric](#)

Target:

A rating of level 3 (good) of 60% of the students reviewed will be obtained.

Finding (2011-2012) - Target: Met

The percent of students with a 3 or better is 86%.

Connected Document

[Counselor Stats 2011-2012](#)

M 3: Resume Survey Question

A survey question will be asked "Do you believe you are able to prepare an acceptable resume after working with Career Services staff?". This will be assessed annually

Source of Evidence: Academic indirect indicator of learning - other

Target:

80% or greater of students surveyed will acknowledge that they were able to prepare an acceptable resume after working with Career Services staff.

Finding (2011-2012) - Target: Met

83% of students responded "yes" to the question *Do you believe you are able to prepare an acceptable resume after working with Career Services staff?*

Connected Document

[Counselor Stats 2011-2012](#)

O/O 2: Ability to use Resources

The student will be able to effectively use 5 or more resources to seek a job after working with Career Services for one year.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application
2.2 cognitive complexity

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
1.3 Promote lifelong learning and global citizenship.

Related Measures

M 4: Job Seeking Pre/Post Test

A pre and post test from workshops and classroom presentations will be assessed using clickers. Three questions assessing the participants' prior and post knowledge of job seeking will be assessed.

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

Connected Document

[Learning outcomes Presentation Questions](#)

Target:

50% or greater of students will increase their knowledge of job seeking resources after participating in classroom presentations and workshops.

Finding (2011-2012) - Target: Not Reported This Cycle

The Job seeking pre/post test is only conducted in odd years.

M 5: Services Use survey question

A post workshop/classroom presentation survey question will be used; "As a result of this program I believe I can effectively use 5 or more resources to seek a job?"

Source of Evidence: Academic indirect indicator of learning - other

Target:

70% or greater of students surveyed will acknowledge that they are able to use 5 or more resources to seek a job after participating in presentation or classroom workshop.

Finding (2011-2012) - Target: Met

76% students responded "Yes" when asked *As a result of this program, I believe you can effectively use 5 or more resources to seek a job?*

Connected Document

[Counselor Stats 2011-2012](#)

M 6: Counseling Appointment survey question

A survey question will be used after a counseling appointment; "Do you believe you are able to effectively use 5 or more resources to seek a job?" This will be assessed annually.

Source of Evidence: Academic indirect indicator of learning - other

Target:

80% or greater of students surveyed will acknowledge that they were able to use 5 or more resources to seek employment after meeting with a career services professional staff member.

Finding (2011-2012) - Target: Met

83.5% of students responded "yes" when asked *Do you believe you are able to effectively use 5 or more resources to seek a job?*

Connected Document

[Counselor Stats 2011-2012](#)

O/O 3: Articulation of Qualifications during an Interview

The student will be able to articulate their qualifications during the interview with a rating of acceptable or higher after working with Career Services staff for one year.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

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
- 1.1 Provide excellent academic programs & instruction.
 - 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 7: Interviewing Pre/Post test

A pre and post test from workshops/classroom presentations will be administered using clickers. Three questions assessing the participants' prior and post knowledge of interviewing will be assessed. Will assess in odd years.

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

Connected Document

[Learning outcomes Presentation Questions](#)

Target:

60% or greater of students will increase their knowledge of interviewing after participating in an interview workshop or classroom presentation

Finding (2011-2012) - Target: Not Reported This Cycle

The interviewing pre/post test is only conducted in odd years.

M 8: 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. A total of 60 participants per year will be assessed. This assessment will take place in even years.

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: Presentation, either individual or group

Connected Document

[Mock Interview Rubric](#)

Target:

A rating of level 3 (good) of 50% of the students reviewed will be obtained.

Finding (2011-2012) - Target: Met

The percent of students receiving a rating of 3 or better is 68%.

Connected Document

[Counselor Stats 2011-2012](#)

M 9: Interviewing Survey Question

A survey question will be asked "Do you believe you are able to articulate your qualifications to a potential employer during an interview after completing the mock interview exercise?" This will be assessed annually.

Source of Evidence: Academic indirect indicator of learning - other

Target:

70% or greater of students surveyed will acknowledge that they were able to articulate their qualifications to a potential employer during an interview after completing a mock interview exercise.

Finding (2011-2012) - Target: Met

75% responded "yes" when asked "Do you believe you are able to articulate your qualifications to a potential employer during an interview after completing the mock interview exercise?"

Connected Document

[Counselor Stats 2011-2012](#)

O/O 4: Job search skills education

Educate students for job search skills to include resume building, interviewing, business etiquette, business attire and networking.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 1 Mission
- 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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 10: Business Etiquette Dinner

Participation of students at business etiquette dinner.

Source of Evidence: Evaluations

Target:

Attendance \geq 112

Finding (2011-2012) - Target: Met

The number of students who attended the Business Etiquette Dinner in fall 2011 was 117.

Connected Document

[Business Etiquette Dinner data](#)

M 11: Classroom presentation participation

Participation of colleges in utilizing classroom presentations

Source of Evidence: Activity volume

Target:

Increase the utilization of colleges participating in classroom presentations by 3%.

Finding (2011-2012) - Target: Met

In FY11, 112 classroom presentations were made. In FY12, 147 workshops were made. An increase of 31.25%.

Connected Document

[Counselor Stats 2011-2012](#)

O/O 5: Career Decision Making

Provide services for making career decisions.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 1 Mission
- 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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 12: Noel-Levitz-Career Decision

Noel-Levitz, Adequate services to decide upon a career.

Source of Evidence: Benchmarking

Target:

Improve rating of overall score by .5% or greater on Noel-Levitz benchmarking survey.

Finding (2011-2012) - Target: Not Met

An increase of .3% improvement rating on the Noel-Levitz benchmarking survey was achieved. We are in-line with the national average.

Connected Document

[Noel-Levitz Student Satisfaction Survey 2012](#)

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

Improve Perception of campus support services

Established in Cycle: 2011-2012

According to the Noel-Levitz Student Satisfaction Inventory 2012, campus support services of adequate services to help me decide...

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

O/O 6: Employment Opportunities

Provide employment opportunities

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 1 Mission
- 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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 13: Job Fair Participation

Job Fair Participation rates of employers

Source of Evidence: Activity volume

Target:

0% increase, maintain previous years numbers due to the downward economy.

Finding (2011-2012) - Target: Met

Due to the addition of 2 fairs added at the last minute as favors to community members and Kinesiology Department, we had an increase of 22% recruiters/companies participate in career fairs.

Connected Document

[Career Fair data 11-12](#)

M 14: Recruitment Opportunities

Recruitment Opportunities provided to our students through Career Services database.

Source of Evidence: Activity volume

Target:

To increase the job opportunities provided to our students through the career database by 5%.

Finding (2011-2012) - Target: Met

FY11 reported 1444 job opportunities provided to our student through the career database. FY12 had 2188 opportunities documented. An increase of 51%.

Connected Document

[Job Stats 2011-2012](#)

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

Hire an Employee Relations Manager

The Employee Relations Manager's primary responsibility is to be out in the community creating opportunities for our students. It also acts as the liaison for the Career Service Advisory Board.

Established in Cycle: 2006-2007

Implementation Status: On-Hold

Priority: High

Implementation Description: Fall 2008

Projected Completion Date: 09/2012

Responsible Person/Group: Jo Anna Franke

Additional Resources: Resources to fund the Employee Relations Manager salary and benefits. Suggested salary is \$50,000 + \$16,380 benefits.

Budget Amount Requested: \$67,000.00 (recurring)

Full-Time Employment Opportunities offered

Search for new full time job opportunities in declining economy

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: High

Implementation Description: August, 2011

Projected Completion Date: 09/2012

Responsible Person/Group: Career Services Director, Assistant Director, Career Counselor's

Additional Resources: none

Budget Amount Requested: \$0.00 (no request)

Increase Internship opportunities

Market the Small Business Internship program to new and different employers in the Corpus Christi area. Target larger companies to find avenues for internship opportunities for our students that are not being offered through our department. Target faculty to share their internship opportunities with our office.

The Small Internship Programs has increased our internship opportunities. The 4A Board has set a limit on the amount of money that can be used in a given semester for these internship opportunities. We will continue to work with this groups to provide good paying, high quality internships. In addition to the SIP program, we are trying to work with the colleges and faculty to share the information about internship opportunities. We know that students are participating in internships but are not being identified or reported through our office

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: High

Implementation Description: End of fiscal year, August, 2010

Projected Completion Date: 08/2014

Responsible Person/Group: Director, Associate Director, Career Counselors

Additional Resources: None

Budget Amount Requested: \$0.00 (no request)

On-Campus Part-time opportunities

Connect with the on-campus community departments to emphasize the importance of posting their on-campus jobs with career services. With the passing of Senate Bill 305, the campus should remain in compliance and offer the employment opportunities in one convenient location.

Offer workshops, individual training and on-line tutorials to describe and teach the general campus community how to post jobs.

Challenges: Federal financial aid was cut for FY11 by approximately 36%. This has several ramifications to the on-campus workforce. Projected budget cuts of 5% per year for the next 2 years has overwhelming ramifications to the on-campus workforce. Departments are projected to cut their student worker budget and will be using only work study to off set the cost. Less students will be awarded work study due to the budget cuts.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Implementation Description: workshops, individual training and on-line tutorials describing and teaching the process of posting jobs with Career Services

Projected Completion Date: 08/2013

Responsible Person/Group: Primary: Job Developer Secondary: Director and Counselors

Additional Resources: None

Budget Amount Requested: \$0.00 (no request)

Part-time On-campus participation

Encourage on-campus departments and students to report their hires to Career Services. Offer incentive for students if reporting their on-campus hire. Work with payroll to determine which students are receiving pay checks and record those hires.

Challenges: Projected budget cuts could reduce the workforce within the campus community, thus reducing the overall number of on-campus part-time jobs available to our students.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Implementation Description: encourage departments and students to report hires. Work with payroll to gather hire data in a different fashion.

Projected Completion Date: 08/2014

Responsible Person/Group: Primary: Job Developer Secondary: Director and other professional staff.

Additional Resources: none

Budget Amount Requested: \$0.00 (no request)

Increase off-campus employment participation

Concentrated effort to increase the knowledge of off-campus employment participation. Reach out to the students to post success stories, offer drawings and give-aways to gain insight into where our students are working.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Implementation Description: Provide contest and give-aways to reach out to students to self report their job hires.

Projected Completion Date: 08/2013

Responsible Person/Group: Priority: Job Developer, Secondary: Director and Associate Director

Additional Resources: for incentives to hear from students

Budget Amount Requested: \$3,000.00 (recurring)

Increase student participation at Career Fairs

Currently we reach out to the faculty and staff on a regular basis to convey the message of the career fairs to the students. We currently mass email students notifying them of the times and dates. We post on our website and use social media to advertise fairs. FY12 will be the first time we are using social media to help advertise for our fairs.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Implementation Description: Using social media as an addition resource to advertise for the career fairs.

Projected Completion Date: 08/2012

Responsible Person/Group: Primary: Student IT position, Sharon Herrera, Jo Anna Franke, Secondary: Career Counselors and Associate Director, student workers

Additional Resources: none

Improve Perception of campus support services

According to the Noel-Levitz Student Satisfaction Inventory 2012, campus support services of adequate services to help me decide upon a career was increased from the 2010 survey of 4.8 to 5.1. The National average is 5.1. We are in-line with the national average. We will strive to improve students perception for the next year by branding our office and not just our services and by centralizing our services.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Noel-Levitz-Career Decision | **Outcome/Objective:** Career Decision Making

Implementation Description: Maintain or be better than the national average

Projected Completion Date: 09/2014

Responsible Person/Group: Director, Associate Director, Career Counselors, Job Developer.

Additional Resources: no additional funding is needed.

Analysis Questions and Analysis Answers

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

Based off our findings from the resume rubric(M2), resume survey question(M3), services use survey question(M5), counseling appointment survey questions(M6), mock interview rubric(M8), and interviewing survey question(M9) the strengths of Career Services is the dedication of the staff to help promote and educate our students to being prepared

when entering the workforce. Having a career counselor dedicated to each college is an asset to both the student and faculty. The counselors' build relationships with these faculty who allow our counselors into their classroom. Once in the classroom, the counselor has the opportunity to educate the student in various employment areas. This leads to furthering the education of the student to seek out more services from this office.

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

Based on the findings from counseling appointment survey where 83.5% of students responded "yes" when asked *Do you believe you are able to effectively use 5 or more resources to seek a job* is a great indicator that our ability to connect with the various types of students is effective. Career Services has improved by finding just the right counselor for the colleges. Each college comes with it's own personality and it takes the right person to work with the mix of personalities of the faculty, students and employers. While not all of our positions are filled on a permanent basis, we have a very good foundation.

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

A weakness we have in this department is the lack of an external professional staff member out in the community dedicating their time promoting our services and finding potential job opportunities/internships for our students. A person who's primary focus is the employer. This is evident in our job fair participation rate. Although we met our goal with an increase of 22% more recruiters, we had 3 new fairs (Criminal Justice Fair, The JOB Fair and Kinesiology Fair) added to our line-up and 2 of these fairs will not exist in FY13. In addition, it takes all our staff to recruit new employers, this requires time and this time is taken away from the students.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Mission Statement

Career Service is a service for students, alumni, university, and the community driven by the ideals of excellence in career guidance, professional development and employment to discover and apply strategies to be successful in a complex and changing world. Career Services is committed to preparing students for participation in a global community.

Who We Serve

The Career Center serves currently enrolled students and alumni for up to one year post graduation. All services are available to currently enrolled students. Eligible alumni may utilize all services except the Student Employment Service (JLD Program). Non-students are welcome to use the Career Resources Center as a community service. Non-students and/or ineligible alumni can not participate in the on-campus interviewing, resume referral service, Student Employment Service or schedule guidance or advising appointments.

NEW INITIATIVES

- Hired a new Career Counselor of the College of Science and Engineering
- Hired a new Career Counselor for the College of Business
- New office space for the College of Science and Engineering Counselor in the Engineering Building
- Collaborated with Blake Farenthold on a community job fair on campus. Was held in January 2012.
- Collaborated with Kinesiology Department and Athletics to create a Health, Fitness and Career Expo. The fair was held in the Dugan Center in April 2012.
- Held our first Criminal Justice fair in October 2011.
- Incorporated and collaborated with the Honors program to hold a "Suit Sale" with our Get the Job Fashion Show in February 2012. The sale brought in \$1,100 to benefit the Honors program.

Highlights of the Year

The 2011-2012 school year began with the loss of a Career Counselor and the end of a search for a counselor. We began the fall semester with 5 professional staff, one administrative assistant, seven student workers, and one undergraduate intern for the Small Business Internship Program. A Career Counselor was hired in October and an interim career counselor was hired in late November.

A key objective of Career Services is to have a strong presence within our campus community. Career Services participated in many activities throughout the year. Some of these events include Island Days, Orientation, Waves of Welcome, Late Night Breakfast, President's Picnic, Homecoming Kick-off Picnic, Employee Development Day, and Employee Bar-B-Que.

Professional development is very important to the staff, however due to budget constraints we were unable to send any to National/Regional Conferences. However, the staff did participate in the monthly divisions staff developments, attended audio conferences and webinars offered in our office or hosted by others on campus departments and employee development day.

Our department participated in several fun activities throughout the year. We dressed up for our annual Halloween celebration. We held our annual Thanksgiving feast for our students and invited a few members from other departments to join us as well.

Staff and Professional Development

Listed below are the full-time staff members and highlights of their activities and accomplishments during 2010-2011

Programs

JOB FAIRS

Job Fairs are an important part of helping our students come in contact with prospective employees as well as provide the employer the opportunity to see the qualities of our 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.

FALL FAIR							
Ethnicity							
	Asian Pacific	Black N/His.	Hispanic	Intern ¹	Native American	White N/His.	U/K
All Major Career Fair	5%	4%	28%	12%	1%	26%	24%
Teacher Job Fair	3%	3%	42%	1%	1%	40%	10%
Graduate School Fair	2%	2%	32%	11%	1%	43%	9%
Criminal Justice Fair	4%	2%	35%	4%	4%	32%	25%

BUSINESS ETIQUETTE DINNER

Business Etiquette Dinner is an annual event for Career Services. The event is held every Fall and students have the opportunity to learn a lesson in fine dining and business etiquette. Jane Ibanez served as our etiquette specialist. Mrs.

Ibanez provides lessons in both American style and Continental style of dining. She appeals to the students to take into consideration the global aspect of etiquette. Students were charged \$5.00 for tickets and they receive a full meal along with the chance to network with faculty and business professionals from the Corpus Christi community.

YEAR	TICKETS SOLD	COMPLIMENTARY TICKETS	ACTUALLY ATTENDED
2006	83	29	103
2007	135	29	105
2008	130	22	139
2009	152	22	135
2010	135	21	122
2011	136	22	117

BUSINESS COMMUNITY MEMBERS INVITED	FACULTY/STAFF MEMBERS INVITED
Elsa Leal – Nueces County Probation	None
Sherry Bowers – The Spirit Center	
Jennie Taylor – Retired Education Administrator	
Lee Houston – Legacy Home Health	
Frances Mir – Mir Senior Care	
Joe Perez – BBVA Compass Bank	
Ben Jung - Walgreens	
Andrew Garza – Kill TV3	
Gracie Martin – Ensemble Group	

GET THE JOB

The 15th Annual Get the Job Career Connections Seminar and Fashion Show took place on February 21, 2012 from 2:00 – 3:00pm in the Commons Area. Due to the format of the program, we no longer collect student data.

Welcome	Jo Anna Benavides-Franke Career Services
Fashion Show Moderator	Dr. Kelly Quintanilla Dean, College of Liberal Arts
Panelists	Andrew Garcia Kill TV3 Ben Jung Walgreen's Ruth Shirley Doctors Regional
Q&A Session Moderator	Dr. Kelly Quintanilla Dean, College of Liberal Arts
Closing Remark	Jo Anna Benavides-Franke
Student Clothing Exhibitors	Juan Canchola Amy McClendon Aris Lavranos Natalie Harey Samantha McDonald Joseph Few
Sponsors	Avon

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.

ON CAMPUS RECRUITING		
2008-2009	2009-2010	2010-2011
18	21	30

2011-2012 ON CAMPUS RECRUITING COMPANIES	
Seaton Hospital	US Navy
Fastenal	Target
Kiewit	EntryPoint!
Anadarko	HACU
HEB	Enterprise Holdings
USAA	Legacy Health
Sherwin Williams	UTSA
USAA	Enterprise Holdings
St. Mary's Law School	

WORKSHOPS AND CLASSROOM PRESENTATIONS

Workshops and classroom presentations provide our students with the best up to date assistance on a variety of topics that will enhance their ability to obtain employment and improve their employability.

WORKSHOPS/CLASSROOM PRESENTATIONS		
2010	2011	2012
126	112	147

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 recognizing student workers who make campuses more successful. The winner of the award receives a \$100 Sandollar card and his or her name will be added to a plaque that hangs in Career Services. The winner of the event will compete 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 2011 marked the 8th Annual Student Employee of the Year Award Program. Winners are:

2010	2011	2012
Ashley Smith	Christina Ellard	Jose Chica

JOB STATISTICS

I-Link Data	2010	2011	2012
Job Referrals / Total	6,327	7,467	6,047
JLD Placement / Opportunities	251 / 778	237 / 680	268 / 1112
On Campus Placements/ Opportunities	526 / 204	458 / 197	484 / 394
Community Service Work Study Placements/ Opportunities	25 / 35	Included with JLD	Included with JLD
Intern Placements / Opportunities	64 / 898	143 / 219	154 / 186
Professional Placements/ Opportunities	39 / 412	82 / 348	83 / 2188

I-Link Data	2010	2011	2012
Job Earnings Total \$	\$7,068,838.10	\$2,073,943	\$3,261,225
JLD Earnings \$	\$1,929,908.00	\$3,104,988	\$3,121,461
On Campus Earnings \$	\$3,310,271.00	Do Not have data	Do Not have data
Community Service Work Study Earnings \$	\$164,040.00	\$866,177	\$874,506
Intern Earnings \$	\$299,420.00	\$2,322,730	\$4,133,776
Professional \$	\$1,365,100.00	\$8,369,838	\$11,390,968

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.

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 their specific business needs. It is a partnership with small business employers who can offer students productive and meaningful work assignments with a learning component related to their major.

Benefit

There are numerous benefits for the employer who partners with TAMU-CC in an internship program. Our 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 your 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 your business.
- A close business partnership is established between employers and Texas A&M University-Corpus Christi.

Texas A&M University – Corpus Christi
 Small Business Internship Program
 Fall 2011 - Summer 2012 Progress Report

Fall 2011 Participation

# of Company participants		32	
# of Student participants		39	
Part-time employees		24	
Fulltime employees since		21	
Total since		45	
# of Company participants		32	
# of Student participants		38	

Spring 2012 Participation

Summer 2012 Participation

# of Company participants		28	
# of Student participants		34	

Spring 2008 through Spring 2011

Permanent Job's Created from

Permanent Job's Added since Spring 2011

Part-time employees		14	
Fulltime employees since		12	
Grand Total		71	

*In order for students to work a minimum of 12 weeks in the semester, they needed to be employed by the participating company no later than 2 weeks into the semester.

Fall 2011	Businesses
3eWerks	Instep Dance Studio
A&H Motors	Legacy Therapy Center
ATL Consulting	L&M Industrial Supply
Antman Consulting	Landavazo Chiropractic
Ballet Academy	Mestena Operating
BillCutterz	Mira's Sports & More
Brinca!	Mueller Energetics
Coastal Cycle Academy	Munchies
Communications Plus	Neovia Solutions
Douglas Ocker Law Firm	Nueces Stone Quarry
Ed Cantu Insurance	ProKite Surf
Ensemble Group	QSR Online
Gene Guernsey Realtor	Raul Torres
Great Sage	ROI, Inc
Heavin Insurance	Security Title
InnerGeo	Snap Fitness

Spring 2012	Businesses
3eWerks Aadi Home Health	Instep Dance Studio
A&H Motors	Josefina Villareal, CPA
Accent Tan	Legacy Therapy Center
ATL Consulting	L&M Industrial Supply
Antman Consulting	Landavazo Chiropractic
Ballet Academy	Mark Chavez
Baytek Intl	Mestena Operating
BillCutterz	Mira's Sports & More

Brinca!	Mueller Energetics
Coastal Cycle Academy	Munchies
Communications Plus	Nueces Stone Quarry
Douglas Ocker Law Firm	ProKite Surf
Ensemble	QSR Online
FastSigns	Rank Law Firm
Gene Guernsey Realtor	Raul Torres
Great Sage	ROI, Inc
Heavin Insurance	Security Title
InnerGeo	Snap Fitness

Summer 2012	Businesses
3eWerks	Heavin Insurance
A&H Motors	InnerGeo
Adamson & Co	Instep Dance Studio
Accent Tan	L&M Industrial Supply
ATL Consulting	Mark Chavez
Ballet Academy	Mira's Sports & More
Baytek International	Nueces Stone Quarry
BillCutterz	ProKite Surf
Brinca!	PHI Service Agency
Cutright Communications	QSR Online
FastSigns	Rank Law Firm
Garron Deal & Associates	Security Title
Gene Guernsey Realtor	Spectrum Counseling
Great Sage	Systematic Transformation

PROGRAM EVALUATION RESULTS

- Career Fairs-Overall the recruiters feel that the fairs are good. They feel that are students are well prepared and the attendance is good. The recruiters feel that faculty involvement is an area for improvement.
- Career Fairs-Overall the students feel that the fairs are good. The most sited areas for improvement were more recruiters.
- Business Etiquette Dinner-Overall the students feel this program is excellent. They enjoy the fun learning atmosphere and always comment on the amount of things they learn.

SPRING FAIRS						
Attendance						
	2010		2011		2012	
	Recruiters	Students	Recruiters	Students	Recruiters	Students
All Major Career Fair	44	448	43	517	45	255
Teacher Job Fair	98	326	37	201	45	227
The JOB Fair					52	432
Kines. Fair					17	N/A

SPRING FAIRS				
Residency and Gender				
	Resident %	Non Resident %	Male %	Female %
All Major Career Fair	23%	77%	58%	40%
Teacher Job Fair	6%	93%	20%	79%
The JOB Fair	N/A	N/A	N/A	N/A
Kines. Fair	40%	60%		74%

SPRING FAIRS							
Classification							
	FR	SO	JR	SR	PB	GRAD	U/K
All Major Career Fair 2009	19%	11%	19%	34%	3%	10%	5%
Teacher Job Fair 2009	0%	2%	1%	75%	1%	20%	3%
The JOB Fair	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kines. Fair	0%	20%	60%	20%	0%	0%	0%

SPRING FAIR							
Ethnicity							
	Asian Pacific	Black N/His.	Hispanic	Intern'l	Native American	White N/His.	U/K
All Major Career Fair	6%	6%	28%	13%	<1%	19%	26%
Teacher Job Fair	<1%	2%	46%	<1%	<1%	45%	5%
The JOB Fair	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kines. Fair	20%	0%	40%	0%	0%	20%	20%

FALL FAIRS						
Attendance						
	2009		2010		2011	
	Recruiters	Students	Recruiters	Students	Recruiters	Students
All Major Career Fair	56	477	47	503	36	440
Teacher Job Fair	48	330	31	184	13	118
Graduate School Fair	53	148	54	143	38	164
Criminal Justice Fair					13	160

FALL FAIR				
Residency and Gender				
	Resident %	Non Resident %	Male %	Female %
All Major Career Fair	26%	74%	53%	46%
Teacher Job Fair	2%	98%	19%	74%
Graduate School Fair	22%	77%	42%	57%
Criminal Justice Fair	21%	77%	57%	39%

FALL FAIRS							
Classification							
	FR	SO	JR	SR	PB	GRAD	U/K

All Major Career Fair	13%	25%	14%	30%	5%	9%	4%
Teacher Job Fair	1%	3%	4%	52%	2%	26%	12%
Graduate School Fair	8%	9%	17%	46%	4%	11%	5%
Criminal Justice Fair	19%	17%	19%	27%	7%	7%	4%

Full-Time Staff

Jo Anna Benavides-Franke

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; develop policies and procedures; coordinate services; supervise staff; administer departmental budget; manage information systems, establish and maintain positive relationships with students, faculty and staff, community agencies and employers.

Jo Anna received a Bachelor of Business Administration in 1991 from Stephen F. Austin State University and a Master of Science in Education Administration in 2005 from Texas A&M University-Corpus Christi. Currently, she is participating the LEAD program. She has been with the university since 1999 and with Career Services since 2005.

Terri Howe

Associate Director, Career Services

Career Counselor, College of Education

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

Provide career counseling and work with students one on one and in workshops; administer and interpret CHOICES results; provide job search and resume writing help in one-on-one and group settings; provide interview training and conduct mock interviews; coordinate on-campus recruiting for full-time jobs; maintain career resource library; coordinate internship program; supervise graduate and undergraduate students in practicum and internships; assist with career fairs and other career service events.

Terri received a Bachelor of Arts in Communication in 1991 and a Master of Science in Counseling in 2004 both from Texas A&M University-Corpus Christi. She has worked at the university since 1994 in various positions but has been in the Career Center for 6 years.

Nancy Salinas

Career Counselor, College of Liberal Arts

Provide career counseling and work with students one-on-one and in workshops; administer and interpret CHOICES results; provide job search and resume writing help in one-on-one and group settings; provide interview training and conduct mock interviews; assist 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.

Patricia Chastain (start Oct. 1, 2011)

Career Counselor, College of Business

Provide career counseling and work with students one-on-one and in workshops; administer and interpret CHOICES results; provide job search and resume writing help in one-on-one and group settings; provide interview training and conduct mock interviews; assist with career fairs, on-campus recruiting, internship programs, and other career service events.

Patricia has a Bachelor of Arts in English and Sociology from the University Northern Colorado and a Masters of Business Administration from the University of Phoenix. Patricia began her doctoral degree at Texas A&M University-Corpus Christi in Education Leadership.

Jacinto Medina (Interim Dec. 2011) (Full-time June 2012)

Career Counselor, College of Science and Engineering

Provide career counseling and work with students one-on-one and in workshops; administer and interpret CHOICES results; provide job search and resume writing help in one-on-one and group settings; provide interview training and conduct mock interviews; assist 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. Jaco will begin the Masters of Education in Human Resource track at Texas A&M University in Spring 2013.

Sara Goede (Temp beginning August 2012)

Career Counselor, College of Nursing and Health Sciences

Provide career counseling and work with students one-on-one and in workshops; administer and interpret CHOICES results; provide job search and resume writing help in one-on-one and group settings; provide interview training and conduct mock interviews; assist with career fairs, on-campus recruiting, internship programs, and other career service events.

Sara was hired on August 1, 2012 as a temporary employee after a failed search. She has bachelors in Psychology and masters in counseling from Texas A&M University-Corpus Christi

Jennifer Gonzales (November 2010-March 2012)

Career Counselor, College of Nursing and Health Sciences

Provide career counseling and work with students one-on-one and in workshops; administer and interpret CHOICES results; provide job search and resume writing help in one-on-one and group settings; provide interview training and conduct mock interviews; assist with career fairs, on-campus recruiting, internship programs, and other career service events.

Jennifer was hired in November 2010. She has a bachelor's in Sociology from Texas A&M University-Kingsville and a Master in Counseling from Texas A&M University-Corpus Christi.

Sharon Herrera

Job Developer

Locate and develop 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. Ensure compliance with FWS/JLD regulations. Keep accurate records of placements and student earnings for the reporting annually to the U. S. Department of Education. Maintain job opportunities listings, current opening off campus and well as all on campus part-time student positions. Assist students looking for off-campus jobs and notify them of openings, which correspond to their area of interest, and refer interested and qualified students to employers. Help students with resumes, job search and interview prep for part-time positions.

Sharon has been with the university and Career Services since 1994. We look forward to seeing Sharon complete her education with a Bachelor of Arts in Communication in August 2008.

Sara Lopez

Administrative Assistant

Maintains master calendar; coordinates Career Fairs and other events; supervise student assistants and serve as initial customer contact.

Sara has been with the university since 2002 and in Career Services since 2004.

Lauren Lilly

City of Corpus Christi Grant Intern

Fall 2011 to present

Lauren's responsibilities are to create and develop marketing material for the internship program as well as maintain the data collected using the evaluation instruments. Lauren keeps records on accounts payables and contacts potential employers as well as continues the relationships with employers currently in the program. She creates all marketing material for the program. Lauren has a BS in Psychology from University of North Texas. Currently she is working on her masters degree in Counseling.

STUDENT EMPLOYEES

Career Services understands students are students first and that academics takes priority to other things. Career Services is very proud of their student workers and accomplishments both in the classroom and out.

Current Employees

Michael Sanchez – Major: Computer Science

Employment Dates: 8/11

Jessica Mcglothlin – Major: Education
Employment Dates: 8/11

Marissa Robledo – Major: Criminal Justice
Employment Dates: 5/12

Emma Brinkman – Major: Nursing
Employment Dates: 8/12

Candice Longoria – Major: Marine Biology
Employment Dates: 8/12

Melody Hammanns – Major: Political Science
Employment Dates: 2/12

Yarissa Pena – Major: Nursing
Employment Dates: 8/12

Clay Thompson – Major: Communication
Employment Dates: 7/12

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

Nancy Salinas

Service to the Community:

Relay for Life
Home School Junction
American Diabetes Assoc.
American Heart Asso.
Soles for Souls
Feed the Homeless Night
Easter Baskets for Children
Thanksgiving Food Boxes
Christmas Food Boxes
Salvation Army Christmas Tree
Food Pantry Drive
Boy Scouts Food Drive
Girl Scouts
Last Patrol, Benavides, Texas
Last Patrol Run, Calallen VFW
Marine's Ride for Toys for Tots
Services to the University:
McNair Space Advisory Committee
Waves of Welcome Committee
President's Picnic Committee
Pass Port to the Island Committee
Late Night Breakfast
Wishes and Dreams
Toys for Tots
I-Adapt

Jacinto Medina

Services to the University:

Convocation
Waves Of Welcome
Passport to the Island

Sara Goede

Services to the University:

Waves of Welcome Move in Day Bags
Convocation
Waves of Welcome Tables

Terri Howe

Service to the Community:

Baptist Disaster Response Team through Yorktown Baptist Church
(TPVA) Texas Paralyzed Veteran's Fishing Tournament for Kids
TPVA Thanksgiving Party (helped people to their seats)
TPVA Christmas Party (passed out presents to kids)

Relay For Life
Guatemala Mission Trip

Service to the Profession:

Employment Alliance for People with Disabilities, Chair of the Volunteer Committee for the Career Fair

Services to the University:

Convocation
Late Night Breakfast

Patricia Chastain

Service to the Community:

Beach Clean Up, Padre Island Seashore

Services to the University:

Late Night Breakfast

Sharon Herrera

Service to the Community:

Relay for life
Services to the University:
UCSA Advisory Board
Anchor Alumni Org
Passport to the Island
Homecoming events
Graduation Volunteer
Waves of Welcome

Jo Anna Benavides-Franke

Service to the Community:

Harbor Playhouse Board of Directors (Executive Committee)
Harbor Playhouse volunteer (*Joseph and the Amazing Technicolor Dreamcoat*, 9 to 5)
Harbor Playhouse choreographer (*Christmas Carol*, *Wedding Singer*)
Second Baptist Bible Study Director (Align College and Careers Group)
Second Baptist youth summer camp chaperone
Corpus Christi Montessori parent volunteer

Service to the Profession:

TACUSPA 2012 Conference, Co-Chair

Service to the University:

WOW volunteer
Late Night Breakfast volunteer
Homecoming

Sara Lopez
Staff Advisory Council
Faculty BBQ

Anticipated Challenges for the Next Cycle

External challenges continue to be to recruit employers to come to our campus. Although the economy is improving, recruiting new talent through on-campus recruiting or through career fairs is not a primary focus for their financial resources.

Internal challenges will be to educate the campus community to post their on-campus part-time jobs with Career Services and for faculty to let Career Services be the holder of internship data.

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

- Three new major focus of Career Services in the coming year
- (1) Increase student registration in the CSO database either through registration drives or through banner data being transferred into the system.
 - (2) Centralize on-campus part-time jobs through CSO so that students have one centralized place to apply for on-campus jobs.
 - (3) Centralize the reporting of Internships through CSO. Give the university the opportunity to capture data on where our students are finding internships and if they are potentially turning into full-time positions.

Through these changes, hopefully our students will get a better sense of our campus services and can feel like there are adequate services to help them decide upon a career.

Continued focus for Career Services in the coming year

- (1) Increase off campus employment participation
- (2) Increase career fair participation.

**Detailed Assessment Report
2011-2012 Disability Services**

As of: 5/09/2014 12:15 PM CST

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

Disability Services (DS) is committed to providing TAMUCC students with disabilities equal access and opportunity to discover, communicate, and apply knowledge and abilities. We foster a philosophy that encourages independence and assists students in realizing their academic potential. We facilitate the elimination of physical and attitudinal barriers that may encumber the academic success of a student with a disability. Our continued goal is to maintain an accessible community where students are challenged and diversity is celebrated.

Goals

- G 1: Services and programs for student learning**
Provide excellent services and programs for student learning and development.
- G 2: Provide excellent academic accommodations**
Provide excellent academic accommodations for students to have equal opportunity to achieve.

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

SLO 1: Communicate a plan to self-advocate.
Students will be able to communicate a plan to advocate for their disability related needs after one year working with Disability Services (DS).

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

2.4 interpersonal competence

2.6 practical competence

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

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 2: DS Survey - Advocate for my needs

Disability Services Survey - Working with the DS office I have learned how to advocate for my disability related needs/accommodations

Source of Evidence: Student satisfaction survey at end of the program

Target:

"Working with the Disability Services office I have learned how to advocate for my disability related needs/accommodations."

≥ 90% Moderately Agree or Strongly Agree

Finding (2011-2012) - Target: Not Met

DS Survey - Advocate for my needs = 89.5% Moderately Agree or Strongly Agree

Connected Document

[Disability Services Survey Report 2012](#)

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

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

Implement intentional and directed intervention

Established in Cycle; 2011-2012

Implement a more intentional and directed intervention with students to assist in learning to advocate for their needs.

M 3: DS Self-advocacy Rubric

Disability Services Self-advocacy Rubric question "Tell us what steps or plan you would take to request accommodations (i.e. exam accommodations)." Rubric consists of four dimensions that include: steps necessary to know, approved accommodations, consult with appropriate DS staff or other campus resources, and communicate with faculty to confirm accommodations. Rating scale consists of the following categories: Accomplished, Average, Developing, and Beginning.

Source of Evidence: Academic direct measure of learning - other

Target:

≥ 90% will score a level of Average to Accomplished.

Finding (2011-2012) - Target: Not Reported This Cycle

This measure is only conducted in odd cycles.

M 4: Confidence in Ability to Self-Advocate

Confidence scale question "How confident are you in advocating for your disability-related accommodations?"

Source of Evidence: Academic indirect indicator of learning - other

Target:

"How confident are you in advocating for your disability-related accommodations?" ≥ 85% are Confident to Very Confident.

Confidence scale: 1 - 4,

1 = No Confidence

2 = Somewhat Confident

3 = Confident

4 = Very Confident.

Finding (2011-2012) - Target: Not Reported This Cycle
This measure is only conducted in odd cycles.

SLO 2: Independently access and utilize Assistive Technology

Students will be able to independently access and utilize Assistive Technology software, hardware and/or auxiliary devices after one year working with Disability Services.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

2.6 practical competence

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

1.1 Provide excellent academic programs & instruction.

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 5: DS Survey-Utilization of Assistive Technology

Disability Services Survey question: "Working with DS has helped me learn how to utilize assistive technology software, hardware and/or devices (i.e., e-text, Zoomtext, Voice output, digital recorders, assistive listening devices)".

Source of Evidence: Student satisfaction survey at end of the program

Target:

Working with Disability Services, students will have learned how to utilize assistive technology, software, hardware and/or auxiliary devices.

≥ 85% of students agree or strongly agree that Disability Services has helped them learn how to use assistive technology software, hardware, and auxiliary services. Rating scale includes: Strongly Agree, Agree, Moderately Agree, Do Not Agree, N/A.

Finding (2011-2012) - Target: Not Met

78% of students agree or strongly agree that Disability Services has helped them learn how to use assistive technology software, hardware, and auxiliary services.

Connected Document

[Disability Services Survey Report 2012](#)

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

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

Re-design Disability Services Survey

Established in Cycle: 2011-2012

Re-design Disability Services Survey to more clearly define question related to Assistive Technology software, hardware and assi...

M 6: Text-to-Speech Software Training Rubric

Text-to-Speech software: after training, the student will be able to access and utilize text-to-speech software independently.

Rubric consists of two skill categories: Access and Utilize; Independence. Rating scale include: Beginning, Developing, Average, Accomplished, Exemplary.

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

Target:

Text-to-speech software: after training ≥ 85% of students will be able to access and utilize text-to-speech software independently.

≥ 85% are Accomplished to Exemplary. Rating Scale: Beginning, Developing, Average, Accomplished, Exemplary.

Finding (2011-2012) - Target: Not Reported This Cycle

This measure is only conducted in odd cycles.

M 7: Rubric for Daisy Reader Training

After training students will be able to independently operate features on the Daisy Reader device.

Rubric consists of six skill sets demonstrating successful ability to operate the Daisy device.

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

Target:

Daisy Reader Training: after training ≥ 85% of students will be able to independently operate features on the Daisy Reader device.

Rating scale consists of a checklist confirming successful demonstration of the skill.

Finding (2011-2012) - Target: Not Reported This Cycle

This measure is only conducted in odd cycles.

SLO 3: Students will identify barriers associated with disabilities

Students will be able to identify 3 barriers encountered by persons with disabilities after attending a Disability Services presentation series workshop.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

2.4 interpersonal competences

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.

3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.

1.3 Promote lifelong learning and global citizenship.

1.6 Commitment to student diversity and quality.

Related Measures

M 8: Disability Awareness Event Quiz

Rubric: Measure students ability to identify 3 barriers encountered by persons with disabilities at this event.

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

Target:

After attending a Disability Awareness Event: ≥ 90% students will be able to identify 3 barriers encountered by persons with disabilities as rated with a rubric.

Finding (2011-2012) - Target: Not Met

After attending a Disability Awareness Event 88% of students were able to identify 3 or more barriers by individuals with disabilities.

Connected Document

[DS Disable the Label Survey 2012](#)

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

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

Re-evaluate the Disability Awareness measurement

Established in Cycle: 2011-2012

Re-evaluate the Disability Awareness instrument and more clearly define the measure.

M 11: Universal Design of Instruction

Measure students ability to identify 3 barriers in the classroom, encountered by students with disabilities as rated with a rubric.

Source of Evidence: Standardized test of subject matter knowledge

Target:

After attending a presentation on Universal Design of Instruction: ≥ 90% students will be able to identify 3 barriers in the classroom encountered by students with disabilities.

Finding (2011-2012) - Target: Not Reported This Cycle

This measure will be conducted in odd cycles.

M 12: Universal Design Presentation Quiz

Measure students ability to identify 3 barriers encountered by persons with disabilities in accessing facilities, programs or services.

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

Target:

≥ 90% students will be able to identify three barriers encountered by persons with disabilities in the daily lives.

Finding (2011-2012) - Target: Met

100% of program participants were able to identify 3 or more barriers encountered by persons with disabilities

Connected Document

[DS Universal Design and Leisure Services Presentation](#)

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

O/O 4: Provide quality services and accommodations

Provide quality services and accommodations (i.e., exam accommodations, assistive technology support, etc.).

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

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 Provide a supportive and safe campus environment

Related Measures

M 9: DS Survey-Overall Satisfaction Level of Services and Accommodations.

Disability Services Survey Question: "Please rate your overall level of satisfaction with Disability Services".
Source of Evidence: Student satisfaction survey at end of the program

Target:
Disability Services Survey: ≥ 90% of students rate their level of satisfaction with DS as good to excellent.

Finding (2011-2012) - Target: Met
DS Survey - Overall Level of Satisfaction = 94.9% rating Excellent or Good

Connected Document
[Disability Services Survey Report 2012](#)

O/O 5: Make a positive difference in student success

Make a positive difference in the success of student's academic achievement and overall TAMU-CC experience.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education
1 Mission

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
1.3 Promote lifelong learning and global citizenship.
1.4 Provide a supportive and safe campus environment

Related Measures

M 10: DS Survey Question - on the difference DS makes

Disability Services Survey Question: "Has DS (staff, accommodations, services, etc.) made a positive difference in the success of your academic achievement and overall TAMU-CC experience?"
Source of Evidence: Student satisfaction survey at end of the program

Target:
Disability Services Survey response rate will be ≥ 90% responding "yes" that Disability Services has made a positive difference in their academic achievement and overall TAMU-CC experience on a rating scale of Yes or No.

Finding (2011-2012) - Target: Met
DS made a positive difference in student success = 94.7% responding "yes"

Connected Document
[Disability Services Survey Report 2012](#)

O/O 6: Enhance understanding and support.

Provide leadership to campus community to enhance understanding and support of students with disabilities.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education
1 Mission

6 Legal Responsibilities
7 Equity and Access

8 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.
3.9.1 Student Rights

Strategic Plan Associations

Texas A&M-Corpus Christi
1.4 Provide a supportive and safe campus environment
1.6 Commitment to student diversity and quality.

Related Measures

M 1: Educational programs regarding disabilities.

Number of programs presented.
Source of Evidence: Activity volume

Target:
Programs presented ≥ 10

Finding (2011-2012) - Target: Met
Programs presented = 24

Connected Document
[Educational Programs Conducted FY12](#)

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

Create an Assistive Technology Lab

Create an Assistive Technology lab consisting of 3 workstations with adaptive equipment, software and furniture.

Established in Cycle: 2007-2008
Implementation Status: Finished

Priority: High
Implementation Description: September 2013

Projected Completion Date: 08/2013

Responsible Person/Group: Rachel A. Cox

Additional Resources: Space, equipment, furniture and software

Budget Amount Requested: \$250,000.00 (recurring)

Information Technology Security

Increase security of Access-A-File student tracking database for students with disabilities

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: High
Implementation Description: August 2010

Projected Completion Date: 07/2010

Responsible Person/Group: Director, Disability Services

Additional Resources: Information Technology Manager to assist in the process and possibly additional hardware/software

Budget Amount Requested: \$3,000.00 (recurring)

Request more physical space

Request more physical space to accommodate Disability Services and Exam Services in the same location.

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: High
Implementation Description: August 2012

Projected Completion Date: 07/2012

Responsible Person/Group: Director, Disability Services

Additional Resources: Space and building.

Budget Amount Requested: \$5,000,000.00 (recurring)

Implement On-Line Student Satisfaction Survey

Implement an on-line survey for registered students in an effort to increase student response rates.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High
Implementation Description: Spring 2013

Projected Completion Date: 01/2011

Responsible Person/Group: Ralph McFarland

Additional Resources: Purchase of a software program such as Survey Monkey

Budget Amount Requested: \$75.00 (recurring)

Universal Design Faculty Learning Community

Establish in collaboration with University Faculty a Universal Design Faculty Learning Community on campus. This would not only benefit students but faculty as well.

Universal Design is a theory of teaching and learning that focuses on providing multiple means of delivering information to students and multiple means for students to express their learning. While arising out of the study of providing education to students with disabilities, Universal Design expands that focus to a broader awareness of building your courses for the diverse learners we have in classrooms today. The book, *Universal Design in Higher Education: From Principles to Practice*, and funding are provided to members of this semester-long community. Members meet every other week to design and develop an individual teaching project that applies universal design. The UD FLC is open to all Texas A&M University faculty, lecturers, and graduate teaching assistants.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High
Implementation Description: Fall 2012

Projected Completion Date: 08/2012

Responsible Person/Group: Rachel A. Cox

Additional Resources: Most materials will be furnished by the Disability Network Training (DTN) Grant.

Budget Amount Requested: \$500.00 (recurring)

Volunteer Note-Taker Services

The new Accommodations Counselor position to closely evaluate the effectiveness of our current note-taking services. Implement a better tracking system and check in with students periodically regarding services. Provide information to volunteer note-takers regarding incentives for their service (i.e. community service hours, building resume, etc.). Research implementing some type of monetary reward along with a certificate for the student.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Implementation Description: Fall 2013

Projected Completion Date: 08/2011

Responsible Person/Group: New Accommodations Counselor/Rachel A. Cox

Additional Resources: \$500.00

Budget Amount Requested: \$500.00 (recurring)

Facilitate ADA Faculty Training

Work in collaboration with the ADA Coordinator to implement an ADA faculty (including adjunct faculty) training and documentation of completed training. Training to include information on what to do when a student requests an accommodation and how to process the request. This will also include strongly advocating for an ADA syllabus statement to be placed on all university syllabi.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Implement facilitation and measurement of Student Learning Outcomes

Three student learning outcomes have been developed and will be implemented in the FY12 cycle.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 01/2012

Responsible Person/Group: Director and Assistant Director, Disability Services

Hire a Graduate Assistant in the Assistive Technology lab

The need for additional staff is warranted by the increased demand for materials in alternative format and need for training students in assistive technology.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Responsible Person/Group: Director, Disability Services

Budget Amount Requested: \$20,000.00 (recurring)

Implement intentional and directed intervention

Implement a more intentional and directed intervention with students to assist in learning to advocate for their needs.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: DS Survey - Advocate for my needs | **Outcome/Objective:** Communicate a plan to self-advocate.

Responsible Person/Group: Director, Disability Services

Re-design Disability Services Survey

Re-design Disability Services Survey to more clearly define question related to Assistive Technology software, hardware and assistive devices.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: DS Survey-Utilization of Assistive Technology | **Outcome/Objective:** Independently access and utilize Assistive Technology

Responsible Person/Group: Assistant Director, Disability Services

Re-evaluate the Disability Awareness measurement

Re-evaluate the Disability Awareness instrument and more clearly define the measure.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Disability Awareness Event Quiz | **Outcome/Objective:** Students will identify barriers associated with disabilities

Responsible Person/Group: Director, Disability Services

Analysis Questions and Analysis Answers

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

Disability Services program strengths include quality and delivery of our services as reported by the high level of satisfaction in the following areas:

- Assistance of Disability Services Staff
- Assistance from Exam Services Staff
- Books converted to electronic text
- Assistive Technology Support
- Extended time/Reduced distraction environment
- Overall Satisfaction

A 94.7% "Yes" response indicates that we make a positive difference to students.

Connected Document

[Analysis Question 2012](#)

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

One major factor was the move to our newly remodeled location. Disability Services is now centrally located in Corpus Christi Hall with both Exam Services and the Assistive Technology lab in the same building.

The addition of an Assistive Technology Lab has improved our services to students. This Lab provides a designated area for Assistive Technology training, including training multiple students at one time, and for daily use by many students. Although adaptive software like Zoomtext, Jaws, and Kurzweil are available at multiple locations throughout the campus, often IT staff and student workers are unfamiliar with the software, and are unable to provide assistance.

The Assistive Technology Lab is conveniently located next to the Assistive Technology Specialist's office, where she can answer questions and provide troubleshooting help to students. The Assistive Technology Specialist now sees individual students many more times than in semesters before the move to Corpus Christi Hall. Hence, she is more aware of problems or successes they are having with technology, and can make appropriate changes (more training, change of technology, etc.)

As a result, students are more confident in their use of their own assistive technology, and many have become more independent. For example, several students now use scanners and text to speech technology to independently scan articles and books, and burn the audio files to their mobile devices (smartphone, iPad, etc.) These valuable skills will serve the students in the workforce after graduating from TAMUCC.

Also as a result of the move, services available for students with exam accommodations have improved in many ways. First, there is an increase in the ability to truly provide a reduced distraction environment (the noise level in Classroom East was high due to student traffic in the hallways), a reader/scribe, the use of a CCTV and a computer with Zoom Text, and the use of a private exam room. In the Assistive Technology Lab, the use of a dual screen computer and large screen is available for exams with PowerPoint slides or for the accommodation of scribe support. The Exam Services test room has twelve more desks and six more computers than the rooms in Classroom East, which provide consistent exam accommodation services during peak exam times, particularly midterm and final exam weeks. Additionally, each desk has the capability for internet access for online examinations. The new location in CCH is centrally located on campus with a professional reception area to greet students, faculty, staff and visitors. Our office now offers lockers as a waiting area for students' use on days of scheduled exams. There is now a private office for the Exam Services Coordinator and an area for the Exam Services student employees.

Connected Document

[Analysis Question 2012](#)

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

The Disability Services 2012 Survey indicated three areas that rated less than 80%:

- Availability of Adaptive Furniture
- ASL/Sign Language Interpreters or CART
- Volunteer Note-taking Program

We were not able to determine by the comments any specific identifying issues related to these results. Disability Services will consider requesting additional comments for ratings below "Good" for a more accurate assessment of the issues.

As mentioned in another section, Disability Services continues to evaluate the need for an updated Case Management System for tracking students. TAMU asked if we would like to be the first school to test their new web-based case management system. The last information I have is that they are still working on ironing out some glitches and that we will be contacted. I continue to occasionally check with David Sweeney-the person who wrote the program.

Connected Document

[Analysis Question 2012](#)

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Disability Services (DS) has undergone some positive changes that have assisted the staff in providing more effective and efficient services. DS moved to Corpus Christi Hall on November 9, 2011. The new location is more spacious and newly remodeled. Listed below are the highlights of the program and the effects of the move:

- The main office, Exam Services and the Assistive Technology lab are now centrally located and much more convenient for students, staff and faculty
- The Assistive Technology lab includes area for training students, multiple workstations and adaptive software like Zoomtext, JAWS, and Kurzweil
- The Assistive Technology Specialist is conveniently located next to the lab, where she can answer questions and provide assistance. As a result, students are more confident in the use of assistive technology, and many more have become more independent.

- Exam Services offers a quieter, more spacious testing environment with more computer stations for on-line exams (12 additional workstations and six more computers)
- Added a professional reception and waiting area for students and student lockers for storage during testing
- Private office affords opportunities for the Exam Services Coordinator to conduct confidential business with students
- Implemented the on-line Satisfaction Survey with an increased response rate from last year
- Successfully completed the Universal Design Faculty Learning Community training, projects and grant awards to eleven faculty and three staff members
- Continued to track and improve the Volunteer Note-taking Program
- Evaluated surveys to improve assessment tools
- Designed an ADA Faculty training module that is currently available on our website

Total number of students registered: 2011-2012 = 252
2010-2011 = 265
2009-2010 = 242

Total number of students registered by semester:

Term	2011-2012	2010-2011	2009-2010
Fall	193	195	175
Spring	154	179	167
Summer I	53	67	70
Summer II	43	45	50

Demographics

Registered Students by gender:

Gender	2011-2012	2010-2011	2009-2010
Females	148	158	138
Males	104	107	104

Registered Student by classification:

	2011-2012	2010-2011	2009-2010
Freshman =	39	43	49
Sophomores =	38	30	25
Juniors =	51	49	54
Seniors =	85	101	79
Graduate =	39	42	35
Doctoral =	---	---	---

Registered Students by disability:

	2011-2012	2010-2011	2009-2010
Learning disability =	18%	18%	18%
ADHD/ADD =	30%	28%	28%
Physical =	12%	15%	11%
Health Impaired =	6%	9%	10%
Psychiatric =	16%	17%	16%
Visual Impairment =	6%	6%	8%
Hearing Impairment =	5%	3%	6%
Traumatic Brain Injury =	2%	<.5%	1%
Asperger's =	3%	2%	2%
Speech Impairment =	<1%	<.5%	---
Undiagnosed =	3%	1%	---

Exam Services

Total exams administered by semester:

Term	2011-2012	2010-2011	2009-2010
Fall	783	735	591
Spring	648	705	660
Summer	182	208	187
Total	1,613	1,648	1,438

Total number of hours proctored by student workers:

2011-2012	2010-2011	2009-2010
2,264	2,276	1,920

Alternative Text

Total number of students requesting materials/text in alternative format:

2011-2012	2010-2011	2009-2010
104	109	83

Total books requested in alternative format:

2011-2012	2010-2011	2009-2010
633	637	347

Breakdown of method of request:

	2011-2012	2010-2011	2009-2010
Total from E-text Library:	398	213	82
Total books scanned:	93	179	77
Total ordered from publisher:	223	247	182

Note: We now have over 2,200 textbooks saved in our E-text library.

Total number of books edited:

2011-2012	2010-2011	2009-2010
199	260	177

Student Contacts/Visits

	2011-2012	2010-2011
Fall =	864	629
Spring =	1,155	470
Summer =	448	242
Total	2,467	1,341

Note: Student contact information reporting did not begin until FY11.

Total Faculty Notification Letters

Term	2011-2012	2010-2011	2009-2010
Fall	837	856	814
Spring	620	702	747
Summer I	104	130	106
Summer II	65	70	86
Total	1,626	1,758	1,753

Interpreter Services Hours & Cost

	2011-2012	2010-2011	2009-2010
Hours =	1,794	1,280	1,319
Cost =	\$73,468	\$52,855	\$51,843

Note: FY12 does not include the month of August totals. Bill has not yet arrived.

Staff Professional Development

Maria De Leon

- I-CARE Training
- Riding the Wave, from Good to Great
- The Future of Student Affairs
- Employee Development Day
- Effective Searches and Hiring the Right Person
- Concur/e-Travel Orientation
- Student Affairs Islander's Got Talent Show
- Islander Forum: Spring Forward into Learning
- More Than Listening: Using Counseling Skills in Student Affairs Work
- Balancing Professional and Personal Life, Dr. Chenaux
- Disability Services Retreat – New Documentation Guidelines
- Work Place Safety Awareness

Gail Connelly

- I-CARE Training
- Riding the Wave, from Good to Great
- The Future of Student Affairs
- Effective Searches and Hiring the Right Person
- Employee Development Day
- Student Affairs Islander's Got Talent Show
- Balancing Professional and Personal Life, Dr. Chenaux
- Islander Forum: Spring Forward into Learning
- More Than Listening: Using Counseling Skills in Student Affairs Work
- AHEAD in Texas Conference
- StrengthsFinder
- Disability Services Retreat – New Documentation Guidelines
- Work Place Safety Awareness

Erica Garza

- I-CARE Training
- Riding the Wave, from Good to Great
- The Future of Student Affairs
- Effective Searches and Hiring the Right Person
- Employee Development Day
- Student Affairs Islander's Got Talent Show
- Islander Forum: Spring Forward into Learning
- More Than Listening: Using Counseling Skills in Student Affairs Work
- Counseling Adolescents through Crisis, Padre Behavioral Health Hospital
- Understanding and Addressing Behavior through the Crisis Cycle
- Balancing Professional and Personal Life, Dr. Chenaux
- Islander Forum: Rethinking Student Success
- Understanding and Addressing Behavior through the Crisis Cycle
- AHEAD in Texas Conference
- Disability Services Retreat – New Documentation Guidelines
- Work Place Safety Awareness

Jennifer Weir

- I-CARE Training
- Riding the Wave, from Good to Great
- The Future of Student Affairs
- CHOICES Computer Assessment training and overview of Career Services, TAMUCC
- Effective Searches and Hiring the Right Person
- Student Affairs Islander's Got Talent Show
- Islander Forum: Spring Forward into Learning
- SOAR Workshop/Training on MobITablet
- Employee Development Day
- Texas Assistive Technology Network Conference
- Accessible Instructional Materials half-day workshop
- Mouseless Computing half-day workshop
- Disability Training Network, Summer Institute
- Balancing Professional and Personal Life, Dr. Chenaux
- TAMUCC classes to meet requirements for Master's Degree in Special Education
- TAMUCC classes to meet requirements for Certificate in Educational Diagnostician
- Islander Forum: Rethinking Student Success
- StrengthsFinder
- Disability Services Retreat – New Documentation Guidelines
- Work Place Safety Awareness

Ralph McFarland

- I-CARE Training
- Riding the Wave, from Good to Great
- The Future of Student Affairs
- Effective Searches and Hiring the Right Person
- Employee Development Day
- Student Affairs Islander's Got Talent Show
- Islander Forum: Spring Forward into Learning
- Concur/e-Travel Orientation
- More Than Listening: Using Counseling Skills in Student Affairs Work
- Title IX Training
- A Roadmap to Creating a Culture of Access and Inclusion in Your Workplace
- Islander Forum: Rethinking Student Success
- Balancing Professional and Personal Life, Dr. Chenaux
- Disability Services Retreat – New Documentation Guidelines
- Work Place Safety Awareness

Rachel A. Cox

- I-CARE Training
- Riding the Wave, from Good to Great
- The Future of Student Affairs
- Effective Searches and Hiring the Right Person
- Concur/e-Travel Orientation
- Student Affairs Islander's Got Talent Show
- Islander Forum: Spring Forward into Learning
- Employee Development Day
- More Than Listening: Using Counseling Skills in Student Affairs Work
- Disability Training Network, Summer Institute
- AHEAD in Texas Conference
- Provost Summer Leadership Retreat
- Title IX Training
- Performance Management Workshop
- Performance Management Training
- Counseling Adolescents through Crisis, Padre Behavioral Health Hospital
- Current Trends in Bullying and Anti-bullying Efforts, Padre Behavioral Health Hospital
- The Apple Doesn't Fall Far from the Tree" Attention Deficit Disorder in the Adult, Padre Behavioral Health Hospital
- Balancing Professional and Personal Life, Dr. Chenaux
- StrengthsFinder
- Safety Cart Training
- Disability Services Retreat – New Documentation Guidelines
- Work Place Safety Awareness

Connected Documents

- [DS Demographic Information 2012](#)
- [Participation Rates FY12](#)

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

- Service to the Institution
- I-CERT Committee

Community Service

- Habitat for Humanity

Gail Connelly**Service to the Institution**

- Career Services Counselor, Community Panel
- Passport to the Island, Volunteer

Erica Garza**Service to the Institution**

- Career Services Counselor, Community Panel
- Career Services Counselor, Search Committee
- University Center Student Activities, Student Activity Coordinator, Community Panel
- Strategic Planning Committee
- Student Code of Conduct Review Committee

Jennifer Weir**Service to the Institution**

- University Technology Council
- Distributed IT Member
- University Health Center, Community Panel Member
- Frequently Invited Speaker and Guest Lecturer on campus to staff and students, at State Conferences, and in the community
- Employee Development Day, Facilitator
- Distance Learning – New Course Reviewer

Community Service

- Gregory Portland Soccer Association
- Adopt A Beach Beach CleanUp
- PTO, Gregory Portland Independent School District

Ralph McFarland

Service to the Institution

- Student Affairs Assessment Committee
- Islander Pledge Committee
- Ceremonies Committee
- Undergraduate Admissions Review Committee
- University Counseling Center, Psychologist, Community Panel
- University Counseling Center, Academic Success Coordinator, Search Committee
- Rec/Sports Fitness Coordinator, Community Panel
- University Center Student Activities, Student Activity Assistant Director, Community Panel
- Employee Alliance for People with Disabilities, Committee Member, Sub-committee Member
- Environmental Health & Safety Committee, Member
- Non-Motorized Vehicle Device, Sub-Committee, Member
- System Employees Benefits Advisory Committee (SEBAC TAMU-CC Representative)

Rachel A. Cox

Service to the Institution

- Student Affairs Council, Member
- I-CARE Committee, Member
- Diversity Committee, Member
- Staff Development Committee, Member
- Student Athlete Health & Wellness Committee, Member
- Employee Alliance for People with Disabilities, Committee Member, Sub-committee Member
- Intercollegiate Athletic Council, member
- Disable the Label Committee, Planning Committee participant
- Women's Center Task Force, Chair
- Faculty/Staff BBQ, Volunteer
- Late Night Breakfast, Volunteer
- President's Picnic, Volunteer
- Employee Development Day, Facilitator
- Tip-off Picnic for Homecoming, Volunteer

Community Service

- Institute of Interfaith Dialog, Advisory Board Member, Sub-Committee Member
- Trisun Care Center of Corpus Christi, Volunteer
- Mother Theresa Homeless Shelter, Volunteer
- Beach Clean-up, Volunteer
- Food Bank of Corpus Christi, Volunteer
- Church Bookstore Manager, Platform Person, PowerPoint Team
- Special Olympics, Volunteer

Connected Document

[Special Contributions of Program Faculty/Staff FY12](#)

Anticipated Challenges for the Next Cycle

Disability Services successfully moved from Driftwood to Corpus Christi Hall on November 9, 2011. We currently have a great newly remodeled facility that includes an Exam Services Testing Center and an Assistive Technology lab. Although this move has made a significant difference, we are still met with some challenges.

- Sufficient Storage Space for files and supplies
- Campus-wide awareness of our new location
- Need for faculty to update their Disability statement in their syllabi with the new location
- Barriers to access in use of technology (i.e., scanned images on webpages, videos and videos in Flash format that are not captioned, etc.)
- Support group/or transition program for growing number of Asperger's students
- Documentation of mandatory syllabus statement
- Additional bookshelves and furniture needed for the office
- Early warning system in order to better support students
- Faculty awareness on how to reset the extended time allocated for students with disabilities on BlackBoard
- Increasing number of nursing students taking early morning exams in Exam Services
- Need for a Graduate Assistant in the Assistive Technology lab for training students and keeping up with conversion of materials into alternative format
- Mandatory ADA training for faculty on their role and responsibilities and the rights of our students regarding academic accommodations
- Veterans resistance to seek out Disability Services accommodations
- Interpreting the new AHEAD Guidelines for documentation regarding the recent ADA regulations
- Updated and more efficient Case Management System for tracking students

Connected Document

[Anticipated Challenges 2012](#)

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

Disability Services has made significant strides in providing more effective and efficient service to students with disabilities. The move to our new location has been a great factor in providing better resources, equipment, technology, and customer service.

The Disability Services Staff will continue to become educated on the new ADA regulations in order to better determine eligibility for students with disabilities.

We will also continue to educate the campus community on their role and the rights and responsibilities of students with disabilities. The Disability Services office will also continue to provide education and resources for students in order to improve retention. The office will also work daily to find ways to create awareness of the Disability Services office and their role.

After completing the first Learning Outcome and assessment cycle, results will be reviewed. This will help guide us in our continued efforts to improve excellent services to students with disabilities and faculty.

Listed below are my "Planned" and "In Progress" Action plans:

- Facilitate ADA Faculty Training
- Hire a Graduate Assistant in the Assistive Technology lab
- Implement intentional and directed intervention
- Re-design Disability Services Survey
- Re-evaluate the Disability Awareness measurement
- Information Technology Security
- Universal Design Faculty Learning Community
- Volunteer Note-Taker Services
- Implement facilitation and measurement of Student Learning Outcomes

Connected Document

[Continuous Improvement Initiatives 2012](#)

Detailed Assessment Report

2011-2012 Judicial Affairs

As of 9/9/2014 12:59 PM CST

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

Judicial Affairs strives to provide a safe environment for learning by promoting civil and responsible behavior of students. The department endeavors to ensure fairness and facilitate educational experiences for students who participate in the judicial process.

Goals

G 1: Facilitate an educational experience for the campus community
Facilitate an educational experience for the campus community.

G 2: Provide a Fair System to Adjudicate Conduct
Provide a fair system to manage and adjudicate conduct violations.

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

SLO 1: Student conduct board will properly adjudicate cases

1. Students who participate as student conduct board members will be able to properly adjudicate alleged violations of the student code of conduct.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

2.4 interpersonal competence

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

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

Related Measures

M 5: Student Conduct Board Training Pre/Post Test

1. 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 pretest to post test and achieve a minimum average score of 85% on the post test.

Finding (2011-2012) - Target: Partially Met

a.) 75% of the Student Conduct Board members showed an increase of at least 15% from pre-test to post-test with the average overall increase at 31.5%.

b.) All the Student Conduct Board members achieved a score over 85% on the post test with the average score being 94.75%.

Connected Documents

[2011-2012 Pre Post Raw Data](#)
[SCB Training Test](#)

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

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

Improve Student Conduct Board Training

Established in Cycle: 2011-2012

Training will be modified to more effectively discuss the appeals process.

M 7: Number of Trained Student Conduct Board Members Doubles

Tracking the number of students trained to be members of the Student Conduct Board.

Source of Evidence: Activity volume

Target:

We will have eight trained student conduct board members no later than August 2012.

Finding (2011-2012) - Target: Not Met

Seven students were trained members of the Student Conduct Board. We began the academic year with three student conduct board members.

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

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

Recruit additional Student Conduct Board members

Established in Cycle: 2011-2012

Review the possibility of cross training members the Student Government Association (SGA) Judicial Board to hear low level stude...

M 8: Mock Hearing Rubric

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.

Finding (2011-2012) - Target: Met

All of the Student Conduct Board members scored at least a 25 out of 30 on the Mock Hearing Rubric, with the average score being a 29 out of 30.

Connected Documents

[2011-2012 Hearing Rubric Raw Data](#)
[Mock Hearing Rubric](#)

M 9: Post Hearing Student Survey

Assessing the satisfaction in relation to the fairness and execution of due process by the Student Conduct Board.

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

Target:

The average survey score will be at least a 3 out of 4 on the Post Hearing Student Survey.

Finding (2011-2012) - Target: Met

The average survey score was a 3.28 out of 4.

Connected Document

[Student Conduct Survey - Conclusion of Hearing](#)

SLO 2: Students will understand their rights and responsibilities in the conduct process

1. Students who participate in the pre-conference hearing will understand their rights and responsibilities within the process.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

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

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 10: Pre-Hearing Conference Form

The Pre-Hearing Conference Form is used to explicitly describe the student's rights and the conduct process. The student signs the form indicating their understand their rights and responsibilities in the process.

Source of Evidence: Administrative measure - other

Target:

90% of the students completing the pre-hearing conference form will sign indicating they understand their rights and responsibilities.

Finding (2011-2012) - Target: Met

100% of the students participating in the pre-hearing conference signed the form indicating they understood their rights and responsibilities.

Connected Documents

[Judicial Pre-Hearing Forms](#)
[Pre-Conf Meeting Summary 2011-12](#)

M 11: Pre-Hearing Student Survey

Survey will assess the student's knowledge regarding key rights in the conduct process.

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of the responses regarding rights and responsibilities will be answered correctly.

Finding (2011-2012) - Target: Met

76% of the students responding correctly answered the questions regarding rights and responsibilities. The Pre-Conference Hearing Survey question numbers 4 and 5 address rights and responsibilities.

These questions cover what students may bring to a hearing and the consequences of not completely the assigned sanction(s).

Connected Document

[Student Conduct Survey - Pre-Conference Hearing](#)

M 13: Post Hearing Survey - Conclusion Hearing Survey

Test to assess their knowledge of rights and responsibilities.

Source of Evidence: Standardized test of subject matter knowledge

Target:

70% of the responses regarding rights and responsibilities will be answered correctly.

Finding (2011-2012) - Target: Not Reported This Cycle

This was not measured this cycle.

SLO 3: Students will increase their knowledge about alcohol and other drugs

1. Students who complete alcohol and other drug educational sanctions will increase their knowledge about alcohol and drug use and abuse.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

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

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 3: Judicial Alcohol Sanction Course

Students who take the online course for alcohol will be given a pre- and post test to show increased knowledge.

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

Target:

Students who score below a 75% on the online pre-test will achieve an increase in score of at least 15% on the post test.

Finding (2011-2012) - Target: Met

Students who scored below a 75% on the online pre-test achieved an increased score of at least 15% on the

post test. The average increased on the post test was 27.04%.

Connected Document

[3rd MI - UTI Online Course Measure Outcome](#)

M 4: Judicial Marijuana Sanction Course

Students who take the pre- and post test for the online course for marijuana will show an increase in knowledge about marijuana.

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

Target:

Students who score below a 75% on the pre-test will achieve an increase in score of at least 15% on the post test.

Finding (2011-2012) - Target: Met

Students who scored below a 75% on the pre-test achieved an increased score of at least 15% on the post test score. The average increased on the post test was 24.41%.

Connected Document

[3rd MI - Marijuana 101 Online Course Measure Achievement Outcome Report 2011-2012](#)

M 12: Reflection Paper Rubric

Rubric will be utilized to determine what students learned about alcohol and other drugs through the conduct process, educational sanctioning and life experiences since the incident.

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

Target:

80% of the students completing a research or reflection paper will score at least a 20 out of 25 on the Reflection Paper Rubric.

Finding (2011-2012) - Target: Met

100% of the students scored at least a 20 out of 25 with the average score being 23.25.

Connected Documents

[Reflection Research Paper Rubric](#)

[Reflection Rubric Summary](#)

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

O/O 4: Ensure fairness and due process.

Ensure fairness and due process for adjudicating hearings

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

Southern Association of Colleges and Schools

3.9.1 Student Rights

Strategic Plan Associations

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

Related Measures

M 1: Noel Levitz Survey Results - Fairness

Noel Levitz Survey Results - Disciplinary Process Fairness

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

Target:

Disciplinary Process Fairness >= national score.

Finding (2011-2012) - Target: Met

Disciplinary Process Fairness >= National Score. TAMUCC = 5.4 = .1 greater than national score.

Connected Document

[Noel Levitz Student Satisfaction Inventory 2012](#)

M 2: Graduating Student Survey - Fairness

Graduating Student Survey - Fairness of the judicial process.

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

Target:

Fairness of Judicial Process >= 80%.

Finding (2011-2012) - Target: Met

91.2% believed the judicial process was fair.

Connected Document

[2012 Graduating Student Survey](#)

O/O 5: Train faculty and staff to manage disruptive students

Train faculty and staff to manage disruptive students.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

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 Provide a supportive and safe campus environment

Related Measures

M 6: Post Training Faculty and Staff Assessment

Assessing the satisfaction and the knowledge gained during the Faculty and Staff workshop on Managing Students in the Classroom/Work Place.

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

Target:

75% of the attendees will be able to identify at least three strategies for addressing student behavior.

Finding (2011-2012) - Target: Not Met

This workshop did not occur due to new federal mandates that required us to shift our focus for the 2011-2012.

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

Faculty/Staff Workshop

Established in Cycle: 2011-2012

Continue to develop and implement a faculty/staff workshop addressing student disruptive behavior.

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

O/O 6: Strengthen and develop the student conduct board

Strengthen and develop the student conduct board.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

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

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 7: Number of Trained Student Conduct Board Members Doubles

Tracking the number of students trained to be members of the Student Conduct Board.

Source of Evidence: Activity volume

Target:

We will have eight trained student conduct board members no later than August 2012.

Finding (2011-2012) - Target: Not Met

Seven students were trained members of the Student Conduct Board. We began the academic year with three student conduct board members.

Connected Document

[Trained Student Conduct Board Members 2011](#)

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

Recruit additional Student Conduct Board members

Established in Cycle: 2011-2012

Review the possibility of cross training members the Student Government Association (SGA) Judicial Board to hear low level stude...

Student Conduct Board

Established in Cycle: 2011-2012

Review the possibility of adding members by increasing the scope of the Student Government Association (SGA) Judicial Board to i...

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)

Send notification of failure to comply.

Send notification of failure to comply with judicial sanctions.

Established in Cycle: 2006-2007

Implementation Status: Finished

Priority: Low

Implementation Description: January 2008

Projected Completion Date: 12/2007

Responsible Person/Group: Assistant Dean of Students

Re-evaluate Assessment Method

Re-evaluate the need of a more effective measure for assessing sanctions completed by violators of the Student Code of Conduct.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Projected Completion Date: 04/2011

Responsible Person/Group: Associate Dean of Students and the Student Conduct Officer

Additional Resources: none

Student Conduct Satisfaction Survey

Revise and implement a student conduct satisfaction survey for students who go through the student conduct process.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Implementation Description: Online survey instrument

Projected Completion Date: 08/2011

Responsible Person/Group: Associate Dean of Students

Additional Resources: We need an online survey instrument for students to use for convenience.

Budget Amount Requested: \$500.00 (recurring)

Connected Document

[Student Conduct Surveys 2011](#)

Student Handbook Survey

Develop and implement a survey to determine students satisfaction and use of the Student Handbooks.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 02/2011

Responsible Person/Group: Assistant Dean of Students

Additional Resources: Online survey instrument

Budget Amount Requested: \$500.00 (recurring)

Implement strategies to reduce the number of sanctions not completed.

The following strategies will be implemented:

- 1) Send out additional reminders of their due date to complete sanctions.
- 2) Two weeks prior to the first date of registration, sending another failure to comply reminder.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Projected Completion Date: 10/2011

Responsible Person/Group: Associate Dean of Students & Student Conduct Officer

Initiate strategies to reduce repeat offenders

Implement the following strategies:

- 1) Utilizing "disciplinary probation" more as a disincentive for repeat alleged violations.
- 2) Informing students who have been found responsible that future violations may carry additional consequences.
- 3) The newly created assessment tool may provide valuable perception of the code of conduct process.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: Medium

Projected Completion Date: 07/2012

Responsible Person/Group: Associate Dean of Students & Student Conduct Officer

Additional Resources: Survey Monkey

Faculty/Staff Workshop

Continue to develop and implement a faculty/staff workshop addressing student disruptive behavior.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Post Training Faculty and Staff Assessment | **Outcome/Objective:** Train faculty and staff to manage disruptive students

Projected Completion Date: 02/2013

Responsible Person/Group: Angela Walker & Kris Scott

Improve Student Conduct Board Training

Training will be modified to more effectively discuss the appeals process.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Student Conduct Board Training Pre/Post Test | **Outcome/Objective:** Student conduct board will properly adjudicate cases

Projected Completion Date: 09/2012

Responsible Person/Group: Kris Scott

Recruit additional Student Conduct Board members

Review the possibility of cross training members the Student Government Association (SGA) Judicial Board to hear low level student conduct cases.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Number of Trained Student Conduct Board Members Doubles | **Outcome/Objective:** Strengthen and develop the student conduct board
1) Student conduct board will properly adjudicate cases

Projected Completion Date: 01/2013

Responsible Person/Group: Angela Walker and Kris Scott

Student Conduct Board

Review the possibility of adding members by increasing the scope of the Student Government Association (SGA) Judicial Board to include hearing low level student conduct cases.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Number of Trained Student Conduct Board Members Doubles | **Outcome/Objective:** Strengthen and develop the student conduct board

Responsible Person/Group: Angela Walker & Kris Scott

Analysis Questions and Analysis Answers

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

The Graduating Student Survey, Noel Levitz, and Post Hearing Student Survey all indicate that students perceive the process as fair. Another strength of the program is that we are ensuring that the process is transparent, students are informed and have multiple avenues and opportunities to ask questions.

Student Conduct Board(SCB) members are thoroughly trained as indicated by results for the pre- and post-test assessments, mock student reviews, and additional periodic reviews of skills. SCB members are provided other development opportunities such as serving on the Academic Integrity Hearing Panel and Grade Appeals.

Our sanctioning of alcohol and drugs are very thorough, educationally focused and proven effective.

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

We made significant changes to focus on fairness and students' rights and responsibilities. Data shows strengths in regard to students understanding their rights and responsibilities. We perceive the strengths of the responses may be partially due to the newly implemented pre-conference hearing forms.

Periodic reviews of the SCB showed the the SCB members are retaining the information given in training and using it effectively. Previously there was no data to support long-term retention of information was occurring.

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

Although the Faculty/Staff Training was put on hold this year, we recognize the need to facilitate additional training regarding various topics such as managing disruptive students, Title IX, and strategies regarding academic misconduct.

Additional time and resources were used in an attempt to recruit additional qualified SCB members. Although we have seen some improvements in this area, we still have not reached our goals and additional effort is needed.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

As a result of Office of Civil Rights(OCR) mandates regarding how colleges and universities are required to respond to sexual misconduct, we implemented a formal process for handling sexual misconduct cases in coordination with the EEOC/Employee Relations Office. Over a six month period, meetings occurred with other University offices (University Police Department, Registrar Office, Counseling Center & Health Center, and Camden Miraman) to review current model policies, recommendations from OCR and experts in the field, and participating in the Title IX Investigation Certification Training. We also worked closely with TAMU System Counsel as we drafted the procedure. The new procedure will be implemented FY 13. In addition, we created a presentation in conjunction with the EEOC/Employee Relations Office to educate students, staff and faculty regarding Title IX in relation to sexual misconduct.

Due to the implementation of Maxient, judicial database system, conduct cases are processed more efficiently with more secure methods of communicating information between campus community members. In addition, Maxient provides a more streamlined process for reporting incidents. Individuals can report from any location with an internet connection available 24 hours per day. Also, anonymous reports are permitted with the system. Maxient has been beneficial in assisting in our data collection and sanctioning auditing.

With the closing of the Women's Center, the Bystander Intervention Program is being led by the Office of Judicial Affairs. The Student Conduct Officer attended the Step Up Bystander Intervention Facilitator Training and Conference in May 2012. Resources gained at this conference provided a framework to develop a new Bystander Intervention Program at TAMUCC to be implemented FY 13.

Judicial Affairs collaborated with the Writing Center and the Library to develop an online sanction course for academic

misconduct violations. The course is being developed in Blackboard and will be implemented in FY 13.

Judicial Affairs facilitated multiple presentations to Graduate Teacher Assistants, faculty and staff members on various topics such as "Managing Disruptive Students", "Tips for Handling Academic Misconduct in the Classroom" and "What is I-CARE?". Also, the office provided training to Resident Advisors (RAs) in Camden Miramar about the judicial process and how to submit conduct reports in Maxent.

There were significant changes to the program such as:

- adding an administrative hearing process
- incorporating an option for students to refuse to respond to a charge
- providing students with the opportunities to ask questions and gain information prior to the pre-conference meeting
- instituting email sanction deadline and registration hold reminders
- email notifications are on a secure database
- significant updates were made to the *Student Code of Conduct*
- notification to students that all sanctions are complete
- Title IX victim resource letters were established
- Implemented an university code consistent with the 911 Lifeline Law
- Implemented changes to the appeal procedures to ensure a more effective process for handling appeals
- Updated the rights and responsibility form
- Created a new transcript notation for suspension and expulsion cases (both academic and non-academic incidents)

Developed a website and other strategies to educate and generate awareness of the *Islander Pledge*. Formulated expanded definitions and explanations to assist the campus community in connecting to the *Islander Pledge*. Worked in conjunction with First Year Seminar instructors to incorporate the *Islander Pledge* in their curriculum.

Assisted Student Activities in reviewing and updating conduct process for student organizations. Provided training to the Student Activities Coordinators in managing conduct and due process rights as it pertains to student organizations. Training included interviewing skills, investigation techniques and record keeping.

Both Judicial Affairs staff members are members of the Texas Association for College and Universities Student Personnel Administrators (TACUSPA), Association of Student Conduct Administration (ASCA). In addition, one staff members is represented on the Texas Dean of Students Council.

Judicial Affairs experienced a significant increase in student conduct cases this year. Chart A shows the number of students referred to our office for academic and non-academic violations. In addition, the chart shows the number of referred I-CARE cases, which increased by 13%. Chart B shows the types of violations that occurred this year.

Chart A:

Comparison of Judicial Cases FY 12 vs. FY 13

CASE TYPE	2010-2011	2011-2012	% Change
Academic Conduct	73	79	8% increase
Behavioral Conduct	208	282	35% increase
I-CARE	22	25	13% increase
TOTALS	303	386	27% increase

Chart B

Summary of Violations 2011-2012

Academic Misconduct Total:	83
Endangerment Total:	21
Harassment Total:	4
Sexual Misconduct Total:	2
Hazing Total:	0
Weapons and Explosives Total:	7
Fire and Safety Total:	6
Drugs Total:	72
Alcohol Total:	152
Throwing Objects Total:	2
Property Total:	12
Technology Misuse Total:	2
Information and Identification Total:	1
Failure to Comply Total:	10
Breach of Peace Total:	62
Accessory Responsibility Total:	20
Gambling Total:	0
Traffic Obstruction Total:	0
Violation of Rights Total:	0
On Campus Housing Violation Total:	133
Other Violations Total:	5
Brawling Total:	0
Total Number of Charges	594

Connected Document

[Judicial Case Summary](#)

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

Angela Walker:

On-campus committees/councils/search committees

- I-CARE Behavioral Intervention Team, *Chair*
- Retention Task Force
- Sexual Assault Task Force
- Student Affairs/ Student Engagement and Success Council
- Student Affairs Strategic Planning Committee
- Islander Pledge Committee, *Chair*
- I-ADAPT Committee
- Diversity Committee
- Honors Council
- Web Council
- Search committee for Student Activities Coordinator

Community involvement

Continued volunteer work in a local church

Kristina Scott:

On-campus committees/councils/search committees

- Sexual Assault Taskforce
- Islander Pledge Committee
- I-ADAPT Committee
- Student Affairs Assessment Committee
- I-CARE Behavioral Intervention Team
- Search committee for Student Activities Coordinator

State, regional and national professional organizations & any leadership positions held

- Part of the Mentor/Mentee program through Association for Student Conduct Administrators (ASCA)

Community involvement

- Continued volunteer work at The Summit Church

Anticipated Challenges for the Next Cycle

Anticipated challenges for FY 13 include:

- Sufficient funds to implement educational opportunities and programming.
- Responding to increased number and severity of conduct cases efficiently. Conduct cases increased 30% compared to prior year.
- Possible new federal mandate requirements.
- Responding to the multiple factors that contribute to misconduct. Current average GPA for behavioral conduct students was 2.263, which 49% were alternative admission students. As of July 2012, 16% of behavioral conduct students who were also alternative admission students with a GPA under a 2.5 were not currently enrolled for Fall 2012.
- Recruiting qualified students who have the time to commit to the Student Conduct Board.
- Continued investment from the faculty community to commit to participate in and follow the academic misconduct procedures.
- Possible displacement due to the UC Expansion Project.

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

- Improve Student Conduct Board Training
- Recruit additional Student Conduct Board members
- Student Conduct Board
- Student Handbook Survey
- Faculty/Staff Workshop

**Detailed Assessment Report
2011-2012 Recreational Sports**

As of: 5/01/2014 12:15 PM CST

(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: Promote individual wellness.**
Provide facilities, equipment, and opportunities for the campus community to promote individual wellness.
- G 2: Learning and development.**
Provide experiential opportunities for student learning and development.

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

SLO 4: Develop fitness and wellness behaviors.
Students will develop fitness and wellness behaviors to maintain a healthy lifestyle after one semester of participation in Recreational Sports.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.3 intrapersonal development

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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 8: Nursing grant pre & post fitness assessments

Nursing grant pre & post fitness assessments will be conducted during the grant. Data will be analyzed to track changes in physiological factors.

Source of Evidence: Academic direct measure of learning - other

Target:

An improvement in physiological factors will occur in 70% of participants from the pretest to the posttest.

Finding (2011-2012) - Target: Met

Five physiological factors were included in the analysis - BMI, cardiovascular endurance measured by a step test, flexibility measured with a sit and reach box, left hand strength and right hand strength measured by a hand dynamometer. There were 72 participants who completed both pre and post tests over the course of the year. 66 participants displayed an improvement in at least one of the 5 physiological factors included in the analysis, which is 92%.

Connected Document

[College of Nursing CAREER Program](#)

M 9: Battle of the Shrinking Islanders (BOTS) student participant pre and post weight measures

Battle of the Shrinking Islanders (BOTS) student participant pre and post weight measures will be compared to track weight management and weight loss.

Source of Evidence: Academic direct measure of learning - other

Target:

Weight loss will occur in 50% of student participants from initial weigh in to conclusion of program.

Finding (2011-2012) - Target: Met

Ten of the twelve students who completed the BOTS program for Fall 2011 and Spring 2012 showed a reduction in weight from the initial weigh in to the final weigh in of the program. This was 83% of participants who lost weight.

Connected Document

[Battle of the Shrinking Islanders Tracking](#)

M 10: Nutrition wellness seminar participants post survey

Nutrition wellness seminar participants will complete a post-seminar survey to identify knowledge acquired and intended behavior changes.

Source of Evidence: Evaluations

Target:

Attendees will score on average 75% correct on the post-seminar questions.

Finding (2011-2012) - Target: Met

Aggregated results from the post-seminar survey indicate that 93% of the questions regarding nutrition were answered correctly.

Connected Document

[Nutrition Survey Results](#)

SLO 5: Demonstrate three job skills.

Students will demonstrate three job skills acquired during training with Recreational Sports.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application

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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 11: CPR/AED/First Aid skills test

CPR/AED/First Aid skills test from student employees as evaluated by instructor when testing students and in accordance with American Red Cross standards.

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

Target:

99% of students will accurately demonstrate CPR/AED/First Aid skills in accordance with Red Cross standards.

Connected Document

[CPR/AED/First Aid Rec Sports Employees 2012](#)

Finding (2011-2012) - Target: Met

100% of students taking CPR/AED/First Aid skills tests passed.

Connected Document

[Red Cross Course Record](#)

M 12: Officiating mechanics/skills

Officiating mechanics from officials' training as evaluated with a rubric by coordinator and intramural supervisors.

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

Target:

Students attending the intramural or court or on field officials' training will demonstrate acceptable officiating mechanics and skills with an average score of 75% or above.

Finding (2011-2012) - Target: Partially Met

Collectively, by sport, candidates for officials scored over 75% on a combination of mechanics, positioning, and knowledge in individual cases; however, there were officials candidates who scored under 75%. Those scoring under 75% were invited back for additional training to achieve the minimum requirement. Detailed information on softball officials training was not available.

Connected Document
[Intramural Officials' Training](#)

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

Enhance and Document Officials' Training
Established in Cycle: 2011-2012
When officials candidates do not achieve the minimum 75% score as an individual in on-field and on-court training, they will be ...

M 13: TexFit workshop attendees skills acquisition
Personal trainers and group fitness instructors attending the annual TexFit workshop will document three techniques acquired at the workshop. Techniques may then be applied in their personal training and/or group fitness positions on campus.

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

Target:

Each attendee will acquire job specific knowledge that they can apply in their positions with Recreational Sports. Using the American Association of Colleges and Universities' Integrative Learning Value Rubric, students' documentation of their learning experience will be rated. The achievement goal is an overall rating of 2.0 on a scale of zero to 4.0 for all attendees.

Finding (2011-2012) - Target: Partially Met

Six students attended the TexFit workshop. Individual averaged ratings of 2.8, 1.4, 2.2, 1.4, 1.6, and 1.2, (overall average 1.77) were assigned by the Fitness and Wellness Coordinator using the AAC & U Integrative Learning Value Rubric to assess their acquisition of skills.

Connected Documents
[AAC&U I.V. Rubric 2012 Results](#)
[Integrative Learning Value Rubric](#)
[TexFit Reflection Papers](#)

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

Create written description for TexFit reflective paper
Established in Cycle: 2011-2012
For students attending TexFit, provide clear written instructions on reflective assignment to include the three job related skill...

SLO 6: Leadership Skills
Students will demonstrate effective leadership skills after one semester in a Recreational Sports leadership role.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

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
1.3 Promote lifelong learning and global citizenship.

Related Measures

M 7: Student Employee Experience Report

Student Employee Experience Report - As an employee with the Recreational Sports Department, I have gained leadership skills.

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

Target:

Survey respondents will agree or strongly agree that their leadership skills have improved through working as a Recreational Sports employee at a rate of 80% or above.

Finding (2011-2012) - Target: Met

Of the 30 respondents, 17 replied that they strongly agreed that they have gained leadership skills through their employment experience with Recreational Sports. Another 12 responded that they agreed. Overall this is 29 of 30 agreed or strongly agreed, or 96.7%.

Connected Document

[Student Work Experience Report](#)

M 14: Sport Club officers leadership development

Sport Club Council (club officers) leadership meeting pre/post test.

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

Target:

Sport Club Council members, in aggregate, will increase in knowledge on 4 of 5 questions.

Finding (2011-2012) - Target: Met

The pretest mean on the sport club leadership survey on how to run a meeting was 72.8%. The posttest mean was 90%. Mean improved from pre-test to post test on questions 1, 2, 3, and 5. There was no change in the mean from pretest to posttest for question 4.

Connected Document

[Sport Club Council Pre/Post Test Instrument](#)

M 15: Group Fitness instructor evaluations

Group fitness instructors will be evaluated using a rubric by the Fitness and Wellness Coordinator. The evaluation form includes specific leadership-related sections including class time management, class leadership, fitness skills leadership.

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

Target:

Group fitness instructors will achieve an average of 90% rating on evaluations.

Finding (2011-2012) - Target: Met

Twenty three group fitness instructors were evaluated over the spring and fall semesters. The mean evaluation score was 97%.

Connected Documents

[Fall 2011/Spring 2012 Group Exercise Instructor Evaluation Compilation](#)
[Group Fitness Instructor Evaluations 2011/2012](#)

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

O/O 1: Provide programs for recreation and wellness.

Provide programs for recreation and wellness.

Connected Document

[Noel-Levitz Survey 2012 Intramurals](#)

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

2.3 intrapersonal development

2.4 interpersonal competence

2.6 practical competence

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
1.3 Promote lifelong learning and global citizenship.

Related Measures

M 1: Noel-Levitz Intramural Activity

Noel-Levitz - A variety of intramural activities are offered.

Source of Evidence: Benchmarking

Target:

Greater than or equal to previous survey administration and greater than or equal to national average.

Finding (2011-2012) - Target: Met

The 2012 Noel-Levitz survey response for "A variety of intramural activities are offered" was 5.2 for TAMUCC. This was the first time that this item achieved above the national average. The national average for 2012 was 5.0.

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

Expand Intramural offerings.

Established in Cycle: 2009-2010

Expand intramural offerings such that the Noel-Levitz survey question "A variety of intramural activities are offered" meets the...

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

M 2: Graduating Student Survey - Programs

Graduating Student Survey - Programs (#56) - The variety of Recreational Sports activities, including intramurals, fitness and wellness programs, sports clubs, aquatics, and open recreation.

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

Target:

The achievement target for respondents to this survey question should be a combined score of agree and strongly agree of 90% or above.

Finding (2011-2012) - Target: Met

The combined satisfaction for the variety of activities for 2012 graduating student survey respondents was 94.8%. This included 35.9% very satisfied and 58.9% satisfied. There was an increase of .2% over 2011, which was not statistically significant.

Connected Document

[Graduating Student Survey Results 2012](#)

M 3: Organizational Excellence -Understanding Wellness

Organizational Excellence - I have a good understanding of the Employee Wellness Program.

Source of Evidence: Benchmarking

Target:

Equal to or above previous administration of survey.

Finding (2011-2012) - Target: Partially Met

The reported mean for this question in the 2011 Survey of Employee Engagement was 367. This is a drop of 5 from the previous iteration of the survey. The largest drop in understanding was in the service area. Other areas exhibited small changes either up or down. Therefore this goal was only partially met, as areas decreased.

Connected Document

[Survey of Employee Engagement 2011 - Wellness Slide](#)

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

Target Marketing of Employee Wellness Program

Established in Cycle: 2011-2012

Marketing for the Employee Wellness Program will be targeted to particular departments and EEO categories to improve awareness...

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

O/O 2: Safe and clean facilities and equipment.

Facilities and equipment will be safe and clean to accommodate programs.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

13 Facilities and Equipment

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.

3.11.3 Physical Facilities- Maintenance

Strategic Plan Associations

Texas A&M-Corpus Christi

1.4 Provide a supportive and safe campus environment

1.10 Manage resources efficiently and effectively.

Related Measures

M 4: Graduating Student Survey - Facilities

Graduating Student Survey (#57) - The quality of Recreational Sports facilities.

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

Target:

Greater than or equal to previous year.

Finding (2011-2012) - Target: Not Met

The combined satisfaction level for quality of Recreational Sports facilities was 96.8%. There were 50.3% very satisfied and 46.5% satisfied. There was a 4% increase in respondents who were very satisfied. There was an increase in students who were very dissatisfied (from 0 to 6 or 1.5%).

The 2011 Combined Satisfaction number was 96.9%.

Connected Document

[Graduating Student Survey Results 2012](#)

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

Investigate more effective measures and targets.

Established in Cycle: 2011-2012

Investigate more effective measures and targets to determine achievement of objectives.

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

M 5: Student Voice - Clean Recreation Facilities

Student Voice - Recreation facilities are clean.

Source of Evidence: Benchmarking

Target:

Equal to or above results from previous survey administration, and equal to above national average for current year survey.

Finding (2011-2012) - Target: Partially Met

For the 2012 survey, respondents strongly agreed 72.13% and somewhat agreed 26.23% for a total of 98.36% for the top two. This yielded a mean of 4.67. This is slightly lower than the 2010 mean for this item of 4.74.

Relative to national comparison data, the campus agreement of facility cleanliness for the top two is 98.36%, whereas the national top two percentage is 91.52%.

Connected Document

[Student Voice Survey Results 2012](#)

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

Work closely with custodial contractor

Established in Cycle: 2011-2012

Work closely with the outsource custodial contractor to ensure clean facilities.

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

M 6: Student Voice - Safe

Student Voice - Recreation facilities provide a safe environment.

Source of Evidence: Benchmarking

Target:

Equal to or above results from previous survey administration, and equal to or above national average for current survey cycle.

Finding (2011-2012) - Target: Met

Campus survey results from the 2012 administration of Student Voice benchmarking on safe facilities yielded 75.41% strongly agree and 22.95% somewhat agree for a combined total of 98.36%. The national top two combination for safe facilities was 93.24% for 2012.

The 2012 campus mean was 4.75 and the 2010 campus mean was 4.74. This difference was not statistically significant.

Connected Document

[Student Voice Survey Results 2012](#)

O/O 3: Provide employment experience for students to acquire and practice job skills.

Provide employment experience for students to acquire and practice job skills.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

2.3 intrapersonal development

2.4 interpersonal competence

4 Human Resources

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

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 7: Student Employee Experience Report

Student Employee Experience Report - As an employee with the Recreational Sports Department, I have gained leadership skills.

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

Target:

Survey respondents will agree or strongly agree that their leadership skills have improved through working as a Recreational Sports employee at a rate of 80% or above.

Finding (2011-2012) - Target: Met

Of the 30 respondents, 17 replied that they strongly agreed that they have gained leadership skills through their employment experience with Recreational Sports. Another 12 responded that they agreed. Overall this is 29 of 30 agreed or strongly agreed, or 96.7%.

Connected Document

[Student Work Experience Report](#)

M 13: TexFit workshop attendees skills acquisition

Personal trainers and group fitness instructors attending the annual TexFit workshop will document three techniques acquired at the workshop. Techniques may then be applied in their personal training and/or group fitness positions on campus.

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

Target:

Each attendee will acquire job specific knowledge that they can apply in their position with Recreational Sports. Using the American Association of Colleges and Universities' Integrative Learning Value Rubric, students' documentation of their learning experience will be rated. The achievement goal is an overall rating of 2.0 on a scale of zero to 4.0 for all attendees.

Finding (2011-2012) - Target: Partially Met

Six students attended the TexFit workshop. Individual averaged ratings of 2.8, 1.4, 2.2, 1.4, 1.6, and 1.2, (overall average 1.77) were assigned by the Fitness and Wellness Coordinator using the AAC & U Integrative Learning Value Rubric to assess their acquisition of skills.

Connected Documents

[AAC&U ILV Rubric 2012 Results](#)
[Integrative Learning Value Rubric](#)

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

Create written description for TexFit reflective paper

Established in Cycle: 2011-2012

For students attending TexFit, provide clear written instructions on reflective assignment to include the three job related skill...

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)

Expand Intramural offerings.

Expand intramural offerings such that the Noel-Levitz survey question "A variety of intramural activities are offered" meets the national average.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Noel-Levitz Intramural Activity | Outcome/Objective: Provide programs for recreation and wellness.

Implementation Description: Offer and market intramural activities that meet the needs, desires, and trends of our campus community. Since the Noel-Levitz survey is administered in even years, 2012 will be the next opportunity to investigate whether expanded offerings impacts the students' perception of a variety of intramural offerings. In addition, communication, marketing and activities have been established with the international office to increase participation among international students.

Projected Completion Date: 08/2012

Responsible Person/Group: Coordinator-Intramurals, Assistant Director for Programs, Director

Create an online store

Create an online store using university approved Marketplace software. Implement acceptance of credit cards for many products and services provided by Recreational Sports.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: Medium

Projected Completion Date: 08/2012

Create Departmental Strategic Plan

Create a departmental strategic plan that follows the structure of and aligns with the divisional and institutional plan.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 08/2012

Responsible Person/Group: Director and Assistant Directors

Develop a plan for hike and bike trail enhancements

Develop a plan including fitness equipment list, repaving needs, partners, and associated costs to enhance the university's hike and bike trail. Investigate grant funding opportunities to include in the project.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 08/2012

Responsible Person/Group: Director and Assistant Director for Facilities. Support will be needed from Facility Services.

Create written description for TexFit reflective paper

For students attending TexFit, provide clear written instructions on reflective assignment to include the three job related skill acquisitions and reflective information to connect the experience to integrative learning and value.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: TexFit workshop attendees skills acquisition | Outcome/Objective: Demonstrate three job skills. | Provide employment experience for students to acquire and practice job skills.

Implementation Description: Fitness and Wellness Coordinator will develop clearer assignment instructions for the students attending TexFit.

Projected Completion Date: 03/2013

Responsible Person/Group: Fitness and Wellness Coordinator

Enhance and Document Officials' Training

When officials candidates do not achieve the minimum 75% score as an individual in on-field and on-court training, they will be invited back for additional training. Documentation of this additional training demonstrating minimum competencies at 75% will be kept.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Officiating mechanics/skills | Outcome/Objective: Demonstrate three job skills.

Implementation Description: Action plan item for additional training and documentation will be implemented Fall 2012. Students will run within 1 week to re-train in areas where they did not meet requirements if they are interested in pursuing employment as an official.

Responsible Person/Group: Intramural Coordinator

Facility Development for Fields

Multipurpose fields adjacent to the Wellness Center will be repurposed for housing and dining. Facility development to relocate fields to the Momentum Campus is planned for FY13.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: Meetings will occur with Recreational Sports staff and Facility Services staff to develop a plan and design for relocation.

Responsible Person/Group: Director, Assistant Directors, select Coordinators will work together with Facility Services on planning

Additional Resources: Funding will be needed for this project.

Budget Amount Requested: \$2,000,000.00 (one time)

Investigate more effective measures and targets.

Investigate more effective measures and targets to determine achievement of objectives.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduating Student Survey - Facilities | Outcome/Objective: Safe and clean facilities and equipment.

Implementation Description: Work with Director of Assessment to improve measures, targets, and instruments.

Responsible Person/Group: Director

Additional Resources: None

Target Marketing of Employee Wellness Program

Marketing for the Employee Wellness Program will be targeted to particular departments and EEO categories to improve awareness.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Organizational Excellence - Understanding Wellness | Outcome/Objective: Provide programs for recreation and wellness.

Implementation Description: Face to face presentations to target groups at their place of employment will be incorporated into the marketing plan to increase awareness of the Employee Wellness Program.

Projected Completion Date: 04/2013

Responsible Person/Group: Assistant Director for Programs and Coordinator for Fitness and Wellness

Team Development with New Staff Members

Develop full time staff team to incorporate four new staff members in to the mix. One targeted component will be a retreat including discussion and activities around the book "Play" by Stuart Brown. Additional activities will occur during FY 13 to further develop the team.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Implementation Description: Educational events and activities with participation from all staff members will occur during the year.

Projected Completion Date: 08/2013

Responsible Person/Group: Director will coordinate with participation by all full time staff members.

Additional Resources: Dedicated time, various available resources, meeting room, technological support.

Work closely with custodial contractor

Work closely with the outsource custodial contractor to ensure clean facilities.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Student Voice - Clean Recreation Facilities | Outcome/Objective: Safe and clean facilities and equipment.

Implementation Description: This item will become a standard part of operations with the Assistant Director and Operations Manager meeting regularly with the custodial contractor representative.
Responsible Person/Group: Assistant Director Facilities, Operations Manager

Analysis Questions and Analysis Answers

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

We have determined through our use of assessments that students are very satisfied with our programs and facilities. Facility and equipment information that is gathered through these same methods helps assure that the "how" for the delivery of the programs is accomplished in a safe and clean manner. Another "how" of delivering the programs is through students. This is a combination of student employees and also student leaders such as Sport Club Council members. Resources that are devoted to student development and leadership development are returned back to the department in delivering programming to the university community. Items that were not met or were partially met give indication where improvements can be made in communication, or in setting appropriate targets.

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

In reviewing the items that were met, consumers of the Recreational Sports programs and users of the facilities have a very strong satisfaction rate. Achievements were also made with student employees. The targets for these items were set to match or improve upon the previous iteration, which has occurred for these items, demonstrating improvement. However, once satisfaction is over 95%, we may be interested in looking at different measures to show improvement. If participants are already satisfied at a high level, another approach to investigate could be in addition of different programming to try new activities to enhance satisfaction and participation.

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

We continue to develop in our competency of the assessment process. In obtaining findings for the measures, we can see some areas where improvements can be made. One example is to develop clearer instructions to the students participating in the TexFit workshop. Clearer instructions would help participants make a stronger connection between attendance at the event and how this translates to enhanced skills to apply in their group fitness instruction and personal training. Another area of concern is where the perception of cleanliness decreased in the facilities. This may be attributable to outsourcing of custodial services and reduction in control by the department. Realizing that the department will not regain control, other approaches to working with the contractor may be implemented into the solution. Continuous devotion to student employee training and leadership development is also necessary in the future as new people are in these roles each semester.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Aquatics

Swim lesson participation was up this year due to marketing at Marina Market Days and across campus. Additionally we were awarded a \$500 grant from HEB that provided scholarships for swim lessons. Eleven children received the grant sponsored lessons. We did not teach a Water Safety Instructor Class at the university due to low demand.

Due to low participation in past years, the Swim-Across-Texas program was not offered this year.

Aquatic Classes

	2009/2010	2010/2011	2011/2012
Swim Lessons	26	19	44 (33 + 11 HEB)
Swim Across Texas	10	6	Program not held
Private Lessons	3	8	14
Lifeguard Training	11	22	5
WSI	0	0	0

Fitness/Wellness

Group Fitness

Group fitness classes had very strong participation this year. The variety and schedule of classes was well received as shown by high participation numbers. In service training was provided for the group fitness instructors periodically throughout the year which helped with team building and coverage for substituting.

Personal Training

Personal training use decreased from 715 in 2011 to 428 in 2012. This is a decrease of about 40%. In 2010/2011, there were some patrons who purchased session packages throughout the year. The personal training numbers for 2012/2013 to investigate trends and explore reasons behind the fluctuation in numbers.

	2009/2010	2010/2011	2011/2012
Fitness and Wellness			
Group Exercise Class Attendance	11,939	12,771	14,098
Personal Training Sessions	699	715 (516 purchase, 144 buddy, 55 EWP)	428 (279 purchase, 45 buddy, 59 EWP)
Fitness Assessments Sessions	112	120 (22 purchased, 9 buddy, 89 EWP)	128 (10 purchased, 0 buddy, 118 EWP)

Employee Wellness Program

This program had a total of 59 participants, with 19 in the Fall 2011, 19 in Spring 2012 and 21 in Summer 2012. It continues to be a desirable program for faculty and staff. Participants in the program are given opportunities to reduce barriers that prevent participation through the free amenities and release time from work. The program also helps participants feel comfortable with the equipment and activities offered by the department. Feedback from participants continues to be positive. From each semester, there are one or two participants who make lasting lifestyle changes and become long term members of the program.

Battle of the Shrinking Islanders

This program is a weight loss competition modeled after the popular reality television series, The Biggest Loser. The incentive weight loss program had 40 individual participants during the Fall semester and 33 individual participants during the 2012 Spring semester. The majority of participants are faculty/staff with about 10% being students. The Spring semester was also a competition between students and faculty/staff with 5 students and 28 faculty/staff participating. The program includes weekly weigh-ins tracked by a number instead of names to provide anonymity. The percent of weight loss is calculated for each individual. A few participants lost several pounds, where most lost just one or two pounds.

Participants enjoy the competitive spirit for t-shirts and say the support from fellow participants is motivational.

Career Program:

The College of Nursing approached Recreational Sports last year to collaborate on a component of the CAREER retention program for nursing majors. The wellness component included pre- and post- fitness assessments, an exercise requirement to participate at least two hours per week (tracked with Sandollar swipes), attendance at wellness seminars during the Fall semester, and attendance at 2 out of 3 private group exercise sessions during the 2012 Spring semester. There were 51 pre nursing majors and 40 nursing majors in the program with all 91 completing pre-fitness assessments, 84 completing a mid-year post-fitness assessment, and 48 completing end of year post-fitness assessments. For the wellness seminars, 73 attended the nutrition topic and 69 attended the fitness and stretching topic. For the exercise sessions, 29 attended Pilates, 40 attended Boot Camp, and 35 attended Power Hour.

Intramural Sports

Participation declined during the 2011/2012 year in intramurals. There was a change in personnel in the coordinator position over the summer of 2012. In addition, a change to IM Leagues software was implemented in the summer of 2012 in anticipation of the 2012/2013 year.

It is hoped that changes in marketing and in the IM Coordinator position will infuse some new programming into this area to increase the numbers. Summer preparation included hiring and training of new intramural supervisors.

	2009/2010	2010/2011	2011/2012
Teams Sports	252	195	174
Individual Events	299	228	274
Participants	2,783	2,237	1,996

Outdoor

Outdoor Adventure programs had a successful year offering many different events from kayaking and surf clinics to basic information on rental opportunities and geocaching activities. Attendance at the water events has been around 20 participants for each event. The surf and kayaking clinics are offered in both the fall and spring semesters.

Outdoor equipment rentals continue to increase each semester. The program has added some additional equipment including kayaks, canoes, stand-up paddleboards and tents. The policies and rental procedures have been overhauled to simplify the pricing structure, create new rental periods and simplify the check-in/out process for rentals. Over 170 different rentals occurred during the previous year. The most popular items for rental are kayaks, surfboards and tents.

The Islander Challenge program was active over the 2011/2012 year with service to various departments across campus. For the Resident Assistants, Rec Sports staff facilitated a water wars team building activity for the pool which was a new and different twist on Islander Challenge.

Sport Clubs

There were 14 active clubs in Fall 2011, 13 active clubs in Spring 2012. Each club is required to do 20 hours of community service each semester.

- Fall Community Service Hours: 488 hours/122 participants
- Spring Community Service Hours: 700 hours of community service/81 participants

- Total Hours/Participants: 1188 hours/203 participants

Bassmasters: fishing club; local, regional and national tournament participation
 Capoeira: instructional traditional dance
 Fencing: instructional and competitive
 Islander Anglers: fishing club
 Men's Soccer: competitive
 Men's Volleyball: competitive
 Middle Eastern Dance Club: instructional and performance
 Mixed Martial Arts: instructional
 Sailing: instructional
 SCLERA: instructional and recreational
 SOA: instructional
 Table Tennis: instructional and competitive; participated in regional and national tournaments and placed in 2nd and 3rd spots in both regionally and nationally
 Tennis: instructional
 Trap and Skeet: instructional and competitive; competed in the ACUI Collegiate National Championship and were ranked in the top 15

	2009/2010	2010/2011	2011/2012
Number of Clubs	9	11	14
Number of Participants	143	433	468
Participations	NA	2577	3601

Family and Youth

Family Fun Days
 September: Texas State Aquarium
 October: Halloween CAB Carnival
 November: No event
 December: Date Night
 January: Ice Rays
 February: Making Valentine's for Our Troops
 March: Family Fit Day
 May: Hooks game

Family Fun Days	2009/2010	2010/2011	2011/2012
Adult and Child Participants	460	327	308

Islander Rec Camp

New full time coordinator for intramurals and camp, Drew Cantwell, began employment just before the beginning of camp. Two interns were in place for the camp, Justin Powell and Caroline McIntire who had both worked the camp the previous summer. Marketplace, the on-line store, was used for the first time for camp registrations this year. All camp weeks filled to the capacity of 60 with some fluctuation up and down as family plans changed. The cap was raised from 50 the previous year. A few weeks had campers enrolled above the cap.

Due to unacceptable behavior, there were two campers who were expelled from camp at different times. Policies were developed to address this at the time and for future camps.

Overall, the camp was once again very successful with extensive positive feedback from parents and campers. The \$70 per week fee is very low in comparison to other programs, which also makes the Islander Rec Camp a much needed service for the university community.

Islander Rec Camp	2009/2010 (5 weeks)	2010/2011 (6 weeks)	2011/2012 (6 weeks)
# of unique campers	78	148	130
Number of camper slots filled	122	294	365

Events

Recreational Sports continues to plan and conduct various special events throughout the year. Many of these events involve joint programming with other Student Affairs Agencies. A sampling of high profile events are listed below.

Paws for a Cause was co-sponsored and planned with the Women's Center. It was held in October on the Hike and Bike trail and has been an annual event for several years. Around 200 people attended along with dogs and served to raise nearly \$1,000 for First Friday breast cancer organization.

Wild and Wacky Wednesday was held on the East Lawn prior to Spring Break. Most of the Student Affairs Division is included in staffing the event to provide information to students to make wise choices about alcohol/drug/safe sex over spring break. Food was available for participants with Sandollar IDs.

For the second time, the Wellness Expo was held in the Dugan Wellness Center gym. Once again, this new venue allowed for more space for vendors and participants and more physical wellness activities. A total of 294 participants attended. It is an opportunity for both TAMUCC services/organizations and community agencies to educate the community about healthy lifestyle choices and create awareness about available goods and services in the area of wellness. Free health screenings were provided.

The Wellness Expo in April had survey results that showed:

- 79% of attendees were able to identify a new resource to improve their future wellness through attending the event.
- 49% completed a health screening during the event.
- 87% said that their participation in the event will positively affect their future wellness practices.

Numerous special events continue to take place in the Dugan Wellness Center gymnasium and Island Hall gymnasium. These events were a combination of activities sponsored/hosted by agencies other than Recreational Sports. Rec Sports supported these events through facility and event responsibilities and equipment – Intercollegiate Volleyball contests, Intercollegiate Basketball contests, Special Olympics, Bayball Ballyhoop, orientation lunches and Passport to the Island (Island Hall gym).

Community Service/Philanthropic Activity

Family Fun Day participants made Valentine's Day cards for troops for the second year. Care package items such as toiletries and snack items were collected and sent to the troops in Iraq in late February.

The Turkey Trot Fun Run hosted by Recreational Sports did not include the kinesiology class this year. It was open for community participation along with the campus community. Non-perishable food items served as the "entry fee" and were donated to the Corpus Christi Food Bank.

Departmental staff participated in conducting the division-wide Islander Lights event which involves collecting toys for children for the holiday season. This is an annual event each December.

From the Sport Club program – examples of philanthropic activity:

Fall 2011:

- Trap and Skeet-provided meals, entertainment and served the homeless for Timon's Ministry (September 2011)
- SOA-refereed and paid for beach parking permit for Riches Beach Ball Blast which benefits children with Down's Syndrome (September 2011)
- Islander Anglers-participated in various benefit based fishing tournaments such as Rockport Yak Attack (September 2011) for children with chronic illnesses and disabilities, Corpus Christi Food Bank Throw Down to benefit the Corpus Christi food bank (October 2011)
- MMA-participated in and helped organize the Making Strides Breast Cancer Run (October 2011)
- Fencing-volunteered at the YMCA to help teach a fencing camp (September and October 2011)
- Bassmasters-helped with various projects around campus such as Paws for a Cause, Islander Light (Paws for a Cause—October 2011 & Islander Lights—2011)
- Men's Volleyball-helped with Paws for a Cause, Islander Lights (Paws for a Cause—October 2011 & Islander Lights—2011)

Spring 2012

- Tennis Club-helped the Calallen varsity tennis team practice for tournaments and tutored players in math and science (January-May 2012)
- Men's Soccer-mentored high school students at Most Precious Blood Catholic Church (January-May 2012)
- Capoeira-helped build oyster reefs for the Harte Institute (February-May 2012)
- MEDC-helped with the Women's Center Valentine's Day event (February 2012), volunteered at the LTA annual softball tournament benefitting St. Jude's Children Hospital (April 2012)
- Table Tennis-helped plan and host a table tennis tournament at the South Texas Asian Culture Museum (March 2012)
- Scuba-participated in Trashfest 2011 in New Braunfels, and helped collect over 6 pounds of trash from the bottom of the Comal river (April 2012)
- Sailing-did beach patrol for sea turtles, helped out with the ECDC book fair on campus, participated in Tunnel of Oppression (beach patrol—September 2011 & ECDC Book Fair April 2012 & Tunnel of Oppression February 2012)

Facility Use Counts

Recreational Use

Facility	2009/2010	2010/2011	2011/2012
Tennis Courts	N/A	234	1,921
IM Fields	5,745	9,240	8,465
Dugan Wellness Center	165,486	145,738	158,127
Island Hall	N/A	38,841	45,245

Outdoor pool	4,961	4,874	4,521
Total	171,231	198,927	218,279

*Pool Rec Counts include open rec, swim lessons, and group fitness

Dugan Wellness Center by Area	2009/2010 (Aug. – July)	2010/2011 (Aug. – July)	2011/2012 (Aug. – July)
Gymnasium	37,386	31,180	38,376
1 st floor weights	37,280	37,655	41,841
2 nd floor weights	13,798	13,736	14,719
1 st floor cardio	4,107	1,553	2,006
2 nd floor cardio	26,345	24,569	21,670
Multipurpose – Tarpie	14,739	11,143	13,851
Multipurpose - Izzy	12,603	14,298	15,206
2 nd floor lounge	2,858	3,586	3,699
Abs/stretching	9,241	7,137	5,148
Table Tennis	5,733	(w/2 nd floor lounge)	
Conference Room	1,396	881	1,611
Total	165,486	145,738	158,127

Island Hall	2009/2010 (Aug. – July)	2010/2011 (Aug. – July)	2011/2012
Gymnasium	N/A	24,771	30,534
Indoor Track	N/A	7,331	7,397
IH Cardio/Corridor	N/A	4,021	4,355
IH Abs/Stretch	N/A	1,661	2,406
Multipurpose – Grace	N/A	721	327
Multipurpose – Power	N/A	336	226
Total	N/A	38,841	45,245

Injuries among Rec Sports participants were reported as follows:

	2009/2010	2010/2011	2011/2012
Total Reported Injuries	25	64	14

Facilities:
Upgrades/Major

Maintenance/Projects

There were problems throughout the summer with water running onto the sidewalks on both the east and west sides of the pool. After several work orders and requests for assistance from Facility Services, an outside contractor was hired. A pipe leak/break was detected at a skimmer basket joint and repaired at the end of the summer.

A new piece of equipment was purchased for the weight room. The proprietary name is TRX, which is suspension training. This large frame accommodates up to six stations for suspension training. Introductory classes were established over the summer with personal trainers to demonstrate different exercises which can be accomplished using this equipment.

A new refrigerator was purchased to hold the camp lunches. The past two years, the lunches were stored in coolers and transported as needed. The new refrigerator was located on the second floor in a storage area adjacent to the multipurpose room used for camp lunch. This arrangement was a much more efficient arrangement.

New shelving was purchased and installed in the generator building over the summer. This dramatically cleaned up this large storage area to make operations much smoother with the lift and outdoor equipment.

Facility Use

Overall facility use including Kinesiology classes, athletics, and special groups:

	2009/2010	2010/2011	2011/2012
Aquatics	9,139	7,760	7,528
Outdoor Fields	9,896	10,222	9,696
Dugan Wellness Center	193,561	179,845	179,071
Island Hall	N/A	74,210	67,830

Student Employment

The Recreational Sports Department continues to be one of the largest employers of students on campus.

	2009/2010*	2010/2011	2011/2012
Total Student Employees	200*	90	82
Official Only	36	34	37
Supervisor	61	32	24
Non-student part time instructors	22	11	2

*The 2009/2010 figures include duplicates.

Retention rates were 86% from fall to spring and 83 % from spring to summer.

12 student employees graduated over the course of the year.

August training included a community project, Habitat for Humanity, followed by a presentation from Career Services on the benefits of volunteering. Information and updates were shared by all program areas in the department.

Spring semester training included a screening and brief intervention from I-ADAPT about the use of drugs and alcohol. Departmental policy review and departmental updates were covered by all program areas.

Fall mid semester meeting included a presentation about the services offered in the Islander Transition Center followed by departmental updates.

Spring mid semester meeting included a presentation about managing your online reputation followed by departmental updates.

The Annual Employee Banquet was held as a luncheon in April. Outstanding employees, participants and teams were recognized. Special guests included Dr. Cheneaux, Ann DeGaish, and Ms. Marie Pennington.

TexFit – 6 students and Fitness & Wellness Coordinator traveled to the annual TexFit workshop where student instructors and personal trainers share information and techniques to enhance their skills.

NIRSA – 4 undergraduate students traveled to the NIRSA National Conference in Tampa, Florida. They pursued and received financial support from the Recreational Sports Department and from the Provost's Office Parent's Council grant program. Students follow up responsibilities included presentations during orientation events about the travel and development opportunities.

Professional Staff

Additions/Departures

LR Heffernan, Intramural Coordinator, left in March
Drew Cantwell joined the staff in May as the Intramural Coordinator
Deshavna McCray, Administrative Assistant, left in April
Charlene Lorino joined the staff in June as the Administrative Assistant
Kim Rottet, Assistant Director, left in May
Danny Feitel joined the staff in July as the Assistant Director for Programs
Nadine MacKay, Fitness and Wellness Coordinator left in August, a search is underway to fill this position in mid-fall of 2012

Professional Development

Jacqueline Hamilton

Maintained certifications in Personal Training and CPR/AED/First Aid
Attended Salado Consortium meeting in San Marcos in June
Attended Student Affairs development series
Attended Islander Forum, January and August

Stephanie Arevalo

Attended NIRSA Regional Conference in College Station
Attended and co-presented Play at Employee Development Day in May
Student Affairs development series
Maintained certification as First Aid, CPR/AED Instructor

Kim Rottet

Attended and presented at AORE National Conference in San Antonio in November
Maintained certification as First Aid, CPR/AED Instructor and Lifeguarding
Taught outdoor workshops and team building to several groups throughout the year
Student Affairs development series

Lindsey Keller

Attended DORA—Depression Outreach Alliance Training to become a DORA Facilitator, September
Attended the National Aquatics Institute in Birmingham, Alabama in October
Maintained: Instructor Trainer, Lifeguard Instructor, CPR/First Aid Instructor
Obtained: Instructor Trainer certification for Lifeguarding, Water Safety Instructor and CPR/First Aid August
Obtained: Aquatics Facility Operator Certification October
Student Affairs development series

Nadine MacKay

Attended and coordinated student travel to TexFit in February in San Antonio
Attended the NIRSA National Conference in Tampa in March
Attended Employee Development Day in May
Maintained certifications in Personal Training, Group Fitness, and CPR/AED/First Aid
Student Affairs development series

LR Heffernan

Student Affairs development series

Dennis Coplen

Maintained CPR/First Aid instructor certification
Student Affairs development series
Employee Development Day, May
Multi-Generational Workplace Seminar, May
NIRSA Region IV Conference, College Station, November
How To Handle An Emotionally Charged Workplace Webinar, September
Attended Islander Forum (Aug., Jan.)

Rick Reyes

Del Mar College: Fall 2011, Business Law, Spring 2012, Macroeconomics
Attended and assisted Employee Development Day, May
Student Affairs development series
Attended National Seminars Star 12

Victor Iaina

Student Affairs development series
Attended Employee Development Day in May
Attended Islander Forum in January and August
Attended National Seminars Star 12

Janie Lara

Concur Travel card training, November
Department Correction Request (DCR) Training, January
Concur Travel on-line training, January and April
Lasercife Webinar (document storage), July
Student Affairs Staff Development Meetings (11-12)
Islander Forum, August
Attended National Seminars Star 12 and Webinars

Deshawna McCray

Attended monthly Student Affairs Development trainings
TABP/E in March

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

Service to the Community

Rick Reyes - Little Leagues Texas West State Board Member, Section Four Leader, and District 23 Administrator, Laguna
Little League Field/Maintenance volunteer and coach
Nadine MacKay - taught outdoor surfing workshops to Youth Odyssey and YMCA children's camp
Jacqueline Hamilton - annual beach clean up

Service to the Profession

Jacqueline Hamilton
- Appointed to serve on the NIRSA Board of Directors as the Annual Director – participated in face to face board meetings in Tampa in March, and Las Vegas in July
- Participated as a NIRSA representative on ACHA's Healthy Campus 2020 writing group in late September in Baltimore
- Taught for College of Education in Fall, Spring and Summer semesters (Kinesiology - Facility Design for Sport, Educational Leadership, Research, C & I (Introduction to Research
- Participated as a NIRSA representative on ACHA's Healthy Campus 2020 writing group in late September in Baltimore
- NIRSA Assembly, completed in June 2012
- NIRSA Research and Assessment Committee Chair, competed in March, consultant for 2011/2012
- NIRSA Conference Planning Committee Co-Chair for 2013 Program (work began in October 2011)
- Co-chair for NIRSA Educational Content Review work team

Stephanie Arevalo

- Taught for College of Education in Spring semester (Kinesiology - First Aid)

Kim Rottet

- Taught for College of Education in Fall semester (Kinesiology - Officiating)

Lindsey Keller

- Taught for College of Education in Summer semester (Kinesiology - Swimming)
- NIRSA Aquatics Committee and Family and Youth Committee

Awards/Presentations/Special Items

Nadine MacKay

- NIRSA Foundation Scholarship to attend the national conference in March in Tampa

Rick Reyes

- UCSA Director's Award Recipient – October and May, 2012

Jacqueline Hamilton

- Presented on Healthy Campus 2020 (and 3 others presentations as a panelist – CAS, Fusion Facilities, and Research) at the NIRSA National Conference in Tampa, Florida in March
- Presented "Play" for Employee Development Day with Stephanie Arevalo on the TAMUCC campus in May

Stephanie Arevalo

- Presented "Play" for Employee Development Day with Jacqueline Hamilton on the TAMUCC campus in May

Kim Rottet

- Presented at the AORE National Conference on Student Leadership in San Antonio in November

University Committees

Stephanie Arevalo

- Staff Council Vice-President
- Waves of Welcome Committee
- Calendar Committee
- Committees on Committee
- ICERT Committee
- Student Affairs Strategic Planning Committee

Kim Rottet

- Step Out Diabetes Walk Chair for University
- Student Affairs Assessment Committee

Lindsey Keller

- Move-In Committee
- Homecoming Committee
- IADAPT Committee
- First Year Islanders Bridge Program
- Environmental Health and Safety Committee

Nadine MacKay

- IADAPT Committee

Drew Cantwell

- Move-In Committee

LR Heffernan

- Student Affairs Strategic Planning Committee

Dennis Coplen

- Special Olympics Regional Event Planning Committee
- ICERT Team
- Student Affairs Scholarship Committee

Rick Reyes

- Environmental Health and Safety 2012

- Jacqueline Hamilton
- Student Affairs Council
 - Intercollegiate Athletics Council and Budget Committee ex officio member
 - Recreational Sports Council ex officio member
 - Dissertation committee for Kelly Manlove, doctoral candidate
 - Fulbright Scholarship Review Committee

Anticipated Challenges for the Next Cycle

The new cycle will bring some challenges. There were some facility condition obstacles that manifested from the swimming pool during the past year. Although repairs were made in early September, monitoring the success of these improvements will be of interest. It is recognized that the condition of the pool is precarious and that it could fail at any time. It has been determined that a feasibility study will not take place. A funding source for replacement of the pool has not yet been identified. This will be a healthy discussion item for this upcoming year.

There is a possibility that the multipurpose fields will be repurposed for a construction location of housing and dining. This will mean a significant loss of convenience of having the field located adjacent to the Wellness Center. Investigation is underway for short term and long term solutions to relocate the fields to the Momentum Campus. In the long term, relocating the fields may create an opportunity for expansion that doesn't exist on campus. Fortunately, the department is involved in discussions about the relocation and it is anticipated will be participating in development processes.

The institution is moving to a new academic schedule beginning in January 2013. There will be some adjustments in facility hours and program offerings as we anticipate and respond to the needs of the campus community with the different academic calendar and mini-semester. This will add the need to double check schedules and offerings where ever there are differences from past years. There may be some experimentation in programming to see if there is a desire/need from students to hold additional programming to mini-semester.

Toward the end of the 2011/2012 year, there was turn over in four positions - Administrative Assistant, Assistant Director of Programs, Intramural & Camp Coordinator, and Fitness & Wellness Coordinator. Team building and operations with the new team members will occur throughout the upcoming year until everyone has cycled through at least one year on the job.

Operating conservatively with the budget will be a necessity for the upcoming year. Since the Wellness Center opened in 2009, the design was for the debt service to come from the Student Engagement and Success account. With the 2011/2012 year, \$225K was transferred out of the Recreational Sports account into the SES account to cover debt services. With the 2012/2013 year, \$400K will be transferred over. If student enrollment remains strong and increases, the impact of this should be minimal on regular operations. Longer term impacts to equipment and building reserves may be affected by this change. Exploration of a long term solution, such as an increase in the Rec Sports fee to address the debt service, field relocation, and pool replacement may be an undertaking in this upcoming cycle.

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

With a new coordinator in the Intramural position, changes in offerings are being investigated. A combination event with aquatics is one of the activities in the planning stages for the 2012/2013 year. The possible loss of the intramural fields could also impact offerings. Indoor and/or non-traditional sports may be offered which use smaller venues may be explored to provide programming without access to the usual facilities.

Departmental strategic planning will take place over the 2012/2013 year and will be modeled after the divisional plan that was created in 2011/2012. All staff members will participate in the process.

Once the Fitness & Wellness Coordinator position is filled, the Director will work with this individual on assessment, as several items in Weave connect with this area. As part of this developmental process, written instructions will be created for the reflective paper for the students attending TeXFit. This will facilitate the connection between their workshop experience and acquisition of skills for teaching their group fitness classes and personal training clients. In this same area, once the new coordinator is in place, we will investigate resurrection of taking wellness seminars out to departments around campus. This will also help to market the Employee Wellness Program, especially in the trades and Facility Services areas.

Clearer documentation of officials training will be created to address skills checks and re-testing.

As we evolve and develop assessment skills, adjustments will be made to ensure that measures and targets are appropriate and effective.

Facility development will be an area that will be continued to be monitored during the upcoming year. The pool situation and the multipurpose fields relocation have potential major impact to the department's program delivery.

As there are four new team members this year, resources will be devoted to staff development and team building to create a productive and enjoyable work environment.

Detailed Assessment Report 2011-2012 UC & Student Activities

As of 9/20/14 12:16 PM CST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

The University Center and Student Activities Department encourages student leadership, learning and growth by providing excellent campus activities, programs, student involvement opportunities and student employment. We are dedicated to enhancing the student experience by challenging students and employees to achieve their personal best. We also strive to be a place where our diverse campus community can learn, laugh and engage with one another.

Goals

G 1: Leadership and Growth

UCSA encourages leadership, learning, and growth.

G 2: Student Experience

UCSA is dedicated to enhancing the student experience outside of the academic classroom.

G 3: Location for Engagement

UCSA strives to be a place where our diverse campus community can learn, laugh and engage with one another.

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

SLO 4: Effective Decision Making

The student employee will be able to effectively demonstrate reflective thought and analysis in decision making after 1 year of employment.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

1. Mission
- 2.1 knowledge acquisition, integration, construction, and application

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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 15: Case study from training sessions

Students will be given case studies relating to the skills taught from training sessions. The case studies will address a specific situation relating to decision making.

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

Target:

Using a decision making skills rubric the essay will be evaluated and on average, 80% of student employees will score at the intermediate or advanced level.

Connected Document

[UCSA Decision Making Rubric](#)

Finding (2011-2012) - Target: Met

90% of student employees scored at the intermediate or advanced level.

Connected Document

[Case Study Scores](#)

M 16: Exit Interview - Leadership

Upon leaving employment from UCSA, students will be given an exit interview form to complete. Students will rate their perception on decision making skills.

Source of Evidence: Exit interviews with grads/program completers

Target:

Using the exit interview, on average 80% of student employees will rate their perception as agree or strongly agree in relation to gaining decision making skills as part of employment.

Finding (2011-2012) - Target: Met

On average 100% of students who completed the exit survey rated their perception as agree or strongly agree in relation to gaining decision making skills while employed within our department.

Connected Document

[Exit Interview Summary](#)

M 17: Yearly Performance Rubric

Supervisors will evaluate the performance of student employees' decision making skills and use a rubric to score.

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

Target:

80% of student employees will score at the intermediate or advanced level on their yearly performance evaluations (Spring) in relation to the decision making skills.

Connected Document

[UCSA Student Employee Performance Evaluation](#)

Finding (2011-2012) - Target: Not Met

Very few student employee evaluations were submitted this year. Due to this only 4.6% of the student employees scored at the intermediate or advanced level on their yearly performance evaluations (Spring) in the area of decision making skills.

Connected Document

[Performance Evaluations Decision Making](#)

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

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

Develop Student Employee Evaluation Cycle

Established in Cycle: 2011-2012

An evaluation cycle for student employees will be developed, documented, and shared with staff. Assistant Director responsible f...

SLO 5: Understanding Different Backgrounds

Students participating in UCSA programs will be able to understand others whose backgrounds differ from their own.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 1 Mission
- 2.5 humanitarianism and civic engagement
- 8 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.

Strategic Plan Associations

- Texas A&M-Corpus Christi
- 1.3 Promote lifelong learning and global citizenship.
- 1.6 Commitment to student diversity and quality.

Related Measures

M 18: Workshop Evaluation - Diversity

Pre/post tests will be given at workshops as they pertain to educating on diversity.

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

Target:

Students will improve by 25% in the post test over the pretest.

Connected Document

[UCSA Diversity Workshop Test](#)

Finding (2011-2012) - Target: Not Met

Students scores decreased by 12% in the post test over the pretest

Connected Document

[Diversity Workshop Findings FY12](#)

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

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

Re-evaluate Diversity Workshop Presentation

Established in Cycle: 2011-2012

Presentation used for diversity workshops will be reviewed and edited to align with learning outcome.

M 19: EBI Survey - Understanding of Others

Question #36: To what extent do College Union activities: Expand understanding of others whose backgrounds differ from yours

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Score => 5.0 on 7 point scale.

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

M 20: NSSE Survey - Understanding People of other backgrounds

NSSE Survey Question relating to: Understanding people of other racial and ethnic backgrounds

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Question "understanding people of other backgrounds" >= to national score.

Finding (2011-2012) - Target: Not Reported This Cycle

The NSSE results will not be available until 2013.

SLO 6: Articulate the Value & Impact of Service

Students participating in UCSA programs will be able to articulate the value of service and its impact on social issues.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 1 Mission
- 2.5 humanitarianism and civic engagement
- 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
- 1.3 Promote lifelong learning and global citizenship.

Related Measures

M 21: Greek Week Service Project

A rubric will be used to evaluate the written response of the Greek Community who participated in service project. Students will be asked to:

Reflect on the value of community service and its impact on social issues.

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

Connected Document

[Service Rubric](#)

Target:

60% of students who participate in Greek Week Service Project will score at the intermediate or advanced level on the service rubric.

Finding (2011-2012) - Target: Not Met

0% of students who participated in the Greek Week Service Project scored at the intermediate or advanced level. Students did not participate in a service project during this year's Greek Week.

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

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

Coordinate Greek Service Project

Established in Cycle: 2011-2012

Advisors will meet with Greek councils to develop and coordinate an all Greek service project for upcoming years.

M 22: UCSA Leads

A rubric will be used to evaluate the written response of the students who participated in UCSA Leads. Students will be asked to:

Reflect on the value of community service and its impact on social issues.

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

Connected Document

[Service Rubric](#)

Target:

50% of students who participate in UCSA Leads will score at the intermediate or advanced level on the service rubric.

Finding (2011-2012) - Target: Not Met

0% of students in UCSA Leads scored at the intermediate or advanced level on the service rubric. This program did not develop as had anticipated.

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

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

Utilize SVC Program to Assess Service Learning Outcome

Established in Cycle: 2011-2012

Utilize SVC program to assess service learning outcome rather than the UCSA Leads program.

M 23: Alternative Spring Break Journals

A rubric will be used to evaluate the reflections within journals of the students who participate in Alternative Spring Break. A prompt will be given to students asking to:

Reflect on the value of community service and its impact on social issues.

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

Connected Document

[Service Rubric](#)

Target:

80% of students who participate in Alternative Spring Break will score at the intermediate or advanced level on the service rubric.

Finding (2011-2012) - Target: Not Met

22% of students who participated in Alternative Spring Break scored at the intermediate or advanced level on the service rubric.

Connected Document

[Alternative Spring Break Journal Results](#)

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

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

Develop Clear & Direct Journal Prompts

Established in Cycle: 2011-2012

Clear and direct journal prompts will be provided daily to Alternative Spring Break participants.

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

OIO 1: Provide quality events, activities and services.

Provide quality events, activities, and services for diverse populations.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

1 Mission

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

1.3 Promote lifelong learning and global citizenship.

1.8 Commitment to student diversity and quality.

1.8 Build & sustain mutually supportive relationships.

Related Measures

M 2: NSSE-Attending Campus Events

NSSE-Attending Campus Events & Activities

Source of Evidence: Benchmarking

Target:

Question "attending campus events and activities." >= to national score

Finding (2011-2012) - Target: Not Reported This Cycle

The NSSE results will not be available until 2013.

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

Identify & Establish Commuter Programs/Outreach

Established in Cycle: 2008-2009

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working ...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

UCSA Facebook Page

Established in Cycle: 2010-2011

Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and serv...

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

M 5: Noel Levitz - Involvement

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 >= to national score and >= previous TAMUCC administration of survey.

Finding (2011-2012) - Target: Met

The 2012 Noel Levitz survey revealed a score of 5.3 which is >= national score of 5.3 and >= previous TAMUCC administration score of 5.0.

Connected Document

Noel Levitz Results 2012

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

Develop a Full Time Marketing/Publicity Position

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

Publicize OrgSync Student Organization Portal

Established in Cycle: 2009-2010

Implement and publicize the use of OrgSync with student organizations to assist with the ease of starting/maintaining recognized...

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

M 7: EBI Survey - UC Provides Variety of Services

To what extent do you agree or disagree with the following statements. The College Union: Provides a variety of services? (Question 35)

Source of Evidence: Benchmarking

Target:

Score will be => than 5.75 on a 7 point scale

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

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

Develop a Full Time Marketing/Publicity Position

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Identify & Establish Commuter Programs/Outreach

Established in Cycle: 2008-2009

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working ...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

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

M 9: EBI Survey - Leadership Training

To what extent do College Union activities: Provide leadership training (Question 40)

Source of Evidence: Benchmarking

Target:

Score will => 4.0 on a 7 point scale

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

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

Develop a Full Time Marketing/Publicity Position

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Assessment Committee-Learning Outcomes Domains

Established in Cycle: 2009-2010

The development of the Student Affairs Assessment committee is providing structure for the division's departments to assist in d...

UCSA Facebook Page

Established in Cycle: 2010-2011

Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and servi...

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

M 11: EBI Survey - UC Enhanced Experience

Educational Experience: Extent that the College Union activities enhanced your overall educational experience. (Question 69)

Source of Evidence: Benchmarking

Target:

Score => 4.0 on 7 point scale.

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

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

Develop a Full Time Marketing/Publicity Position

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Identify & Establish Commuter Programs/Outreach

Established in Cycle: 2008-2009

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working ...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

Assessment Committee-Learning Outcomes Domains

Established in Cycle: 2009-2010

The development of the Student Affairs Assessment committee is providing structure for the division's departments to assist in d...

UCSA Facebook Page

Established in Cycle: 2010-2011
Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and servi...

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

O/O 2: Provide well managed facilities.

Provide well managed facilities which are safe, clean, available and enjoyable for programs, students, faculty, staff, and community.

Relevant Associations:**Standard Associations****CAS- Council for the Advancement of Standards in Higher Education**

13 Facilities and Equipment

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.

3.11.3 Physical Facilities- Maintenance

Strategic Plan Associations

Texas A&M-Corpus Christi

- 1.1 Provide excellent academic programs & instruction.
- 1.4 Provide a supportive and safe campus environment
- 1.10 Manage resources efficiently and effectively.

Related Measures**M 1: Graduating Student Survey-Overall Comfort**

Graduating Student Survey-Overall comfort of the University Center for leisure

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

Target:

Question 51 "overall comfort of the UC as a place for leisure time." >= overall satisfaction of 90%

Finding (2011-2012) - Target: Not Met

The 2012 Graduating Student Survey revealed that 89% of graduating students were satisfied with the overall comfort of the UC as a place for leisure time. This is a decrease in satisfaction of -0.2% from the previous year's administration.

Connected Document

[2012 UC Graduating Student Survey Results](#)

Related Action Plans (by Established cycle, then alpha):**Expand University Center**

Established in Cycle: 2011-2012

Work with architects during expansion project to include more lounge space and develop areas within the UC where students feel c...

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

M 6: Noel Levitz - Student Center

Question: "The Student Center is a comfortable place for students to spend their leisure time."

Source of Evidence: Benchmarking

Target:

Question: "The Student Center is a comfortable place for students to spend their leisure time." >= national score and >= previous TAMUCC administration of survey

Finding (2011-2012) - Target: Met

The 2012 Noel Levitz survey revealed a score of 5.3 which is >= national score of 5.3 and >= previous TAMUCC administration score of 5.3.

Connected Document

[Noel Levitz Results 2012](#)

O/O 3: Promote involvement on campus

Promote involvement in events, activities, and other services to campus community.

Relevant Associations:**Standard Associations****CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

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

- 1.3 Promote lifelong learning and global citizenship.
- 1.6 Commitment to student diversity and quality.
- 1.8 Build & sustain mutually supportive relationships.

Related Measures**M 4: Noel Levitz - Know what's happening on campus**

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 and >= previous TAMUCC administration of survey

Finding (2011-2012) - Target: Partially Met

The 2012 Noel Levitz survey revealed a score of 4.8 which is <= national score of 5.0 and >= previous TAMUCC administration score of 4.7.

Connected Document

[Noel Levitz Results 2012](#)

Related Action Plans (by Established cycle, then alpha):**Develop a Full Time Marketing/Publicity Position**

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

Publicize OrgSync Student Organization Portal

Established in Cycle: 2009-2010

Implement and publicize the use of OrgSync with student organizations to assist with the ease of starting/maintaining recognized...

UCSA Facebook Page

Established in Cycle: 2010-2011
Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and servi...

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

M 8: 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 30)

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Score will => 5.5 on a 7 point scale

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

Related Action Plans (by Established cycle, then alpha):**Develop a Full Time Marketing/Publicity Position**

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Identify & Establish Commuter Programs/Outreach

Established in Cycle: 2008-2009

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working ...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

UCSA Facebook Page

Established in Cycle: 2010-2011
Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and servi...

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

M 10: EBI Survey - Opportunities for Leadership Role

To what extent do College Union activities: Provide opportunities for you to assume a leadership role? (Question 41)

Source of Evidence: Benchmarking

Target:

Score => 4.0 on 7 point scale

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

Related Action Plans (by Established cycle, then alpha):**Develop a Full Time Marketing/Publicity Position**

Established in Cycle: 2007-2008

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campu...

Identify & Establish Commuter Programs/Outreach

Established in Cycle: 2008-2009

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working ...

Transform Marketing Efforts for WOW

Established in Cycle: 2008-2009

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." ...

Assessment Committee-Learning Outcomes Domains

Established in Cycle: 2009-2010

The development of the Student Affairs Assessment committee is providing structure for the division's departments to assist in d...

UCSA Facebook Page

Established in Cycle: 2010-2011

Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and servi...

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

M 14: 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 27)

Source of Evidence: Benchmarking

Target:

Score => 4.0 on 7 point scale.

Finding (2011-2012) - Target: Not Reported This Cycle

EBI will not be administered again until Spring 2013.

Details of Action Plans for This Cycle (by Established cycle, then alpha)**Develop a Full Time Marketing/Publicity Position**

There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campus from our department and the responsibility has been placed on coordinators who are programming events to also do the publicity.

Established in Cycle: 2007-2008

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Leadership Training | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Provides Variety of Services | **Outcome/Objective:** Provide quality events, activities and services.

Measure: Noel Levitz - Involvement | **Outcome/Objective:** Provide quality events, activities and services.

Measure: Noel Levitz - Know what's happening on campus | **Outcome/Objective:** Promote involvement on campus

Implementation Description: August 2012

Projected Completion Date: 08/2012

Responsible Person/Group: Director and Assistant Directors

Additional Resources: Staff Person

Budget Amount Requested: \$40,000.00 (recurring)

Staffing, Equity, & Salary Issues

Workload and demand on staff has increased. Review of positions to address staffing shortages, equity and salary adjustments needs to occur and be requested during budget cycle.

Established in Cycle: 2007-2008

Implementation Status: Finished

Priority: High

Implementation Description: September 2012

Projected Completion Date: 09/2012

Responsible Person/Group: Director and Assistant Directors

Additional Resources: Money for equity issues in administrative assistant position and assistant director positions either equity or reclassification.

Budget Amount Requested: \$20,500.00 (recurring)

Identify & Establish Commuter Programs/Outreach

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working more and not on campus as much. Provide more passive programs to our students. Need to coordinate more outreach.

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Provides Variety of Services | **Outcome/Objective:** Provide quality events, activities and services.

Measure: NSSE-Attending Campus Events | **Outcome/Objective:** Provide quality events, activities and services.

Implementation Description: May 2013

Projected Completion Date: 05/2013

Responsible Person/Group: Assistant Directors and Coordinators

Review Outside Group Use Policy and Adjust

The number of student and departmental unit use of the UC has increased. Because of this and because of the priority levels of use of the facility, outside groups have not been able to use the facility.

Will need to review policy and determine what the university's philosophy and departmental philosophy will be going forward. Dramatic decrease in use by outside groups. May need to adjust numbers.

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: High

Implementation Description: September 2012

Projected Completion Date: 08/2012

Responsible Person/Group: Use of University Facilities Task Force (director serving on this committee)

Transform Marketing Efforts for WOW

Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved. Stay Connected." Provide marketing materials to students to let them know what is available and how to get involved.

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Provides Variety of Services | **Outcome/Objective:** Provide quality events, activities and services.

Measure: Noel Levitz - Involvement | **Outcome/Objective:** Provide quality events, activities and services.

Measure: Noel Levitz - Know what's happening on campus | **Outcome/Objective:** Promote involvement on campus

Measure: NSSE-Attending Campus Events | **Outcome/Objective:** Provide quality events, activities and services.

Implementation Description: August 2013

Projected Completion Date: 08/2012

Responsible Person/Group: Chair of Waves of Welcome Committee and Chair of Publicity Sub-Committee

Assessment Committee-Learning Outcomes Domains
The development of the Student Affairs Assessment committee is providing structure for the division's departments to assist in developing learning outcomes.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Leadership Training | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.

Implementation Description: The director of UCSA will serve on this committee. The committee and the director will provide trainings to the department and then the department will create learning outcomes that align with the division's learning outcome domains.

Projected Completion Date: 10/2011

Responsible Person/Group: Director and Assistant Directors

Additional Resources: Learning Outcome domains from Student Affairs Division

Publicize OrgSync Student Organization Portal

Implement and publicize the use of OrgSync with student organizations to assist with the ease of starting/maintaining recognized student organizations.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz - Involvement | **Outcome/Objective:** Provide quality events, activities and services.
Measure: Noel Levitz - Know what's happening on campus | **Outcome/Objective:** Promote involvement on campus

Implementation Description: August 30, 2013

Projected Completion Date: 08/2013

Responsible Person/Group: Student Activities Coordinators responsible for student organizations and publicity & Assistant Director of Media & Special Events

Strategic Planning

Review strategic plan and results from EBI survey 2010 to develop action plans to address the needs of commuter students.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Implementation Description: August 31, 2012

Projected Completion Date: 08/2012

Responsible Person/Group: Director and Assistant Directors

Student Center Complex Fee Referendum

Successfully run a student referendum for the Student Center (University Center) Complex Fee to increase the fee from \$45 to \$100.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Implementation Description: March 2012

Projected Completion Date: 03/2012

Responsible Person/Group: Director UCSA and staff

Training Matrix

Will develop measurements and achievement targets for student employee training matrix to assess their understanding of what it means to provide well managed facilities.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Implementation Description: September 2012

Projected Completion Date: 08/2012

Responsible Person/Group: Assistant Director Operations/Operations Managers

UCSA Facebook Page

Create and manage a UCSA Facebook account. Utilize technology to get the word out about events, activities, programs, and services that are offered by our department.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Leadership Training | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus

Measure: Noel Levitz - Know what's happening on campus | **Outcome/Objective:** Promote involvement on campus

Measure: NSSE-Attending Campus Events | **Outcome/Objective:** Provide quality events, activities and services.

Implementation Description: August 21, 2012

Projected Completion Date: 08/2012

Responsible Person/Group: UCSA Coordinator responsible for publicity/marketing

Coordinate Greek Service Project

Advisors will meet with Greek councils to develop and coordinate an all Greek service project for upcoming years.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Greek Week Service Project | **Outcome/Objective:** Articulate the Value & Impact of Service

Projected Completion Date: 08/2013

Responsible Person/Group: Assistant Director & Coordinators of Greek Life

Additional Resources: none

Develop Clear & Direct Journal Prompts

Clear and direct journal prompts will be provided daily to Alternative Spring Break participants.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Alternative Spring Break Journals | **Outcome/Objective:** Articulate the Value & Impact of Service

Implementation Description: After several dates of training and education on the value of service, ASB participants will be given a prompt on which to reflect and write in their journals. Specifically at the end of their service trip, participants will be asked to reflect on the value of service and its impact on social issues.

Projected Completion Date: 04/2013

Responsible Person/Group: Student Activities Coordinator who supervises Alternative Spring Break

Additional Resources: none

Develop Student Employee Evaluation Cycle

An evaluation cycle for student employees will be developed, documented, and shared with staff. Assistant Director responsible for student employment will conduct training with all full time staff on the process and will communicate timeline to ensure that performance evaluations are completed in a timely manner.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Yearly Performance Rubric | **Outcome/Objective:** Effective Decision Making

Implementation Description: December 31, 2012

Projected Completion Date: 12/2012

Responsible Person/Group: Assistant Directors

Expand University Center

Work with architects during expansion project to include more lounge space and develop areas within the UC where students feel comfortable; have a variety of seating space for students.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduating Student Survey-Overall Comfort | **Outcome/Objective:** Provide well managed facilities.

Implementation Description: Expansion project has begun. Program of requirements underway, then design, construction, and opening of expanded UC.

Projected Completion Date: 12/2014

Responsible Person/Group: Student Engagement & Success (VP, Associate VP & Director of UC), Finance & Administration.

Additional Resources: none at this time; included with construction project budget

Re-evaluate Diversity Workshop Presentation

Presentation used for diversity workshops will be reviewed and edited to align with learning outcome.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Workshop Evaluation - Diversity | **Outcome/Objective:** Understanding Different Backgrounds

Projected Completion Date: 05/2013

Responsible Person/Group: Assistant Director and Coordinator

Utilize SVC Program to Assess Service Learning Outcome

Utilize SVC program to assess service learning outcome rather than the UCSA Leads program.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: UCSA Leads | **Outcome/Objective:** Articulate the Value & Impact of Service

Implementation Description: August 2013

Projected Completion Date: 08/2013

Responsible Person/Group: Coordinator of SVC

Additional Resources: none

Analysis Questions and Analysis Answers

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

UCSA continues to provide events, services, programs and facilities for our student population and campus community as is evident in our annual report. This year, with the implementation of social media as a marketing tool, we have been able to reach out to other students to help promote the availability of services, events and activities.

With the development of our departmental learning outcomes, we are better able to see that our student employees are learning decision making skills through our student employment program.

UCSA has also made strides in providing efficiency with the implementation of OrgSync. We have seen that our students believe processes are easier for them to get involved in student organizations, which has added to a beneficial student experience on our campus.

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

The UCSA program has improved through areas of efficiency. We are using electronic means to provide more convenient services such as Market Place to process debit/credit card payments, OrgSync, an electronic student organization portal used to communicate to recognized student organizations, social media to promote and offer a sample of events and activities to our students, and electronic (paperless) documents to request space in the University Center.

We have also improved this year, by developing learning outcomes for the department to help us better assess the learning that is taking place through our programs.

The students also gave our department a vote of confidence in March 2012, when they voted to pass a student referendum which allowed the Student Center Complex Fee to increase from \$45 a semester to \$100 a semester.

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

Areas of concern for UCSA lie in the area of assessment. With the demand to keep so many programs, services, and events going, our staff is taxed with assessing. While this is a very important aspect of programs, it is quite demanding and as is evident with the results from the measurements, is not something that is being completed in the process.

As a department we have to come up with a better plan to ensure that the staff who work with each program/service makes this a priority. Supervisors must also hold staff accountable.

During this cycle, we saw a decrease on the rating from students' perception of feeling that the UC was a comfortable place to be. This is something that will need to be addressed in the upcoming expansion of the University Center.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The University Center and Student Activities has concentrated on providing learning focused programming and streamlining processes to provide greater efficiency to campus student organizations and others on campus. Programmatic changes were made to Alternative Spring Break, EDGE and Homecoming to enhance the experience, improve efficiency and improve participation. Tracking of 2010 Aloha Days participants revealed 87% were still enrolled at A&M-CC in fall 2011. Also, a UCSA L.E.A.D.S. program was established to provide leadership development workshops to the campus community.

The University Center experienced an 11.65% increase in total traffic. As the student population has grown, the department has been continually challenged to maintain the University Center as a comfortable place to be on campus and to provide adequate space for programs and meetings. A student referendum was held in March 2012 to fund the \$26 million university expansion project. The students voted in favor of increasing the University Center fee (\$40 in favor and 190 opposed). Planning for the expansion of the facility has already begun.

Marketplace

UCSA implemented the use of Marketplace last year, as an online store front to begin accepting credit/debit cards as a method of payment. In addition to what was implemented last year, there is now availability to accept payment for *Island Waves*, Student Newspaper advertisements. Our business support specialist oversees this project.

UCSA Director's Monthly Award

As a way to recognize our full time employees for the work they have done, the assistant directors and director, when needed, nominate employees who have shown exemplary performance during the month. Employees selected are usually announced at the last staff meeting of the month. The employees' names are placed in a frame which is hung on the first floor in the University Center between the elevators so that the campus community recognizes their efforts. With approval from their direct supervisor, the employee is also given 4 hours of flex time off from their regular duties.

Below is a list of the Employees of the Month:

2011-2012

- September-Rick Reyes
- October-Amber Ramoz
- November-Meredith Coplen
- December-Amy Kotulski
- January-Tori Amason
- February-Amy Kotulski
- March-Patricia Rodriguez
- April- J.R Sanders
- May- Rick Reyes
- June-Valerie Gibbons
- July-Amy Kotulski
- August- Monica Kingsbury

Student Employment

Trainings

A new training program was implemented for the student employees of the University Center and Student Activities Department. The department now has one major training day (August) and four other meetings to go over learning objectives and discuss and address concerns the students may have approached while working. We incorporated trainings during the following months January, March, May and August 2012.

Learning Objectives

The following learning outcomes have been developed for our department. These outcomes are assessed throughout the year and results reported annually. As a plan, other learning outcomes will be developed which align with the division's learning domains.

- Leadership – The student employee will be able to effectively demonstrate reflective thought and analysis in decision making after 1 year of employment.
- Diversity – The students participating in UCSA programs will be able to understand others whose backgrounds differ from their own.
- Global Citizenship – The student will be able to articulate the value of service and its impact on social issues.

Aloha Days

Aloha Days was held August 17th-19th at Zephyr Baptist Encampment on the banks of Lake Corpus Christi. The Freshmen Camp provides incoming first-year students with an optional summer camp experience designed to aid in their successful transition to Texas A&M University-Corpus Christi. Student leaders, sophomores through seniors, serve as camp counselors and assistants to facilitate activities, discussions, games, and presentations. Student Affairs staff also assist with activities and presentations. During Aloha Days, students are given an awareness of their personal values and pride in the traditions, spirit and heritage of A&M-Corpus Christi.

Student Employees/Student Leaders:

Emily Timmer

Nick Rojas

Accomplishments:

- Trained 40 volunteer student staff members.
- 6 Professional Staff assisted in program
- Student coordinators took on more of the responsibilities to implement camp.
- Committees were given specific tasks to accomplish and timelines to accomplish everything.
- Added Diversity session to the program.

Training and Development

Students attend a retreat at the end of the spring semester and then had summer training sessions in which they plan for the camp. These are held 1-2 times a month. During these training sessions the following topics are covered: do's and don'ts of being a camp counselor, TAMUCC Traditions and information, expectations, group facilitation, etc.

Participation

	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004
# of camp attendees	246	243	230	258	199	199	278	174
% of freshmen class	17.4%	10.4%	10.3%	12.7%	11.3%	8.7%	15.4%	9%
% Change	1.23%	5.6%	-12%	30%	0%	-28%	60%	50%

% Change= Year 1-Year 2/Year 1 x 100

Tracking of August 2010 participants revealed 87% were still enrolled at A&M-Corpus Christi in fall 2011.

Aloha Days Demographics:

Fall 2011	Participants	Campus Population
Gender		
Male	34.9%	38.3%
Female	58.9%	61.7%
Not Available	6.0%	
Race/Ethnicity		
Asian/ Pacific Islander	10.9%	2.2%
African-American	0%	5.0%
Hispanic	25.2%	41.2%
International	0.8%	5.2%
Native American	0.4%	0.4%

White	4.8%	43.5%
Not Available	57.3%	1.5%
Other	0.4%	0.5%
Totals	246	10162

Assessment Results

An Aloha Days survey (n=242) resulted in the following:

- 97% of participants believed Aloha Days helped build new friendships
- 96% of participants believed Aloha Days helped them get a sense of Islander Spirit
- 94% of participants believed they met at least 6 new islanders, 44% of those believed they met more than 16
- 29% of participants indicated that the Diversity session was the most beneficial part of the program
- 29 % of participants indicated that the Group meetings was also the most beneficial part of the program

Alternative Spring Break

Alternative Spring Break (ASB) Programs provide an opportunity for college students and staff members to engage in direct "hands-on" service that addresses the needs of the location in areas such as community service, social services, environmental conservation, etc. ASB programs establish educational objectives in collaboration with the host location. This, in turn, provides participants a sense of understanding about the region in which they will be volunteering and an opportunity to experience the culture of the individuals with which they will be interacting. ASB has worked with Excellence through Development Experience and Development (EDEC) and two student leadership positions, called Site Leaders have been created to give the students more ownership of this program.

This being the 5th year of the program, ASB ventured to New Orleans to work with Rebuilding Together New Orleans (RTNO). Their mission was to improve the quality of life of low income homeowners, particularly those who are elderly, disabled, or single head of households with minor children, through home repair and revitalization of New Orleans' neighborhoods. The ASB program has \$2200 provided by student fees for travel expenses (gas and vehicles). The majority of the budget was funded by participants through diploma sales, Valentine Grams, Carnation Sales and Car Washes. The student fee increased to \$200, and was available in a payment plan. This year ASB was partially sponsored by UCSO and I-ADAPT.

The students participated in work that revitalized a historic home that was built in the 1900's that was damaged during hurricane Katrina. The students were educated on the style of the house and had a chance to work with 100 year old New Orleans artisans. The students participated in painting, scrapping, cleaning and recycling old materials that were on the property.

Student Employees/Student Leaders

There was one student selected to act as the Site Leader for the 2012 trip. Beronica Reyes was chosen to work with the advisor to provide a student voice in the decision making process and provide social outlets for the other participants during the trip.

Accomplishments

- Because a partnership was established with Rebuilding Together, the trip was successful and better organized allowing students to gain a more meaningful experience.
- A risk management plan was formed and created for future University Center and Student Activities Trips.
- Enough money was saved to have a surplus in the ASB revenue account for next year's trip.

Training and Development

- The participants were educated through weekly meetings that discussed different topics about Rebuilding Together's Mission, New Orleans and the work that we would be performing
- An overnight retreat was held in the University Center to participate in team building activities and learn about the experiences they would encounter while on the service learning project.
- The students were asked to participate in journaling by writing in their ASB journals. The journals were given out at the start of the Spring Semester and completed 3 weeks after the trip. The journal is an assessment tool that is used to evaluate how ASB effectively meets the UCSA learning outcomes.

Service and Outreach

March 12

- o Arrived at 8am and went through work orientation for the week. Here we learned about the specifics of the work that we would be doing for the week and the rich history of the house that we were working on. We used this time to familiarize ourselves with the tools, worksite, equipment and safety procedures that we would be using. Tools and equipment trained on were: A-Frame Ladders, extension ladders, Chop saw, paint scrapers, proper painting techniques, Hammers and crowbars.

March 13-15

- o Arrived at 8am and continued our work. The students were broken up into groups with what they felt comfortable with, but were able to bounce around and get an experience in all the jobs. The property had a lot of older materials that needed to be cleaned up and taken to the dumpster. We participated in painting the house and recycling materials that were damaged from the house. These recycled materials would be refurbished by RTNO at their warehouse and then be used at future sites. On the last day, most of the students painted.

New Initiatives

Because of limited budget, which was used to cover transportation costs to the site, students took on some of the financial responsibility by paying a flat fee of \$200, broken up into monthly payments. This fee covered their room, board and spot at Rebuilding Together.

Participation

13 Students, 1 Site Leaders and 2 Professional Staff attended the 2012 trip.

Assessment Results

22% of students who participated in Alternative Spring Break scored at the intermediate or advanced level on the service rubric.

Campus Activities Board

Campus Activities Board (CAB) is responsible for bringing a variety of cultural, educational and entertainment programs to the campus community. Students develop leadership skills while budgeting, planning, presenting and evaluating each event.

Student Employees/Student Leaders

- President: Marco Bazan
- Vice-President for Recruitment & Retention: Kaitlynn Stratton (Fall 2011)/Miguel Rivera (Spring 2012)
- Vice-President for Membership: Erin Eschenbrenner

Accomplishments:

- Moved the start time of events earlier-saw more success with a more diverse audience
- Events have been well attended
- Increased CAB active membership

Training and Development

- Officer Training during the summer
- NACA Conference
- Retreat-low ropes
- Training during meetings with topics like marketing, retention, the wellness wheel, teambuilding

Service and Outreach

- Participation in the Big Event (community service--clean-up of Corpus Christi)
- October Carnival for kids in the Corpus Christi Community

New Initiatives

- Brought in a named artist Tje Austin from The Voice
- Made Disable the Label more interactive
- Collaborated with WOW on the Commuter Event
- Had more activity at Islander-ino; attendees stayed longer
- Held a Valentine's Day event

Participation

- CAB has 252 subscribers to the listserv
- CAB Active membership consists of 105 members

Programs

Novelty Programs:

- Student Org and Volunteer Fair, September 15th, 250+
- Valentine's Day Event (bears) February 14th, at least 200 +

Diversity Programs:

- Disable the Label October 11th, approx. 135

Educational Programs:

- Wild & Wacky Wednesday, March 7th, 200+

Outreach/Family Programs:

- October Halloween Carnival, October 29th, approx. 230
- Commuter Event January 11th, N/A

Homecoming Programs:

- Up All Night/Islander-ino (included music and novelty), January 26th, at least 208 (many didn't have Sanddollar)

Movie Programs: Outdoor Movie, November 9th, approx. 115

Comedian Programs:

- April fools of Comedy, April 3rd, 80

Music Programs:

- Acoustic performance, UC Commons, June 24th N/A
- Battle of the Bands 9, December 2nd, 150
- CAB Fest April 27th, 160
- Valentine's Day acoustic artist, February 14th at least 200

Total: 13 events with around 1,700 attendees for CAB events for the Fall & Spring semesters at 11 events with 2 events not having a head count. During summer II session, 80 tickets were given out to students for Hooks Baseball game and Hurricane Alley water park.

*Some of the events we held this year were in 'common' areas where folks were able to come and go, therefore accurate counts on the number of attendees at each event was not available.

EDGE

Excellence through Development, Growth, and Experience (EDGE) is a community service organization that connects TAMUCC students to the Corpus Christi Community. The mission statement of EDGE is to engage the students of Texas A&M University - Corpus Christi in service projects that address the needs of the Corpus Christi community.

Student Employees/Student Leaders

- President: Hilary Vallejo
- Vice-President: Rayanna Smith
- Public Relations: Sergio Rodriguez
- Historian: Antonio Riveria
- Secretary: Caellan Bernal
- Active members: 10

Accomplishments:

- Organized BIG Event – 2012 was the largest number of community participation with 21 residential homes, which included yard work, landscaping and building a ramp at a Habitat for Humanity home,
- Adopted the Alternative Spring Break Program: aligns more with service and ASB can use EDGE as an outlet to help publicize the program to build a following.

Training and Development

- EDGE Members attended a UCSA leads workshop
- Attended Community meetings to develop a sense of community with Corpus Christi Residents
 - o Community Center for Seniors
 - o Corpus Christi PRIDE committee meetings

Service and Outreach

- EDGE regularly volunteered with both Campus Community and Corpus Community events
- Actively engaged student run Community Service organizations to participate in EDGE events:
 - Student Foundation's Beach Clean up
 - Corpus Christi's Clean Sweep
 - Science Olympiad
 - MDA Muscle Walk
- EDGE's BIG EVENT worked with community partners throughout the year providing opportunities for EDGE Members and other student Organizations to take advantage of.

New Initiatives

- EDGE dropped "Leadership" from their name, focusing more on the service component.
- EDGE aimed to be the premier community service organization that acts as a clearing house for service opportunities for students to participate in. EDGE events will revolve around being active citizens with the TAMUCC and Corpus Christi community.
- EDGE volunteered with Athletics to assist them with Classroom checks

Participation

- First Year Islander Clean
 - o Cleaned up Ward Island both along the bay and on campus.
 - o 25 Students participated in the event
- Social Network
 - o Invited student organization's leaders to participate in games and get to know each other
 - o 35 students participated in the event
- Green Week (November 28- Dec3)
 - o In order to be good community members, we all have to do our part to keep a community. This event was to bring awareness to the students on the little things they can do to Reduce, Reuse and Recycle.
 - Monday- Pledge Day
 - Student signed pledges to be more "Green"
 - Tuesday- Screening of "Bag it"
 - Brought a member from Surf Riders to show the movie and discuss
 - Wednesday- Recycle Exchange
 - Students brought things to recycle in exchange for jewelry made from recycled objects
 - Thursday- Go Green Party
 - Collaboration with Camden
 - Friday- Be Green Day
 - Passed out buttons and "Remember to turn off your light" cards
- BIG Event – university-wide/community-wide volunteer project
 - o 21 Residences
 - o Collaborated with the City of Corpus Christi and the South Texas Art Museum
 - o 17 student organizations

Homecoming

The purpose of Homecoming is to give current students an opportunity to express and/or develop their pride in Texas A&M University-Corpus Christi, with the hope that they will become active alumni upon graduation. The Institutional Advancement Office coordinates the alumni events and the student events are planned and implemented through the Homecoming Committee. Full responsibility of the planning and implementation of student Homecoming events lies with our department. Homecoming was held January 23rd-28th and the slogan has permanently been changed to "Ride the Wave Home."

Accomplishments

- Sold \$3,000 worth of merchandise for Homecoming
- Moved the parade onto Shoreline Blvd and had more community participation.
- Initiated several new programs including the Student Leader Alumni Mixer, the Pep Rally before the game, and Community Parade competition.

Service and Outreach

- Court candidates read to students at the Early Childhood Development Center (ECDC) on the TAMUCC Campus.

New Initiatives

- Planned a Spirit Run to raise funds for the Student Emergency Funds. \$150 were donated.
- Merged Tip-off Picnic and Homecoming Hoopla to one event to cut costs and held it at Camden.

Participation:

- Court competition: 12 applicants (decrease from 34 previous fiscal year)
- Picnic: 500+, food provided for 600.
- Faculty/Staff vs. Student Basketball Game & Pep Rally: 200 students and staff in attendance
- Parade: 23 groups (increase of 7 groups)
- Spirit Competition: 12 groups

Schedule of Events:

Monday, January 23rd

11:00 -2:00pm	Court Voting begins	UC Tables
10:00 am-3:00pm	Blood Drive	UC East Lawn Sidewalk
11:30 am-1:30pm	Tip-Off Picnic	Camden Parking lot
6:00 PM	Medallion Hunt	Facebook.com/tamuccuca

Tuesday, January 24th

11:00 -2:00pm	Court Voting	UC Tables
9:50am-10:40am	Court reads to kids	ECDC

10:00am-3:00pm	Blood Drive	UC East Lawn Sidewalk
6:30pm-8:00pm	Step & Stroll Reception & Showcase	UC Lone Star Ballrooms
6:00 PM	Medallion Hunt	Facebook.com/tamuccusa

Wednesday, January 25th

11:00 -2:00pm	Court Voting	UC Tables
12:30pm-1:30pm	Court reads to kids	ECDC
6:00 PM	Medallion Hunt	Facebook.com/tamuccusa
7:00pm	Islanders Men's Basketball vs. Texas State Organization Spirit Check-in	American Bank Center

Thursday, January 26th

11:00 -2:00pm	Court Voting	UC Tables
6:00pm-8:00pm	4 th Annual Alumni Winter Jazz Mixer	Islander Art Gallery
6:00 PM	Medallion Hunt	Facebook.com/tamuccusa
7:30pm	Faculty/Staff vs. Student Basketball Game	Dugan Wellness Center
8:30pm	Lighting of the "I"	UC East Lawn/Rain: Dugan Wellness Center
9:00pm- Midnight	Islander-ino	UC Ballrooms

Friday, January 27th

11:00am-1:30pm	Friday Fiesta	UC East Lawn/Rain: UC Ballrooms
9:00am-2:00pm	Alumni Reunion/Meet & Greet	Lee Alumni Welcome Center
5:30pm-7:00pm	Athletic Hall of Honor Dinner	UC Lone Star Ballroom
6:00 PM-	Medallion Hunt	Facebook.com/tamuccusa
7:00pm-9:00pm	Student Leader Alumni Mixer	UC Commons

Saturday, January 28th

7:00am-8:30am	Spirit Run	Hike & Bike Trail
9:00am-10:30am	Alumni Awards Breakfast	UC Lone Star Ballroom
10:45am-11:45am	Alumni Annual Meeting	UC Lone Star Ballroom
3:00pm – 4:30pm	Parade check-in	ABC Parking Lot 10
4:30pm-6:30pm	Alumni Shrimp Boil Fundraiser	ABC Parking Lot 10
5:00pm	Parade	Chaparral Street
6:00pm-6:45pm	Pep Rally	ABC Parking Lot
5:00pm-6:30pm	I Association Tailgate	ABC Garrett Ballroom Foyer
7:00pm	Islanders Men's Basketball vs. Stephen F. Austin	American Bank Center

Islander Cultural Alliance (ICA)

The purpose of the ICA is to unify the multicultural presence on campus represented by a diverse student population. Inclusion will signify a unified multi-cultural atmosphere and participating organizations are expected to support each other in individual club endeavors.

Student Employees/Student Leaders

- President: Beronica Reyes
- VP Recruitment: Christina Rodriguez
- VP Public Relations: Christiana Williams (Fall)/ Arlene Higueros (Spring)
- VP Education: Kayla Angelosante
- Active members: 9

Accomplishments:

- Brought in Divas of Diversity, a program with a speaker and a drag show
- Attended NACA for the first time
- Provided informational posters for Black History Month

Training and Development

- ICA Officer Training (a retreat once a semester, all officer meetings weekly and one on one meetings with each officer weekly)
- Mini Training/Discussion Series at each ICA general meeting
- NACA Central Conference

Service and Outreach

- Culture Fest
- Tunnel of Oppression

New Initiatives

- Martin Luther King Day of Service (collaboration with EDGE)
- Black History Month Posters

Cultural events planned by ICA:

- Cultural Fusion- approximately 40
- Hispanic Heritage-Loteria- approximately 50 played
- Disable the Label- approximately 135
- Culture Fest- approximately 175
- MLK March- n/a
- Black History Month Posters
- Tunnel of Oppression- 212
- Ladies Night- 93
- Divas of Diversity- n/a
- "White's Only, No Mexican or Spanish" – PBS Documentary-n/a

Cultural Events cosponsored by ICA

- Diwali
- HOLI
- African Student Fashion Show and drummer
- Vietnam Night
- International Students Meet & Greet

Participation:

705 (approx.) participants at 9 events—not all attendance was kept at each event

Cultural Awareness Days/Months celebrated:

- Hector P. Garcia/Constitution Day Celebration
- Hispanic Heritage Month
- Disability Awareness Month Dinner
- World Aids Day
- Lunar New Year
- Black History Month
- Indian Dessert Festival
- CAB's Fall Festival
- Islander Lights

Island Waves Student Newspaper

Island Waves (IW) Student Newspaper publishes a weekly student newspaper focusing on news, features, entertainment and sports occurring on campus. This past year 15 issues were published in the fall semester, 15 in the spring semester, and 3 in the summer. There are several student staff positions available where students are able to develop leadership, writing, design layout, photography, and editing skills. Students are self-taught as there is no journalism major offered at TAMUCC.

Student Employees/Student Leaders

- Editor-in-Chief: Jeanette Scarsdale (Fall), Sam Ferris (Spring)
- Managing Editor: Joe Martinez
- Ad Manager: Allen Hoyer
- Ad Assistant: Gerald Johnson (Fall), Andrew Beltran (Spring)
- Layout Editors: Christina Martinez, Sammy Alcorca
- Features Editor: Dakota Hicock (Fall), Kathleen Ramirez (Spring)
- Entertainment Editor: Allen Hoyer (Fall), Mike Henneberger (Spring)
- News Editor: Andrea Amaya (Fall), Jeanette Scarsdale (Spring)
- Sports Editor: Josh Sanchez (Fall), Alexis Deleon (Spring)
- Copy Editor: Sam Ferris (Fall), Erika Galindo (Spring)
- Reporters: Alexis Deleon (Fall), Kathleen Ramirez (Fall), Catrina Espinosa, Mike Henneberger (Fall), Allen Hoyer (Spring), Richard Ochoa (Spring), Lauren Gutierrez (Spring)
- Photographer: Zachary Zarder, Hilary Vallejo
- Distribution Manager: Ashlyn Elizondo (Fall), Brad Peterson (Spring)

Accomplishments

- Held 7 Coffee & a Paper Events, where the campus community picked up the latest copy of the paper, shared their opinions and ideas, and met the newspaper staff. Distributed approximately 200 issues within the 1-hour time span at each event.
- Sent 18 students to the 103rd Texas Intercollegiate Press Association (TIPA) Conference in Corpus Christi, Texas for formal training
- Joe Martinez was awarded the Scripps Howard National internship and worked at the *Kitsap Sun* in Bremerton, Washington, he was the third student in three years to be awarded this internship from *Island Waves*
- Island Waves hosted the 4th Annual Constitution Day on September 13, 2011. Approximately 120 attendees.
- The *Island Waves* received a total of 18 awards from the Texas Intercollegiate Press Association
 - Newspaper Division 3 pre-conference awards:
 - Newspaper - 2nd place for Overall Excellence
 - Staff - 1st place for Special Section/Edition
 - Staff - 3rd place for Ad Design
 - Staff - Honorable Mention for Special Section/Edition
 - Sam Ferris - Honorable Mention for News Feature Story
 - Sam Ferris - Honorable Mention for Feature Story
 - Christina Martinez - Honorable Mention for Feature Page Design
 - Samuel Alcorta - 1st place for Feature Page Design
 - Samuel Alcorta - 2nd place for Page One Design
 - Samuel Alcorta - Honorable Mention for Single Subject Presentation Design
 - Allen Hoye - Honorable Mention for Critical Review
 - Jose Martinez - 3rd place for Headline
 - Zachary Zarder - Honorable Mention for Picture Story
 - Zachary Zarder - Honorable Mention for Sports Action Photo
 - TIPA On-site Competition Awards
 - Samuel Alcorta - 1st place in Yearbook Design
 - Mike Henneberger - 2nd place in Feature Photo
 - Rob Boscamp - 2nd place in Television Announcing
 - Jose Martinez - 3rd place in Radio Announcing

Training and Development

- Incorporated beginning of semester one-on-ones with staff members to evaluate their progress earlier so that corrections could be made as needed

Service and Outreach

- Advertised open weekly meetings where non-staff members could attend, meet the staff, and take story assignments

New Initiatives

- Implemented staff editorials and opinion pieces
- Requested feedback from readers, resulted in increase of letters on topics including:
 - University response to February freezes
 - Gay-Straight Alliance
 - Equal Pay Day
 - University Budget Cuts
 - Responses to various articles/columns

Islander Lights

This annual celebration where buildings throughout campus are illuminated with blue, green and white holiday lights was held on December 2, 2011. The evening consists of music, games and activities for the campus and local community and is free. Santa Claus took pictures with kids and a lighting ceremony began at 7 p.m. This event was in conjunction with Toys for Tots which benefits the children of Corpus Christi. A monetary and toy drive was held throughout the week before the event, and also the night of the event. Before the festivities, there was the Islander Lights Fun Run and Walk (3-mile run and 1.5-mile walk) around the University with an entry fee of one toy per participant. There were light refreshments provided including tamales, chips and salsa, and beverages. Organizations were also invited and many had booths at the event that provided services such as ornament making and stocking decorating. Inflatables were also available with the Islander Cheer and Dance teams performing for the visitors. Staff Council members also assisted by taking pictures of children with Santa Claus and sent pictures electronically to families.

Accomplishments

- Raised \$471 in the monetary drive
- Collected 323 toys
 - Amount of money raised increased compared to the previous year, number of toys donated decreased.

Service and Outreach

- Toys For Tots
- TAMUCC Staff Council, Recreational Sports Department, University Services

New Initiatives

- Worked with Toys for Tots

Participation

- Fun Run/Walk – 155 participants of all ages
- Lighting festivities – over 500 participants

Greek Life

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.

Student Employees/Student Leaders

NPC	IFC	MGC
Salena Pereida-President	Thurman Walling President	Chrissy Ellard -
President		
Jessica Perez-Scholarship	Leo Genco- VP	Rosa Ramirez – Vice
President		
Amanda Trevino-VP Recruitment	Kilin Tuma- Recruitment	Rosa Ramirez-
Secretary		
LeeAnna Cadena-Finance	Kenny Chou- PR	Amanda Salazar-
VP of Public Relations		
Michelle Rodriguez-PR	Braden Armstrong- Operations	
Cindy Mojica- Judicial	Justin Guerra-Finance	
Jovanna Regalado- Operations		

Order of Omega

- President: Sabrina De La Rosa
- Vice President Membership: Sarah Woods
- Vice President Programming: Nicholas Rojas
- Vice President Communications: Salena Pereida
- Vice President Finance: Nicholas Rojas
- Vice President Public Relations: Jessica Perez

Accomplishments

- Great Greek support with making blankets for St. Jude's hospital and cards for Bokenkamp
- Order of Omega raised over \$3,000 for Greek Scholarships

Multicultural Greek Council

- Chose the Food Bank as the organization's philanthropy.
- Donated 428 pounds of food to the Food Bank
- Created a new Statement of Purpose: The Multicultural Greek Council shall be to serve as a support system among Multicultural Greek organizations. MGC maintains high standards by promoting student leadership, service, academics, and cultural diversity. Further, MGC shall serve as a liaison between all Greek councils and overall enrich Greek life.
- Revised the Constitution
- Hosted Step & Stroll Showcase during Homecoming with about 250 attendees
- Hosted the first MGC Stomp the Lawn the members came out to raise awareness of the chapters
- Lambda Theta Alpha Latin Sorority, Inc. won Greek Week
- Lambda Theta Alpha initiated two women
- Sigma Lambda Gamma initiated six women
- Alpha Phi Alpha initiated three men, their first since 2009
- Opened up expansion, and has garnered interest from several organizations. Beta Xi Chi Multicultural Fraternity, Omega Delta Phi Fraternity, Kappa Delta Chi Sorority, Inc., and Lambda Theta Phi Latin Fraternity, Inc.

Inter Fraternity Council

- Collaborated with MGC, NPC and Greek Life to bring David Stollman to campus
 - 80% of the Greek populations were in attendance
- IFC leader retreat on the IFC experience
 - IFC Executive Officers were trained in their positions and planned for the Spring 12 semester
- Joined the North-American Interfraternity Conference
- 80% of Chapters were in attendance at New Student Orientation
- Spring Recruitment- Informal
 - Feb 6th-10th
 - Monday: Meet the Greeks 6pm
 - Tuesday-Thursday: Chapter events
 - Friday: Bid Day Ceremony
 - All chapters participated
 - 85 submitted paperwork
 - 29 New Recruits

National Panhellenic Council:

- Recruitment 97 signed up 50 Bids given
- Held the NPC programs.
 - New Member Education
 - All new members attended.

- Finals Stress Reliever
 - Opportunity for chapters to come and relax with Panhellenic before finals
- Moon bounce, massages, manicure station, karaoke
- All chapters had 80% of their chapters in attendance
- 80% Safe Spring Break Program
 - 1 chapter made 80%

Training and Development

Each year, Greek Life chapter members participate in educational programs. FY12 programs included:

- Greek Leadership Retreat in January – at least 5 officers from each chapter attended.
- Multicultural, Panhellenic and Interfraternity Council retreats (held separately).
- Offered Scholarships for students to attend the Undergraduate Interfraternity Institute (UIFI)
- Various meeting management trainings/retreats/Executive Committee trainings
- Chapter President's 1:1 with Greek Advisor
- All Greek Speaker with David Stollman of Campus Speak.

Service and Outreach

- Sigma Phi Epsilon, Delta Chi, Kappa Sigma, Beta Theta Pi, Alpha Gamma Delta, Gamma Phi Beta, Zeta Tau Alpha were participants in EDGE's BIG EVENT
- Greek Chapters participate in their own service project

New Initiatives

Go Greek marketing campaign began this year in an attempt to promote positive PR for all chapters.

Participation

Recognized Chapters

- Panhellenic Council Organization: Alpha Gamma Delta, Delta Delta Delta, Gamma Phi Beta, Zeta Tau Alpha
- Inter Fraternity Council Organizations: Beta Theta Pi, Delta Chi, Phi Delta Theta, Sigma Phi Epsilon, Kappa Sigma
- National Pan-Hellenic Council Organizations: Alpha Kappa Alpha, Alpha Phi Alpha
- National Association of Latino Fraternal Organizations: Lambda Theta Alpha, Sigma Lambda Gamma.
- Honorary Greek Organization: Order of Omega

	FY 2012	FY 2011	FY 2009	FY 2008	FY 2007	FY 2006
Panhellenic	229	208	219	199	179	177
% change	10%	-5%	10%	11%	1.1%	2.8%
NPHC	7	7	10	3	9	10
% change	0%	-30%	333%	-67%	-11%	50%
Multi-Cultural	23	24	29	36	26	24
% change	-4.1%	-17.2%	-20%	40%	7.7%	33.3%
Interfraternity Council	189	165	140	140	107	117
% change	14.5%	17.8%	0%	31%	-8.5%	3.4%

Order of Omega honor society inducted 15 new members

Chapter Awards

- Order of Omega Chapter Excellence Award: Beta Theta Pi, Alpha Gamma Delta
- Highest Men's Overall GPA Fall/Spring: Sigma Phi Epsilon/ Sigma Phi Epsilon
- Highest Women's Overall GPA Fall/Spring: Lambda Theta Alpha/ Delta Delta Delta
- Highest Men's New Member GPA Fall/Spring: Beta Theta Pi/ Beta Theta Pi
- Highest Women's New Member GPA: Lambda Theta Alpha/ Alpha Gamma Delta
- Outstanding Philanthropy Award: Delta Chi/ Alpha Gamma Delta
- Outstanding Chapter Service Award: Delta Chi
- Brotherhood and Sisterhood Award: Eric Lindgren Beta Theta Pi & Victoria Hernandez--Gamma Phi Beta
- Greek Woman Man of the Year: Stephanie Rivera Gamma Phi Beta/ Nicholas Rojas Beta Theta Pi
- Outstanding Sorority/Fraternity Advisor Award: Kristen Reed Delta Delta Delta / Sergio Montero Beta Theta Pi
- Outstanding Faculty Advisor Award: Rose Zuniga, Lambda Theta Alpha
- Most Improved GPA: Alpha Kappa Alpha/ Kappa Sigma

Greek Week is a week-long series of events aimed to promote unity and friendship among the Greek Community at the A&M-Campus Christi. Greek Week was held April 9-12, 2012 and featured the following events:

Monday, April 9

Penny War	12pm-2pm	Table
Chapter Letter Shirt	12pm-2pm	Table
Service Activity	5:30pm-7:30pm	East Lawn

Tuesday, April 10

Penny War	12pm-2pm	Table
Capture the Flag	10 am-5pm	CI Courtyard

Wednesday, April 11

Penny War	12pm-2pm	Table
Greek Variety Show	5:30pm-8:30pm	UC Ballrooms

Thursday, April 12

Penny War	12pm-2pm	Table
Greek Awards	7pm-9pm	UC Ballrooms

Academic performance

Academic performance is very important to the Greek community. Each semester, members' grades are calculated and overall statistics of each chapter are sent to their headquarters.

Fall 2011	Chapter Semester	Chapter Cumulative	# of Members	Spring 2012	Chapter Semester	Chapter Cumulative	# of Members
Overall Women's GPA	2.643	2.82	4944	Overall Women's GPA	2.780	2.840	4665
Overall Men's GPA	2.529	2.721	3331	Overall Men's GPA	2.590	2.700	3164
Overall Sorority GPA	2.823	2.947	191	Overall Sorority GPA	2.840	2.901	255
Overall Fraternity GPA	2.457	2.746	188	Overall Fraternity GPA	2.620	2.659	193
Alpha Gamma Delta	2.882	2.891	57	Alpha Gamma Delta	3.037	3.007	55
Alpha Kappa Alpha	2.941	2.868	4	Alpha Kappa Alpha	3.267	3.012	3
Delta Delta Delta	2.790	2.912	53	Delta Delta Delta	2.669	2.851	56
Gamma Phi Beta	2.610	2.876	50	Gamma Phi Beta	2.512	2.787	58
Lambda Theta Alpha	2.790	3.049	7	Zeta Tau Alpha	2.955	2.808	60
Sigma Lambda Gamma	2.722	3.007	16	Lambda Theta Alpha	2.816	3.010	7
Zeta Tau Alpha	2.811	2.952	54	Sigma Lambda Gamma	2.621	2.832	16
Alpha Phi Alpha	1.389	2.547	2	Alpha Phi Alpha	2.595	2.687	4
Beta Theta Pi	2.587	2.803	35	Beta Theta Pi	3.172	2.672	31
Delta Chi	2.159	2.617	37	Delta Chi	2.54	2.872	33
Kappa Sigma	2.493	2.668	52	Kappa Sigma	2.468	2.437	52
Phi Delta Theta	2.620	2.773	29	Phi Delta Theta	2.671	2.825	40
				Sigma Phi			

University Council of Student Organizations

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 are: determine funding for eligible organizations; develop and communicate policies and procedures relevant to student organizations; and inform student organizations of campus and community opportunities and events.

Student Activities strives to get as many students involved in campus life as possible. This year, 1,097 students participated in at least one student organization and 385 students participated in more than one organization.

Officers:

President: Ben Rodriguez

Secretary: Damia Eyteliz

Accomplishments:

- 14 new student organizations
- Student Org Conduct Process
- Awarded monetary prizes at UCSO Organization Fair
- Sponsored 2 participants in the Alternative Spring Break Program

Accomplishments of Organizations under UCSO

- Islander Improv: Won regional competition and earned spot in nationals
- Lunabotics Club competed in NASA Robotics competition

Service and Outreach

Since the council is made up of representatives of various organizations, each individual group chooses and conducts their own service and outreach. UCSO provides an opportunity for guest speakers and current organizations to share these activities and events at each monthly meeting. This year's opportunities included:

- Volunteering at Science Olympiad
- Donating to Animeals
- EDGE's Big Event and Beach Clean Ups

New Initiatives

- Unlimited space/participation at Student Org Fair
- Table Decorating Contest at Org Fair
- Button Making Service
- Electronic Cubicle Hour Tracking
- Mini Trainings at UCSO Monthly Meetings
 - October: Recruiting/Retaining Members
 - November: Tips and Tricks of Org/Sync
 - January: Tips and Tricks of Org/Sync
 - February: UC Expansion Project
 - March: Officer Transitioning and End of the Year Wrap Up
 - April: Awards Ceremony

Participation

UCSO Demographics:

2011-2012	Involved Students	Campus Population
Gender		
Male:	25.3%	38.3%
Female:	47.9%	61.7%
Other:	0.5%	
Undisclosed:	26.3%	
Race/Ethnicity		
Asian	3.5%	2.2%
African-American	3.5%	5.0%
Hispanic	25%	41%
International	4.5%	5.2%
Native American	0.5%	0.4%
White	25.1%	43.5%
Not Available	37.4%	1.5%
Other	0.5%	0.5%
Class Level		
Freshmen	18.7%	
Sophomore	21.8%	
Junior	20.3%	
Senior	19.4%	
Graduate	2.8%	
Not Available	17%	
TOTAL Number	1097	10162

Student Organizations:

Academic Organizations	29
Cultural Organizations	14
Faith-based Organizations	14
Departmental Organizations	11
Honor Societies	17
Sports Clubs	9
Professional Organizations	10
Service Organizations	11
Special Interest Organizations	39
Greek Organizations	14
Health Organizations	1
Institutional Organizations	3
Spirit	2
Student Governance	5

UCSA I.E.A.D.S.

UCSA I.e.a.d.s. is a service provided by the professional staff of the University Center and Student Activities department. UCSA I.e.a.d.s. provides monthly workshop series to new students on issues they may face, as well as, to student leaders on campus about how to improve their leadership skills and make themselves more marketable, global leaders. Along with our scheduled workshops, we give organizations, professors and other departments a chance to request our workshops to be delivered to specific meetings and classes. UCSA I.e.a.d.s. also provides an annual leadership conference open to all students.

Accomplishments

- Development of the Emerging Leaders Class
- Development and implementation of Leadership Conference

Service and Outreach

- Leadership Conference invited community members to apply to present to university students
- 11 were selected as presenters

New Initiatives

- Emerging Leaders Class

- Leadership Conference

Participation

Workshops To Go

Topic Presented	Requestor	Type of Group	# of Participants
icebreakers	Honors Student Assoc.	Retreat for org	80
good tips for mentors	Phyllis Tedford	mentor program	20
hazing and time management	LTA (Stephanie Puebla)	sorority	8
Getting Involved in Student Orgs	Dr. Kirklighter	class	25
Time Management/Stress Relief	Shelley Fox	2 classes	25 per class

Evening Workshops: Approximately 10 students participated each session.

For Freshmen, Individuals, all students

Topic	Date	Time	Location
Inside Scoop: College Success Tips and Ice Cream Sundaes	Tuesday, September 13 th	5-6pm	University Center, Tejas C Room 106 C
Value of Involvement and Time Management	Wednesday, October 12 th	6-7pm	University Center, Tejas B Room 106 B
Study Smarter (how to)	Tuesday, November 15 th	5-6pm	University Center, Tejas B Room 106 B
Personality Assessment and Relationships	February 15	6-7	University Center, Tejas C Room 106 C
Marketing Yourself	March 7	5-6	University Center, Tejas C Room 106 C
Transitioning to Sophomore Year	April 11	5-6	University Center, Tejas C Room 106 C

For Organizations, student leaders, all students:

Topic	Date	Time	Location
Building a Team/Goal Setting	Tuesday, October 25 th	6-7pm	University Center, Tejas C Room 106 C
Top 10 Mistakes of a Leader (Jack)	Thursday, November 17 th	6-7pm	University Center, Swordfish Room 324
Leadership Styles	February 16	6-7	University Center, Tejas C Room 106 C
Conflict Resolution	March 21	5-6	University Center, Tejas C Room 106 C
Global Leadership	April 17	6-7	University Center, Tejas C Room 106 C

Assessment Results

Information below from Leadership Conference Evaluation

Please rate the following by checking the appropriate box for each statement:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The UCSA I.e.a.d.s. Conference was enjoyable and educational.	16	13	1	0	0
The information presented today was useful.	17	13	0	0	0
The workshops offered were relevant to me.	19	10	1	0	0
The conference was well organized.	21	6	3	0	0
I would recommend the UCSA I.e.a.d.s. Conference to others.	22	7	1	0	0

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. By attending open houses, special programs, meetings, and other activities, students can learn more about the many resources available to help them succeed academically and get the most out of their college experience.

Accomplishments

- The first year Islander Expo was well received.
- The first commuter breakfast to coincide with Homecoming was successful.
- The new design of the postcards, with list of upcoming events and campus map on back, proved to be helpful.

New Initiatives

- Islander Expo, was developed to outreach to the community and bring them on to campus; to help bridge the community and university
- Welcome tables in the spring offered breakfast foods to commuter students and advertised Homecoming events.

Participation

- Served over 450 students at President's Picnic held on the East Lawn in August.
- Approximately 300 students participated in the 1st Islander Expo; positive feedback was received. There were 57 total community vendors and university departments. Students had a chance to win door prizes and connect with community businesses. There were light refreshments also handed out.
- Welcome tables for commuter breakfast had about 300 students participate over a two day period.
- Welcome tables to welcome the new students in the fall had about 1,000 students participate over a 3 day period.

Association of College and Unions International

Regional Conference Participation: October 2011

- Three student staff members and one professional staff member participated in the ACUI Region 12 Regional Conference at the University of Texas at El Paso.
- One professional staff member served on the Conference Planning Team.

Regional Recreation Tournament Participation: March 2012

- Four students participated in the Regional Recreation Tournament that took place at Texas State University – San Marcos
- Cameron Cardenas participated in Men's 9-ball Billiards and placed 9th out of 64 men
- Wahsin Leeskul participated in Men's Table Tennis and placed 2nd
- Xiaoling (Shelly) Huang and Thi Nguyen participated in Women's Table Tennis and placed 1st and 2nd respectively

National Table Tennis Championships

- Three students qualified from the Regional Recreation Tournament to attend the National Championships held in Bloomington, Indiana.
- Wahsin Leeskul won 2nd place in men's singles and won 1st place in men's doubles (with a partner from University of Houston)
- Xiaoling (Shelly) Huang won 2nd place in both women's singles and women's doubles (partnered with Nguyen)
- Thi Nguyen placed 4th in women's singles and placed 2nd in women's doubles (partnered with Huang)

Annual International Conference Participation: March 2012

- 2 professional staff members participated in conference held in Boston, Massachusetts
- Tricia Rodriguez presented Diversity Talk: How to have the hard conversations
- Lincoln Walburn attended the conference as a delegate

Breakers Game Room

Located on the second floor of the University Center, the game room is open about 55 hours a week. Students pay \$3 an hour to play on one of three pool tables, on one of four Xbox 360 game consoles, or on one table tennis table. Currently the Game Room has over 60 game titles available for use on the Xbox to include some student favorites: Madden Football, Halo, ODS, Bioshock 2, and others. The game room also sponsored a number of different tournaments to include: Madden, Halo, FIFA, and Guitar Hero.

Student Employees/Student Leaders

- Hired Nick Jung, Abbey Fay, Reno Puente, and Sarah Rodriguez

Training and Development

- Each employee is responsible for conducting 1 program or tournament each semester, which is supervised by the student Gameroom Coordinator.

Service and Outreach

Partnered with Circle K student organization to conduct a fundraiser to benefit Driscoll Children's Hospital

New Initiatives

- Create and utilize Twitter as a way to reach out to more students.
- Utilized an information table during Passport to the Island
- The Gameroom Coordinator has 3-4 office hours per week to supervise students on semester projects, and work on other Gameroom marketing/improvements.

Tournaments

FIFA 11-15-2011

- 18 participants signed up, registration was free.
- 10 showed up
- 1st place: Pete Soares Prize: 3 free hours in the gameroom, 2 old games, USA Soccer Jersey and shorts
- 2nd place: Devin Kitch Prize: 2 free hours in the gameroom, 1 old game, USA Soccer t-shirt

9-Ball 1-25-2012

- Utilized as an ACUI qualifying tournament
- 12 people signed up
- Kamron Cardenas won and placed 9th at the ACUI Regional Competition

Table Tennis 1-26-2012

- Utilized as an ACUI qualifying tournament
- Men's winner: Wahsin Leeskul
- Women's winners: Thi Nguyen and Xiaoling Huang
 - All three went on to qualify for the ACUI National Tournament and took 1st place Men's doubles, 2nd place in Men's singles, and 2nd place in Women's singles and doubles.

Participation

- Guitar Hero Users: 21
- Video Game Users: 308
- Pool Table Users: 585
- Table Tennis Users: 152
- Foosball Table Users: 72
- Total Users: 1138

These numbers only include the person requesting the items. Each request for the Video Game Consoles and the Pool Tables sometimes had more than one user on a request.

Study Center

Study Center is a departmental event that is held during finals week for the fall and spring semester. The University Center remained open extended hours (6a-Midnight), during Finals Week, beginning with Late Night Breakfast in the fall and concluding the final day of exam week. This initiative was designed to better serve the campus community to promote the importance of finals and the impact it has on the students' stress level, to provide them with an alternative study location, and to celebrate their hard work throughout the semester.

During the December 2011 Study Center, we collaborated with Camden Miramar and Recreational Sports to sponsor free coffee and to purchase pizza for two different nights throughout the week. The Breakers Game Room was also open throughout the Study Center for free to provide students with video games and pool for as long as they would like to play. We let the faculty offer group review sessions or supplemental instruction. We set up a computer lab in a ballroom for those students that needed access for their studies, and had space available for students to practice presentations.

During the May 2012 Study Center, we made some changes to our event, but still had success with the students. The University Center was open extended hours (6a-Midnight). Coffee, pizza, bagel bites, and popcorn was provided by Sodexo and sponsored by Camden Miramar, Recreational sports, ICA, UCSA, UCISO, and Waves of Welcome. There were rooms for students to practice presentations, study spaces, and group reservation rooms. Breakers Gameroom was open during the extended hours and was free for students to use. We want to continue to work with other departments to get more resources for students to use.

Our goals for this event are to promote a place for students to come and study or take a study break from the stresses of final exams. We also wanted to expand the collaboration with other departments to help the students. As we move along, we would like to offer more services during the Study Center to help the students with concentration and relaxation during the exam week. Another goal is to be able to offer a place where faculty could serve their students outside of the classroom with special study sessions and/or tutoring sessions.

As we move forward, we want to continue to improve our marketing techniques to better inform the students of this service we are providing and to receive input from students so that we can continue to improve our Study Center.

Service and Outreach

Outreach to Center for Academic Student Achievement (CASA) to provide supplemental instruction sessions during Study Center

Participation

- Fall 2011 Semester – Building was used approximately 87% of the time we were opened (up over 15% from last year)
- Spring 2012 Semester – Building was used approximately 78% of the time we were opened (up over 10% from last year)

Facilities & Operations

Accomplishments

- Implemented new training matrix utilized by all new staff members
- Implemented a new student training assessment the students take at the end of the training sessions
- Created the Scheduling Assistant training matrix

Training and Development

- Implemented trainings into staff meetings to cover pertinent information to the operations of the building. These trainings were only 15-20 minute sessions, but covered topics such as EMS, Desk Procedures, AVV information, and other information that is overlooked from time to time.
- A plan has been created to help train senior OCPs to prepare them for a promotion to Student Manager

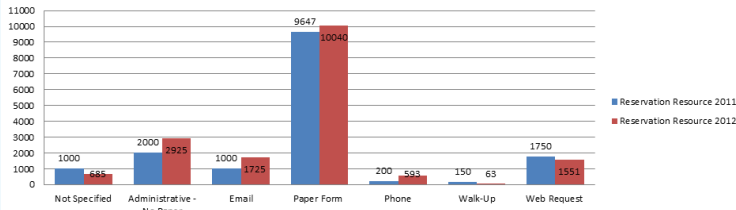
Major Projects:

- The carpets throughout the building, meeting rooms and offices, were professionally cleaned.
- Five new laptops with HDMI capability were added to the inventory.
- Two new 5,000 lumen projectors were purchased to help with Common area setups
- 80% of total event room tables were replaced.
- All storage spaces were reorganized and labeled for ease of use

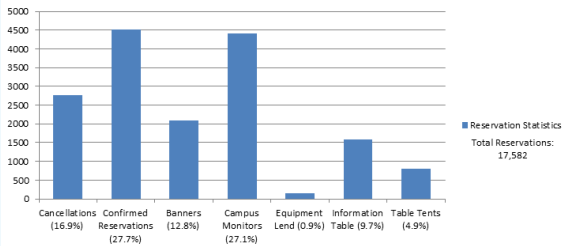
Individual Booking Statistics:

SEMESTER	STUDENT ORG.	PERCENT CHANGE FROM PREVIOUS YEAR	UNIVERSITY DEPT.	PERCENT CHANGE FROM PREVIOUS YEAR	NON UNIVERSITY	PERCENT CHANGE FROM PREVIOUS YEAR	TOTAL COUNT FOR EACH SCHOOL YEAR	PERCENT CHANGE FROM PREVIOUS YEAR	DOOR COUNT
TOTAL FY08							12030	8.73%	
Fall Semester 2008	2960	64.81%	3822	68.74%	57	-12.31%			57,190
Spring Semester 2009	2431	-11.89%	3763	39.32%	23	228.57%			667,188
Summer Semester 2009	304	-34.20%	2602	32.42%	3	-70.00%			162,530
TOTAL FY09							15965	32.71%	
Fall Semester 2009	2543	-14.09%	3736	-2.25%	59	3.51%			344,456
Spring Semester 2010	2644	8.76%	3595	-4.46%	20	-13.04%			361,020
Summer Semester 2010	309	1.64%	2319	-10.88%	3	0.00%			302,083
TOTAL FY10							15228	-4.62%	
Fall Semester 2010	2278	-10.42%	4558	22.00%	20	-66.10%			897,499
Spring Semester 2011	2193	-17.06%	3861	7.40%	13	-35.00%			783,580
Summer Semester 2011	465	50.49%	2345	1.12%	14	366.67%			5,034,705
TOTAL FY11							15747	3.41%	6,715,784
Fall Semester 2011	2434	6.85%	3878	-14.92%	140	600.00%			713,397
Spring Semester 2012	2410	9.90%	4741	22.79%	96	638.46%			378,485
Summer Semester 2012	319	-31.40%	3301	40.77%	263	1778.57%			464,776
TOTAL FY12							17582	11.65%	1,556,658

How were reservations made?



Reservation Statistics



Connected Document

[UCSA Annual Report 11-12](#)

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

The following is a summary of Staff service to the university and community:

Lisa O. Perez, Director of UCSA, celebrated her 7th anniversary in this position on August 26. Primary responsibilities include overseeing the UCSA department including development and management of budgets, facility operations and programming; assessment and risk management; supervising two assistant directors, an administrative assistant, and a business support specialist; serving as a conduct officer, and serving on University councils and committees.

Presentations Conducted

- Student Affairs Staff Development Co Presenter "The Search Process"

Service to the University

- Student Affairs Council
- Use of University Facilities Task Force
- Retention Task Force
- Homecoming Committee
- Student Affairs Assessment Committee
- FYI Convocation Committee
- Student Affairs Staff Development Committee
- CEPA Conference Co-Chair
- Vice President for Student Engagement & Success Search Committee
- Orientation Advisory Group
- Student Conduct Review Committee

Service to the Profession

- NASPA Region III Awards Committee
- TACUSPA Member and volunteer

Service to the Community

- Most Precious Blood Catholic Church Lector
- Islander Lights Toy Drive

Liliana Gonzalez, Assistant Director-Student Activities, was hired in July 2011. Primary responsibilities include serving as chair for the Homecoming Committee; supervising four student activities coordinators; Greek community management; assist with development and management of budgets, policies and assessments; serve on University councils and committees.

Presentations Conducted

- Conflict Resolution, Departmental Training 2012
- Diversity Pizza, Baylor University Student Leadership Conference, 2012
- Understanding your team in Conflict, UCSA LEADS Conference, 2012
- Greek Retreat, 2012

Service to the University

- Homecoming Committee, Chair 2011—2012
- Provost Council, 2011-2012
- Sigma Lambda Gamma Sorority Advisor, 2011-2012

H. Lincoln Walburn, Assistant Director- facilities and operations, celebrated his 3rd year with the department on June 29, 2012. His primary responsibilities include assisting with the supervision of the University Center operations, supervising two operations managers, events coordinator, and UCSA Coordinator; he oversees the student employment program within the department; is the administrator of our Event Management System (EMS); assists with development and management of budgets. He also continues to be the Advisor to *Island Waves* Student Newspaper.

Presentations Conducted

- Audio Visual Equipment: the ABCs of AV use and storage

Service to the University

- Islander Campus Emergency Response Team (ICERT)
- Waves of Welcome
- Student Affairs Strategic Planning Committee
- UCSA Advisory Council
- Student Publications Committee

Service to the Profession

- ACUI Region 12 Leadership Team -- Recreation Program Team Leader
- ACUI Region 12 Fall Conference Planning Team
- Served on the 34th Annual Society of Educators and Scholars Conference Planning Team

Service to the Community

- Asbury UMC Assistant Youth Pastor
- Asbury UMC Children's Programs Volunteer
- Laguna Little League, Padre Little League Umpire, and National Little League Umpire
- Asbury UMC Fall Harvest Volunteer
- Asbury UMC Vacation Bible School Games Coordinator

Amber Ramoz, Coordinator of Student Activities began employment in August 2009. Her primary responsibilities include advising the Campus Activities Board (CAB), the Aloha Days-Freshmen Camp, providing a leadership conference, and Order of Omega -- the honor society for fraternity and sorority members. During the interim while coordinator's position was vacant, she advised the Multicultural Greek Council and Greek Week Committee. Amber resigned from her position in July of 2012 and accepted a position at Colorado State University.

Presentations Conducted

- True Colors
- Time Management
- Robert's Rules of Order
- Don't Egg on the Ism (Baylor Conference)
- Recruitment and Retention
- UCSA Student Staff Training-Being a Great Employee, Diversity Activity

Service to the Profession

- NACA Regional Conference Planning Committee (Showcase Selection Coordinator)

Service to the Community

- Relay for Life
- Habitat for Humanity
- GED Education is our Freedom Scholarship

Jack R Pence, Coordinator of Student Activities, began employment in January 2010, and oversees EDGE Service Leadership, Panhellenic Council, and Alternative Spring Break program. During the vacancy of the coordinator position, he also advised the Interfraternity Council and co-supervised the student assistants with another coordinator. Jack resigned from his position in May of 2012 to move back home to get married.

Presentations Conducted

- New Employee Training: How to be a GREAT Employee
- Camden Resident Assistant Class: 5 Practices of Leadership

Service to the University

- Building Community Relationships and partnerships for EDGE
- Committee member on WDAAPT
- Committee member on Staff Development
- Assisted in the creation of Monthly Staff "Shout Outs" of the Division.

Service to the Profession

- Association for Fraternity and Sorority Advisers Technology Committee

Service to the Community

- Serve on the Mayor appointed committee: PRIDE Corpus Christi
- Participated in Corpus Recycles program
- Young Business Professionals-Community Service (Adopt-a-Park & Rock the Vote)

Tricia Rodriguez, Student Activities Coordinator was hired in June 2011. Primary responsibilities include advising Multicultural Greek Council and Aloha Days New Student Camp, Chair the Waves of Welcome Committee, and represent the Department of Student Affairs at Island Days and New Student Orientations.

Presentations Conducted

- New Employee Training: FERPA, 2011, 2012
- Greek Retreat: Greek Values, 2011
- Greek Retreat: True Colors, 2012
- Greek Retreat: Pebbles, 2012
- Islander Insight: Beyond the Classroom, Island Days, 2012
- Diversity Talk: How to have the hard conversations, ACUI International Conference: Boston, MA, 2012
- Myth, Tips and Tricks, New Student Orientation, 2012

Service to the University

- Waves of Welcome, Chair 2011-2012
- Homecoming Committee 2012
- Counseling Center Search Committee, April 2012
- Student Activities Coordinator Search Committee, May 2012

Tori Amason, Coordinator of Student Activities began employment on August 2009. Tori's primary responsibilities include advising the University Council of Student Organizations (UCSO), managing the Student Organization Center and supervising the Student Activities Office Assistants student staff. She also manages the newest program in the department, UCSA leads. She came from Texas State University-San Marcos upon completing her graduate degree. Tori resigned from her position in June of 2012. She accepted a position at the University of Kentucky.

Workshops or Presentations Given

- TACUSPA Conference: Using Screening and Brief Intervention to Address Drinking Behaviors
- Don't Egg on the Ism, Baylor Multicultural Leadership Conference, March 31, 2012
- RA Training-Diversity
- Leadership Class-Diversity
- UCSA Student Staff Training-Being a Great Employee, Diversity Activity
- Computer Science Mentor Training

Service to the University

- Served as Member of Search Committee for Rec Sports Coordinator
- Diversity Management Committee
- FYI Bridge Program
- Adult Education and Exhibits Art Committee
- Waves of Welcome
- Homecoming 2012 Committee
- Islander Pledge Committee
- Islander Independence Advisor

Service to the Profession

- ACUI I-LEAD Curriculum Review Committee
- Article: Alcohol: What Does Your Campus Say About It? *The Bulletin*, May 2012

JR Sanders, Operations Manager, celebrated his 7th anniversary with the department in October 2011. His primary responsibilities include overseeing the operations of the University Center, hiring, training, supervising and evaluating student employees who assist with the operations of the building; ensuring room set ups are complete and providing customer service to our clients.

Presentations Conducted

- Discipline vs. Discipline – Management retreat
- Leadership through Movies – Student Leadership Conference

Service to the University

- Campus Communications (Radio) Committee
- Homecoming Committee
- Bass Masters, Student Organization Advisor
- CPT Student Leadership Conference

Service to the Community

- Corpus Christi CCA Chapter
- Team OSO Fishing Club Charter Member

Sarah Snowden – Middleton, Events Coordinator was hired on February 28, 2011. Her primary responsibilities include scheduling and reserving space within the University Center and outdoor spaces, assisting customers with event coordination, supervising scheduling assistants, and coordinating other events for our department.

Presentations Conducted

- Procedures and Policies for Scheduling events

Service to the University

- Calendar Committee
- CAS Internal Self-Study – Greek Life
- ALOHA Days
- UCSA LEADS – Leadership Conference committee member

Service to the Profession

- Tips for more Effective Catering Management 10/6/2011

Service to the Community

- Advisor for Alpha Gamma Delta Sorority
- Board Member for Shark-a-thon

Rick Reyes, Operations Manager UC & DWC, was hired on January 2, 2007. His primary responsibilities include overseeing the maintenance and cleanliness of the University Center and Dugan Wellness Center and assisting with minor equipment issues in both buildings, serving as the liaison with Facility Services, and overseeing departmental inventory and key management for the UC.

Service to the University

- EHS committee, 2012

Service to the Community

- Little League Texas West Committee Member
- Little League Texas District 23 Administrator
- Little League Texas Section 4 Section Leader
- Laguna Little League volunteer field coordinator.
- Laguna Little League volunteer coach.

Amy Kotulski, University Center & Student Activities Coordinator, celebrated her 2nd anniversary in June 2012. Her primary responsibilities include coordinating Game Room programming, marketing for the department, special event programming, and assisting with evening operations of the building.

Presentations Conducted

- Staff Retreat: Strengths Finder
- Emotionally Intelligent Leadership Student Staff Training
- University Center Expansion

Service to the University

- Homecoming Committee Member
- ICERT Committee Member
- WOW Committee Member
- FYI Convocation Committee Member
- FYI Bridge Committee Member
- UC Expansion Team Member

Service to the Community

- Toys for Tots Drive

Suzanne Brittain joined the UCSA staff as a Student Activities Coordinator on July 30, 2012. She serves as the direct advisor to the Intiratermy Council and Panhellenic Council. Additionally, Suzanne serves as the chair of the Waves of Welcome committee which will coordinate efforts with several campus entities.

Presentations Conducted

- Customer Service, UCSA Student Staff Training
- Greek Leadership Retreat, Alcohol Presentation, Event Planning, Recruitment

Valerie Gibbons, celebrated her 2nd year with the department in February 2011. She serves as the business support specialist for UCSA and works closely with director to handle all financial aspects for the department.

Service to the University

- Late Night Breakfast Volunteer

Meredith Coplen, began employment with the department on March 1, 2011. She serves as the administrative assistant for the department helping to support all staff and serve as the primary contact for procurement card reconciliation and student employment processing and orientation. She resigned from the department in May 2012 to become the Business Support Specialist II with the ELITE Graduate Program.

Service to the University

- Search Committee Community Panel, Student Activities Coordinator
- Search Committee Community Panel, UCSA Assistant Director
- UC Expansion Referendum Committee

Monica Kingsbury, began employment with our department on June 25, 2012 as the administrative assistant. Her responsibilities include providing support to all UCSA staff, serving as the primary contact for processing student employment and orientation of new employees, reconciling procurement card expense reports for the department, record management and assisting with record retention.

Service to the University

- Search Committee Community Panel for Student Activities Coordinator

Connected Document

[UCSA Annual Report 11-12](#)

Anticipated Challenges for the Next Cycle

University Center & Student Activities foresees the following challenges in the upcoming years in the following areas:

- Transition of staff who are in their second/third year of employment especially as it relates to coordinator level positions.
- Space issues for requested events/activities/programs from students, faculty/staff, and community during the expansion of the University Center.
- Funding for equity issues for the Events Coordinator and Operations Coordinator positions.
- Providing new initiatives (commuter programs, non-traditional student programs, serving distant education students, etc.) with limited budget.
- Overcoming the challenges that present themselves with enrollment growth in areas of personnel management, budget, and assessment.

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

UCSA will be taking on the following action plans for continuous improvement.

- Work with architects during expansion project to include more lounge space and develop areas within the University Center where students feel comfortable; have a variety of seating space for students.
- Advisors will meet with Greek councils to develop and coordinate an all Greek service project for upcoming years.
- Clear and direct journal prompts will be provided daily to Alternative Spring Break participants.
- An evaluation cycle for student employees will be developed, documented, and shared with staff. Assistant Director responsible for student employment will conduct training with all full time staff on the process and will communicate timeline to ensure that performance evaluations are completed in a timely manner.
- There is a need for a full time marketing/publicity coordinator. There are too many programs/activities/special events on campus from our department and the responsibility has been placed on coordinators who are programming events to also do the publicity.
- Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working more and not on campus as much. Provide more passive programs to our students. Need to coordinate more outreach.
- Use the Waves of Welcome committee to push forward with new marketing efforts and use theme of "Get Involved, Stay Connected." Provide marketing materials to students to let them know what is available and how to get involved.
- Implement and publicize the use of OrgSync with student organizations to assist with the ease of starting/maintaining recognized student organizations.

Detailed Assessment Report

2011-2012 University Counseling and Health Centers

As of 8/29/2014 12:58 PM CST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

The University Counseling and Health Centers are committed to providing quality treatment, educational, preventive and consultation services to TAMUCC students. We strive to provide services that are student-centered, respectful and accessible. Services are designed to promote wellness, facilitate student development and functioning, encourage retention, and help maximize students' potential to succeed academically.

Goals

G 1: Provide quality counseling and health care services.

Provide quality counseling and health care services.

G 2: Provide quality educational and prevention services.

Provide quality educational and prevention programs.

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

SLO 1: Demonstrate knowledge of effective coping skills.

Students will demonstrate knowledge of (2) effective coping behaviors (to solve problems, reduce distress or manage stress levels) after participating in short-term counseling (less than 15 sessions).

Relevant Associations:

Standards

CAS: Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

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

- 1.3 Promote lifelong learning and global citizenship.
- 1.4 Provide a supportive and safe campus environment
- 1.8 Build & sustain mutually supportive relationships.

Related Measures

M 1: Student Survey - Coping Strategies Question

Counseling Center student survey - #4: Please describe TWO effective coping strategies to help solve problems or reduce stress. Survey given once a year. Rubric used to measure if response meets standards for satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

Target:

Number of students able to (at minimum) satisfactorily describe TWO effective coping strategies to help solve problems or reduce stress => 70% of those who complete survey.
Number of students able to proficiently describe TWO effective coping strategies to help solve problems or reduce stress => 10% of those who complete survey.
(rubric scoring)

Connected Documents

- [FY12 Counseling Center - Student Survey \(see question #4\)](#)
- [FY12 Learning Outcome Rubric - UCC Survey](#)

Finding (2011-2012) - Target: Met
Number of students **satisfactorily** described TWO effective coping strategies = **77%**
Number of students **proficiently** described TWO effective coping strategies = **18%**

Connected Documents

[FY12 Counseling Center - Student Survey Data](#)
[FY12 Counseling Center - Student Survey Data2](#)

M 2: Knowledge of coping behaviors pre/post measures
Knowledge of coping behaviors pre/post measure: 'Describe coping strategies you are currently using to address the issue that brought you to counseling.'
Students will be asked to complete pre-test with intake paperwork which is given before counseling.
Students will be asked to complete post-test during final session or immediately thereafter.
Number of responses will be determined by counting number of distinct adaptive coping strategies identified by student.
Number of responses on pre-test and post-test measures will be compared to assess for % change in knowledge of adaptive coping strategies.

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

Target:
Increase in quality and/or quantity of coping strategies => 30% (rubric scoring)

Connected Document

[FY12 Learning Outcomes Rubric - UCC coping pre-post measures](#)

Finding (2011-2012) - Target: Not Reported This Cycle
Assessment administered every 3 years. Next administration is in FY14.

M 3: Counselor observation and assessment
Counselors will use rubric at the end of brief therapy treatment to assess student's demonstrated use of one effective coping skill.

Source of Evidence: Academic direct measure of learning - other

Target:
Number of students able to satisfactorily demonstrate one effective coping skill => 70% (rubric scoring)

Connected Document

[FY12 Learning Outcome Rubric - Counselor Observation](#)

Finding (2011-2012) - Target: Not Reported This Cycle
Assessment administered every 3 years. Next administration is in FY13.

SLO 2: Demonstrate knowledge of responsible health choices.

Female students will be able to demonstrate (1) method of taking responsibility for health choices with respect to the use of birth control after (1) family planning visit or annual exam.

Relevant Associations:

CAS: Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.6 practical competence

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
1.3 Promote lifelong learning and global citizenship.
1.4 Provide a supportive and safe campus environment

Related Measures

M 10: Family Planning treatment visit exit questionnaire - Knowledge of potentially dangerous side effects of birth control

Questionnaire given to students at the end of family planning visit which asks students to 'Describe (2) potentially dangerous side effects of birth control medication for which one should contact a health professional immediately.'
Rubric used to measure if response meets standards for satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

Target:
Number of students able to satisfactorily describe (2) potentially dangerous side effects of birth control medication for which one should contact a health professional immediately => 70% (rubric scoring)

Connected Document

[FY12 Learning Outcome Rubric - UHC birth control exit questionnaire](#)

Finding (2011-2012) - Target: Met

Number of students able (at minimum) to satisfactorily describe (2) potentially dangerous side effects of birth control medication for which one should contact a health professional immediately = 90%. Number of students able to proficiently describe (2) potentially dangerous side effects of birth control medication for which one should contact a health professional immediately = 10% (rubric scoring)

Connected Document

[FY12 Health Center - Family Planning Treatment Visit Exit Interview Data](#)

M 11: Health Provider interview after treatment visit - Understanding risk of side effects of one's birth control method.

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 identify (4) side effects of their specific birth control medication.
Rubric used to measure if response meets standards for satisfactory answer.

Source of Evidence: Academic direct measure of learning - other

Target:
Number of students able to satisfactorily identify (4) side effects of their specific birth control medication => 70%.
Rubric used to measure if response meets standards for satisfactory answer.

Connected Document

[FY12 Learning Outcome Rubric - UHC Family Planning provider interview](#)

Finding (2011-2012) - Target: Not Reported This Cycle
Assessment administered every 3 years. Next administration is FY14.

M 12: Student Survey - Family Planning question

Health Center student survey question - Please answer if you have had a Family Planning visit at the Health Center: Describe TWO side effects of birth control medication that should prompt you to call your health provider immediately. Rubric will be used to determine if satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

Target:
Number of students able to satisfactorily describe (2) side effects of birth control medication that should prompt one to call health provider immediately => 70% of those who complete survey.

Connected Document

[FY12 Learning Outcome Rubric - UHC RC survey question](#)

Finding (2011-2012) - Target: Not Reported This Cycle
Assessment administered every 3 years. Next administration is in FY13.

SLO 3: Demonstrate increased knowledge of strategies to help distressed students.

Students will demonstrate increased knowledge of strategies to intervene with a fellow student in psychological distress (e.g., depression, anxiety, suicidal thoughts).

Relevant Associations:

Standards

CAS: Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

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.

Related Measures

M 4: Kognito program pre and post surveys

Kognito offers an interactive, online suicide prevention program where students engage in role-play conversations with emotionally responsive avatars in virtual practice environments. The program is designed to help individuals learn interpersonal skills to effectively manage challenging conversations in the areas of health and behavioral health. These simulations provide organizations with cost-effective solutions for training large or geographically dispersed audiences with engaging and effective learning tools that include deliberate practice and personalized feedback.

The Kognito program has standardized pre and post surveys. The 'Preparedness' section on surveys will be compared. The pre-test survey asks students "How would you rate your preparedness to:" and the post-test asks students "After taking the course, how would you rate your preparedness to:". Items on the pre and post-test include: 1. Recognize when a fellow student's behavior or appearance is an indicator of psychological distress such as depression, anxiety, or thoughts of suicide; 2. Approach fellow students exhibiting signs of psychological distress to discuss your concerns; 3. Motivate fellow students exhibiting signs of psychological distress to seek help; and 4. Refer fellow students exhibiting signs of psychological distress to the counseling center.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Comparison of Pre & Post survey responses: 1. Recognize when a fellow student's behavior or appearance is an indicator of psychological distress such as depression, anxiety, or thoughts of suicide; 2. Approach fellow students exhibiting signs of psychological distress to discuss your concerns; 3. Motivate fellow students exhibiting signs of psychological distress to seek help; and 4. Refer fellow students exhibiting signs of psychological distress

to the counseling center. Increase in preparedness rating => 10%

Finding (2011-2012) - Target: Met

Increase in total preparedness rating = 34%. Increase in preparedness by question: #1 = 35%; #2 = 49%; #3 = 20%; #4 = 33%. Total number attempted course = 107; total number completed course = 95; total number that completed post-survey = 24.

Connected Documents

[FY12 Counseling Center - Kognito Data](#)
[FY12 Counseling Center - Kognito poster](#)
[FY12 Counseling Center - Kognito Pre & Post Surveys](#)

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

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

Develop services for distance learning students

Established in Cycle: 2011-2012

Develop services for distance learning students

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students

Established in Cycle: 2011-2012

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

M 5: Question, Persuade and Refer (QPR) Test

Question, Persuade and Refer (QPR) is a suicide prevention program. **QPR stands for Question, Persuade, and Refer.** Students are taught to use these 3 steps as a way to intervene with a distressed individual and possibly help save a life from suicide. People trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.

Post-test: Describe 3 steps that you could take to help a suicidal student, friend or relative seek professional help (use rubric to measure).

Source of Evidence: Academic direct measure of learning - other

Target:

Number of students able (at minimum) to satisfactorily describe three steps one could take to help a suicidal student, friend or relative seek professional help => 50% of those who complete training.
Number of students able to proficiently describe three steps one could take to help a suicidal student, friend or relative seek professional help => 10% of those who complete training.

Connected Document

[FY12 Learning Outcome Rubric - UCC QPR measure](#)

Finding (2011-2012) - Target: Not Reported This Cycle

Assessment administered every 3 years. Next administration is in FY13.

M 6: DORA pre/post surveys

The DORA College Program (Depression OutReach Alliance) is a peer based mental health wellness and suicide prevention program. The DORA College Program is meant to be administered to small groups of students by peer leader groups working in conjunction with clinical professionals on campus. The program consists of several activities designed to teach students the importance of early intervention and professional help-seeking when it comes to suicide prevention. The Suicide Prevention Resource Center/American Foundation for Suicide Prevention has listed the DORA College Program (Depression OutReach Alliance) in Section III of the Best Practices Registry (BPR) for Suicide Prevention.

The DORA pre and post tests are designed to measure students knowledge regarding strategies to intervene with a distressed student. Participants are expected to show an increase in knowledge with respect to intervening with a fellow student in psychological distress.

Source of Evidence: Academic indirect indicator of learning - other

Target:

Participants will show an increase in knowledge with respect to intervening with a fellow student in psychological distress => 70% of participants

Finding (2011-2012) - Target: Met

87% of participants (n= 76) showed an increase in knowledge with respect to intervening with a fellow student in psychological distress.

Connected Documents

[FY12 Counseling Center - DORA pre - post tests](#)
[FY12 Counseling Center - DORA program pre-post data](#)

SLO 4: Demonstrate knowledge of effective health prevention strategies.

Students will be able to identify (2) preventative health behaviors that may stop the transmission of STDs after (1) STD assessment or treatment session.

Relevant Associations:

CAS- Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.6 practical competence

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
1.3 Promote lifelong learning and global citizenship.
1.4 Provide a supportive and safe campus environment

Related Measures

M 7: STD prevention program - Knowledge of ways to stop spread of STDs.

After attending STD prevention program sponsored by the Health Center, students will be able to describe (2) ways to stop the spread of STDs.

Rubric used to measure if response meets standards for satisfactory or proficient answer.

Number of responses will be determined by counting number of distinct ways to stop the spread of STDs identified.

Source of Evidence: Academic direct measure of learning - other

Target:

Number of students able to satisfactorily describe (2) ways to stop the spread of STDs => 70%.

Connected Document

[FY12 Learning Outcome Rubric - UHC STD prevention program](#)

Finding (2011-2012) - Target: Not Reported This Cycle

Assessment administered every 3 years. Next administration is in FY14.

M 8: STD treatment visit exit interview - Knowledge of ways to protect self from 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 used to measure if response meets standards for satisfactory or proficient answer.
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 => 70%.

Connected Document

[FY12 Learning Outcome Rubric - UHC STD provider interview](#)

Finding (2011-2012) - Target: Met

Number of students able to (at minimum) satisfactorily describe (2) ways to protect self from getting an STD = 100%. Number of students able to proficiently describe (2) ways to protect self from getting an STD = 78%. (rubric scoring)

Connected Document

[FY12 Health Center - STD Treatment Visit Exit Interview Data Summary](#)

M 9: Student Survey - STD question

Health Center student survey - Please describe TWO methods of preventing the transmission of sexually transmitted diseases (STDs).

Rubric will be used to determine if satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

Target:

Number of students able to satisfactorily describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) => 70% of those who complete survey.

Connected Document

[FY12 Learning Outcome Rubric - UHC survey question](#)

Finding (2011-2012) - Target: Not Reported This Cycle

Assessment of this learning outcome is included in Health Center survey every 3 years. Next administration is in FY13.

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

O/O 5: Provide quality counseling services to TAMUCC students.

Provide quality short-term counseling services to facilitate student development and health.

Relevant Associations:

CAS – Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

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
- 1.3 Promote lifelong learning and global citizenship.
- 1.4 Provide a supportive and safe campus environment

Related Measures

M 13: Counseling Center Student Survey - Satisfaction with treatment received

Counseling Center student survey with questions that target level of satisfaction with counseling services.

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

Target:

Counseling Center student surveys with questions that target students' level of satisfaction with counseling services.

Number of students who agree or strongly agree they were satisfied with services => 80%.

Connected Document

[FY12 Counseling Center - Student Survey \(questions 2 & 5\)](#)

Finding (2011-2012) - Target: Met

Number of students who agreed or strongly agreed that they were satisfied with services = 88% (64% strongly agreed) Number of students who stated counseling improved -- grades = 49%; academic work = 51%; plans to continue enrollment at TAMUCC = 49% (includes 'improved some' and 'improved a lot' responses).

Connected Documents

- [FY12 Counseling Center - Survey Data Summary All Questions](#)
- [FY12 Counseling Center - Survey Data Chart Question #2 - Satisfaction with Services](#)
- [FY12 Counseling Center - Survey Data Summary Question #5](#)
- [FY12 Counseling Center - Survey Data Summary Question #2 - Satisfaction with Services](#)

M 15: Noel Levitz Survey - Concern for Individual

Noel Levitz student satisfaction survey - Counseling Center item - "Counseling staff care about students as individuals".

Source of Evidence: Benchmarking

Target:

Score >= National Average

Finding (2011-2012) - Target: Met

2012 Noel Levitz Student Satisfaction Inventory 'Concern for the Individual' Scale: Counseling staff care about students as individuals. 2012 data: TAMUCC satisfaction score of 5.0 is equal to National Average satisfaction score of 5.0. Achievement target met.

Connected Document

[FY12 Counseling Center - Noel Levitz Survey - Concern for Individual](#)

M 17: Graduating Student Survey - Quality of Care received at Counseling Center

Graduating student survey item #52 - Level of satisfaction with "The quality of care offered by the Counseling Center." The Graduating Student Survey asks graduating students about their perception of quality of care provided by the Counseling Center.

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

Target:

Satisfaction >= 85%

Finding (2011-2012) - Target: Met

FY 2012 Graduating Student Survey: Satisfaction = 96.5%. This is an increase of 2% (p=.497). The Graduating Student Survey asks graduating students about their perception of the quality of care offered by the Counseling Center.

Connected Document

[FY12 Graduating Student Survey Results for UCC & UHC](#)

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

Develop services for distance learning students

Established in Cycle: 2011-2012

Develop services for distance learning students

Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

Established in Cycle: 2011-2012

Finalize collaborative treatment protocol for students seeking ADD/ADHD Treatment

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students

Established in Cycle: 2011-2012

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

M 19: Quality Assurance Review of Counseling Center

Quality Assurance Review of Counseling Center staff's documentation procedures.

Source of Evidence: Administrative measure - other

Target:

Compliance >= 75%

Finding (2011-2012) - Target: Met

Quality Assurance Review Compliance for Counseling Center professionals = 92% This was a quality assurance review focused on administrative compliance related to complete documentation, timely completion of session notes, compliance with rules and regulations regarding completion of consent and release of information forms, completion of risk assessment each session and the inclusion of diagnoses and treatment plans as appropriate in session documentation.

Connected Document

[FY12 Counseling Center - Quality Assurance Review results and form](#)

M 21: Provide Suicide Prevention Training to TAMUCC students

Provide Kognito Suicide Prevention Training to various students groups around campus. Target is to reach over 75 students.

Source of Evidence: Activity volume

Target:

Number of students who completed Kognito program >= 75 students

Finding (2011-2012) - Target: Met

Total number of students who complete Kognito course = 95 (total number students who attempted Kognito course = 107)

Connected Documents

[FY12 Counseling Center - Kognito email confirming participants](#)

[FY12 Counseling Center - Kognito poster](#)

OIO 6: Provide quality health care services to TAMUCC students.

Provide quality health care services to facilitate student development, health and wellness.

Relevant Associations:

CAS -- Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

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
- 1.3 Promote lifelong learning and global citizenship.
- 1.4 Provide a supportive and safe campus environment

Related Measures

M 14: Health Center Student Survey - Satisfaction with treatment received

Health Center student survey with questions that target level of satisfaction with health care and treatment services.

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

Target:

Number of students who agree or strongly agree they were satisfied with services > 80%.

Finding (2011-2012) - Target: Not Reported This Cycle

Assessment given every 2 years. Next administration is FY13.

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 (2011-2012) - Target: Not Met

2012 Noel Levitz Student Satisfaction Inventory 'Service Excellence' Scale: The staff in the health services area are competent. 2012 data: TAMUCC satisfaction score of 5.0 is 0.2 lower than the National Average satisfaction score of 5.2. Target not met. The 2012 TAMUCC satisfaction score of 5.0 is an increase of 0.1 over 2010 TAMUCC satisfaction score of 4.9.

Connected Document

[FY12 Health Center - Noel Levitz Survey - Service Excellence](#)

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

Develop services for distance learning students

Established in Cycle: 2011-2012

Develop services for distance learning students

Develop Training Programs in Counseling and Health Services

Established in Cycle: 2011-2012
Develop Training Programs in Counseling and Health Services. Initially will research process and feasibility of implementing tr...

Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

Established in Cycle: 2011-2012
Finalize collaborative treatment protocol for students seeking ADD/ADHD Treatment

Increase staff in Health and Counseling Services

Established in Cycle: 2011-2012
Increase staff in Health and Counseling Services to meet demands of increasing University growth and upcoming University calendar...

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students

Established in Cycle: 2011-2012
Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

M 18: Graduating Student Survey - Quality of Care received at Health Center
Graduating student survey item #54 - Level of satisfaction with "The quality of care offered by the Health Center." The Graduating Student Survey asks graduating students about their perception of quality of care provided by the Health Center.

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

Target:

Quality of care >= 85%

Finding (2011-2012) - Target: Met

FY 2012 Graduating Student Survey: Satisfaction = 89.5%.

This is an increase of 4.9% (p=.120). The Graduating Student Survey asks graduating students about their perception of the quality of care offered by the Health Center.

Connected Document

[FY12 Graduating Student Survey Results for UCC & UHC](#)

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

Develop services for distance learning students

Established in Cycle: 2011-2012

Develop services for distance learning students

Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

Established in Cycle: 2011-2012

Finalize collaborative treatment protocol for students seeking ADD/ADHD Treatment

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students

Established in Cycle: 2011-2012

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

M 20: Quality Assurance Review of Health Center

Quality Assurance Review of Health Center staffs documentation procedures.

Source of Evidence: Administrative measure - other

Target:

Compliance >= 75%

Finding (2011-2012) - Target: Met

Quality Assurance Review Compliance for Health Center professionals = 94%

This was a quality assurance review focused on administrative compliance related to complete documentation, timely completion of treatment notes, compliance with rules and regulations regarding completion of consent and release of information forms, and the inclusion of diagnoses and treatment plans as appropriate in treatment documentation.

Connected Document

[FY12 Health Center - Quality Assurance Review results and form](#)

M 22: Provide a preventative health educational program

The Health Center will provide one new preventative health educational program with a target of 12 students.

Source of Evidence: Activity volume

Target:

Provide one new preventative health educational program.

Number of students attending >= 12

Finding (2011-2012) - Target: Met

In October of 2011, the Health Center staff offered a new preventative health education program at the Paint the Island Pink Expo. Program focused on teaching students how to do self-exams for breast/testicular cancer. Training models were available to students for examination and practice. Approximate number of students exposed to program = 50. This is a new preventative health educational program. New feature is availability of models and information on testicular cancer. Met goal of reaching over 12 students (approximate attendance = 50)

Connected Documents

[FY12 Health Center - Community Health Resources](#)

[FY12 Health Center - Outreach, ABCs of Breast Health](#)

[FY12 Health Center - Outreach, Birth Control & Gynecological Services](#)

[FY12 Health Center - Outreach, Do Breast Self-Exam Monthly](#)

[FY12 Health Center - Outreach, Learn to Give Yourself Breast Examinations](#)

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

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students

Established in Cycle: 2011-2012

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

O/O 7: Provide quality educational services.

Provide quality educational services with a focus on counseling, health and wellness topics.

Relevant Associations:

CAS – Council for the Advancement of Standards in Higher Education

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

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

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

Related Measures

M 21: Provide Suicide Prevention Training to TAMUCC students

Provide Kognito Suicide Prevention Training to various students groups around campus. Target is to reach over 75 students.

Source of Evidence: Activity volume

Target:

Provide Kognito Suicide Prevention Training to various students groups around campus. Target is to reach over 75 students.

Finding (2011-2012) - Target: Met

Total number of students who complete Kognito course = 95 (total number students who attempted Kognito course = 107)

Connected Documents

[FY12 Counseling Center - Kognito email confirming participants](#)

[FY12 Counseling Center - Kognito poster](#)

M 22: Provide a preventative health educational program

The Health Center will provide one new preventative health educational program with a target of 12 students.

Source of Evidence: Activity volume

Target:

The Health Center will provide one new preventative health educational program with a target of 12 students.

Finding (2011-2012) - Target: Met

In October of 2011, the Health Center staff offered a new preventative health education program at the Paint the Island Pink Expo. Program focused on teaching students how to do self-exams for breast/testicular cancer. Training models were available to students for examination and practice. Approximate number of students exposed to program = 50. This is a new preventative health educational program. New feature is availability of models and information on testicular cancer. Met goal of reaching over 12 students (approximate attendance = 50)

Connected Documents

[FY12 Health Center - Community Health Resources](#)

[FY12 Health Center - Outreach, ABCs of Breast Health](#)

[FY12 Health Center - Outreach, Birth Control & Gynecological Services](#)

[FY12 Health Center - Outreach, Do Breast Self-Exam Monthly](#)

[FY12 Health Center - Outreach, Learn to Give Yourself Breast Examinations](#)

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

Increase use of technology and social media for marketing, outreach, data collection and

general interaction with students
Established in Cycle: 2011-2012
Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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)

Develop a 5 year strategic plan for the Counseling and Health Centers

Develop a 5 year strategic plan for the Counseling and Health Services

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Implementation Description: Develop a 5 year strategic plan for the Counseling and Health Centers

Responsible Person/Group: Executive Director, Counseling and Health Services

Additional Resources: None

Develop services for distance learning students

Develop services for distance learning students

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Graduating Student Survey - Quality of Care received at Counseling Center |

Outcome/Objective: Provide quality counseling services to TAMUCC students.

Measure: Graduating Student Survey - Quality of Care received at Health Center | **Outcome/Objective:**

Provide quality health care services to TAMUCC students.

Measure: Kognito program pre and post surveys | **Outcome/Objective:** Demonstrate increased

knowledge of strategies to help distressed students.

Measure: Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care

services to TAMUCC students.

Implementation Description: Develop services for distance learning students

Responsible Person/Group: Associate Directors, Counseling and Health Centers

Additional Resources: Training for professional staff

Budget Amount Requested: \$1,000.00 (one time)

Develop Training Programs in Counseling and Health Services

Develop Training Programs in Counseling and Health Services. Initially will research process and feasibility of

implementing training programs in the Counseling and Health Centers.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care

services to TAMUCC students.

Implementation Description: Initially will research process and feasibility of implementing training programs in the

Counseling and Health Centers.

Projected Completion Date: 08/2014

Responsible Person/Group: Associate Directors, Counseling and Health Services

Additional Resources: Money to fund program and students - \$50,000

Budget Amount Requested: \$50,000.00 (recurring)

Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

Finalize collaborative treatment protocol for students seeking ADD/ADHD Treatment

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Graduating Student Survey - Quality of Care received at Counseling Center |

Outcome/Objective: Provide quality counseling services to TAMUCC students.

Measure: Graduating Student Survey - Quality of Care received at Health Center | **Outcome/Objective:**

Provide quality health care services to TAMUCC students.

Measure: Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care

services to TAMUCC students.

Implementation Description: Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

Responsible Person/Group: Executive Director, Counseling and Health Services

Additional Resources: Funds for additional training for Professional Staff

Budget Amount Requested: \$2,000.00 (one time)

Increase staff in Health and Counseling Services

Increase staff in Health and Counseling Services to meet demands of increasing University growth and upcoming

University calendar changes requiring more staff and provider time.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care

services to TAMUCC students.

Implementation Description: Increase staff through normal budget process. Research the development of training

programs in Counseling and Health Services to provide more clinical hours in clinics.

Responsible Person/Group: Executive Director, Counseling and Health Services

Additional Resources: Additional money for staff positions - \$60,000 for nurse, \$60,000 for a counselor Money to

develop training program in both clinics - \$50,000

Budget Amount Requested: \$170,000.00 (recurring)

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: 2011-2012

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduating Student Survey - Quality of Care received at Counseling Center |

Outcome/Objective: Provide quality counseling services to TAMUCC students.

Measure: Graduating Student Survey - Quality of Care received at Health Center | **Outcome/Objective:**

Provide quality health care services to TAMUCC students.

Measure: Kognito program pre and post surveys | **Outcome/Objective:** Demonstrate increased

knowledge of strategies to help distressed students.

Measure: Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care

services to TAMUCC students.

Measure: Provide a preventative health educational program | **Outcome/Objective:** Provide quality

educational services.

| Provide quality health care services to TAMUCC students.

Implementation Description: Increase use of technology and social media for marketing, outreach, data collection

and general interaction with students.

Responsible Person/Group: Associate Directors, Counseling and Health Services

Additional Resources: Training for professional staff; purchase of equipment and software necessary to utilize

technology and social media.

Budget Amount Requested: \$3,000.00 (recurring)

Analysis Questions and Analysis Answers

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

STUDENT SATISFACTION WITH QUALITY OF SERVICES – Satisfaction with quality of care is very high for the Counseling Services and is increasing for Health Services. The Graduating Student Survey had an increase of 4.9% in satisfaction with the quality of care offered by the Health Center. At last administration, there was an increase in satisfaction of 3.1%.

STUDENTS DEVELOP SKILLS AND KNOWLEDGE AFTER COUNSELING AND HEALTH VISITS TO HELP THEM MAKE RESPONSIBLE HEALTH CHOICES – Students demonstrated that they learned coping skills and preventative health behaviors after counseling sessions/treatment visits.

PROVIDE QUALITY EDUCATIONAL OPPORTUNITIES WITH NATIONALLY RECOGNIZED PROGRAMS – Kognito and DORA programs are both listed in Best Practices Registry for suicide prevention programs. Learning outcome targets were exceeded for participation and increased knowledge.

INCREASED USE OF TECHNOLOGY IN OUTREACH EFFORTS – Kognito program is an interactive, online suicide prevention program for students, faculty and staff. We exceeded our goal of number of students participating in program.

QUALITY OF SERVICES – We exceeded goal with quality assurance review which focused on administrative compliance related to complete documentation, timely completion of session notes, compliance with rules and regulations regarding completion of consent and release of information forms, completion of risk assessment each session and the inclusion of diagnoses and treatment plans as appropriate in session documentation.

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

Increased focus on enhancing merge of Counseling and Health Services. Staff attended National College Depression Partnership webinar series promoting an evidence-based approach to increase collaboration between Counseling and Health professionals in the screening, treatment and referral process of students with depression. Part of planned series of trainings to promote increased partnership and collaboration between Counseling and Health services staff.

Increased use of technology to reach students educationally (Kognito program; changes to website) and clinically (increased use of biofeedback after purchase of new program)

This fiscal year the Counseling and Health Services were given 2700 square feet of additional space in the Driftwood Building. Most all of additional space was renovated allowing for more space for student use and administrative offices. Staff shortages were addressed with the hiring of new contract physician, psychologist, 3 nurses, and business support specialist.

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

This year, the number of clinical visits decreased for both the Counseling and Health Services. This decrease is linked to a decrease in available appointments as a result of staff shortages. With recent hires and anticipated hiring for currently vacant positions, it is expected that in FY13 there will be a significant increase in clinical visits.

Important to continue focus on improving level of satisfaction with the quality of health services. Will continue current efforts and also focus on need to address personnel issues, space issues in health center, the need for increased use of technology and social media in educational and clinical services, and increased collaboration between Counseling and Health Services.

Important to continue to develop Health Center outreach efforts.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Mission Statement

The University Counseling and Health Centers are committed to providing quality treatment, educational, preventative and consultation services to TAMUCC students. We strive to provide services that are student-centered, respectful and accessible. Services are designed to promote wellness, facilitate student development and functioning, encourage retention, and help maximize students' potential to succeed academically.

Highlights and Accomplishments

- The University Counseling and Health Services Centers were brought together under the leadership of one Executive Director in FY10. Since then, the entities have been working together as one unit with two parts. During the FY12 cycle, additional steps were taken to enhance this merge.
- During the fall semester the Counseling and Health Center staff participated in the National College Depression Partnership webinar series. The program promotes an evidence-based approach to screening for depression in Counseling and Health Centers. The program focused on identifying students with depression, increasing collaboration in treatment and referrals between Counseling and Health Centers and proactive preventative services. This is the first in a series of trainings to promote increased partnership and collaboration between staff with the Counseling and Health Centers.
- The Counseling Center clinic provided 3500 counseling sessions to 734 student clients compared to 4740 sessions to 852 clients the previous year. This is a 35% decrease. Client intakes decreased by 24% over the last year. On average, clients were seen for 4.8 sessions. Of the students seen at the Counseling Center, 20% receive psychiatric services. Our psychiatrist provided 464 sessions to 147 student clients compared to 501 sessions the previous year to 170 clients – a decrease of 8%.
- The Health Center clinic provided 5046 health visits to 2346 student patients compared to 5630 sessions to 2431 patients the previous year. This is a decrease of 16%. This is due to a decrease in the number of available appointments as a result of staff shortages. New staff has been hired and it is anticipated that the number of clinical visits for FY13 will significantly increase. In addition to numerous full-time staff changes, Dr. David Vanderheiden left the Health Center after making a decision to close his private practice. Dr. Vanderheiden had served as the contract staff physician for 13 years. In February 2012, Dr. Jennifer Amaral joined the Health Center as contract staff physician.
- Demographically the majority of Counseling Center clients are female, between ages of 20 and 24, and in their senior year. Similarly the majority of Health Center patients are female, between the ages of 20 and 24, and in their senior year. The most common problems/symptoms presented by Counseling Center clients at intake were *Anxiety, Depression and Relationship Issues*, with *Anxiety Issues* being most frequent. The types of visits most frequently provided at the Health Center are the Health and Wellness prevention visits and Women's Health visits. These are followed by ENT visits, Dermatology visits and Respiratory visits.
- Student satisfaction with the Counseling Center remains strong and the satisfaction for the Health Center continues to increase.
- A student satisfaction survey indicated that 92% of Counseling Center students agreed or strongly agreed they were satisfied with the various services offered at UCC (77% of respondents strongly agreed.) And 74% of students agreed or strongly agreed that counseling helped them learn coping strategies, better self-management, improve decision making skills, gain better self-understanding, begin to live healthier lifestyle and in general improve what brought them into counseling (questions #3 items averaged). Nearly half (49%) reported that counseling contributed to their choice to continue studies at TAMUCC.
- Despite the decrease in number of available appointments, over the past 2 years there has been a significant increase in the level of satisfaction with Health Center services. This year 89.5% of the graduating students reported they were satisfied with "The Quality of Care offered by the Health Center". This is an increase of 4.9%. The previous year there had been a 3.1% increase in level of satisfaction. (WEAVE report data).
- Counseling Services staff continue to be highly involved in outreach activities and, despite staff shortages, Health Services staff were able to provide outreach events for students as well. Counseling Center staff provided or participated/collaborated on 85 outreach activities or programs last year reaching over 4,125 students and community members (see Appendix A) and the Health Center staff provided, participated or collaborated on 25 outreach activities or programs last year (see Appendix B). Highlights include:
 - Anonymous online mental health screenings were again available via the UCC website through Screenings for Mental Health, Inc.. This year 378 screenings were completed which is an increase of 25% over last year. Depending on the type of screening completed (i.e., Depression, Alcohol Problems, Eating Disorder, Bipolar Disorder, Generalized Anxiety or PTSD) between 20% - 100% of the individuals were recommended to seek further evaluation based on the intensity of their symptoms.
 - As part of the Suicide Prevention program through Counseling Services a variety of trainings were offered to students, faculty and staff.
 - The Kognito program is an interactive, online suicide prevention program where students, faculty and staff engage in role-play conversations with emotionally responsive avatars in virtual practice environments. The program is designed to help individuals learn interpersonal skills to effectively manage challenging conversations in the areas of health and behavioral health. Kognito program completed by 95 students.
 - The DORA College Program (Depression OutReach Alliance) is a peer based mental health wellness and suicide prevention program. The program consists of several activities designed to teach students the importance of early intervention and professional help-seeking when it comes to suicide prevention. The Suicide Prevention Resource Center/American Foundation for Suicide Prevention has listed the DORA College Program (Depression OutReach Alliance) in Section II of the Best Practices Registry (BPR) for Suicide Prevention. DORA training provided to 76 students, faculty and staff.
 - New signature outreach event for the Counseling Center was introduced. The Happiness Challenge week was held in October and involved fun stress-relieving activities, mental health screenings, and a relaxation seminar.
 - The Health Center partnered with the Office of Admissions, Graduate Studies, International Students, and Athletics to form procedures to comply with the Texas Bacterial Meningitis Vaccination Requirement (SB 1107). All first time attendees to TAMUCC must now have the meningitis vaccine before starting classes. The Health Center was available during student orientations to offer vaccines at a reduced cost to students accepted into the University. There were 264 students vaccinated with the meningitis vaccine.
 - Five flu vaccination clinics were offered at no cost to "high risk" populations (student-athletes, students living on campus, students with chronic illnesses). Approximately 342 students were vaccinated.
 - Health Center sponsored Nueces County Health Department in offering free STD/HIV screenings to students, faculty and staff. A total of 81 students participated in the screening. Students with positive results were referred to Health Department for treatment.
 - Coastal Bend AIDS Foundation offered free HIV testing in Health Center during HIV awareness month.
 - In October of 2011, the Health Center staff offered a new preventative health education program at the Paint the Island Pink Expo. Program focused on teaching students how to do self-exams for breast/liver cancer. Training models were available to students for examination and practice. Approximately 50 students participated in the program. (FY12 WEAVE data).
- Claudia Ayala, the Coordinator of AOD services, completed the third and final year of the NCAA CHOICES grant in conjunction with I-ADAPT and the Department of Athletics. Ms. Ayala is the Program Coordinator of the 3 year, \$30,000 grant.
- Professional development of Counseling and Health Center clinical staff included membership in 11 professional organizations and attendance at 12 professional workshops, conferences, trainings or seminars (decrease of almost 50% from last year). Two staff members served on the board of directors for professional organizations including local and state organizations. Clinical staff also served on 18 university, division or departmental committees and chaired or served on numerous search committees.
- This fiscal year the University Counseling Center was given 2700 square feet of additional space in the Driftwood Building. Space includes approximately 900 square foot on the first floor and approximately 1800 square foot on the second floor. The majority of the additional space was renovated for administrative offices, conference room, group therapy room, and relaxation/feedback room. Moving these offices upstairs allowed for 3 additional offices on the first floor main corridors of the Counseling Center.

Clinical Programs and Services

Counseling Services

The University Counseling Center provides the following services: Individual counseling, couples counseling, group counseling, psychiatric services, personal 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 system was continued 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 on concerns 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. The Counselor-on-Duty (COD) is also charged with addressing the needs of students who only need a one session appointment (i.e., information gathering, list of community providers, or connection to another campus department). By

identifying these students during the triage process of the Counselor-on-Duty system students are served more efficiently and may avoid the more lengthy paperwork completed by clients of the Counseling Center. Each staff member (except Director) devotes one day of the week to be the COD. The Director serves as a backup. Counselor-on-Duty appointments account for 26% of counseling visits. The Counselor-on-Duty system has been well received by students. UCC staff members believe it has improved the quality of services provided and has significantly decreased pressure placed on UCC front office staff to address clinical/case management situations.

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. This year ProtoCall handled 40 calls for the University.

Website and On-line Mental Health Screenings

Anonymous on-line mental health screenings are available on 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. This fiscal year 378 mental health screenings were completed. Additional information can be found under 'Clinical Service Data'.

Health Services

The University Health Center's primary emphasis is on the treatment of acute illnesses and minor injuries, preventative 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.
- **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. Services are provided at a reduced cost or students may use their insurance 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. Allergy injections can also be given at the Health Center but students must provide serum and care orders from their allergist.
- **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.

Clinical Service Data Counseling Services

Visits for 2011-2012

Counseling visits.....	3500 visits
Psychiatry visits	464 visits
Total visits.....	3964 visits

Counseling Services Most Common Presenting Concerns

The most common problems/symptoms presented by clients at intake were *Anxiety, Depression, and Relationship Issues*.

Clinical Service Data Health Services

Visits for 2011-2012

Clinic visit.....	5039 visits
Pharmacy visits.....	1903 visits
Nurse Line Calls.....	982 visits
Total visits.....	7924 visits

Health Services Most Common Presenting Concerns

The types of visits most frequently provided at the Health Center are the Health and Wellness prevention visits and Women's Health visits. These are followed by ENT visits, Dermatology visits and Respiratory visits.

Clinical Services Statistics Presented by Clinic Counseling Services

Counseling Visits by Year

	2008-2009	2009-2010	2010-2011	2011-2012
# Students Seen in Counseling	682	723	852	734
# Counseling Intakes	372	379	415	335
# Counseling Appointments	2591	2932	2660	2251
# Consultations	783	1093	1164	914
Mean Number of Sessions	5.5	6	5	4.8
Total # Counseling Sessions	3752	4404	4239	3500
# Students Seen by Psychiatrist	177	147	170	147
# Psychiatric Intakes	94	73	80	54
# Psychiatric Follow-up Sessions	395	410	421	410
Mean Number of Psychiatric Sessions	2.8	3.2	2.9	3.2
Total # Psychiatric Sessions	489	483	501	464
Grand Total of Sessions (Counseling & Psychiatric)	4241	4887	4740	3964

Breakdown of Counseling Visits (3,500 visits):

Counseling Service	Percent of Total 2009-2010	Percent of Total 2010-2011	Percent of Total 2011-2012
Individual Counseling	67%	67%	53%
Couples Counseling	0.3%	0%	0.4%
Personal Skills Counseling	3%	2%	0.2%
Group Counseling	4.4%	3%	7.9%
Consultation with Students (including Counselor on Duty consultations)	24%	27%	26%
Consultations with Faculty, Staff, and Parents	0.9%	1%	0.2%

On-line Mental Health Screenings

Type of Screening	Total # Screenings	% of students who reported they would seek further evaluation and services based on
		Mental Health Screening results
Alcohol	18	20%
Depression	143	90%
Eating Disorder	22	50%
Bipolar Disorder	78	83%
Generalized Anxiety	99	79%
PTSD	18	100%
Total	378	

Referrals of Counseling Students for more Extensive Evaluation or Treatment

	FY09	FY10	FY11	FY12
Number of times UCC clients recommended to have evaluation for inpatient treatment	9	9	7	6
Number of evaluations known to be completed based on UCC recommendations	6	6	6	2
Number of times UPD/CCPD were called for assistance with this type of situation	5	8	1	0
Number of times UCC clients known to be hospitalized for mental health reasons	3	5	6	4

Counseling Client Demographics

Clients by Gender

Description	2009-2010	2010-2011	2011-2012
Males	29%	31%	29%
Females	71%	69%	71%

Clients by Age

Description	2009-2010	2010-2011	2011-2012
<18	9%	0%	0.03%
18-19	52%	8%	11%
20-24	17%	54%	51%
25-29	14%	19%	19%
30-39	14%	13%	12%
40+	8%	6%	7%

Clients by Ethnicity

Description	2009-2010	2010-2011	2011-2012
American Indian/Alaskan Native	0.4%	1%	0.4%
Asian	2%	2%	6%
African American/Black	6%	4%	4%
Hispanic/Latino	33%	28%	29%
White	54%	51%	37%
Other	0%	0%	1%
Two or more	4%	3%	3%
Unknown	0%	11%	19%

Clients by College

Description	2009-2010	2010-2011	2011-2012
Liberal Arts	11%	31%	29%
Business	11%	8%	9%
Education	17%	20%	17%
Nursing & Health Sciences	11%	17%	19%
Science and Technology	21%	19%	20%
Undecided	0.9%	0%	0.05%
Unknown	5%	5%	0.1%

Clients by Classification

Description	2009-2010	2010-2011	2011-2012
Freshman	8.5%	8%	9%
Sophomore	14%	13%	14%
Junior	15%	16%	14%
Senior	39%	41%	39%
Graduate	17%	17%	19%
Other	4%	2%	5%
Unknown	3%	3%	0%

Clinical Services Statistics Presented by Clinic Health Services

Health Visits by Year

	2009-2010	2010-2011	2011-2012
UHC Encounters	10,658	9126	7924

Health Services Breakdown of Contacts with Providers

Provider	2009-2010	2010-2011	2011-2012
Physicians	768	628	468
Family Nurse Practitioners	2558	2233	1992
Registered Nurses	2710	2722	2579
Nurse Line Calls	2215	1495	982
Pharmacy	2,407	2,048	1903
Total	10,658	9126	7924

Diagnosis Summary (more than one diagnosis may be given at medical office visits)

Diagnostic Grouping	2009-2010	2010-2011	2011-2012
Health & Wellness Promotion	32%	17%	47%
Cardiovascular	1%	0%	0.6%
Dermatology	5%	5%	5%
Ear, Nose Throat	13%	7%	6%
Endocrinology	2%	0%	1%
Gastroenterology	3%	2%	1%
Genitourinary	3%	2%	3%
Gynecology	7%	6%	9%
Infectious Disease	2%	25%	1%
Neuromuscular	2%	6%	2%
Ophthalmology	0.9%	0%	0.5%
Orthopedic Trauma	1%	2%	1%
Psychiatry	2%	0.1%	3%
Respiratory	8%	8%	5%
Other	17%	20%	12%
Total	10,199	5846	7711

Health Services Patient Demographics

Clients by Gender (based on medical office visits)

Description	2009-2010	2010-2011	2011-2012
Males	30%	30%	30%
Females	70%	70%	70%

Clients by Age (based on medical office visits)

Description	2009-2010	2010-2011	2011-2012
<18	0.04%	0.01%	0.1%
18-19	12%	10%	13%
20-24	60%	58%	57%
25-29	17%	16%	18%
30-39	7%	8%	9%
40+	5%	8%	4%

Clients by Ethnicity (based on medical office visits)

Description	2009-2010	2010-2011	2011-2012
American Indian/Alaskan Native	0.8%	0.5%	0.4%
Asian	3%	2%	4%
African American/Black	6%	5%	3%
Hispanic/Latino	32%	30%	28%
White	49%	43%	29%
Other	0.1%	0.08%	0.4%
Two or more	8%	7%	8%
Unknown	1%	11%	28%

Clients by College (based on medical office visits)

Description	2009-2010	2010-2011	2011-2012
Liberal Arts	19%	23%	17%
Business	13%	13%	13%
Education	21%	27%	19%
Nursing and Health Sciences	18%	1%	26%
Science and Technology	18%	22%	17%
ESLI	-----	-----	0.3%
Undecided	0.6%	0.02%	8%
Unknown	0.1%	13%	0.3%

Clients by Classification (based on medical office visits)

Description	2009-2010	2010-2011	2011-2012
Freshman	12%	9%	12%
Sophomore	15%	12%	12%
Junior	15%	15%	13%
Senior	38%	44%	42%
Graduate	13%	17%	14%
Post-Baccalaureate	-----	-----	5%
Unknown	7%	3%	2%

Training Programs

Counseling Services Practicum and Intern Program

- Coordinator, Suzanne Bonds
- Three trainees: Nicole Garza, Supervisor: Nadia Hasan; Ana Salazar, Supervisor: Claudia Ayala; and Lisa Schoelen, Supervisor: Theresa Sharpe
- Trainees, under supervision, saw 6.7% of our clients this academic year (primarily personal skills sessions).

Health Services

- Health Services does not currently have a training program for nursing students though this has been offered in the past to TAMUCC students. Once fully staffed it is expected that Health Center staff will again form preceptor relationships with interested nursing students.

Workshops, Seminars and Other Outreach Events

(See Appendix A for listing of Counseling and Health Services outreach efforts during FY12)

Counseling Services Outreach Events

- 85 presentations given by UCC staff
- 4,142 students were reached by UCC presentations
- Presentations were focused on Suicide Prevention Training, Academic Success Skills, Peer Education Training, Alcohol and Other Drug Education, Stress Management and Healthy Living
- Presentations were given to students, faculty, and the Division of Student Affairs
- Counseling Center staff were involved in campus events such as Paint the Island Pink, Disable the Label, Passport to the Island, Wellness Expo, New Student Orientations, Faculty Orientations, ESLI Orientation, Student-Athlete Orientation, Aloha days, and Freshmen Convocation

Health Services Outreach Events

- Participation in 25 outreach program presentations given by UCC staff
- Outreach focused on health awareness and prevention issues such as flu clinic, STD screenings, HIV screenings, healthy living, and cancer screenings.

- Health Services staff were involved in campus events such as Paint the Island Pink, Passport to the Island, Wellness Expo, New Student Orientations, Faculty Orientations, ESL Orientation, Student-Athlete Orientation, Aloha days, and Freshmen Convocation

Evaluation and Assessment Student Surveys

Counseling Services Client Survey

- Web based survey link sent to 424 UCC students seen in the past year who had given UCC permission to contact via their email addresses
- 75 surveys completed
- Completion rate = 18%
- 92% of students agreed or strongly agreed they were satisfied with the various services offered at UCC (77% of respondents strongly agreed.) (averaged responses to items 1-9 in question #2)
- 74% of students agreed or strongly agreed that counseling helped them learn coping strategies, better self-management, improve decision making skills, gain better self-understanding, begin to live healthier lifestyle and in general improve what brought them into counseling (questions #3 items averaged)
- 58% of students reported counseling led to an improvement in grades, academic work, plans to continue enrollment at TAMUCC, relations with other and confidence after counseling
- 49% report that counseling contributed to them continuing studies at TAMUCC
- Students' reasons for seeking counseling: 88% for personal reasons and 40% for academic concerns
- Reasons students gave for counseling ending:
 - 32% - "I felt that I could handle things on my own";
 - 29% - "Counseling helped me solve problem/achieve goal I sought help for";
 - 25% - "Circumstances made it impossible to continue counseling (semester ended, not currently enrolled, etc)".

Health Services Client Survey

- Health Services did not administer a survey this year.

Staff Credentials and Professional Activities

There have been several staffing changes within the Counseling and Health Centers.

- In the Counseling Center two employees were hired this fiscal year (psychologist and business support specialist), one licensed professional counselor retired, and two individuals were hired in temporary positions (licensed professional counselor and receptionist).
- 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. The UCC professional staff to student ratio based on number of counselor FTE is 1:1694, but based on number of clinicians available during the year was 1:2032.
- In the Health Center, 6 employees left the clinic including Dr. David Vanderheiden who had served as our contract staff physician for 13 years. He left the Health Center after making a decision to close his private practice. In addition 2 RNs, a Medical Assistant and Business Support Specialist left during FY12.
- In February 2012, Dr. Jennifer Amaral joined the Health Center as contract staff physician.

Counseling and Health Center Staff

Carla Berkich, Ph.D.	Executive Director, Counseling and Health Centers
Amy Perry	Business Support Specialist (Hire date 06/01/12)

Counseling Center Staff

Professional Staff

Claudia Ayala, MS, LPC, LPC-S, LCDC	Assistant Director Alcohol and Other Drug Program Coordinator
Suzanne Bonds, M.Ed., LPC	Licensed Professional Counselor
Theresa Sharpe, Ph.D.	Associate Director Group & Outreach Programs Coordinator
Nadia Hasan, Ph.D.	Psychologist
Allison Marks, Psy.D.	Psychologist
Tammy Robertson, LPC	Licensed Professional Counselor (0.48 FTE)
Debby Hammonds, LPC	Temp Licensed Professional Counselor (0.48 FTE) 8/30/11 - 5/3/12

Front Office Staf

Jane Pituch	Receptionist (0.5 FTE)
Karen Pressley	Interim Administrative Assistant (1.0 FTE)
Norma Jean Morales	Temp Receptionist (0.5 FTE) (01/09/12 – present)

Contract Employee

Robert McClung, M.D., Ph.D.	Contract Psychiatrist (0.2 FTE)
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Health Center Staff

Professional Staff

Laura Alexander, NP	Nurse Practitioner
Shaunna Bratten, RN	RN - Staff Nurse (Hire Date: 02/27/12)
Kristi Callis, CMA	Medical Assistant
Zelda Chacon, NP	Associate Director, Nurse Practitioner
Melinda Martinez, RN	RN – Staff Nurse (Hire Date: 02/21/12)
Lacy Richards, RN	RN-Staff Nurse (Hire Date: 03/05/12)

Front Office Staf

Julia Martinez	Temporary Receptionist (07/26/12 – 09/14/12)
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Contract Employees

Coastal Bend Family Medicine Dr. David Vanderheiden, D.O.	Contract Physicians (0.2 FTE) Departure: (03/07/12)
Dr. T. Hamisch, D.O.	Departure: (09/20/11)
Dr. Jennifer Amaral, M.D.	Contract Physician (Hire Date: 02/22/12)
Eligio Saenz, R.Ph.	Lead Pharmacist (0.2 FTE)
Mary Hill	Pharmacist (as needed)
Bill Defratus	Pharmacist (as needed)

Counseling and Health Center Staff New Hires and Departures

New Hires

Amy Perry	Business Support Specialist (Hire date 06/01/12)
Alison Marks, Psy.D.	Psychologist (Hire date 08/13/12)
Jennifer Amaral, M.D.	Contract Physician (Hire Date: 02/22/12)
Shaunna Bratten, RN	RN – Staff Nurse (Hire Date: 02/27/12)
Melinda Martinez, RN	RN – Staff Nurse (Hire Date: 02/21/12)
Julia Martinez	Temporary Receptionist (07/26/12 – 09/14/12)
Lacy Richards, RN	RN – Staff Nurse (Hire Date: 03/05/12)

Departures

Rhonda Puente	Business Support Specialist I (Departure: 9/6/11)
Elsie DeLeon, RN	RN - Staff Nurse (Departure: 10/06/11)
Christina Pimentel, CMA	Medical Assistant (Departure: 07/31/12)
David Vanderheiden, D.O.	Physician (0.2 FTE) (Departure: 03/07/12)
T. Hamisch, D.O.	Physician (Departure: 09/20/11)

Retirement

Tom Callicott, M.S., LPC,LPC-S	Licensed Professional Counselor (Retired 02/28/12)
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Staff Professional Activities

Professional Affiliations

- Association for University College Counseling Center Directors (AUCCCD) (Berkich)
- Texas University Counseling Center Directors Association (TUCCDA) (Berkich)
- President, Texas University Counseling Center Directors Association (04/09-04/10) (Berkich)
- Nueces County Psychological Association (Berkich, Sharpe, Hasan)
- American Psychological Association (Berkich, Hasan)
- Association for the Coordination of Counseling Center Clinical Services (ACCOCSS) (Sharpe)
- Texas Psychological Association (TPA) (Sharpe, Hasan)
- Student Affairs Administrators in Higher Education (NASPA) (Ayala)
- Committee Member, Early Career Professional, Society of Counseling Psychology 2011-2014 (Hasan)
- American College Health Association (institutional member)
- American Association of Diabetes Educators (Chacon)
- American Nurse Credentialing Center (ANCC) (Alexander)
- National Certification Corp for Family Nurse Practitioners (NCC) (Alexander)

Professional Development

- Association for College Counseling Center Directors (AUCCCD) National Conference 10/11 (Berkich)
- NASPA AOD Prevention & Intervention Conference 01/12 (Ayala)
- Texas University College Counseling Directors Association (TUCCDA) conference 04/12 (Berkich)
- American Psychological Association Annual Convention – attended and presented 08/12 (Hasan)
- National College Depression Partnership webinar series Fall 2011 (all staff)
- Islander Forum 01/12 (Berkich, Sharpe)
- Islander Forum 08/12 (Berkich)
- Journal Techniques Training 04/12 (all staff)
- University Health Center - Psychotropic Medications Webinar 11/11 (Bonds, Sharpe)
- NCPA CE Programs 2011/2012 (Sharpe)
- American College Health Association Conference in Chicago, IL (June 2012) (Chacon, Bratten)
- Texas Department of State Health Services Vision and Hearing Screening Programs (March 2012) (Bratten, Callis)
- Certification by the National Center for Competency Testing (NCCT) for Medical Assisting (Callis)
- CPR/BLS Certified by the American Heart Association (Callis)
- Online Trainings CE - Female Reproductive Physiology: Menstrual Cycle and Conception (06/12) (Alexander)
- Medical trainings Held Medicaat trainings during the summer semesters to develop additional templates to improve efficiency and level of comfort with the Electronic Medical Records system.
- Concur Training (Berkich, Perry)
- Title IX Investigator Training (06/12) (Berkich)
- Participation in Post-Hurricane Exercise (07/12) (Berkich)
- Monthly Division of Student Affairs Trainings (all staff)

Special Projects

- Participated in Pet Partners Animal Therapy Program Training (Summer 2012-present) (Sharpe)
- Managing Suicidal Risk – Presentation to Nueces County Psychological Association (Sharpe)
- Recruited and trained students to be DORA facilitators. Created DORA materials (power point presentation and learning outcomes assessment). (Depression OutReach Alliance) (Sharpe)
- Developed Mood Check campaign to promote Counseling Services on-line health screenings (Sharpe)
- Clinical Supervisor for Nadia Hasan, Ph.D., (Sharpe)
- Facilitated 2011 Core Survey as IADAPT chair (Ayala)
- Bridge Program Committee – worked with committee to facilitate the third annual First Year Islander's Bridge Program. (Ayala)
- CHOICES Grant – Program Coordinator – completed third and final year of grant. Successfully trained twelve more students to be Certified Peer Educators. (Ayala)
- Practicum Coordinator: Expansion of program to include Ph.D. students, weekly seminars 08/11-07/12 (Bonds)
- Completed the required post-doctoral hours of supervised practice for licensure as a psychologist in Texas (Hasan)
- Successfully completed the jurisprudence exam for psychologist licensure in the state of Texas. (Hasan)

Special Achievements and Awards

- Employee Excellence Aware (04/12) (Bonds)

Facilities and Equipment

This fiscal year the University Counseling Center was given 2700 square feet of additional space in the Driftwood Building. Space includes approximately 900 square foot on the first floor and approximately 1800 square foot on the second floor. The majority of the additional space was renovated for administrative offices, conference room, group therapy room, and relaxation/biofeedback room. Moving these offices upstairs allowed for 3 additional offices on the first floor main corridors of the Counseling Center.

Appendix A

Outreach Presentations

Counseling Center Outreach Presentations	Number of Presentations	Number of Participants
Depression OutReach Alliance Training	7	147
Time Management Programs	3	32
Certified Peer Education Training	2	16
Assertiveness Training for Student Employees	2	30
Screening and Brief Intervention – Student Employees, Athletes, RAs	6	330
Paint the Island Pink Breast Cancer Awareness Info Tables	2	80
Make a Mess but Please Don't Stress	1	35
More Than Listening – Using Counseling Skills in Student Affairs	1	60
QPR Training	1	3
Disable the Label Event Info Table	1	40
Feel Good Tunes to Rock Your Mood Event	1	30
Bubble Bonanza Event	1	100
Passport to the Island Info Table	5	450
Info Table & Biofeedback Demos for Nursing Students	3	72

Fun Break Event	1	75
Great American Smoke Out	1	25
Peace of Mind Workshop	2	6
ESLI Orientation – Overview of UCC Services	6	194
Stress Management Programs	4	25
College of Nursing Orientation for High School Students	1	40
Distressed Student Presentation – Computer Science Peer Leaders	1	12
Kognito Administration for Computer Science Peer Leaders	1	12
Depression Suicide Prevention Workshop for Camden Students	1	10
Wild and Wacky Wednesday DUI Simulator Demo	1	86
Managing Stress in the Workplace for Athletic Training Staff	1	4
One Step Forward – Sorority Presentation	1	21
Fresh Start Smoking Cessation Class	1	2
Sleep Seminar for Men's Athletics	1	20
Nursing Dept. Meet and Greet	1	50
Coping with Grief and Loss (GIS Students)	1	3
Stress Busters	2	8
National College Alcohol Awareness Week Program	1	95
National Alcohol Screening Day	1	92
Wellness Expo – UCC Info Table	1	294
Bridge Program for Parents	1	100
Stress Management Event for Camden Miramar	1	22
Conflict Resolution Training for Camden Miramar	2	40
Bridge Program	1	100
RA Program – Addiction	1	35
Responding to Distressed Students	1	50
What RAs Need to Know about Substance Abuse	1	150
New Graduate Student Orientation	1	75
Aloha Days Social Norms Presentation	1	240
Freshman Convocation Check-In	1	100
Waves of Welcome Info Table	3	150
Islander Expo Info Table	1	71
Nursing Program: CAREERS Orientation for First Year Students	3	120
Kognito presentation to New Faculty	1	30
Kognito presentation to Nursing Faculty	1	60
Safe Living Presentation	2	200
Presentation at New Faculty Seminar Series for Center of Excellence	1	40
Islander Tribute	1	
Presentation at Student-Athlete Orientation	1	60

Health Center Outreach Presentations	Number of Presentations	Number of Participants
The Health Center partnered with the Office of Admissions, Graduate Studies, International Students, and Athletics to form procedures to comply with the Texas Bacterial Meningitis Vaccination Requirement (SB 1107). All first time attendees to TAMUCC must now have the meningitis vaccine before starting classes. The Health Center was available during student orientations to offer vaccines at a reduced cost to students accepted into the University. There were 264 students vaccinated with the meningitis vaccine.		264
Five flu vaccination clinics were offered at no cost to "high risk" populations (student-athletes, students living on campus, students with chronic illnesses). Approximately 342 students were vaccinated.		342
Health Center sponsored Nueces County Health Department in offering free STD/HIV screenings to students, faculty and staff. A total of 81 students participated in the screening. Students with positive results were referred to Health Department for treatment.		81
Coastal Bend AIDS Foundation offered free HIV testing in Health Center during HIV awareness month.		
Presentation to College of Health and Nursing Sciences Meet and Greet	1	
Provided blood cholesterol screenings at the Wellness Expo	1	
Athletic Physicals occur at the beginning of every year. The athletic department used our facility to perform physicals on all of the University's Student Athletes	2	
Islander Men's Summer Basketball Series	2	
Nursing Student Orientation	2	
Presentation to ESL and International Students	1	
Passport to the Island	1	
Paint the Island Pink - the Health Center staff offered a new preventative health education program at the Paint the Island Pink Expo. Program focused on teaching students how to do self-exams for breast/testicular cancer. Training models were available to students for examination and practice.	1	50
New Student Move-In/On Campus Housing	1	

Connected Documents

- [FY12 Counseling and Health Services Annual Report](#)
- [FY12 Counseling Center - Appointments](#)
- [FY12 Counseling Center - Appts by Age](#)
- [FY12 Counseling Center - Appts by Class Standing](#)
- [FY12 Counseling Center - Appts by College](#)
- [FY12 Counseling Center - Appts by Ethnicity](#)
- [FY12 Counseling Center - Appts by Gender](#)
- [FY12 Counseling Center - Diagnosis Count](#)
- [FY12 Counseling Center - Mental Health Screenings Summary](#)
- [FY12 Counseling Center - ProtoCall Yearly Call Summary](#)
- [FY12 Health Center - Annual Pharmacy Report](#)
- [FY12 Health Center - Appts by Age](#)
- [FY12 Health Center - Appts by Class Standing](#)
- [FY12 Health Center - Appts by College](#)
- [FY12 Health Center - Appts by Ethnicity](#)
- [FY12 Health Center - Appts by Gender](#)
- [FY12 Health Center - Clinic and Provider Visits](#)
- [FY12 Health Center - Diagnosis Summary](#)
- [FY12 Health Center - Meningitis Vaccine Count](#)
- [FY12 TAMUCC Student Head Count](#)

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

Service to the Community

Chacon

- Presentation to middle school students at Seashore Middle Academy on STDs

Bonds

- Volunteer work and fund raising for parochial elementary school

Service to the Profession

Berkich

- President, Texas University Counseling Center Directors Association (2011 – 2012)

- MHMR Community Crisis Advisory Planning Meeting

Sharpe

- President, Nueces County Psychological Association, 2011

Service to the University

Berkich

- Environmental Health and Safety Committee
- Assessment Committee
- Strategic Planning Committee
- Chair, Health Center Physician RFQ Committee, Fall 2011
- Meningitis Vaccination Compliance Committee, Fall 2011

Chacon

- Search Committee, Health Center Physician RFQ Committee, Fall 2011
- Meningitis Vaccination Compliance Committee, Fall 2011

Sharpe

- Search Committee, Health Center Physician RFQ Committee, Fall 2011
- Chair, Psychologist Search Committee, Spring 2012
- Chair, Counselor/Academic Success Program Coordinator Search Committee, Summer 2012
- Student Affairs I-CARE Team (Behavioral Intervention Team)

Ayala

- I-ADAPT (Islanders Alcohol & Drug Abuse Prevention Team) co-chair
- Bridge Committee
- Intercollegiate Athletics Council (IAC) Non-voting member

Bonds

- Staff Advisory Council President

Bratten

- Community Panel for Recreational Sports Assistant Director Search

Hasan

- Women's Center Task Force Member Spring 2012

Connected Document

[FY12 Counseling and Health Services Annual Report](#)

Anticipated Challenges for the Next Cycle

FUNDING – to match growth in university, space issues, need for additional staff, equity issues, etc. Consider referendum to increase Health Center fee which has not been increased in a number of years.

SPACE – need additional space for health services treatment rooms, investigate possibility of combining Counseling and Health Services in one building

CALENDAR CHANGES – University moving to new academic calendar in January 2013 where it is expected that University will offer classes throughout the year with some overlap of semesters. Anticipate an increase in need for staff and provider time. With overlap of class semesters we will need to revise our procedures for determining student eligibility for services.

NEED TO ADDRESS FEDERAL MANDATES ON HEALTH CARE (requirement of meningitis vaccine this year) **AND HEALTH CARE INSURANCE** (Affordable Care Act).

DEVELOP 5 YEAR STRATEGIC PLAN FOR COUNSELING AND HEALTH SERVICES

INCREASE COLLABORATION OF COUNSELING AND HEALTH SERVICES STAFF

NEED TO INCREASE SERVICES FOR DISTANCE LEARNING STUDENTS

NEED TO FIND ADDITIONAL WAYS TO INCREASE USE OF TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, AND GENERAL INTERACTION WITH STUDENT

DEVELOP TRAINING PROGRAMS IN BOTH CLINICS – Create/further develop training programs for nursing students and pre/post doctoral students. This will help us meet our goal of providing educational opportunities for students and will also help us to economically increase staff.

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

DEVELOP A 5 YEAR STRATEGIC PLAN FOR COUNSELING AND HEALTH SERVICES (including need for increased funding, staffing and space)

INCREASE TRAINING OPPORTUNITIES AND COLLABORATION ON TREATMENT PROTOCOLS WITH COUNSELING AND HEALTH SERVICES STAFF.

INCREASE USE OF TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND GENERAL INTERACTION WITH STUDENTS.

INCREASE SERVICES FOR DISTANCE LEARNING STUDENTS.

MONITOR AND FORM PLAN TO ADDRESS FEDERAL MANDATES ON HEALTH CARE AND HEALTH CARE REFORM (AFFORDABLE CARE ACT).

FORMULATE PLAN TO ADDRESS CONSEQUENCES OF UNIVERSITY CALENDAR CHANGES (anticipated need for increased staff and provider time; need to change procedures for determining student eligibility for services)

DEVELOP TRAINING PROGRAMS IN COUNSELING AND HEALTH SERVICES.

Detailed Assessment Report 2011-2012 University Housing

As of 2/9/2014 12:55PM CST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

The Department of University Housing at Texas A&M University - Corpus Christi strives for excellence in student housing through on-campus programs and off-campus referral services. The department endeavors to facilitate the educational mission of the University by creating living environments where students are engaged learners.

Goals

G 1: Provide an excellent on-campus residential experience where students are engaged learners.

Provide an excellent on-campus residential experience where students are engaged learners. An excellent residential experience includes quality facilities and services as well as opportunities for residents to grow, develop and become engaged in the learning process.

G 2: Provide effective programs and services to meet the needs of an expanding student population.

Provide effective programs and services to meet the needs of an expanding student population. To assist students with off-campus housing needs through community apartment referral services and meeting transportation challenges through bus services.

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

SLO 4: Identify and act upon choices for healthy living

Residents will be able to identify and act upon choices for healthy living by the end of the first year.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

2.6 practical competence

1.4 Assessment and Evaluation

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

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

Related Measures

M 11: Residence Life Survey - Healthy Lifestyle

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Healthy Lifestyle Questions: Do you believe living on campus has provided exposure to information regarding a healthy

lifestyle (fitness, nutrition, wellness, personal safety, etc.) and IF YES: Do you believe that exposure to these opportunities has encouraged you to live a healthier lifestyle? (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Evaluations

Target:

Residence Life Survey - Healthy Lifestyle Questions:

Do you believe living on campus has provided exposure to information regarding a healthy lifestyle (fitness, nutrition, wellness, personal safety, etc.) >= 60%
IF YES: Do you believe that exposure to these opportunities has encouraged you to live a healthier lifestyle >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 13: NSSE Crosstab - Exercise and Physical Fitness

National Survey of Student Engagements (NSSE) Crosstab of Residents to Non-Residents. Number Participating in Physical Fitness Activities.

Source of Evidence: Benchmarking

Target:

Number of residents participating in physical fitness activities >= non-residents.

Finding (2011-2012) - Target: Not Reported This Cycle

The NSSE is conducted only in odd cycles.

M 16: Prevention program healthy choices outcome results

Healthy choices outcome results for pre/post test of students who participate in the annual large scale prevention program.

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

Target:

Students who participate in the annual prevention program will demonstrate learning through a pre-test/post-test analysis. Scores will improve from pre to post on 2 of 2 analysis questions. Also, students will self-report an overall improvement in understanding and an intent to make better choices in the post analysis.

Finding (2011-2012) - Target: Met

The 2011 Pre/Post test analysis of students who participated in the "Party House" alcohol and drug prevention program indicated that students improved on 2 of 2 scores in the post test analysis and 95% of students who drink reported that they experienced a positive change in understanding and intent to make better choices. 95.0% of students were able to correctly identify the symptoms of alcohol poisoning in the post test analysis (3.7% improvement). 86% of students were able to identify 3 or more protective behaviors in the post test analysis (57.7% improvement).

Connected Document

[2011 Party House Outcome Summary](#)

SLO 5: Identify safe behaviors

Residents will be able to identify safe behaviors after one semester of living on campus.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application
2.2 cognitive complexity
2.6 practical competence

14. Assessment and Evaluation

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

1.4 Provide a supportive and safe campus environment

Related Measures

M 12: Residence Life Survey - Safe Behaviors

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Safe Behaviors (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Evaluations

Target:

Residence Life Survey - Safe Behaviors Question >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 17: Prevention program safe behaviors outcome results

Identifying safe behaviors outcome results for pre/post test of student who participate in the annual large scale prevention program.

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

Target:

Students who participate in the annual prevention program will demonstrate learning through a pre-test/post-test analysis. Scores on the question related to identifying safe choices will improve from pre to post by 40% or more.

Finding (2011-2012) - Target: Met

The 2011 Pre/Post test analysis of students who participated in the "Party House" alcohol and drug prevention program indicated that students improved by 57.7% on the question related to the identification of safe behaviors. 86% of students were able to identify 3 or more protective behaviors in the post test analysis (57.7% improvement). 10.4% of students identified 2 or more protective behaviors in the post test analysis (28.3% decrease). 3.6% of students identified 1 or more protective behaviors in the post test analysis (20.7% decrease). All students identified one or more protective behaviors in the post-test whereas 8.7% were unable to identify any in the pre-test analysis.

Connected Document

[2011 Party House Outcome Summary](#)

M 18: Safety Survey/Quiz

Safety Survey/Quiz: A brief quiz is conducted with residents as they pay December rent. Results of the quiz are used to determine if students have learned basic safety information taught during the fall semester through building meetings, newsletters, bulletin boards and other communications.

Source of Evidence: Standardized test of subject matter knowledge

Target:

Score >= 75% on each question

Finding (2011-2012) - Target: Met

2011 Safety Survey/Quiz scores >75% correct on all "Who are you going to call if..." items. Maintenance Problem = 96% correct, Roommate Problem = 86% correct, Someone physically fighting = 91% correct, Someone following/stalking = 94% correct, Need an escort on-campus = 96% correct, Witness drugs or alcohol use = 87% correct, Friend passed out = 78.2% correct. Also, 92% of students correctly identified their fire evacuation meeting location.

Connected Document

[2011 Safety Quiz Summary Results](#)

SLO 6: Demonstrate awareness of diverse cultures and lifestyles

Residents will demonstrate awareness of diverse cultures and lifestyles after the first year of residency.

Relevant Associations:

Student Affairs Domain - Diversity

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

2.1 knowledge acquisition, integration, construction, and application
2.4 interpersonal competence
2.5 humanitarianism and civic engagement

8 Diversity

14 Assessment and Evaluation

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

1.3 Promote lifelong learning and global citizenship.

1.6 Commitment to student diversity and quality.

1.8 Build & sustain mutually supportive relationships.

Related Measures

M 8: Residence Life Survey - Diversity

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become More Aware of People From Different Cultures/Backgrounds (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

Target:

Residence Life Survey - Become More Aware of People From Different Cultures/Backgrounds >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 9: Residence Life Sur-Diverse Communication

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Effectively Communicate with People of a Different Culture/Background (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

Target:

Residence Life Survey - Effectively Communicate with People of a Different Culture/Background >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 14: NSSE Crosstab - Diversity

National Survey of Student Engagements (NSSE) Crosstab of Residents to Non-Residents. Percentage Reporting

That TAMUCC Encourages Contact Among Students of Different Backgrounds.

Source of Evidence: Benchmarking

Target:

Number of residents reporting that their experience has increased their awareness of diverse cultures and lifestyles => non-residents

Finding (2011-2012) - Target: Not Reported This Cycle

The NSSE is conducted only in odd cycles.

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

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

Implement new initiatives to increase/enhance resident contact with different backgrounds

Established in Cycle: 2010-2011

Investigate and implement new initiatives to increase/enhance resident contact with different backgrounds

M 19: Diversity Program Outcome Data

Diversity Program Outcome Data. Pre/Post test analysis of a diversity awareness/education program to determine if students learned from the program experience.

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

Target:

Diversity Program Outcome Data Results = students will demonstrate an increase in knowledge about the subject matter from pre-test to post test analysis

Finding (2011-2012) - Target: Met

African American Heritage program on spoken word poetry: Pre-test average scores = 15.4% and Post-test average scores = 78.9%. When asked to identify the reasons for the creation of spoken word poetry (purpose) no students were able to correctly identify all 8 items on the pre-test and 6 were able to do so on the post-test. Also, 3 students correctly identified 7 reasons on the pre and 6 students were able to do so on the post. All students either "agreed" or "strongly agreed" that the program helped them gain knowledge to better understand people of a different background than their own. Projected attendance for this event was 90+ students but due to extremely foul weather, only 19 students attended. 13 of these students were present for both the pre-test and post-test administration. Six students walked in after the pre-test was administered but before the educational portion of the program. Their post-test results are not included in this analysis but can be viewed in the complete findings report.

Connected Document

[African American Heritage Program Results 2012](#)

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

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

Educate Resident Advisors on Learning Outcomes and Measurement Practices

Established in Cycle: 2010-2011

Educate Resident Advisors on Learning Outcomes and Measurement Practices to facilitate better programs to deliver outcomes and m...

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

OIO 1: Build a residential environment of engaged learning.

Build a residential environment of engaged learning that contributes to student success.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

2.3 intrapersonal development

2.4 interpersonal competence

2.5 humanitarianism and civic engagement

2.6 practical competence

14 Assessment and Evaluation

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

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

1.6 Commitment to student diversity and quality.

Related Measures

M 6: Residence Life Survey - Independence

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become More Independent (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

Target:

Residence Life Survey - Become More Independent >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 7: Residence Life Survey - Life Skills

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become Self-Sufficient in Life Skills (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

Target:

Residence Life Survey - Become Self-Sufficient in Life Skills >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 10: Residence Life Sur. - Learn and Grow

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Encourage you to Learn and Grow as an Individual (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

Target:

Residence Life Survey - Encourage you To Learn and Grow as an Individual >= 70%

Finding (2011-2012) - Target: Not Reported This Cycle

The Residence Life Survey is conducted only in odd cycles.

M 15: NSSE - Engagement Scores of Residents to Non-Residents

NSSE crosstab of residents v. non-residents. Resident students will report equal or higher levels of engagement than non-resident students

Source of Evidence: Benchmarking

Target:

Resident students will report equal or higher levels of engagement on 7 of 10 items.

Finding (2011-2012) - Target: Not Reported This Cycle

The NSSE is conducted only in odd cycles.

OIO 2: Provide quality on-campus housing options.

Provide quality on-campus housing options that are attractive to students.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

9 Organization and Management

13 Facilities and Equipment

14 Assessment and Evaluation

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 Provide a supportive and safe campus environment

1.10 Manage resources efficiently and effectively.

Related Measures

M 1: Noel Levitz Survey Results - Living Condition

Noel Levitz Survey Results - Living Condition Score

Source of Evidence: Benchmarking

Target:

Living Condition score=>national score

Finding (2011-2012) - Target: Partially Met

2012 Noel Levitz Living Condition score = .1 less than the national score but .2 greater than in 2010.

Connected Documents

[2012 Noel Levitz - Living Conditions in the Residence Halls](#)

[University Housing Strategic Plan 2020](#)

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

Implement the Housing Strategic Plan 2012-2020

Established in Cycle: 2011-2012

Implement the Housing Strategic Plan 2012-2020

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

M 4: Residence Life Survey - Room Condition

Residence Life Satisfaction Survey - Room Condition (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

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

Target:

Residence Life Satisfaction Survey - Room Condition >= 70% Satisfied

Finding (2011-2012) - Target: Not Reported This Cycle
The Residence Life Survey is conducted only in odd cycles.

[Related Action Plans \(by Established cycle, then alpha\):](#)

Create a Housing Strategic Plan for use through 2020
Established in Cycle: 2010-2011

Create a Strategic Plan to guide University Housing through 2020.

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

M 5: Residence Life Survey - Value for Rent

Residence Life Satisfaction Survey - Value for Rent Paid (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

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

Target:

Residence Life Satisfaction Survey - Value for Rent Paid >= 70% Satisfied

Finding (2011-2012) - Target: Not Reported This Cycle
The Residence Life Survey is conducted only in odd cycles.

[Related Action Plans \(by Established cycle, then alpha\):](#)

Establish a Residence Life Advisory Board
Established in Cycle: 2008-2009

Establish a Residence Life Advisory Board through Student Government Association to assist Camden Miramar and the University in ...

Create a Housing Strategic Plan for use through 2020
Established in Cycle: 2010-2011

Create a Strategic Plan to guide University Housing through 2020.

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

O/O 3: Assist with the needs of off-campus students.

Assist off-campus students with housing and transportation needs through referral services and agreements with Regional Transportation Authority.

[Relevant Associations:](#)

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

7 Equity and Access

10 Campus and External Relations

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 Provide a supportive and safe campus environment

1.9 Expand University impact and stature.

1.10 Manage resources efficiently and effectively.

[Related Measures](#)

M 2: RTA Ridership Numbers

Number of students riding the University WAVE shuttle and participating in the Students Ride Free Program (only using ridership from routes 5, 37 and 66).

Source of Evidence: Activity volume

Target:

Route 63 ridership >= 70 riders/day Students Ride Free ridership >= 225/day

Finding (2011-2012) - Target: Met

Route 63 ridership = 168/day and the Students Ride Free ridership = 629/day. RTA reported a vast increase of riders on the Students Ride Free program. This is due, in part to better reporting systems within RTA. They can now track ridership on all routes rather than just those servicing the campus. The decreased ridership on the 63 appears to be a result of a change to route 66. It now passes two of the highest occupancy student apartment complexes just a couple of minutes prior to the 63. Most students get on the 66 and a few minutes later those who would not fit on the 66 board the 63. Since two busses are needed to properly service this area during high volume times, no route changes will be made.

New targets will be developed for the next cycle now that accurate reporting is available.

M 3: RTA Ridership (WAVE shuttle) Satisfaction

Satisfaction of students riding the RTA WAVE Shuttle.

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

Target:

Overall, RTA Ridership of The WAVE Shuttle >= 85% satisfied.

Finding (2011-2012) - Target: Not Reported This Cycle

This survey will only be conducted in odd cycles. In recent years it was conducted more frequently to address areas of concern. As those issues have been resolved, this measurement will return to a two year cycle.

Finding (2011-2012) - Target: Not Reported This Cycle

This survey will only be conducted in odd cycles. In recent years it was conducted more frequently to address areas of concern. As those issues have been resolved, this measurement will return to a two year cycle.

[Details of Action Plans for This Cycle \(by Established cycle, then alpha\)](#)

Develop and implement Banner interface

Develop and implement interface between Camden Miramar Resident Information System and the University's Banner system.

Established in Cycle: 2006-2007

Implementation Status: In-Progress

Priority: High

Implementation Description:

Projected Completion Date: 04/2013

Responsible Person/Group: Director of Housing in oversight of Camden Miramar

Establish a Residence Life Advisory Board

Establish a Residence Life Advisory Board through Student Government Association to assist Camden Miramar and the University in identifying issues of concern to resident students and facilitate resident education on housing issues.

By establishing the committee through SGA the hope is that it will maintain momentum with the students.

Established in Cycle: 2008-2009

Implementation Status: Terminated

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Residence Life Survey - Value for Rent | Outcome/Objective: Provide quality on-campus housing options.

Projected Completion Date: 04/2012

Responsible Person/Group: Director of University Housing and the Camden Miramar Assistant Director of Residence Life

Create a Housing Strategic Plan for use through 2020

Create a Strategic Plan to guide University Housing through 2020.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Residence Life Survey - Room Condition | Outcome/Objective: Provide quality on-campus housing options.

Measure: Residence Life Survey - Value for Rent | Outcome/Objective: Provide quality on-campus housing options.

Projected Completion Date: 01/2012

Responsible Person/Group: Director of Assessment and Housing with Camden Miramar

Connected Document

[University Housing Strategic Plan 2020](#)

Educate Resident Advisors on Learning Outcomes and Measurement Practices

Educate Resident Advisors on Learning Outcomes and Measurement Practices to facilitate better programs to deliver outcomes and measures of program effectiveness.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Diversity Program Outcome Data | Outcome/Objective: Demonstrate awareness of diverse cultures and lifestyles

Projected Completion Date: 08/2012

Responsible Person/Group: Assistant Director of Camden Miramar

Additional Resources: Funding for outcome related programming.

Budget Amount Requested: \$5,000.00 (recurring)

Implement new initiatives to increase/enhance resident contact with different backgrounds

Investigate and implement new initiatives to increase/enhance resident contact with different backgrounds

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: NSSE Crosstab - Diversity | Outcome/Objective: Demonstrate awareness of diverse cultures and lifestyles

Projected Completion Date: 01/2012

Responsible Person/Group: Director of Assessment and Housing with Camden Miramar Residence Life Staff

Additional Resources: programming money

Budget Amount Requested: \$500.00 (recurring)

Implement the Housing Strategic Plan 2012-2020

Implement the Housing Strategic Plan 2012-2020

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz Survey Results - Living Condition | **Outcome/Objective:** Provide quality on-campus housing options.

Projected Completion Date: 08/2020

Responsible Person/Group: Director, Assessment and Housing and Camden Miramar

Connected Document

[University Housing Strategic Plan 2020](#)

Plan and Build Phase IX of Housing

Plan and Build Phase IX of Housing to include up to 300 new beds.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: Contract with Camden to build the facility and oversee construction.

Projected Completion Date: 08/2013

Responsible Person/Group: VPSES, Director and Camden Miramar

Analysis Questions and Analysis Answers

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

The program is growing dramatically. Despite a 75 bed increase in available spaces, there was still a need for overflow housing in 2011 and severe housing space shortage for fall 2012. This indicates a high demand for services. Plans are in progress to build additional facilities to accommodate growth.

The program has developed a Strategic Plan to guide activities through 2020 and has clear and measurable student learning outcomes. Findings indicate that all student learning outcome measurement targets were met for 2011-12. The department will adopt a new outcome to focus on Independent Living and Life Skills in 2012-13.

Findings also show that participation continues to increase in the Islanders Ride Free RTA bus service.

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

The findings suggest that great improvement has been made in the assessment of student learning outcomes. While the department professional staff has successfully assessed student learning for a number of years, the Resident Advisor staff has had more difficulty with assessment activities. This year, considerable effort was made to determine where training is needed and to mentor student staff taking lead roles in assessing key RA facilitated programs. While more work is needed in this area, the attainment of meaningful findings is a strong indication that the department is progressing.

Findings also indicate that the Student Ride Free RTA Services are well received by students. Ridership has increased dramatically this cycle. Part of this reported growth is due to improved reporting systems at RTA but much of it is due to increased ridership overall.

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

All measurement targets were met, with the exception of the Noel Levitz score for quality of on-campus facilities. However, while not meeting the national average, improvement was seen as compared to the last administration. Efforts to improve the quality and condition of on-campus facilities will continue.

Other areas of concern/challenge not seen in the measurement findings but detailed in the annual report include a shortage of on-campus housing for fall 2012, decreased time between semesters and the implementation of mini-mesters decreasing the ability of housing to properly "turn" the units before move-in, continued data interface issues and professional staff vacancies and changes.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Highlights/Accomplishments

- Opened at 103% occupancy.
- Opened Phase VIII of housing, Pelican Hall, with 75 additional bed spaces.
- Developed a Strategic Plan to guide the department through 2020
- Developed partnership with Living Off-Campus 101 search engine provider.
- Negotiated a secondary evacuation site agreement with the Alamo College System.
- Camden Miramar Facebook page has 1387 fans.
- Completed implementation of an electronic key system.

Program Participation

On-Campus Housing Program – University Housing offers on-campus housing through Camden Miramar. Opened Fall 2011 at 103% occupancy. Average occupancy for the 2011-2012 academic year was 99%.

	2010	2011	2012
Average Total Occupancy	1276	1391	1475
Avg. Occupancy Percent	95.2	98.3	99.0
Male	39.6%	38.1%	40.3%
Female	60.4%	61.9%	59.7%
Freshman	67.5%	65.6%	64.4%
Sophomore	16.0%	17.8%	17.0%
Junior	7.8%	8.2%	10.6%
Senior	5.7%	5.2%	5.4%
Graduate	3.0%	3.2%	2.6%
Asian/Pacific Islander	2.5%	2.7%	2.1%
Black	9.4%	6.7%	9.3%
Hispanic	35.4%	22.4%	38.3%
International	6.2%	7.9%	6.1%
Native American	.4%	.4%	.3%
White	45.4%	32.9%	40.3%
Multi-racial			2.0%
Not classified	.7%	26.8%	1.6%
ESLI		2.9%	2.5%
Student Athlete		6.6%	2.6%

RTA Shuttle and Transportation Programs – TAMU-CC and the Regional Transportation Authority (RTA) offered two programs for students seeking transportation services. They are as follows:

Average Riders Per Day	2010	2011	2012
The Wave (63)	87	228	168
Islanders Ride Free	301	377	629

Wellness Programming- Resident Advisors hosted 108 programs covering all categories of the Wellness Wheel as well as cultural programming. The programs served over 3,267 participants. A summary breakdown of programs by category may be seen below:

Category	2010	2011	2012
Social Wellness	125	129	85
Emotional Wellness	18	18	25
Physical Wellness	45	42	32
Intellectual Wellness	97	107	49
Spiritual Wellness	12	3	10
Occupational Wellness	2	2	12
Total Programs	144	131	108

Community Service Programming

- Islander Lights Toys for Tots drive
- RA Semester Banquet Toy Drive
- Relay for Life – Camden sponsored team and donated all electricity for campus-wide event

- Canned Food Drive
- Turning a Leaf beach clean-up
- Be Thankful for Protection – university police appreciation
- Chunk it Out – Clothing Drive

Professional Development of Staff

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

Amanda Drum

TACUSPA Fall Conference
 TAIR Annual Conference
 NASPA Assessment and Persistence Conference

Richard Whatcott

SWACUHO Annual Conference
 Dale Carnegie Leadership Seminar

Jill Underbrink

SWACUHO Annual Conference
 Continuing Education Courses in Human Resources, Apartment Management, and Real Estate Brokerage.

Donna Han

SWACUHO Annual Conference

Charles Bain

SWACUHO RA Conference
 SWACUHO Annual Conference

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

The University Housing staff is composed of one university staff person (the Director of Assessment & Housing) and forty employees of Camden Miramar, the university's privatized housing provider. The Camden Miramar staff is composed of a Director, two Assistant Directors (operations and residence life), one Coordinator for Residence Life, 22 Resident Advisors and numerous office, maintenance and housekeeping personnel.

Amanda Chesser Drum, Ph.D.

Director, Assessment & Housing, Texas A&M-Corpus Christi

Service to the Community:

- City of Corpus Christi Bicycle and Pedestrian Committee
- Safe Communities Coalition
- Texans Standing Tall State-wide Coalition
- Bible Class Teacher

Service to the Profession:

- TACUSPA Past President (through October 2011)
- TACUSPA Finance Advisory Board
- TACUSPA Historian

Awards/Presentations/Special Items:

- 2011 TACUSPA Conference Presentation, "Using SBI to Reduce Alcohol Use/Abuse on Campus."
- 2011 Texas Behavioral Science Institute Presentation, "Using SBI on University Campuses."
- OJDPI/TABC EUDL Grant Contract, Principle Investigator
- Texans Standing Tall Grant Contract (round 2) Principle Investigator
- Accepted the Ted K. Miller Achievement of Excellence Award from CAS on behalf of Student Affairs

University Committees:

- Student Affairs Council
- Housing Management Committee, Chair
- Student Affairs Strategic Planning Committee, Chair
- Student Affairs Assessment Committee, Chair
- I-ADAPT, Co-Chair
- Environmental Health and Safety Committee
- Committee on Committees
- Non-motorized Vehicle Rule Sub-committee, Chair
- Parking and Transportation Committee
- Annual Fire Safety Report Committee, Chair

Richard Whatcott

Director of Housing & Residence Life, Camden Miramar

Community Service:

- Texas Adopt a Beach

University Committees:

- Housing Management Committee
- ICARE Team
- Student Affairs Council
- Waves of Welcome Committee

Jill Underbrink

Assistant Director of Housing Operations, Camden Miramar

Service to the Community:

- Carroll High School Swim and Dive Booster Club

Service to the Profession:

- Corpus Christi Apartment Association, Education Committee

Awards/Presentations/Special Items:

- Camden ACE Award Nominee

University Committees:

- Environmental Health and Safety Committee

Donna Mahan

Assistant Director of Residence Life, Camden Miramar

Service to the Profession:

- SWALHO, Vendor committee

University Committees:

- I-ADAPT

Charlie Bain

Residence Life Coordinator, Camden Miramar

Awards/Presentations/Special Items:

- Presented, "A Zombie Ate My Roommate" at SWACUHO, 2011

University Committees:

- University Homecoming Committee
- I-ADAPT

Resident Advisors

Camden Miramar

Awards/Presentations/Special Items

- RA of the Year – Sara Frazier

- University Student Employee of the Year Winner – RA Jose Chica
- RA Jacob Sapaghi elected Homecoming King 2012
- RA Jessica Jara highlighted as an Outstanding Islander
- RAs Sara Frazier, Matt Gressler, Demarcus Forrest and Jessica Jara highlighted in I-ADAPT Campaign
- Average GPA: 3.281
- Staff Retention: 95% (adj. for graduates)
- Student Retention: 100% (adj. for graduates)

Anticipated Challenges for the Next Cycle

- Housing Shortage for Fall 2012.
- Shorter period between semesters leading to more difficulty in properly preparing rooms for move-in.
- Professional staff vacancies and changes.
- Data interface issues and implementation of new software.

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

The department has several new initiatives planned for 2012-13. These are designed to improve, enhance and expand current programs and opportunities.

- Implement Housing Strategic Plan 2012-2020
- Phase IX development – plan to add up to 300 new beds.
- New Software package to enhance communications between Camden, the university and students.
 - On-line applications
 - On-line leasing
 - Auto-generated communications
- Live feed between Camden software and University system.
- Investigate housing options for the Momentum campus.
- Emphasize training on Housing Student Learning Outcomes with Residence Life Staff
- Re-organize RA Leadership Class

Detailed Assessment Report

2011-2012 Women's Center

As of 5/20/2014 12:58 PM CDT

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

Mission / Purpose

Mission: The Women's Center for Education and Service supports the mission of Texas A&M University-Corpus Christi by promoting a supportive, equitable and safe environment, advancing gender and diversity issues and affirming the inherent dignity and worth of women through education, advocacy, and service endeavors.

Goals

G 1: Equitable opportunity and treatment.

Equitable opportunity and treatment of women in education and employment.

G 2: Health, safety, and success.

Engage the campus community in intellectual exchanges that address health, safety, and success.

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

O/O 1: Educate the campus community.

Providing information, referrals, speakers, performers, events, and activities about issues that disproportionately affect women, such as sexual harassment, relationship violence, rape, and eating disorders.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

- 1 Mission
- 2.1 knowledge acquisition, integration, construction, and application
- 2.6 practical competence
- 7 Equity and Access
- 8 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.

Strategic Plan Associations

- Texas A&M-Corpus Christi
 - 1.3 Promote lifelong learning and global citizenship.
 - 1.4 Provide a supportive and safe campus environment

Related Measures

M 1: Program offerings and Information outlets

Number of program offerings and Information outlets

Source of Evidence: Activity volume

Target:

Total number of programs and information outlets offered greater than or equal to previous years' offerings.

Finding (2011-2012) - Target: Met

Total Programs in 11-12 = 16 Total Programs in 10-11 = 16
Information Tables in 11-12 = 10 Information Tables in 10-11 = 8

Total Co-sponsored Programs in 11-12 = 1

Connected Document

[Women's Center 11-12 Programs & Info Tables](#)

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

Hire Program Coordinator for Advocacy & Violence Prevention

Established in Cycle: 2008-2009

Hire Program Coordinator for Advocacy & Violence Prevention.

Hire Program Coordinator for Programming & Leadership Development

Established in Cycle: 2008-2009

Hire a Program Coordinator for Programming and Leadership Development.

Create a Strategic Plan to focus efforts.

Established in Cycle: 2009-2010

Create a Strategic Plan to focus and prioritize the department's efforts. The plan will identify objectives and measurements to...

Determine Future for Women's Center

Established in Cycle: 2010-2011

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several...

Closing the Center

Established in Cycle: 2011-2012

The Women's Center closed May 2012.

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

M 2: Paint the Island Pink Evaluations

Paint the Island Pink Evaluations

Source of Evidence: Evaluations

Target:

70% of the participants attending the event are familiar with how often to perform a breast self-exam.

Finding (2011-2012) - Target: Not Met

49% of the participants attending the event were familiar with how often to perform a breast self-exam.

Connected Document

[Paint the Island Pink Pre & Post Test](#)

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

Determine Future for Women's Center

Established in Cycle: 2010-2011

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several...

Closing the Center

Established in Cycle: 2011-2012

The Women's Center closed May 2012.

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

M 3: Paint the Island Pink Participation

Attendance at annual Paint the Island Pink event

Source of Evidence: Activity volume

Target:

Attendance at event greater than or equal to previous year's attendance

Finding (2011-2012) - Target: Met

2011-2012 Paint the Island Pink Expo attendance = 100. 2010-2011 Paint the Island Pink Expo attendance = 80. Attendance was based on returns of pre- and post-tests and SandDollar reader.

Connected Document

[Paint the Island Pink Learning Outcomes](#)

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

Determine Future for Women's Center

Established in Cycle: 2010-2011

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several...

Closing the Center

Established in Cycle: 2011-2012

The Women's Center closed May 2012.

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

M 5: Referral and information requests

Total requests for referrals, requesting information and assistance via the phone and/or office visits.

Source of Evidence: Activity volume

Target:

The number of students served in the office via phone and in person greater than or equal to previous year

Finding (2011-2012) - Target: Met

2011-12 office visits = 20, 2010-11 office visits = 47; 2011-12 referral phone calls = 57, 2010-11 referral phone calls = 27.

Total contacts for 2011-2012 = 77 vs. Total contacts for 2010-2011 = 74

Connected Document

[Women's Center 11-12 Summary](#)

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

Create a Strategic Plan to focus efforts.

Established in Cycle: 2009-2010

Create a Strategic Plan to focus and prioritize the department's efforts. The plan will identify objectives and measurements fo...

Determine Future for Women's Center

Established in Cycle: 2010-2011

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several...

Closing the Center

Established in Cycle: 2011-2012

The Women's Center closed May 2012.

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

O/O 2: Provide educational opportunities

Provide educational opportunities for female students.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

1 Mission

2.1 knowledge acquisition, integration, construction, and application

2.6 practical competence

7 Equity and Access

8 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.

Strategic Plan Associations

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

Related Measures

M 4: Vagina Monologues Evaluation - Cast & Crew

Vagina Monologues Evaluation

Source of Evidence: Evaluations

Target:

80% of student cast and crew understand the importance of the V-Day movement.

Finding (2011-2012) - Target: Not Met

Fourteen out of seventeen cast members completed the post-test; 50% were familiar with the V-day campaign and can articulate it's importance.

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

Create a Strategic Plan to focus efforts.

Established in Cycle: 2009-2010

Create a Strategic Plan to focus and prioritize the department's efforts. The plan will identify objectives and measurements fo...

Determine Future for Women's Center

Established in Cycle: 2010-2011

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several...

Closing the Center

Established in Cycle: 2011-2012

The Women's Center closed May 2012.

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

O/O 3: Serve as a clearinghouse & resource

Serve as a clearinghouse and resource on women's health and safety issues.

Relevant Associations:

Standard Associations

CAS: Council for the Advancement of Standards in Higher Education

1 Mission

2.1 knowledge acquisition, integration, construction, and application

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 Provide a supportive and safe campus environment

Related Measures

M 5: Referral and information requests

Total requests for referrals, requesting information and assistance via the phone and/or office visits.

Source of Evidence: Activity volume

Target:

The number of students served in the office via phone and in person greater than or equal to previous year

Finding (2011-2012) - Target: Not Met

2011-12 office visits = 20, 2010-11 office visits = 47; 2011-12 referral phone calls = 57, 2010-11 referral phone calls = 27. Total contacts for 2011-2012 = 77 vs. Total contacts for 2010-2011 = 74

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

Create a Strategic Plan to focus efforts.

Established in Cycle: 2009-2010

Create a Strategic Plan to focus and prioritize the department's efforts. The plan will identify objectives and measurements fo...

Determine Future for Women's Center

Established in Cycle: 2010-2011

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several...

Closing the Center

Established in Cycle: 2011-2012

The Women's Center closed May 2012.

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)

Hire Program Coordinator for Advocacy & Violence Prevention

Hire Program Coordinator for Advocacy & Violence Prevention.

Established in Cycle: 2008-2009

Implementation Status: Terminated

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Program offerings and information outlets | **Outcome/Objective:** Educate the campus community.

Implementation Description: Hire within the next three years

Projected Completion Date: 08/2012

Responsible Person/Group: Assistant Dean of Students and Women's Center Director

Additional Resources: Salary, office space and computer equipment

Budget Amount Requested: \$45,000.00 (recurring)

Hire Program Coordinator for Programming & Leadership Development

Hire a Program Coordinator for Programming & Leadership Development.

Established in Cycle: 2008-2009

Implementation Status: Terminated

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Program offerings and information outlets | **Outcome/Objective:** Educate the campus community.

Implementation Description: Hire Program Coordinator within three years.

Projected Completion Date: 08/2012

Responsible Person/Group: Assistant Dean of Students and Women's Center Director

Additional Resources: Budgeted salary for the position, office space for the Program Coordinator, and computer equipment.

Budget Amount Requested: \$45,000.00 (recurring)

Create a Strategic Plan to focus efforts.

Create a Strategic Plan to focus and prioritize the department's efforts. The plan will identify objectives and measurements for future cycles.

Established in Cycle: 2009-2010

Implementation Status: Terminated
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Program offerings and information outlets | **Outcome/Objective:** Educate the campus community.
Measure: Referral and information requests | **Outcome/Objective:** Educate the campus community.
| Serve as a clearinghouse & resource
Measure: Vagina Monologues Evaluation - Cast & Crew | **Outcome/Objective:** Provide educational opportunities

Implementation Description: A strategic plan was created. However, the Director of the Women's Center resigned and current discussion is on going regarding whether to re-hire for the vacant position, change the structure or closed the Center.

Projected Completion Date: 10/2010

Responsible Person/Group: Director, Women's Center

Connected Document

[hmcdr strategic plan 2010-2015](#)

Determine Future for Women's Center

Since the Director resigned, the Division of Student Affairs is reviewing and assessing the need of a Women's Center. Several recommendations have been brought forward for review. There are the following:

- Transition the Director's position to a Coordinator position and leave it under the umbrella of the Assistant Dean of Students. The Senior Secretary position could then be transitioned to serve the Women's Center Coordinator, Assistant Dean of Students, Student Conduct Officer, i-CARE Case Manager, and Housing. This would also free up funding to hire 2-3 additional student assistants to help the Women's Center Coordinator with programming.
- Under either of these recommendation, the Senior Secretary position could also remain under the umbrella of the Assistant Dean of Students and be assigned duties including web design and maintenance for the Division, marketing design, and liaison duties between the Division and Marketing and Communications, Web Council, and the Office of Distance Education, etc...
- Transition the Director's position to a Coordinator position and put it under the umbrella of University Center and Student Activities. The position could then, possibly, be responsible for a number of other diversity and equity related programs, services, and events. The Senior Secretary position could then be transitioned to the Housing Director's office. In addition to secretarial duties for the Director of Housing, the position could be assigned duties including web design and maintenance for the Division, marketing design, and liaison duties between the Division and Marketing and Communications, Web Council, and the Office of Distance Education, etc... In this case the position should be upgraded to at least the Administrative Assistant level.

If staffing and funding levels are increased the following recommendation applies:

- The Director position should be re-hired along with two Program Coordinator positions. One Program Coordinator position would handle access and equity programs and the other Program Coordinator position would handle health, safety, and success initiatives. The Senior Secretary position would need to be upgraded to an Administrative Assistant position and keep its current duties in addition to secretarial duties for the Director of Housing. The Center would also need funding for at least two Student Assistant positions.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Paint the Island Pink Evaluations | **Outcome/Objective:** Educate the campus community.
Measure: Paint the Island Pink Participation | **Outcome/Objective:** Educate the campus community.
Measure: Program offerings and information outlets | **Outcome/Objective:** Educate the campus community.
Measure: Referral and information requests | **Outcome/Objective:** Educate the campus community.
| Serve as a clearinghouse & resource
Measure: Vagina Monologues Evaluation - Cast & Crew | **Outcome/Objective:** Provide educational opportunities

Projected Completion Date: 12/2011

Responsible Person/Group: Vice President Student Affairs, Associate Vice President/Dean of Students, and the Associate Dean of Students

Closing the Center

The Women's Center closed May 2012.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Paint the Island Pink Evaluations | **Outcome/Objective:** Educate the campus community.
Measure: Paint the Island Pink Participation | **Outcome/Objective:** Educate the campus community.
Measure: Program offerings and information outlets | **Outcome/Objective:** Educate the campus community.
Measure: Referral and information requests | **Outcome/Objective:** Educate the campus community.
| Serve as a clearinghouse & resource
Measure: Vagina Monologues Evaluation - Cast & Crew | **Outcome/Objective:** Provide educational opportunities

Analysis Questions and Analysis Answers

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

The Women's Center held a number of programs related to women's issues and served as a referral source of the campus community. The center was closed May 2012. These services will be offered by other areas on campus.

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

The Director position was vacant during the 2012 cycle. This left little opportunity to improve over past performance. The program was reviewed during this cycle and was closed May 2012.

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

Adequate resources, human and fiscal, were a constant struggle for the program. After a review of the program and available resources, it was determined to close the center May 2012.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Women's Center held the following programs in 2011-12

5th annual Go Pink Group Photo

Wednesday, October 5, 2011, 12:00-1:00 p.m. in UC East Lawn

Part of Breast Cancer Awareness Month

Number of attendees: 211

Summary: Students, faculty, and staff gathered outside on the UC East Lawn wearing pink to join our group photo and to be part of our giant human ribbon. We also gave away free hot pink sunglasses and pink bandanas those who participated. The photo was posted on the Women's Center website and Facebook page that same day.

We had a total of 14 student organizations participate in our first student org. attendance contest. They were: Sigma Lambda Gamma, Omega Phi Alpha, Island Waves, Zeta Tau Alpha, Island Student Trainers Association, Psi Chi, Island Cultural Alliance, Tri Delta, Delta Chi, Sigma Alpha Iota, EDGE, Phi Mu Alpha, Alpha Gamma Delta, and the Triad B Seminar Group. The winner was Sigma Lambda Gamma

Rating & Evaluations: No evaluations were distributed during this event.

8th annual Paint The Island Pink Expo

Thursday, October 6, 2011; 11:00-1:00 p.m. in UC East Lawn

Part of Breast Cancer Awareness Month

Number of attendees: 100+

Summary: This annual program included pink ribbons on trees and buildings around campus and an expo of area cancer resources. This was the first year we hosted this event outside.

We had a total of 12 exhibitors: Christus Spohn Health Systems, First Friday, South Texas Family Planning & Health Corp., Radiology Associates/Pink Ladies, Family Planning Of The Coastal Bend, Inc., Barnes & Noble, Recreational Sports, University Counseling Center, University Health Center, University Mal Services, Colleges Against Cancer and Campus Dining

Rating & Evaluations: [Paint The Island Pink 2011 Learning Outcomes](#)

Paws For A Cause

Friday, October 7, 2011, 6:00-7:30 p.m. in TAMU-CC Hike & Bike Trail/Hammerhead Parking Lot

Part of Breast Cancer Awareness Month, Co-Sponsored by Recreational Sports

Number of attendees: Approximately 160 dogs and 400 people

Summary: The Women's Center and Recreational Sports teamed up to host "Paws for a Cause" - a fundraising dog walk. A \$5 entry fee benefited "First Friday," a local group that underwrites the cost of mammograms for uninsured and underinsured people in South Texans.

We raised \$800 for First Friday at this event. We sponsored a Pinkest Dog Costume Contest which had a total of 19 entries.

Rating & Evaluations: No evaluations were distributed at this event

The Battered Faces Project

Wednesday, October 26, 2011, 11:00-1:00 p.m. in UC East Foyer

Part of Domestic Violence Awareness Month/ YWCA's Week Without Violence

Number of attendees: 48

Summary: Student volunteers were asked to wear theatrical make-up throughout their normal day that simulates bruising and to pass out educational information relating to domestic violence to their fellow classmates.

Rating & Evaluations: No evaluations were distributed at this event

Spring 2012 Programs and Activities

The Vagina Monologues

Thursday, February 9, 2012, 5:30 – 9:00 P.M. in the Performing Arts Center

Friday, February 10, 2012, 5:30 – 9:00 P.M. in the Performing Arts Center

Number of attendees: 524 (254 Thursday; 270 Friday)

Summary: This was our seventh year to perform this piece on campus and our second year without working with the Theater Department. We sold tickets in the UC, out of our office, at the door both nights of the event and through the V-Day online marketplace store created by Amber Marcl. We also sold t-shirts and buttons to promote the production as well. We hosted a V-Day Art Show & Auction which raised \$112.00; 100% of the proceeds from the Art Show were included in our total V-Day donation. The production was directed by Nicholas Sheffield and included a cast of 16 women (TAMUCC students and faculty).

V-Day 2012 Cast: Myra Barrera, Brittany Campbell, Marina Cantu, Michelle Verdu Dubke, Chantel Eubanks, Lynn Fahey, Sabrina Krueger, Joie Laney, Laura Lesniewicz, Amie Mackay, Maggie Matejcek, Milcent Olivarez, Rachel Ransom, Stephanie Rivera, Nikki Rosales and Shea Woods

This production has proven to be a successful fundraiser for the Women's Center and an excellent event planning/directorial experience for students. Marketing materials, the program, and t-shirt designs for this production are included below.

Total Profits: \$1,601.79; **V-Day Donation:** \$289.98

Rating & Evaluations: Learning outcomes based on the V-Day mission were distributed. Complete evaluations can be found here: V-Day 2012 Cast & Crew Learning Outcomes

Denim Day Group Photo

Wednesday, April 25, 2012, 12:00-1:00pm in UC East Lawn

Part of Sexual Assault Awareness Month

Number of Attendees: 58

Summary: Students, faculty, and staff gathered outside on the UC East Lawn wearing denim jeans to join our group photo in honor of Sexual Assault Awareness Month. We also gave away free denim day wristbands, bandanas, Mardi gras beads, and buttons to those who participated. We hosted information tables in the UC earlier in the week and had students, faculty and staff sign and decorate pairs of denim jeans which we had on display outside before the group photo was taken.

Rating & Evaluations: Evaluation forms were not distributed at this event.

Connected Document

[Paint the Island Pink Pre & Post Test](#)

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

The Women's Center Director position was vacant throughout the 2012 cycle.

Anticipated Challenges for the Next Cycle

The Women's Center was closed May 2012.

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

The Women's Center was closed May 2012.