

Texas A&M University-Corpus Christi

Detailed Assessment Report 2012-2013 Career Services

As of: 5/11/2014 12:05 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.

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

SLO 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 Documents

[learning outcome presentation questions for resume workshops and services workshops](#)

[Learning outcomes Presentation Questions](#)

Target:

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

Finding (2012-2013) - Target: Met

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. 97% of students reported an increase in their knowledge of resume construction after participating in a resume workshop.

Connected Document

[Counselor Stats 201202013](#)

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 Documents

[Resume Rubric](#)

[Resume Rubric 2013](#)

Target:

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

Finding (2012-2013) - Target: Met

The percent of students with a 3 or better is 90%

Connected Document

[Counselor Stats 201202013](#)

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

Connected Document

[learning outcome presentation questions for resume workshops and services workshops](#)

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 (2012-2013) - Target: Met

85% 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 201202013](#)

SLO 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 Documents

[learning outcome presentation questions for resume workshops and services workshops](#)
[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 (2012-2013) - Target: Met

97% of students reported an increase in their knowledge of job seeking resources after participating in classroom presentations and workshops.

Connected Document

[Counselor Stats 201202013](#)

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

Connected Document

[learning outcome presentation questions for resume workshops and services workshops](#)

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 (2012-2013) - Target: Met

97% 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 201202013](#)

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

Connected Document

[learning outcome presentation questions for resume workshops and services workshops](#)

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 (2012-2013) - Target: Met

97% 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 201202013](#)

SLO 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 Documents

[learning outcome presentation questions for resume workshops and services workshops](#)
[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 (2012-2013) - Target: Met

98% of students reported an increase in their knowledge of interviewing after participating in an interview workshop or classroom presentation.

Connected Document

[Counselor Stats 201202013](#)

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 Documents

[Mock Interview Rubric](#)
[Rubric used when evaluating students during a mock interview.](#)

Target:

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

Finding (2012-2013) - Target: Met

The percent of students receiving a rating of 3 or better is 86%

Connected Document

[Counselor Stats 201202013](#)

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

Connected Document

[learning outcome presentation questions for resume workshops and services workshops](#)

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 (2012-2013) - Target: Met

96% 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?

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

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 (2012-2013) - Target: Not Met

The number of students who attended the Business Etiquette Dinner in fall 2012 was 107

Connected Document

[Counselor Stats 201202013](#)

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

Improve marketing strategies for Business Etiquette Dinner

Established in Cycle: 2012-2013

Improve marketing strategies for Business Etiquette Dinner

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

M 11: Classroom presentation participation

Participation of colleges in utilizing classroom presentations

Source of Evidence: Activity volume

Connected Document

[learning outcome presentation questions for resume workshops and services workshops](#)

Target:

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

Finding (2012-2013) - Target: Met

In FY12, 147 classroom presentations were made. In FY13, 152 workshops were made. An increase of 3%

Connected Document

[Counselor Stats 201202013](#)

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

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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 (2012-2013) - Target: Not Reported This Cycle

This data is reported in even year cycles.

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

Connected Document

[Career Fair Stats for 2012-2013](#)

Target:

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

Finding (2012-2013) - Target: Met

Job Fair participants were maintained - there were 255 participants for 2011-2012 and 256 participants for 2012-2013

Connected Document

[Career Fair Stats for 2012-2013](#)

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 (2012-2013) - Target: Met

FY12 reported 2188 job opportunities provided to our student through the career database. FY13 had 2452 opportunities documented. An increase of 10%

Connected Document

[Job Stats 2012-2013](#)

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: In-Progress

Priority: High

Implementation Description: Fall 2008

Projected Completion Date: 08/2014

Responsible Person/Group: Director of Career Services

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

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)

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: In-Progress

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.

Improve marketing strategies for Business Etiquette Dinner

Improve marketing strategies for Business Etiquette Dinner

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: Business Etiquette Dinner | **Outcome/Objective:** Job search skills education

Projected Completion Date: 10/2013

Responsible Person/Group: Associate Director

Internship Tracking

Encourage on-campus departments and students to report internship hires to Career Services. Offer incentives for students to report internship hires. Work with academic advisors, faculty, and internship coordinators to determine existing internship sites and potential internship sites.

Challenges: There is an existing culture of academic departments not sharing internship hire data. This may be due to a fear that they will not be given credit for the internship placements. Career Services will continue to be challenged to improve relationships with these departments and secure their trust with regards to this data.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 08/2014

Analysis Questions and Analysis Answers

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

The strengths of Career Services are the dedication of the staff to help promote and educate our students to be prepared when entering the workforce. This is supported by the 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). Both the student and faculty recognize that having a career counselor dedicated to each college is an asset. The counselors build relationships with faculty who allow our counselors into their classrooms. 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?

Career Services has improved relations with students and faculty by finding just the right counselor for each college. Just as each college has a unique personality, the career counselors have tailored their counseling approaches to fit the needs of the students housed in their college. This is supported by the findings from the counseling appointment survey where 97% of students responded "yes" when asked, "Do you believe you are able to effectively use 5 or more resources to seek a job?"

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

A concern for this department is ever-growing need for a person dedicated to recruiting new employers. Although we met our goal with an increase of 3% more recruiters, increasing employer participation in the future is questionable without an Employer Relations person.

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 cannot participate in the on-campus interviewing, resume referral service, Student Employment Service or schedule guidance or advising appointments.

Highlights of the Year

The 2012-2013 school year began with the gain of a Career Counselor and ended with the loss of our director. 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 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, President's Picnic, Homecoming Kick-off Picnic, Employee Development Day, and Employee Bar-B-Que.

Professional development is very important to the staff. Terri Howe, Nancy Salinas, and Jacinto Medina attended the Southern Association of Colleges and Employers in December 2012. Additionally, the staff participated in the monthly division staff developments, attended audio conferences and webinars offered in our office or hosted by others on campus departments and employee development day.

NEW INITIATIVES

- Hired a new Career Counselor of the College of Nursing and Health Sciences
- Held the first annual Islander Apprentice Program January 2013

Staff and Professional Development

Listed below are the full-time staff members and highlights of their activities and accomplishments during 2012-2013

Full-Time Staff

Jo Anna Benavides-Franke **Director, Career Services**

Managed and provided leadership for a comprehensive program which includes: career exploration, employer relations, internships and student employment. Oversaw daily operation of the office; developed policies and procedures; coordinated services; supervised staff; administered departmental budget; managed information systems, established and maintained 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. She participated the university's inaugural cohort LEAD program. She worked for the university since 1999 and with Career Services since 2005. Jo Anna left the University July 2013, to take the position of Assistant Vice President of Student Engagement and Success at Texas A&M University- San Antonio.

Terri Howe **Associate Director, Career Services** **Career Counselor, College of Education**

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

Provides career counseling and works with students one on one and in workshops; administers and interprets CHOICES results; provides job search and resume writing help in one-on-one and group settings; provides interview training and conducts mock interviews; coordinates on-campus recruiting for full-time jobs; maintains career resource library; coordinates internship program; supervises full-time career counselors; supervises graduate and undergraduate students in practicum and internships; assists with career fairs and other career service events.

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 with the Career Services since 2001. She received her LPC in January 2011. Terri is currently working on a PhD in

Counselor Education.

Nancy Salinas
Career Counselor, College of Liberal Arts

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

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

Patricia Chastain (start Oct. 1, 2011)
Career Counselor, College of Business

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

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 is taking doctoral coursework 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

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

Jacinto has a Bachelor of Science in Health Science and a Master of Science in Counseling from Texas A&M University-Corpus Christi. Jace is currently working on the Masters of Education in Human Resource track at Texas A&M University and began in Spring 2013.

Sara Goede (Temp beginning August 2012) (Full-time December 2012)
Career Counselor, College of Nursing and Health Sciences

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

Sara was hired on August 1, 2012 as a temporary employee after a failed search. The position was made permanent December 2012. She has a Bachelor of Arts in Psychology and a Masters of Science in Counseling both from Texas A&M University-Corpus Christi.

Sharon Herrera
Job Developer

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

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

Sara Lopez
Administrative Assistant

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

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

Lauren Lilly
Small Business Internship Program 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 a Master of Science in Counseling and scheduled to graduate December 2013.

Programs

JOB FAIRS

Job Fairs are an important part of helping our students come in contact with prospective employers 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 FAIRS						
Attendance						
	2010		2011		2012	
	Recruiters	Students	Recruiters	Students	Recruiters	Students
All Major Career Fair	47	503	36	440	49	394
Teacher Job Fair	31	184	13	118	18	96
Graduate School Fair	54	143	38	164	39	124
Criminal Justice Fair			13	160		

FALL 2012 FAIR				
Residency and Gender				
	Resident %	Non Resident %	Male %	Female %
All Major Career Fair	16%	84%	53%	47%
Teacher Job Fair	5%	95%	26%	74%
Graduate School Fair	13%	87%	42%	57%

FALL 2012 FAIRS							
Classification							
	FR	SO	JR	SR	PB	GRAD	U/K
All Major Career Fair	10%	12%	16%	38%	5%	12%	4%
Teacher Job Fair	1%	10%	4%	68%	2%	26%	12%
Graduate School Fair	8%	9%	17%	46%	4%	11%	5%
Criminal Justice Fair	19%	17%	19%	27%	7%	7%	4%

FALL FAIR							
Ethnicity							
	Asian Pacific	Black N/His.	Hispanic	Intern'l	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%

SPRING FAIRS						
Attendance						
	2011		2012		2013	
	Recruiters	Students	Recruiters	Students	Recruiters	Students
All Major Career Fair	43	517	45	255	69	296
Teacher Job Fair	37	201	45	227	58	305
Kines. Fair			17	N/A	14	N/A

SPRING FAIRS				
Residency and Gender				
	Resident %	Non Resident %	Male %	Female %
All Major Career Fair	23%	77%	57%	43%
Teacher Job Fair	6%	93%	20%	79%
Kines. Fair	40%	60%		74%

SPRING FAIRS							
Classification							
	FR	SO	JR	SR	PB	GRAD	U/K
All Major Career	09%	12%	18%	45%	2%	10%	5%

Fair 2013							
Teacher Job Fair 2013	0%	2%	1%	75%	1%	20%	3%
Kines. Fair	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SPRING FAIR							
Ethnicity							
	Asian Pacific	Black N/His.	Hispanic	Intern'l	Native American	White N/His.	U/K
All Major Career Fair	6%	6%	25%	13%	<1%	19%	26%
Teacher Job Fair	06%	2%	46%	30%	<1%	10%	5%
Kines. Fair	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
2012	120	9	107

BUSINESS COMMUNITY MEMBERS INVITED	FACULTY/STAFF MEMBERS INVITED
Amy Bingham, Ed Hicks Imports	None
Sherry Bowers – The Spirit Center	
Larkin Braxton, First Command Financial	
Mia Cano, USAA	
Jeremy Howard, USAA	
Ben Jung - Walgreens	
Mary Helen Solis, OSHA	
Candy Sullivan, Choice Leather Furniture	
Anayansi Walton, USAA	

GET THE JOB

The 16th Annual Get the Job Career Connections Seminar and Fashion Show took place on February 13, 2013 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	Sherry Bowers The Spirit Center Ben Jung Walgreen's
Q&A Session Moderator	Dr. Kelly Quintanilla Dean, College of Liberal Arts
Closing Remark	Jo Anna Benavides-Franke
Student Clothing Exhibitors	Aris Lavronos Viet Hong Armando Guerrero Lauren Lilly Niki Theodossiou Christina Leal
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			
2009-2010	2010-2011	2011-2012	2012-2013
21	30	30	30

2012-2013 ON CAMPUS RECRUITING COMPANIES		
Seaton Hospital	US Navy	Camp Aranzazu
Fastenal	Target	Platypus Fitness Center
Kiewit	EntryPoint!	QSR Online
Anadarko	HACU	Brinca!
HEB	Enterprise Holdings	Johnstone Supply
USAA	Legacy Health	City of Corpus Christi
Sherwin Williams	UTSA	Mark Chavez Insurance
USAA	Enterprise Holdings	Century 21 Best of the Best
St. Mary's Law School	CGI	Baytek Intl
Vector Marketing	Communities in Schools	Tejedas Transportation

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:

2011	2012	2013
Christina Ellard	Jose Chica	Alan Briseno

JOB STATISTICS

I-Link Data	2010	2011	2012	2013
Job Referrals / Total	6,327	7,467	6,047	7,949
JLD Placement / Opportunities	251 / 778	237 / 680	368 / 1112	425 / 1188
On Campus Placements/ Opportunities	546 / 204	458 / 197	484 / 394	508 / 440
Community Service Work Study Placements/ Opportunities	25 / 35	Included with JLD	Included with JLD	Included with JLD
Intern Placements / Opportunities	64 / 898	143 / 219	154 / 186	188 / 221
Professional Placements/ Opportunities	39 / 412	82 / 348	82 / 496	94 / 603

I-Link Data	2010	2011	2012	2013
Job Earnings Total \$	7,068,838	8,369,838	10,925,823	11,608,285
JLD Earnings \$	1,929,908	2,073,943	2,796,077	3,367,139
On Campus Earnings \$	3,310,271	3,104,988	3,121,461	3,245,035
Community Service Work Study Earnings \$	164,040	no data	no data	no data
Intern Earnings \$	299,420	868,177	874,506	877,307
Professional \$	1,365,199	2,322,730	4,133,776	4,118,803

Note: previous annual reports had incorrect data for years 2011 and 2012.

SMALL BUSINESS INTERNSHIP

Overview

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

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

Spring 2012 – Summer 2013 Progress Report

Spring 2012 Participation

# of Company participants		32	
# of Student participants		38	

Summer 2012 Participation

# of Company participants		28	
# of Student participants		34	

Fall 2012 Participation

# of Company participants		33	
# of Student participants		44	

# of Company participants		28	
# of Student participants		38	

Spring 2013 Participation

Summer 2013 Participation

# of Company participants		28	
# of Student participants		37	

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

Fall 2012	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 2013	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	

Summer 2013	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

CAMPUS COMMUNITY ACTIVITIES

- Employee Wellness Program
- Pan Dulce for Professors
- Presidents Picnic
- Late Night Breakfast
- Orientation
- Island Days
- State of the University
- Islander Lights
- Waves of Welcome
- Homecoming
- Employee Development Day
- President's Picnic
- Anchor Alumni Club
- Staff Advisory Council
- Passport to the Island
- Staff BBQ
- Islander Forum
- Freshman Convocation
- Graduation

COMMUNITY OUTREACH ACTIVITIES

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

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.

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

Sharon Herrera
Service to the Community:
Relay for life
Angel Tree
Salvation Army Stocking Project

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
Harbor Playhouse choreographer
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
Homecoming

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

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
Passport to the Island
Waves of Welcome events

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
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

Patricia Chastain
Service to the Community:
Beach Clean Up, Padre Island Seashore

Services to the University:
Late Night Breakfast

Anticipated Challenges for the Next Cycle

The Director of Career Services recently left the University to serve as the Assistant Vice President for Student Engagement and Success at Texas A&M University- San Antonio. This means there will be a time of transition to a new director. This could pose a challenge to the continuity of services.

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)

Initiatives Planned for the Next Cycle:

- (1) Hire an Employer Relations Manager - the main responsibility for this position is to be out in the Community creating new opportunities for students. The position will also act as Liaison for the Career Services Advisory Board.
- (2) Increase 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.
- (3) Increase Part-time On-campus Hire Reports - Encourage on-campus departments and students to report their hires to Career Services. Offer incentives for students if reporting their on-campus hire. Work with payroll to determine which students are receiving pay checks and record those hires.
- (4) Increase off-campus employment participation - Concentrate efforts to increase the knowledge of off-campus employment participation. Reach out to the students to post success stories, offer drawings and giveaways to gain insight into where our students are working.
- (5) Improve Perception of campus support services - According to the Noel-Levitz Student Satisfaction Inventory 2012, the item, "campus support services of adequate services to help me decide upon a career" had an increased positive response from 4.8 (2011 survey response) 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.
- (6) Internship Tracking - Encourage on-campus departments and students to report internship hires to Career Services. Offer incentives for students to report internship hires. Work with academic advisors, faculty, and internship coordinators to determine existing internship sites and potential internship sites.

Detailed Assessment Report

2012-2013 Disability Services

As of: 9/11/2014 12:05 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 (2012-2013) - Target: Not Reported This Cycle

This measure is only conducted in even cycles.

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 Intermediate to Accomplished.

Finding (2012-2013) - Target: Met

Target = 100% scored at the Intermediate to Accomplished Level

44% of students rated at an Intermediate Level while 56% rated as Advanced Level. None rated in the Beginner category.

Connected Document

[Disability Services Self-Advocacy Rubric](#)

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 (2012-2013) - Target: Met

Target = 100% Confidence in advocating for your disability-related accommodations

28% responded at Confidence Level 3, while 72% responded at Confidence Level 4 (Most Confident).

Connected Document

[Disability Services Self-Advocacy Rubric](#)

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 (2012-2013) - Target: Not Reported This Cycle

This measure is only conducted in even cycles.

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 (2012-2013) - Target: Not Met

Target = 43.75% of students rated "Accomplished to Exemplary" in their ability access and utilize the software. 56.25% of students using text-to-speech software after training were rated "Accomplished to Exemplary" in their ability to independently utilize the software.

Connected Document

[Assistive Technology Rubric FY13](#)

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

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

Enhance and improve Text to Speech software training.

Established in Cycle: 2012-2013

Enhance and improve Text to Speech software training.

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 (2012-2013) - Target: Met

Target = 100% of students after training were able to independently operate the features of the Daisy Reader and indicated "Most Confident" on the rating scale.

Connected Document

[Assistive Technology Rubric FY13](#)

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 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.

3.3.1.1 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 (2012-2013) - Target: Not Reported This Cycle

This measure is only conducted in even cycles.

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 (2012-2013) - Target: Not Reported This Cycle

This measure is only conducted in even 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 (2012-2013) - Target: Met

Target = 100% of students identified 3 or more barriers in the classroom encountered by students 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 (2012-2013) - Target: Not Reported This Cycle

This measure is only conducted in even cycles.

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 (2012-2013) - Target: Not Reported This Cycle

This measure is only conducted in even cycles.

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

Related Measures

M 1: Educational programs regarding disabilities.

Number of programs presented.

Source of Evidence: Activity volume

Target:

Programs presented ≥ 10

Finding (2012-2013) - Target: Met

Programs presented = 31

Connected Document

[Educational Programs FY13](#)

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

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 evaluating our needs and new software systems. A maintenance agreement cost of approximately \$3,000 annually will be incurred with a new system.

Budget Amount Requested: \$12,000.00 (one time)

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: Director of Disability Services

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: Accommodations Counselor/Director of Disability Services

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: Finished

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: Finished

Priority: High

Implementation Description: Graduate Assistant hired 9/23/13.

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: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Learning Outcome #1 conducted in the Spring 2012: After working with Disability Services, students will be able to communicate a plan to advocate for their disability-related needs.

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: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Disability Services Survey was completed in the Spring of 2012. A redesigned survey will be conducted again in Spring of 2014.

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: Finished

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

Educate Campus Community on Rights and Responsibilities

Educate campus community on rights and responsibilities of students with disabilities.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Implementation Description: This would be an ongoing process.

Responsible Person/Group: Director, Disability Services

Enhance and improve Text to Speech software training.

Enhance and improve Text to Speech software training.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Text-to-Speech Software Training Rubric | **Outcome/Objective:** Independently access and utilize Assistive Technology

Projected Completion Date: 05/2014

Responsible Person/Group: Assistive Technology Specialist.

Mission Statement

Disability Services will incorporate learning and development outcome domains within its mission statement.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Projected Completion Date: 08/2015

Responsible Person/Group: Director, Disability Services

Review and Revise Service Animal Policy

Review and Revise Service Animal Policy

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Projected Completion Date: 08/2014

Responsible Person/Group: Director, Disability Services

Student Learning and Development Domains

Disability Services (DS) will articulate how it supports and contributes to student learning and development domains that are not specifically assessed. DS will create a webpage outlining the benefits of utilizing services we provide to students with disabilities.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Responsible Person/Group: Director, Disability Services

Analysis Questions and Analysis Answers

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

Strengths of our Disability Services Program include advising students in the use of appropriate self-advocacy skills (i.e. communicating a need for and acquiring academic disability related accommodations), training students in the use of Assistive Technology, and providing the campus community with a variety of disability-related presentations and trainings such as Universal Design, Distance Education and electronic information access strategies, Disability compliance in higher education, and Disability rights, regulations and legislation.

In addition, our centralized location has enhanced the opportunity to get to know the students and their needs much better than before. When students come in for an exam and share a concern with one of our staff members, they are quickly directed to a staff member who can immediately assist them.

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

The Disability Services (DS) program has improved by implementing, measuring and documenting learning outcomes. Results have indicated that DS is doing so well on the currently assessed Learning Outcomes (LO) that review and revision of these LO's is necessary. Student self-advocacy and Assistive Technology training both indicated we are doing a great job. A Student Satisfaction Survey is scheduled for the Spring of 2014. This will enable us to gather information regarding program areas that need to be improved.

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

Findings did not reveal areas or issues of concern. Overall, our learning outcome and program achievement targets were met and in fact, exceeded. Therefore, we will review the Learning Outcomes, Assessments, and Rubrics and determine and implement appropriate adjustments, revisions, and perhaps change one or more Learning Outcomes all together. The plan is to focus on different areas due to having scored high on the areas we currently assess.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Disability Services (DS) has continued to undergo positive changes that help to improve services for our students with disabilities. We have also completed our CAS Self-Study and have implemented Actions based on our self-evaluation. Listed below are the highlights of the program:

Total number of students registered: 2012-2013 = 281
2011-2012 = 252
2010-2011 = 265

Total number of students registered by semester:

Term	2012-2013	2011-2012	2010-2011
Fall	209	193	195
Spring	178	154	179
Summer I	56	53	67
Summer II	26	43	45

Demographics

Registered Students by gender:

Gender	2012-2013	2011-2012	2010-2011
Females	154	148	158
Males	127	104	107

Registered Student by classification:

	2012-2013	2011-2012	2010-2011
Freshman =	56	39	43
Sophomores =	42	38	30
Juniors =	55	51	49
Seniors =	89	85	101
Graduate =	39	39	42
Doctoral =	---	---	---

Registered Students by disability:

	<u>2012-13</u>	<u>2011-12</u>	<u>2010-11</u>
Learning disability =	18%	18%	18%
ADHD/ADD =	37%	30%	28%
Physical =	9%	12%	15%
Health Impaired =	8%	6%	9%
Psychiatric =	15%	16%	17%
Visual Impairment =	3%	6%	6%
Hearing Impairment =	5%	5%	3%
Traumatic Brain Injury =	1%	2%	<.5%
Asperger's =	4%	3%	2%
Speech Impairment =	---	<1%	<.5%
Undiagnosed =	---	3%	1%

Exam Services**Total exams administered by semester:**

<u>Term</u>	<u>2012-13</u>	<u>2011-12</u>	<u>2010-11</u>
Fall	753	783	735
Spring	767	648	705
Summer	157	182	208
Total	1,677	1,648	1,438

Total number of hours proctored by student workers:

<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
2,650	2,284	2,278

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

<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
110	104	109

Total books requested in alternative format:

<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
619	633	637

Breakdown of method of request:

	<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
Total from E-text Library:	330	398	213
Total books scanned:	38	93	179
Total ordered from publisher:	220	223	247

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

Total number of books edited:

<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
204	199	260

Student Contacts/Visits

	<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
Fall =	1856	864	629
Spring =	1741	1155	470
Summer =	434	448	242
Total	4,031	2,467	1,341

Total Faculty Notification Letters

<u>Term</u>	<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
Fall	917	837	856
Spring	746	620	702
Summer I	105	104	130
Summer II	40	65	70
Total	1,808	1,626	1,758

Interpreter Services Hours & Cost

	<u>2012-2013</u>	<u>2011-2012</u>	<u>2010-2011</u>
Hours =	1,295	1,794	1,280
Cost =	\$53,880	\$73,468	\$52,855

Staff Professional Development**Maria De Leon**

- Disability Services Retreat
- ICARE Updates, Staff Development
- Stan Carpenter: Student Affairs Theory 101, Staff Development
- Clergy Act, Staff Development
- Holiday Show, Staff Development
- Islander Forum, Provost
- Serving Student Veterans: Unlocking Military Culture, Staff Development
- Title IX Review, Staff Development
- Lionel Cassin, Staff Development
- Disability Services, Staff Retreat

Gail Connelly

- Supporting Students with Aspergers, Webinar
- ICARE Updates, Staff Development
- Global Islander and Division Updates, Staff Development
- Stan Carpenter: Student Affairs Theory 101, Staff Development
- Clergy Act, Staff Development
- Islander Forum, Provost

- Serving Student Veterans: Unlocking Military Culture, Staff Development
- Women's Health Issues, Seminar
- Brief Motivational Interview Techniques
- SES Roundtable-Healthy Campus 2020
- SES Round Table-Incident Command Structure
- Therapy, Companion & Service Animals on Campus: Managing Requests & Understanding the Law
- Lionel Cassin, Staff Development
- New Student Orientation Training (UCC, UHC & DS)
- Employee Development Day
- Disability Services, Staff Retreat

Erica Garza

- Islander Forum, Provost
- Easing the Transition: Supporting College Students with Aspergers Syndrome, Part 1, Webinar
- ICARE Updates, Staff Development
- Ethics for LSSP's, Workshop
- Easing the Transition: Supporting College Students with Aspergers Syndrome, Part 2, Webinar
- Treating Military Members in the Community, Workshop
- Documentation Standards Revisited, Webinar
- Global Islander and Division Updates, Staff Development
- Suicide Risk: Assessment and Response, Workshop
- Student Affairs Theory 101, Staff Development
- Clery Act, Staff Development
- Holiday Show, Staff Development
- Autism Training/Panel, Department of Assistive and Rehabilitative Services
- Islander Forum, Provost
- Serving Student Veterans: Unlocking Military Culture, Staff Development
- Brief Motivational Interview Techniques
- DOJ's Regulations-Staying out of the Dog House: Service Animals and Assistance Animals Under the ADA, 504 and FHA
- Designer and Synthetic Illicit Drug Use, Workshop
- Engaging Success Roundtable-Maximizing Org Sync
- Title IX Review, Staff Development
- Cyberbullying: It Doesn't Stop After High School, Webinar
- Therapy, Companion & Service Animals on Campus: Managing Requests & Understanding the Law
- AHEAD in Texas Annual Conference
- Lionel Cassin, Staff Development
- New Student Orientation Training (UCC, UHC & DS)
- Employee Development Day
- Disability Services, Staff Retreat
- Texas Association of School Psychologists Institute

Jennifer Weir

- Accessibility of Web Authoring Tools, Webinar
- Easing the Transition: Supporting College Students with Aspergers Syndrome, Part 1, Webinar
- ICARE Updates, Staff Development
- Wave Web Accessibility Tool, Webinar
- Global Islander and Division Updates, Staff Development
- Educause: The Ins and Outs of Online Learning
- Faculty Issues – An Explanation of the Obligation Institutions have to Properly Manage Participation of Faculty in the Accommodations Process, Webinar
- Student Affairs Theory 101, Staff Development
- Clery Act, Staff Development
- IMS Access for All, Webinar
- Updating the Accessibility of Adobe Digital Editions E-Reader, Webinar
- Accessibility Features of Office 2013, Webinar
- Serving Student Veterans: Unlocking Military Culture, Staff Development
- Evernote for the Dyslexic Brain, Webinar
- Title IX Review, Staff Development
- SES Roundtable-Healthy Campus 2020
- SES Round Table-Incident Command Structure
- Therapy, Companion & Service Animals on Campus: Managing Requests & Understanding the Law
- EASI – Kindle and Screen Readers, Webinar
- AHEAD in Texas Annual Conference
- Webinar: Accessibility Specialists: Understanding Invisible Disabilities & What this Means for Online Education
- Information Accessibility for Universities, Salome Heyward
- Lionel Cassin, Staff Development
- Employee Development Day
- Disability Services, Staff Retreat

Ralph McFarland

- Islander Forum, Provost
- Supporting Students with Asperger's, Part 1 Webinar
- Supporting Students with Asperger's, Part 2 – Easing the Transition, Webinar
- ICARE Updates, Staff Development
- Treating Military Members in the Community, Workshop
- Documentation Standards Revisited, Webinar
- Global Islander and Division Updates, Staff Development
- Title IX Review, Staff Development
- Title IX Training, College Station
- Higher Education Summit
- Faculty Issues – An Explanation of the Obligation Institutions have to Properly Manage Participation of Faculty in the Accommodations Process, Webinar
- Student Affairs Theory 101, Staff Development
- Higher Education Summit Tribune
- Clery Act, Staff Development
- NASPA Webinar: Identifying and Measuring Student Learning Outcomes Outside of the Classroom
- Autism Training/Panel, Department of Assistive and Rehabilitative Services
- Serving Student Veterans: Unlocking Military Culture, Staff Development
- Engaging Success Roundtable-Maximizing Org Sync
- Brief Motivational Interview Techniques
- SES Roundtable: Health Campus Initiative
- Title IX Dear Colleague Letter, Webinar
- Title IX Investigative Interviewing-Part 1, Webinar
- Title IX Investigative Interviewing-Part 2, Webinar
- Academic Partnerships and Veteran Affairs Presentation: Academic Advising Meeting
- SES Roundtable-Healthy Campus 2020
- When Caring Too Much Hurts: Preventing and Treating Vicarious Trauma in Helping Fields
- Therapy, Companion & Service Animals on Campus: Managing Requests & Understanding the Law
- Information Accessibility for Universities, Salome Heyward
- Ensuring the Success of Latino Males in Higher Education, DMC Conference
- New Student Orientation Training (UCC, UHC & DS)
- Employee Development Day
- Noel LeVitz Retention Retreat
- Student Engagement and Success Retreat
- Disability Services, Staff Retreat
- ADA Anniversary-Transportation Services
- Mary Wambach's Disability Awareness Presentation, Coordinated Community Response Coalition, (CCRC)

Rachel A. Cox

- Easing the Transition: Supporting College Students with Asperger's Syndrome, Webinar
- Hispanic Heritage Lecture
- ICARE Updates, Staff Development
- Treating Military Members in the Community, Workshop
- Documentation Standards Revisited, Webinar
- Workplace Safety Awareness, DAWN, Staff Council
- Faculty Issues – An Explanation of the Obligation Institutions have to Properly Manage Participation of Faculty in the Accommodations Process, Webinar
- Academic Partnerships and Veteran Affairs Presentation: Academic Advising Meeting
- Global Islander and Division Updates, Staff Development
- Suicide Risk: Assessment and Response, Workshop
- Office of Distance Education & Learning Technologies Strategic Planning Retreat
- Student Affairs Theory 101, Staff Development

- Clery Act, Staff Development
- Autism Training/Panel, Department of Assistive and Rehabilitative Services
- Financial Aid Presentation, Academic Advising Meeting
- Islander Forum, Provost
- Serving Student Veterans: Unlocking Military Culture, Staff Development
- Ethics, Breakfast Serial
- Dear Colleague Letter, Webinar
- Engaging Success Roundtable-Maximizing Org Sync
- SES Roundtable-Healthy Campus 2020
- Performance Management Training, Human Resources
- DOJ's Regulations-Staying out of the Dog House: Service Animals and Assistance Animals Under the ADA, 504 and FHA
- Financial Planning, Brown Bag
- SES Round Table-Incident Command Structure
- Therapy, Companion & Service Animals on Campus: Managing Requests & Understanding the Law
- AHEAD in Texas Annual Conference
- Information Accessibility for Universities, Salome Heyward
- Lionel Cassin, Staff Development
- New Student Orientation Training (UCC, UHC & DS)
- Bridges Out of Poverty, Dr. Ruby Payne
- Employee Development Day
- Student Engagement and Success Retreat
- LEAD Leadership Program
- Disability Services, Staff Retreat
- Women of Influence: Leading with Courage and Conviction
- ADA Anniversary-Transportation Services

Connected Documents

- [Alternative Text Statistics for FY13](#)
- [CCACD Cost Analysis for FY13](#)
- [Disability Services CAS Action Plan](#)
- [Disability Services CAS SAG Plan](#)
- [Exam Services Summary FY13](#)
- [Exam Services Summary FY13](#)

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

Gail Connelly

Community Service

- Church Volunteer
- Special Olympics, Volunteer

Erica Garza

Service to the Profession

- 2013 Low Incidence Disabilities, Conference Presenter

Jennifer Weir

Service to the Profession

- Association of Higher Education of Texas, Conference Presenter
- 2013 Low Incidence Disabilities, Conference Presenter

Community Service

- Note-taker, Graduate Class, Volunteer
- Gregory Portland Soccer Association, Volunteer

Ralph McFarland

Service to the Profession

- Employee Alliance for People with Disabilities, Conference Planner
- 2013 Low Incidence Disabilities, Conference Presenter

Community Service

- Functional Needs Support Team (FNST)

Rachel A. Cox

Service to the Profession

- Employee Alliance for People with Disabilities, Conference Planner
- Association of Higher Education of Texas, Conference Planner
- Association of Higher Education of Texas, President Elect

Community Service

- Institute of Interfaith Dialog, Advisory Board Member, Sub-Committee Member
- Employee Alliance for People with Disabilities
- Texas Rehab ACTION Network, Member
- Trisun Care Center of Corpus Christi, Volunteer
- Beach Clean-up, Volunteer
- Food Bank of Corpus Christi, Volunteer
- Church Bookstore Manager, Platform Person, PowerPoint Team
- Special Olympics, Volunteer

Anticipated Challenges for the Next Cycle

With the current and anticipated growth in enrollment (both in on campus and on-line students) and campus -wide space limitations, Disability Services faces the following new and continued challenges:

- Sufficient Storage Space for files and supplies
- Reaching maximum capacity for front office and exam room seating
- Campus-wide awareness of our 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.)
- Supporting a smooth transition for a growing number of students on the Autism Spectrum
- Mandatory syllabus statement
- Early warning system to track and better retain at risk students
- Faculty awareness on how to reset the extended time allocated for students with disabilities on BlackBoard
- Need to respond and provide exam accommodations outside of the typical 8-5pm business hours
- Maintaining the Graduate Assistant position in the Assistive Technology lab for training students and keeping up with conversion of materials into alternative format
- Suggested need for mandatory ADA training for faculty on their role and responsibilities and the rights of our students regarding academic accommodations
- Awareness to Veterans to seek out Disability Services accommodations
- Interpreting, applying, and determining procedures for new and revised regulations and guidelines such as use of service and emotional support animals, documentation guidelines and electronic information access compliance
- Updated and more efficient Case Management System for tracking students
- Ongoing mitigation and conflict resolution assistance with regard to compliance cases involving students with disabilities and their faculty
- Remaining diligent in responsible review and management of fiscal resources related to services and accommodation requests (i.e. Interpreter requests and costs, keeping up with increasing requests for and updates in assistive technology)

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

Disability Services (DS) will continue efforts and strategies to provide effective and efficient service to students with disabilities and the overall campus community.

The Disability Services Staff will continue to:

- Embrace and apply best practices on current disability and educational related issues, rules, regulations and procedures including but not limited to electronic information access compliance, use of service animals on campus.
- Educate the campus community on its role regarding the rights and responsibilities of students with disabilities. These efforts will include one on one interactions faculty and staff, campus wide trainings, hosting webinars, and conducting both on and off campus presentations
- Evaluate DS learning outcomes and assessment results to guide us in our process of providing excellent services to students with disabilities, faculty, staff and administrators.
- Disability Services will incorporate learning and development outcome domains within its mission statement.
- Disability Services will articulate how it supports and contributes to student learning and development domains that are not specifically assessed.
- Disability Services continues to improve the Volunteer Note-taker Services by providing incentives and supplies for volunteers. DS will continue to research the possibility of implementing a monetary reward for the dedicated volunteers.
- Disability Services will reconvene the Universal Design Learning Community in the Spring of 2014 to discuss projects completed for their courses.

Connected Documents

[Continuous Improvement Initiatives 2012](#)
[Disability Services Continuous Improvement Initiatives FY13](#)

Detailed Assessment Report 2012-2013 Judicial Affairs

As of: 8/11/2014 12:06 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 4: 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 (2012-2013) - Target: Met

100% of the SCB members achieved the minimum average score of 85% on the post test, while increasing a minimum of 15% from the pre-test.

Connected Document

[Pre/Post Training SCB Raw Data](#)

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 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 (2012-2013) - Target: Met

100% of the SCB members met the minimum score of 25 on the Mock Hearing Rubric.

Connected Document

[Hearing Rubric Results](#)

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 (2012-2013) - Target: Not Met

The average score was a 2.9875 on the Post Hearing Student Survey.

Connected Document

[Post Hearing Survey Results](#)

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

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

SCB Training

Established in Cycle: 2012-2013

Additional training will focus on positive ways to interact with students who participate in the formal disciplinary hearing.

SLO 5: 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 they 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 (2012-2013) - Target: Met

100% of the students who participated in the pre-hearing meeting signed indicating they understood their rights and responsibilities.

Connected Document

[Pre-hearing Meeting](#)

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 (2012-2013) - Target: Not Met

As part of the assessment planning for the 2012-2013 cycle, the outcome attached to this particular measure was no longer in need of assessment and was intended to be replaced. However, due to a technological issues it remained in the report. It is our intention to close this measure and the attached outcome. For these reasons, this assessment was not completed.

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

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

Measure Closed

Established in Cycle: 2012-2013

As part of the assessment planning for the 2012-2013 cycle, the outcome attached to this particular measure was no longer in n...

SLO 6: 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 (2012-2013) - Target: Partially Met

83% of students who scored below a 75% on the online pre-test achieved an increased score of at least 15% on the post test.

Connected Document

[Under the Influence Sanction Measured Outcome 2012-2013](#)

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

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

Alcohol Education Course

Established in Cycle: 2012-2013

We will re-evaluate how we assess this sanction course and if the targets given are reachable.

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.

Connected Document

[Marijuana 101 Online Course Outcome Report 2012-2013](#)

Finding (2012-2013) - Target: Met

100% of students who scored below a 75% on the pre-test achieved an increase score of at least 15% on the post test.

Connected Document

[Marijuana 101 Sanction Measured Outcome Report 2012-2013](#)

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 (2012-2013) - Target: Met

100% of the student participants received a score of at least 20 out of 25 on the rubric.

Connected Document

[Reflection Rubric Outcome](#)

SLO 7: Students will increase their knowledge in assisting in bystander intervention.

Students who participate in the Step UP! Program will increase their knowledge about tools to assist with bystander intervention.

Related Measures

M 13: Pre/Post Step UP! Training Test

Pre and Post training test to evaluate participants' knowledge of bystander intervention strategies.

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

Target:

75% of the participants will show an increase score on the Post Test assessment.

Finding (2012-2013) - Target: Not Met

62% of the participants showed an increase in knowledge in the post test assessment.

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

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

Step UP! Training

Established in Cycle: 2012-2013

Facilitator materials will be updated to reflect areas of desired knowledge growth. This will allow the presenter to focus on ke...

M 14: Step UP! Training - 6-Month Follow Survey

6-Month follow-up survey to gain information regarding participants' use of the strategies learned in the Step UP! Program training.

Source of Evidence: Administrative measure - other

Target:

70% of the participants who completed the 6-month Follow-up Survey will indicate that they used one or more strategies more frequently than before participating in the Step UP! training.

Finding (2012-2013) - Target: Met

75% participants who completed the 6-month follow-up (4 individuals) indicated they used one or more strategies more frequently since participating in the Step UP! training. The strategies listed include: noticing concerning situations, looking for more information in situations to determine if it is a problem, assuming person responsibility, having the skills to assist in problem situations and directly or indirectly intervening. 3 of the 4 students indicated using one or more of these strategies learned more frequently than they did prior to Step UP! training.

Connected Document

[6 Month Follow-up](#)

M 15: Step UP! Program Attendance

Provide Step UP! training to student organizations and keep attendance.

Source of Evidence: Administrative measure - other

Target:

Provide Step UP! training to at least three (3) student groups.

Finding (2012-2013) - Target: Met

Step UP! training was provided to Resident Assistants in Camden Miramar, Recreational Sports student employees and the Campus Activities Board.

Connected Document

[Student Groups Trained](#)

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

O/O 1: 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 (2012-2013) - Target: Not Reported This Cycle

Not reported this cycle.

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 (2012-2013) - Target: Met

Fairness of judicial process had a combined satisfaction of 91.2%.

Connected Document

[2013 Graduating Student Survey Results - Fairness](#)

O/O 2: 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 (2012-2013) - Target: Not Met

Did not facilitate this assessment this cycle. Focus was placed on Title IX initiatives to be in compliance with federal mandates.

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.

Faculty & Staff Training - Disruptive Students

Established in Cycle: 2012-2013

Collaborating with the Office of Employee Development & Compliance Services to provide a faculty/staff training session that w...

Faculty/Staff Workshop Assessment

Established in Cycle: 2012-2013

Conduct an assessment to determine if attendees gained the knowledge to manage disruptive students.

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

O/O 3: Train Student Groups

Train student groups on bystander intervention.

Related Measures

M 13: Pre/Post Step UP! Training Test

Pre and Post training test to evaluate participants' knowledge of bystander intervention strategies.

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

Target:

75% of participants will show an increase score on the Post Test assessment.

Finding (2012-2013) - Target: Not Met

62% of the participants showed an increase score on the post test.

Connected Document

[Step Up Pre-Post Training Test Results 2012-2013](#)

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

Step UP! Training

Established in Cycle: 2012-2013

Facilitator materials will be updated to reflect areas of desired knowledge growth. This will allow the presenter to focus on k...

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)

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

Implementation Description: Use an online survey instrument to gather this data in Spring of 2014.

Projected Completion Date: 01/2014

Responsible Person/Group: Associate Dean of Students

Additional Resources: Online survey instrument

Budget Amount Requested: \$500.00 (recurring)

Faculty/Staff Workshop

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

Established in Cycle: 2011-2012

Implementation Status: Finished

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: Associate Dean of Students

Improve Student Conduct Board Training

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

Established in Cycle: 2011-2012

Implementation Status: Finished

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: Student Conduct Officer

Alcohol Education Course

We will re-evaluate how we assess this sanction course and if the targets given are reachable.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Judicial Alcohol Sanction Course | **Outcome/Objective:** Students will increase their knowledge about alcohol and other drugs

Responsible Person/Group: Associate Dean of Students

Faculty & Staff Training - Disruptive Students

Collaborating with the Office of Employee Development & Compliance Services to provide a faculty/staff training session that will address managing disruptive students. Following this training, we will utilize the materials presented along with our current resources we provide to continue presenting the training to the faculty/staff in the future.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Collaborated with EDCS Office to bring in Scott Lewis from NCHERM who provided two workshops on Legal Issues for Faculty. This workshop included topics such as: freedom of speech, managing disruptive students, responded to students with concerns, and working with students who have disabilities.

Projected Completion Date: 08/2013

Responsible Person/Group: Associate Dean of Students

Faculty/Staff Workshop Assessment

Conduct an assessment to determine if attendees gained the knowledge to manage disruptive students.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Assessment will be a post test survey asking instructors to identify methods of responding to disruptive students.
Projected Completion Date: 05/2014
Responsible Person/Group: Associate Dean of Students and Student Conduct Officer

Measure Closed

As part of the assessment planning for the 2012-2013 cycle, the outcome attached to this particular measure was no longer in need of assessment and was intended to be replaced. However, due to a technological issues it remained in the report. It is our intension to close this measure and the attached outcome. For these reasons, this assessment was not completed.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Pre-Hearing Student Survey | **Outcome/Objective:** Students will understand their rights and responsibilities in the conduct process

Responsible Person/Group: Associate Dean of Students

SCB Training

Additional training will focus on positive ways to interact with students who participate in the formal disciplinary hearing.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Post Hearing Student Survey | **Outcome/Objective:** Student conduct board will properly adjudicate cases

Projected Completion Date: 10/2013
Responsible Person/Group: Student Conduct Officer

Step UPI Training

Facilitator materials will be updated to reflect areas of desired knowledge growth. This will allow the presenter to focus on key points which are being assessed.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Pre/Post Step UPI Training Test | **Outcome/Objective:** Students will increase their knowledge in assisting in bystander intervention.

Projected Completion Date: 10/2013
Responsible Person/Group: Associate Dean of Students and Student Conduct Officer

Step UPI Training

Facilitator materials will be updated to reflect areas of desired knowledge growth. This will allow the presenter to focus on key points which are being assessed.

Established in Cycle: 2012-2013
Implementation Status: Terminated
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Pre/Post Step UPI Training Test | **Outcome/Objective:** Train Student Groups

Projected Completion Date: 10/2013
Responsible Person/Group: Associate Dean of Students

Analysis Questions and Analysis Answers

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

Our findings indicated that overall the program is perceived as fair and well understood by those who participate in the judicial process. In addition, the SCB has been trained effectively and adjudicates cases in fair manner. The Step UPI Program 6-month follow-up shows participants are able to utilize the knowledge gained in the Step UPI training.

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

Previously, our office had not initiated a large scale educational program focused on prevention, civility and individual healthy choices. Since implementation of The Step UPI program, the training as a whole has showed an improvement in providing preventive educational opportunities. In addition, the program has made participants more aware of resources/services available to them and encourages them to utilize critical thinking skills.

Changes were made for the SCB training to increase the knowledge of board members regarding the entirety of the conduct process. Scores showed improvement over previous year.

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

Though we just missed our target for the Post Hearing Survey, on-going training will continue with the SCB to ensure a fair, effective conduct process for all students.

Recent federal mandates, specifically Title IX, have required a large amount of staff time and efforts to remain in compliance. As result, certain initiatives and goals were not met and/or delayed due to lack of staff time. This causes concern for our office because in combination with increased student enrollment, federal mandates have the potential require more of our current staff than is possible. Therefore, in order to meet the goals and standards expected of our office while remaining in compliance, additional personnel 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 Employee Development & Compliance Services Office. The new procedure has been implemented this academic year, FY13, including publication in the Student Handbook. Significant changes were also made to the Student Code of Conduct to reflect the changes in language and new charges that are made necessary by this process. In addition, presentations in conjunction with the Employee Development & Compliance Services Office, to educate students, staff and faculty regarding Title IX in relation to sexual misconduct are ongoing. A new hearing panel has been approved by the University to hear sexual misconduct cases, along with other cases of a serious nature. These individuals completed training with a national expert at the end of FY13 and are prepared to begin hearing cases for the 2013-2014 academic school year. The Office of Judicial Affairs initiated and currently serves as the leader for the Sexual Misconduct Prevention Taskforce, a team to educate the campus about sexual misconduct and ensure that our University is in compliance with federal mandates and on track with national trends and expectations.

The Maxient database system continues to prove a valuable resource for our office in the administration of the conduct process, tracking students of concern, analyzing conduct information and record retention. The Office of Judicial Affairs is working in coordination with I-ADAPT and a faculty member to assist in providing data for a research project that will help us to better understand what, if any, relationship exists between alcohol education, GPA and behavioral conduct incidents.

With the closing of the Women's Center, the Bystander Intervention Program is being led by the Office of Judicial Affairs. The program has been implemented and was presented to three student groups, the faculty for the College of Nursing and Health Sciences and the Student Engagement and Success staff during the 2012-2013 academic year. The feedback has been positive and the Office of Judicial Affairs will continue to grow the program by presenting to additional groups and beginning the development of a 'train the trainer' program.

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?". The office provided training to Resident Advisors (RAs) in Camden Miramar about the judicial process and how to submit conduct reports in Maxient and presented the "Safe Living" information to incoming students at orientation. Additionally, in coordination with Employee Development and Compliance Services Office, a national expert was brought in to provide training to faculty and staff regarding first amendment rights, disruptive students, students of concern and disability law.

The Hazing Taskforce was developed in FY13 and the Office of Judicial Affairs has been instrumental in ensuring that the University is responding to these issues appropriately. The taskforce also works to educate the campus community about hazing and other related concerns.

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 member is represented on the Texas Dean of Students Council and Texas Association of Blacks in Higher Education.

Two staff members completed the National Behavioral Intervention Team Association (NaBITA) "BIT Best Practices Training" held in Dallas, Texas. In addition, one staff member attended the D. Stafford & Associates "Clery Act Training Class" and the Association for Title IX Administrators (ATIXA) "Title IX Administrator Training, which were both sponsored by TAMU System Office.

Judicial Affairs experienced an 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 16%. Chart B shows the types of violations that occurred this year.

Chart A:

Case Type	2010-2011	2011-2012	Change	2012-2013	Change
Academic Conduct	73	79	8% increase	57	27.8% decrease
Behavioral Conduct	208	282	35% increase	293	3.9% increase
I-CARE	22	25	13% increase	29	16% increase

Chart B

	Frequency
Academic Misconduct:	64
Endangerment:	19
Brawling:	4
Harassment:	2
Stalking:	0
Use of Force:	3
Retaliation:	1
Sexual Misconduct:	3
Hazing:	0
Weapons and Explosives:	12
Fire and Safety:	5
Drugs:	77
Alcohol:	131
Throwing Objects:	0
Property:	5
Technology Misuse:	3
Information and Identification:	0
Failure to Comply:	6
Breach of Peace:	30
Accessory Responsibility:	8
Traffic Obstruction:	0
Violation of Rights:	0
On Campus Housing Violation:	92
Other Violations:	5

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*

Selected for the TAMU-CC Cohort #1 Leadership, Excellence and Development (LEAD) 2013

Retention Task Force

Sexual Misconduct Prevention Task Force, *Chair*

Student Engagement and Success Council

Hazing Task Force Committee, *Chair*

Inclusive Excellence Committee

Intercollegiate Athletic Council

BlackBoard Mobile Application Committee

Web Council

University Strategic Planning Committee – Globalization Theme Group

Case Manager Search Committee, *Chair*

Community involvement

Corpus Christi Parks & Recreation "Girls Stepping Out in the Right Direction" - Facilitator

Texas Association of Blacks Personnel in Higher Education "Unlock the Gears in Higher Education" Town Hall Meeting - Guest Panelist

Continued volunteer work in a local church

Kristina Scott:

On-campus committees/councils/search committees

Sexual Misconduct Prevention Task Force

I-ADAPT Committee

Hazing Task Force Committee

Student Engagement and Success Strategic Planning & Assessment Committee

I-CARE Behavioral Intervention Team

Search committee for Student Activities Coordinator

Case Manager Search Committee

University Strategic Planning Committee – Sustainability Theme Group

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

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

Program Review Committee, ASCA

Community involvement

Continued volunteer work at The Summit Church

Anticipated Challenges for the Next Cycle

Remaining in compliance and meeting expectations to educate campus community regarding Title IX as it pertains to sexual harassment/sexual violence requires a significant amount of staff time and sufficient monetary resources. Both are limited in our area. In addition, we recognize that the timeline for resolving sexual misconduct cases within the 60 day recommendation as outlined by OCR, has not been met for the majority of the cases. Further coordination and examination with the Employee Development & Compliance Services Office is needed.

In addition, we are experiencing a significant increase in the crossover of student conduct and I-CARE cases, which are becoming more complex and require additional staff time to effectively respond to. Despite our educational efforts, in some areas within the campus community, faculty and staff are refusing and unwilling to follow established procedures which diminishes our ability to effectively respond to incidents of concern.

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

- Continue faculty/staff workshops regarding students of concern
- Implement further Student Conduct Board Training regarding ensuring a fair process
- Review Step Up training to ensure the presenter is aware of key points, which are being assessed
- Conduct a survey regarding the use of the Student Handbook
- Evaluate assessment tool and results for online alcohol class

Detailed Assessment Report 2012-2013 Recreational Sports

As of: 5/01/2014 12:06 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:

Improvement will occur in at least one of the five physiological factors in 90% of the participants. The five physiological factors are: body mass index, endurance, flexibility, and 2 strength factors.

Finding (2012-2013) - Target: Met

Thirty one CAREER program students completed pre-tests and post-tests throughout the 2012/2013 academic year. 29 out of 31 had improvements in at least one of the five physiological factors, which is 93.5% exhibiting positive change.

Connected Document

[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 (2012-2013) - Target: Met

There were 20 student participants in the fall semester. Thirteen were successful with losing weight. For the spring semester, a new recruiting and promotion strategy was used, resulting in 65 student participants. Thirty four of the 65 were successful in losing weight. Overall, 47 of 85 lost weight, or 55%.

Connected Document

[BOTS Tracking for Students](#)

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 (2012-2013) - Target: Met

The nutrition seminar was conducted in fall, spring, and summer during 2012/2013. For the fall seminar, there were 18 participants, with a combined average score of 93%. For the summer seminar, there were seven participants, with a combined average score of 82%.

Connected Document

[Nutrition Seminar Survey 20122013](#)

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 7: Student Employee Experience Report

Student Employee Experience Report - an electronic survey that assesses various aspects of student employment in Recreational Sports

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

Target:

The response rate for student employees "learning three job skills that can be applied to future endeavors" will be equal to or greater than 90%.

Finding (2012-2013) - Target: Met

Students perceptions of learning three job skills that can be applied to future endeavors received Strongly Agree (57.1%) and Agree (40.5%) for a combined rating of 97.6%.

Connected Document

[Employee Experience Report 2013](#)

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

Finding (2012-2013) - Target: Met

Major team sport training for officials included flag football, volleyball and basketball for 2012-2013. With the loss of the multipurpose fields, softball was not included this year. The average score for flag football was 89.6%, for volleyball 90.24%, and for basketball was 84.67%. One student retested in flag football. Two students in basketball had supplemental training to improve positioning. The NFSA training modules and tests were used.

Connected Documents

[Intramural Officials Scores Grid 2012-2013](#)

[Intramural Officials' Testing NFSA](#)

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 (2012-2013) - Target: Met

Written instructions for the paper were provided in advance to the students attending TexFit. Six students attended the workshop this year. Individual averages were all above 3.0. Averages for each section of the rubric ranged from 3.0 to 3.83. The overall average for all sections and all attendees was 3.33. The rubric had a 4 point scale for each item. Each student included appropriate information on the 3 job skills they acquired through attendance at the workshop.

Connected Document

[TexFit 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 - an electronic survey that assesses various aspects of student employment in Recreational Sports

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 (2012-2013) - Target: Met

Students completing the Recreational Sports Employee Experience Report on gaining leadership skills responded with Strongly Agree (65.9%) and Agree (31.7%) for a rating of 97.6%.

Connected Document

[Employee Experience Report 2013](#)

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 (2012-2013) - Target: Met

Sport club officers improved on 2 of the 5 questions in the survey. On the other three questions, the sport club officers were correct on all items on the pre-test, so there was no room for improvement. The topic area is how to run an organized and efficient meeting. This material may be too easy for the group. A new, more meaningful measure and target will be developed for next year for Sport Club officers leadership development.

Connected Document

[Sport Club Pre-Post Results 2013](#)

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

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

Sport Club Officer Training

Established in Cycle: 2012-2013

For sport club officer training in the area of leadership development, a new measure and target is being developed.

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 receive a combined average evaluation rating of 2.75 on a 4 point scale. The Fitness & Wellness Coordinator will rate instructors using the group fitness instructor evaluation rubric.

Finding (2012-2013) - Target: Met

During the fall semester, eight instructors were evaluated. Their average combined score on evaluations was 3.23. During the spring semester, ten instructors were evaluated. Their average combined score on evaluations was 3.1. Total combined score for the two semesters was 3.167.

Connected Document

[Group Fitness Instructor Evaluations Compilation](#)

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.

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 (2012-2013) - Target: Not Reported This Cycle

The Noel-Levitz survey is administered in even years on the TAMUCC campus. Therefore, no new results will be available until the next cycle in 2014.

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 (2012-2013) - Target: Met

Combined satisfaction responses to the question "The variety of Recreational Sports activities, including intramurals, fitness and wellness programs, sports clubs, aquatics, and open recreation." was 94.8%. This was a change of -0.3% from last year.

Connected Document

[Graduating Student Survey 2013](#)

M 3: Survey of Employee Engagement - Understanding Wellness

Survey of Employee Engagement - I have a good understanding of the Employee Wellness Program.

Source of Evidence: Benchmarking

Target:

Equal to or above previous administration of survey.

Finding (2012-2013) - Target: Not Reported This Cycle

The Survey of Employee Engagement is scheduled during even cycles. According to TAMUCC Planning and Institutional Research, survey results will be available in early spring of 2014.

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 (2012-2013) - Target: Not Met

The combined satisfaction for the question: "The quality of Recreational Sports facilities" was 96.8%. This was a decrease of 0.7%. The decrease in satisfaction may be attributed to the loss of the multi-purpose fields in January.

Connected Documents

- [Graduating Student Survey 2013](#)
- [Momentum Multipurpose Field Plans](#)

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.

Open Momentum Multipurpose Fields

Established in Cycle: 2012-2013
Open Momentum Multipurpose Fields for use by the university community

Review target for graduating student survey facility measure

Established in Cycle: 2012-2013
Review changing the target for the upcoming year to be 95% instead of greater than or equal to the previous year. For the 201...

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 (2012-2013) - Target: Not Reported This Cycle

The Student Voice survey is administered during even years. Therefore, there are no new results to report this cycle.

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 (2012-2013) - Target: Not Reported This Cycle

The Student Voice survey is administered during even years. Therefore, no new results are available this cycle.

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 - an electronic survey that assesses various aspects of student employment in Recreational Sports

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

Target:

Student employees will respond with an overall job satisfaction rate of equal to or greater than 90%.

Finding (2012-2013) - Target: Met

Student perceptions of their overall job satisfaction for 2012-2013 are Strongly Agree (71.4%) and Agree (26.2%) or a total of 97.6%. Forty two student employees responded for the report, which is the highest return rate to date.

Connected Document

- [Employee Experience Report 2013](#)

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.

Connected Document

- [TexFit Paper Instructions](#)

Finding (2012-2013) - Target: Met

Written instructions for the paper were provided in advance to the students attending TexFit. Six students attended the workshop this year. Individual averages were all above 3.0. Averages for each section of the rubric ranged from 3.0 to 3.83. The overall average for all sections and all attendees was 3.33. The rubric had a 4 point scale for each item.

Connected Documents

- [Integrative Learning Value Rubric](#)
- [TexFit Compiled Rubric Ratings](#)

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...

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: Finished

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 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: Finished

Priority: Medium

Implementation Description: The strategic plan is being used in development of individual professional goals and programming planning and goals.

Projected Completion Date: 08/2012

Responsible Person/Group: Director and Assistant Directors

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: Finished

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: Finished

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 return 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: Finished

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.

Connected Document

[Momentum Multipurpose Field Plans](#)

Investigate more effective measures and targets.

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

Established in Cycle: 2011-2012

Implementation Status: In-Progress

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: Survey of Employee Engagement -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: Finished

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.

Establish Wellness Working Group

Establish Wellness working group with appropriate campus representation.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Implementation Description: Follow required university process to formally establish a working group.

Projected Completion Date: 12/2013

Responsible Person/Group: Director Recreational Sports

Additional Resources: Approval by University Committee on Committees

Implement Outdoor Trip Programming

Implement Outdoor Trip Programming which includes creating appropriate documents, departmental procedures, approvals, and appropriately training trip leaders.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Creation of appropriate documents for training and risk management. Appropriate staff training in advance of trips.

Responsible Person/Group: Recreational Sports Director, Assistant Director, Coordinator

Additional Resources: Included in departmental budget

Open Momentum Multipurpose Fields

Open Momentum Multipurpose Fields for use by the university community

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Completion of construction and grow in of turf. Acceptance of final construction by division/department. Finalizing details for opening and operations.

Projected Completion Date: 02/2014

Responsible Person/Group: Recreational Sports Director, Assistant Director, Coordinator. VPSES, EVPFA.

Additional Resources: Finances from departmental reserves to finish project.

Review target for graduating student survey facility measure

Review changing the target for the upcoming year to be 95% instead of greater than or equal to the previous year. For the 2013 year, even though the target was not met, the result was at an acceptable level in terms of practical significance. With opening of the new multipurpose fields during FY2014, it is anticipated that this number will increase slightly.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: The target will be reviewed and updated during the loading for the FY14 cycle.

Responsible Person/Group: Director of Recreational Sports

Additional Resources: None

Sport Club Officer Training

For sport club officer training in the area of leadership development, a new measure and target is being developed.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Sport Club officers leadership development | **Outcome/Objective:** Leadership Skills

Implementation Description: Development of measure and target with a new instrument and presentation will be implemented. The topic under consideration is leadership styles.

Responsible Person/Group: Assistant Director for Programs with Sport Club responsibilities

Work with outsourced maintenance contractor.

Adjust to new procedures and personnel in SSC, the outsource contractor for maintenance.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: Medium

Implementation Description: This change occurred in May 2013 and the department continues to adjust to new processes.

Responsible Person/Group: Recreational Sports Director and Assistant Directors

Additional Resources: Costs will be monitored as a full year with the new contractor is completed.

Analysis Questions and Analysis Answers

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

The strengths of the Recreational Sports Department are in the programs that are delivered to to the campus community. This is supported by the findings to many of the measures showing satisfaction with programs and facilities. The measures showing program strengths were the Graduating Student Survey recreation programs response, the College of Nursing and Health Sciences CAREER Program fitness assessment results, and the Battle of the Shrinking Islander results. In addition, the annual report includes participation figures. In most program areas, participation levels have increased over the previous year. Feedback from participants has also been very positive in several areas - group exercise, personal training, and employee wellness.

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

Essentially, there are two groupings of findings that indicate how the program has improved. Measures that examine participants experiences include BOTS!, the College of Nursing and Health Sciences CAREER program, the nutrition seminar survey, and sport club officer development. This set of findings shows high involvement and engagement for participants. These findings are a snapshot of the many different programs the department offers. The other grouping of findings shows improvement from the student training and development perspective. The student employee experience report, TexFit workshop participation and reflection, and officiating skills testing document learning among student employees.

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

In examining the findings, the graduating student survey showed a small decrease in satisfaction for both programs and facilities. Possible explanations for these decreases are the loss of the multipurpose fields on campus and the outsourcing of maintenance. With the opening of the fields occurring sometime during FY2014 and settling in to a routine with the outsourced maintenance both before the next iteration of the survey, there is hope that these indicators will not decrease below what the department finds acceptable at 95%.

There are some other adjustments that will be addressed relative to the findings. The target for the graduating student survey facilities question will be changed to the 95% level instead of greater than the last year. Justification is that 95% combined satisfaction is an acceptable level, and fluctuation from year to year above that level would not impact the practical significance of the measure. The measure for the sport club leadership area will be changed to a more meaningful measure.

Other areas of concerns not directly connected to the findings are located in the anticipated challenges section of the annual reporting.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Program Accomplishments

The Recreational Sports Department experienced a successful year during FY13. Participation in most program areas increased over the past year. There were new staff members overseeing several program areas, which introduced new ideas to meet the changing and growing needs of the campus community. There were a couple of significant challenges during the year with the closure of the multipurpose fields and maintenance issues with the swimming pool. Fortunately, through creativity, programming was able to continue with little loss in service.

Aquatics

	2010/2011	2011/2012	2012/2013
Swim Lessons	19	44 (33 + 11 HEB)	41 (30 + 11 HEB)
Swim Across Texas	6	Program not held	Program not held
Private Lessons	8	14	13
Lifeguard Training	22	5	16
WSI	0	0	0

The aging swimming pool continues to be an operational challenge. A pipe connecting the pool skimmer system was repaired over the winter which seemed to address the leak issue that plagued the pool last year. There was turnover in the aquatics coordinator position in the spring, with Josh Bowman starting in June. Heaviest use was once again the summer camp activities across campus during June and July. Construction dirt and dust from the adjacent housing project caused additional parts and labor to keep the pool vacuumed and filters backwashed. Water restrictions imposed by the city due to the continued exceptional drought added another obstacle which was addressed through capturing the condensate tank water from DWC and using that at the pool. The pool can only be filled on the area's watering day, which is Thursday.

Patches to the fiberglass and gel coat discolored over recent years. A project to inspect and repaint these areas, and patch and coat other areas is planned after the close of the pool season, which will fall in FY14. Preliminary discussions with Facility Services have occurred.

Swim lesson numbers were very consistent from 2012 to 2013. Once again, a grant was received from HEB for \$500 which allowed 11 children to receive free swim lessons.

For non-credit instruction, there were 16 people certified in lifeguard training. No WSI class was held.

Fitness & Wellness

Fitness and Wellness	2010/2011	2011/2012	2012/2013
Group Exercise Class Attendance	12,771	14,098	14,966
Personal Training Sessions	715 (516 purchase, 144 buddy, 55 EWP)	428 (279 purchase, 45 buddy, 59 EWP)	634 (515 purchased, 54 buddy, 65 EWP)
Fitness Assessments Sessions	120 (22 purchased, 9 buddy, 89 EWP)	128 (10 purchased, 0 buddy, 118 EWP)	143 (13 purchased, 130 EWP)

A new coordinator for Fitness & Wellness began with the department in October. TRX (suspension training) was one new and different activity added as a group training class this past year. The equipment was placed on the lower level of DWC and other equipment rearranged to accommodate it. With a limit of 6 participants on the unit, additional equipment/stations are being investigated to meet the need this trend has created.

Instructors and personal trainers participated in regular in-service training to develop skills. Six students also attended the annual TexFit workshop for skill development. This year it was held at UT in Austin.

Personal Training

Personal training activity was back up this past year. Pricing on buddy training will be examined to increase use over the next year. Hiring of additional trainers is being investigated. This is a potential growth area with insurance-related changes.

Employee Wellness

The Employee Wellness Program continued during each of the long semesters and over the summer. Participants' feedback is very positive and they often ask to continue. As changes to insurance programs evolve over the next few years, the department is maintaining close communication with Human Resources to investigate expanded services in this area.

Battle of the Shrinking Islanders (BOTS). Changes to this program in the spring semester included a marketing/sign up table in the corridor and addition of body composition readings once per month. In the past, there were approximately 30-40 participants each semester. In spring, nearly 100 participants signed up for this incentive based weight loss program. Another component that was added was body composition measurement using the handheld impedance units. Fall 2012 (26), Spring 2013 (99), Summer (0).

Know Your Numbers was a new program introduced during Fall 2012. The department employed an intern from the College of Nursing and Health Sciences in the Health Promotion class. The program developed and executed by the intern consisted of weekly interactive components of a fitness assessment with a different wellness number focus each week. The elements were: body mass index, blood pressure, flexibility, waist circumference, 3 minute step test, muscular strength, and calorie intake. Educational materials were also communicated and distributed each week in conjunction with the number topic of the week. There were approximately 60 participants, although not every participant attended every week. The goal of the program to create awareness of wellness numbers was achieved. An event is planned for the fall semester to offer the Know Your Numbers in an expo-type setting.

Wellness Expo

Forty one vendors participated in the annual wellness expo event with 437 attendees (396 Sanddollar scans, 56 without Sanddollars) combined among students, faculty, and staff. Group fitness demonstrations, door prizes, give-aways continue to help draw in attendees. An intern from the College of Nursing and Health Sciences in the Health Promotion class worked with the Fitness and Wellness Coordinator to help specifically with this event.

College of Nursing CAREER Retention Grant

This was the third year of the CAREER grant for the College of Nursing. Recreational Sports once again provided fitness assessments and special group fitness classes to the grant participants. This has been a very favorable collaborative project between Rec Sports and CONHS. An extension of one semester has been received by CONHS on the grant and thus the program will extend into the upcoming year.

Intramurals

	2010/2011	2011/2012	2012/2013
Teams Sports	195	174	217
Individual Events	228	274	312
Participants	2,237	1,996	2,268

IM Leagues software was implemented over the summer of 2012 for use beginning in fall 2012. Participation significantly increased, partially attributable to this improvement in marketing and registration process. In January 2013, the multipurpose fields on campus were repurposed for university housing construction. A new location for the fields was identified on the Momentum Campus. Over the summer of 2013 construction of the fields, renovation of an existing support building, and purchasing of necessary equipment for operations took place. The fields are anticipated to open in mid-September of 2013. The Island Bowl continues to be held as our main hosted extramural event. This flag football tournament is typically held in October each year.

Some new or resurrected activities occurred over the past year. Some were to round out the schedule due to loss of the fields, others were to sample new activities to gauge student response. Wii Mario Kart, battleship (at pool), tennis singles tournament.

Membership Sales

	2012/2013
Faculty	100
Staff	188
Spouse	20
Alumni	8
Vendors/Contractors	17
Continuing Students	90
Punch Passes	1187
Day Passes	512

Historically, detailed membership numbers have not been tracked, although the information is available in sales reports. For faculty and staff combined, 288 represents approximately 25% participation from among the 1,100 benefits eligible employees.

Outdoor Programs

The outdoor equipment rental process was improved going in to the fall 2012 semester. The rental program was very active throughout the year. Sales figures show an increase from 170 units in 2012 to 266 units in 2013. Inclement weather caused rescheduling and eventually cancellation of some of the kayak and surf clinics. With the departure of the Aquatics/Sport Club coordinator in March, there was an opportunity for some reorganization of responsibilities resulting in the posting of an Outdoor and Aquatics coordinator position. Josh Bowman joined the department in June and there are plans for resurrected and new programming in the outdoor area. Program planning and development occurred during much of the summer 2013 months.

Sport Clubs

	2010/2011	2011/2012	2012/2013
Number of Clubs	11	14	14
Number of Participants	433	468	232*
Participations	2577	3601	3811

*Number from submitted club rosters, does not include drop in and visitors to practices which were included in past years.

Islander Rec Camp

Islander Rec Camp	2010/2011 (6 weeks)	2011/2012 (6 weeks)	2012/2013 (7 weeks)
# of unique campers	148	130	113
Number of camper slots filled	294	365	445

Islander Rec Camp

The Islander Rec Camp provides a needed service to the university and greater community during the summer months. This full day camp program for 6 year olds to 12 year olds filled up with participants well in advance of the start date. Registration opened early to the campus community ahead of the greater community. Although the cost increased this year from \$70 to \$85 per child per week, the pricing is competitive with Latchkey, and quite low compared to other camps. More counselors were hired this year for an improved counselor to child ratio and also to better pace the counselor wear over the weeks of the camp. This year, the camp also increased to 7 weeks. There have been several requests by parents of campers to extend to 8 weeks to accommodate the whole summer where the children are out of school. There were a couple of days where the pool condition prevented swimming and very few rain-out days for the pool. Inflatable games were added each Friday on the East Lawn close to the DWC weight room.

Family Fun Day

Family Fun Days	2010/2011	2011/2012	2012/2013
Adult and Child Participants	327	308	313

Campus Activity Board Halloween Carnival (365) and Rec Spots Turkey Trot Fun Run (163) had strong participation by families and children. Figures from those events are not included here. No activities were held in March, May, or July.

Special Events

Paws for a Cause had beautiful weather on October 5. For the Love of Strays provided 15 dogs to walk. Over 200 people participated, many with their own dogs. Once again the event benefitted First Friday with fundraising for free mammograms.

The annual pumpkin carving took place just prior to Halloween with over 20 participants and many walk through patrons enjoying the art.

Turkey Trot was the largest ever with 183 participants (61 men, 70 women, 36 children). This fun 3 mile walk/run collects non-perishable food items for the Corpus Christi food bank. There is a large draw for children and with many schools out the week of Thanksgiving, attendance for children is typically high.

National Fitness Day. The department provided more programming for this Friday February day than in the past. Carnival type games took place in the gym in the afternoon and into the evening. There were also some fitness activities such as an obstacle course and drawing and activity out of a hat. Participants had fun with these activities.

Recreational Sports sponsored the food for Wild and Wacky Wednesday before spring break and provided information on wellness activities as options during spring break.

The special events schedule continues to expand in the DWC and Island Hall gyms. Island Day, Orientation, Bayball, are some of the standing events. With the expansion project of the University Center in the upcoming year, it is anticipated that some events will move to DWC/IH at least temporarily.

Facility Use Counts

A new process was implemented at the beginning of the year for counts. A departmental Ipad was purchased and used to save paper for counts and other building operation reports.

Recreational Use

Facility	2010/2011	2011/2012	2012/2013
Tennis Courts	234 (opened in June)	1,921	2,557
IM Fields	9,240	8,465	3,170
Dugan Wellness Center	145,738	158,127	173,300
Island Hall	38,841	45,245	49,244
Outdoor pool	4,874	4,521	3,164
Total	198,927	218,279	231,435

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

(Ipad – accuracy/consistency, checks and balances)

Dugan Wellness Center by Area	2010/2011 (Aug. – July)	2011/2012 (Aug. – July)	2012/2013 (Aug. – July)
Gymnasium	31,180	38,376	49,103
1 st floor weights	37,655	41,841	44,736
2 nd floor weights	13,736	14,719	13,919
1 st floor cardio	1,553	2,006	2,412
2 nd floor cardio	24,569	21,670	22,100
Multipurpose – Tarpie	11,143	13,851	17,401
Multipurpose - Izzy	14,298	15,206	14,061
2 nd floor lounge	3,586	3,699	3,280
Abs/stretching	7,137	5,148	5,125
Conference Room	881	1,611	1,163
Total	145,738	158,127	173,300

Island Hall	2010/2011 (Aug. – July)	2011/2012	2012/2013 (Aug. – July)
Gymnasium	24,771	30,534	33,901
Indoor Track	7,331	7,397	7,823
IH Cardio/Corridor	4,021	4,355	4,601
IH Abs/Stretch	1,661	2,406	2,540
Multipurpose – Grace	721	327	261
Multipurpose – Power	336	226	118
Total	38,841	45,245	49,244

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

	2010/2011	2011/2012	2012/2013
Aquatics	7,760	7,528	7,274
Outdoor Fields	10,222	9,696	*3,856
Dugan Wellness Center	179,845	179,071	194,930
Island Hall	74,210	67,830	69,870

Fields closed in January 2013 – moving to Momentum campus in Fall 2013

Maintenance Projects

Pool repairs and maintenance were discussed in the Aquatics section.

Multipurpose Fields were relocated over the summer of 2013. The department worked with Facility Services, SSC, and Administration to determine location of fields, layout, support building needs.

Outsourcing Maintenance – the university learned in February 2013 that the maintenance and grounds departments of Facility Services would be outsourced beginning in May. Meetings and discussions to anticipate impacts occurred in spring 2013 to prepare for transition. In the first few months, the transition appears to be progressing smoothly with few problems. The department will be monitoring cost implications in the upcoming year.

Student Employment

	2010/2011	2011/2012	2012/2013
Total Student Employees	90	82	119
Official Only	34	37	35
Supervisor	32	24	24
Non-student part time instructors	11	2	4

Retention rates were 70% from fall to spring and 61% from spring to summer.

Student Employee Training and Development

Fall training for all student Recreational Sports employees included guest speaker Bridget Markwood delivering an interactive Character Mart presentation. Employees prioritized and reflected on character traits that were important in themselves and in others for various roles. The mid-semester training included Title IX training delivered by Angela Walker.

For the spring semester, Joseph Ruiz from the Financial Assistance office presented some financial literacy information using the SALT software. The mid-semester meeting included Step Up bystander information.

Six personal trainers and group fitness instructors attended the TexFit event in Austin, Texas. The feedback from students who attend this event is consistently very positive.

One student attended the NIRSA Annual Conference and secured a graduate assistantship position.

Three students received scholarships through Recreational Sports to obtain AFAA fitness certifications. One for personal training, one for group fitness certification, and one for aqua-Zumba water fitness.

Twenty-three student employees graduated over the course of the year – 6 in December, 14 in May, and 3 in Augusts.

The Awards Banquet luncheon to recognize student employees and participants was held in DWC, as the UC was not available. Approximately 40 students attended. This is a fun, celebratory event to wrap up the fall and spring semesters.

Community Service Programming

Paws for a Cause – showcase animals for adoption (For the Love of Strays), breast cancer awareness and raise funds for First Friday for free mammograms.

Turkey Trot Fun Run – entry fee was 1 non-perishable food item to go 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.

Family Fun Day participants and university students made Valentine's Day cards for troops for the third year. This was combined with a drive for supplies and books for the troops. Care package items were sent in late February along with the cards. The shipping for the number/weight/volume of boxes was costly, so alternatives for the future are being investigated.

Sport Club Program:

820 hours of community service hours completed, 232 participants

Bassmasters—118 hours, 12 participants

- Helped with various tasks around Goodwill. (1 participant, 30 hours)
- Participated in National Recreational Sports & Fitness Day event (4 people, 3 hours each)
- Turned in 40 items for Troop Drive
- Mustang Island Beach Clean-up (3 people, 3 hours each)
- Co-sponsored Kidfish event with Islander Anglers (1 participant, 3 hours each)
- Big Brother/Big Sister kid fishing event (4 people, 6 hours each)

Capoeira—54 hours, 18 participants

- Volunteered for Science Saturday for SOAR. (5 participants, 4 hours each)
- 9 members participated in Brazilian Night at Club XS to help promote the awareness of the Brazilian culture, they put on several demonstrations (9 participants, 2 hours each)
- 4 members participated in an Adopt a Beach cleanup (4 members, 4 hours each)

Fencing—74 hours, 18 participants

- Held a raffle benefiting the Coastal Gymnastics Academy on August 25, 2012 (participants, 6 hours)

each)

- Work at the Real Life Church in Corpus trimming vehicular screening (oleanders) along the entire parking lot on January 20 (1 participant, 3 hours)

- Trimmed the oleanders for the Real Life Church entire parking lot on January 22 (4 participants, 3 hours each)

- Brought and shoveled mulch (14 cubic yards) and to even the mulch for the entire parking lot at Real Life Church (7 participants, 3.25 hours each)

Islander Anglers—145 hours, 35 participants

- Helped pick up trash around the beach near TAMUCC and trash around the TAMUCC campus on September 15, 2012 (1 participant, 5 hours)

- Set up a booth at the CAB Carnival with a fishing game and gave away live gold fish as prizes. (6 Participants, 3 hours each)

- Took High School students fishing at the packery channel jetties on October 26, 2012. (6 participants, 2 hours each)

- Made signs and stood on the corner of an intersection asking for donations for the V foundation on October 27, 2012, a charity benefiting cancer research. (1 participant, 4 hours)

- Cleaned horse riding equipment and buildings for the Glenoak Therapeutic riding center on October 25, 2012. (1 participant, 1 hour)

- Picked up trash around the Packery Channel Bridge (3 participants, 2.67 hours each)

- Participated in beach clean-up (1 participant, 4 hours)

- Participated in Big Brother/Big Sister program kid fish (14 participants, 6 hours each)

- Participated in beach clean-up (1 participant, 7 hours)

- Led children with MS, Autism and other disabilities around on horses for therapy at

Glenoak Therapeutic Riding Center (1 participant, 2 hours)

Men's Soccer—94 hours, 36 participants

- Picked up trash all around campus on October 15, 2012. (5 participants, 3 hours each)

- Cleaned up campus and donated to goodwill. (30 participants, ½ hour each)

- Volunteered at local church as instructor (1 participant, 64 hours)

Men's Volleyball—42 hours, 14 participants

- Helped set up and tear down booths ran errands and helped run booths for the cab carnival.(8 participants, 3 hours each)

- Helped set up, take down, officiate and kept score at volleyball games for the YMCA.(6 participants, 3 hours each)

MMA—33 hours, 5 participants

- Helped with Move In at Camden on August 17, 2012 (1 participant, 3 hours)

- Helped with set up and take down for the American Diabetes Association walk (2 participants, 3 hours each)

- Hosted and facilitated a small group bible study for two hours each on 9/5, 9/12, 10/3, 10/10, 10/17, 10/24, 11/7, 11/14, 11/28, 12/5, 12/12 (1 participant, 22 hours)

- Participated in the Surf and Turf race route planning process (1 participant, 2 hours)

Rugby—76.5 hours, 36 participants

- Helped set up for the annual dig pink volleyball game and passed out shirts. (3 participants, 1 hour each)

- Helped set up and did whatever was needed for the LEGACY RUN on November 2, 2012 (2 participants, 1.5 hours each)

- Helped clean trash and debris in the park for YMCA on November 6, 2012. (5 participants, 1.5 hours each)

- Served at the Membership Appreciation event for the YMCA on October 11, 2012 (4 participants, 2 hours each)

- Helped clean basement by rearranging storage items and removing trash for the YMCA on November 5, 2012. (2 participants, 4 hours each)

- Helped set up the practice field and other fields for the First Tech Challenge. They managed and programmed the robots so they are compatible with their program (2 participants, 5.25 hours each)

- Helped the Corpus Christi Rugby club paint the fields for the Corpus Christi Crabs (4 participants, 2 hours each)

- Cleaned up trash and glass off the field and helped set up the field (4 participants, 2 hours each)

- Helped clean up trash and got the field ready for a tournament-2 separate days (10 participants, 2 hours each)

SCUBA—61.5 hours, 13 participants

- Cleaned up the trash from the Comal River on October 6, 2012. (8 Participants, 5 hours each)

- Volunteered at Marine Science Institute event (1 participant, 4 hours)

- Participated in Packery Channel Beach Clean-up (3 participants, 3.5 hours each)

- Volunteered at event at Heritage Park (1 participant, 7 hours)

SOA—21 hours, 8 participants

- Played minute to win it games for the pre-game activities before the annual dig pink volleyball game for the islanders. Any student was allowed to participate and then we gave out pink breast awareness prizes! (4 participants, 1.5 hours each)

- Officiated Volleyball for the YMCA ages 6-12. (4 Participants, 3.75 hours each)

Table Tennis Club—78 hours, 30 participants

- Went downtown to donate clothes and food to the homeless people in front of city hall and Mother Theresa Shelter on October 21, 2012. (18 participants, 3 hours each)

- Participated in beach clean-up (12 participants, 2 hours each)

Trap and Skeet—23 hours, 7 participants

- Participated in a poker tournament that raised money for the Eric Lindgron Foundation which raises money for cancer research (3 participants, 3 hours each)

- Participated in the Wounded Warrior on October 13 which raises money to benefit the wounded war veterans (2 participants, 4 hours each)

- Helped with Paws for a Cause by walking the dogs around the TAMUCC Hike and Bike Trail (2 participants, 3 hours each)

Professional Development of Staff

There were a couple of changes in full time staffing:

Alyce Davidson began in October 2012, replacing Nadine MacKay who accepted a position in the medical equipment field. Josh Bowman began in June 2013, replacing Lindsey Keller who accepted a position in Recreational Sports at Washington State University.

In addition to on-campus trainings such as Student Engagement and Success development activities, Islander Forum, departmental staff retreat, and Star 12 seminars, the professional staff participated in the following development activities.

Jacqueline Hamilton

Salado Consortium Meeting of Texas Recreational Sports Directors
NIRSA Region IV Conference
NIRSA Annual Conference
TAMUCC Office of Distance Education- Certificate of Online Course Development, Teaching, and Review

Stephanie Arevalo

NIRSA Annual Conference
Texas Rec Sports Facilities Summit

Danny Feitel

NIRSA Annual Conference

Lindsey Keller

NIRSA National Aquatics & Facility Institute

Alyce Davidson

TexFit
Cooper Institute On-Line Nutrition Education Course
Winning with Sports Nutrition: Your Best Competitive Edge, Sports Nutrition Seminar
Functional Training Workshop

Dennis Coplen

Texas Rec Sports Facilities Summit

Drew Cantwell

NIRSA Annual Conference
Texas Intramural Summit

Josh Bowman

Challenge Course Level I Certification
Texas Outdoor Adventure Directors

Rick Reyes

Cybox International Service Training
Texas Rec Sports Facilities Summit

Victor Ioina

Cybox International Service Training

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

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

Jacqueline Hamilton, Director, Recreational Sports

Service to the Community
Annual Adopt-A-Beach clean-up volunteer
Blood donor
Rockport dinghy dock construction volunteer

Service to the Profession

Appointed to serve on the NIRSA Board of Directors as the Annual Director – participated in face to face board meetings in Nashville in September, Portland in January, Las Vegas in March, and Nashville in July
Taught for College of Education in Fall, Spring and Summer semesters (Educational Leadership, Research, C & I (Introduction to Research)
NIRSA Research and Assessment Committee Consultant
NIRSA Conference Planning Committee Co-Chair for 2013 Program
Co-chair for NIRSA Educational Content Review work team
Co-chair for NIRSA Education Task Force, started in April
NIRSA BOD liaison to the Registry Commission
NASPA – reviewed national conference presentation proposals for research
Partnership for a Healthier America Advisory Committee Meeting in Washington DC
ACHA Healthy Campus 2020 Engagement group
Published chapter in Campus Recreation Administration text book on Assessment in Campus Recreation

Service to the University

Student Engagement and Success Council
Intercollegiate Athletics Council
Recreational Sports Committee
Co-Chair for Momentum 2.0 Strategic Plan Sustainability Theme Group
Fulbright Scholarship Review Committee
Dissertation Committee Member for Kelly Manlove
Sleep, It Does a Body Good, presented at Employee Development Day

Awards

Bear-rific award from Staff Council

Stephanie Arevalo, Assistant Director, Recreational Sports

Service to the Profession

Taught for College of Education in Spring semester (Kinesiology - First Aid)
Volunteered at the NIRSA National Conference at Registration and the Program Table

Service to the University

Staff Council President
Calendar Committee
Staff luncheon co-chair
ICERT Committee
Co-chair University Strategic Planning Committee for Faculty/Staff Theme Group
Sleep, It Does a Body Good, presented at Employee Development Day

Danny Feitel, Assistant Director, Recreational Sports

Service to the Community

Volunteer officiating for basketball

Service to the Profession

NIRSA Region 1 Club Soccer Coordinator
NIRSA NCCS Soccer Work Team and Championship
NIRSA NCCS Tennis Work Team
NIRSA NCCS Regional Basketball Tournament Officials' Committee
NIRSA Foundation Scholarship Work Team
Taught for College of Education in Fall semester (Kinesiology – Managing Leisure Services)
Volunteered at the NIRSA Annual Conference at the Program Table
NIRSA – National Conference and Exposition volunteer
Corpus Christi Area Basketball Officials Association – Officials Evaluation Work Team Chair

Service to the University

SES Strategic Planning & Assessment Committee
SES Leadership Scholarship Committee
Environmental Health and Safety Committee

Alyce Davidson, Coordinator, Recreational Sports

Service to the University

IADAPT Committee Member
Fitness Tracking Technology Presentation for HR Benefits Fair
Sleep, It Does a Body Good, presented at Employee Development Day

Lindsey Keller, Coordinator, Recreational Sports

Service to the Profession
 Taught for College of Education in Spring and Summer semesters (Kinesiology - First Aid, Beginning Swimming)
 NIRSA Aquatics Committee

Service to the University
 I-ADAPT Committee Member
 Homecoming Committee Member

Drew Cantwell, Coordinator, Recreational Sports

Service to the Community
 Corpus Christi Youth Flag Football League, Assisted with Officials' Training

Service to the Profession
 Taught for College of Education in Fall semester (Kinesiology - Officiating)
 Official for the Corpus Christi Basketball Officials Association
 NIRSA Regional Flag Football All-Tournament Committee Member
 NIRSA Regional Basketball Officials Committee Member
 Volunteered at the NIRSA Annual Conference at the Program Table

Service to the University
 Move-In Committee

Dennis Coplen, Coordinator, Recreational Sports

Service to the Community
 The Cattery
 People Assisting Animal Control

Service to the University
 Staff Council Member plus, Chair of Nominations and Elections, Executive Committee
 I-CERT Committee
 Convocation
 Environmental Health and Safety Committee

Rick Reyes, Operations Manager, UCSA and Recreational Sports

Service to the Community
 Little League Texas West State Board Member, Section Four Leader, District 23 Administrator, Laguna Little League Field/Maintenance Volunteer and Coach

Janie Lara, Business Support Specialist, Recreational Sports

Awards
 Bear-rific award from Staff Council

Charlene Lorino, Administrative Assistant, Recreational Sports

Service to the Community
 Texas Sealife Center volunteer
 Texas General Land Office - Adopt a Beach, beach clean up

Service to the Profession
 Women in the Military Service of America
 Veterans of Foreign War, Texas Member

Awards
 Bear-rific Award from Staff Council

Josh Bowman, Coordinator, Recreational Sports (began in June 2013)
 (no items to report)

Victor Ioina, Operations Technician, Recreational Sports
 (no items to report)

Anticipated Challenges for the Next Cycle**Anticipated Challenges****Pool**

The swimming pool continues to draw significant resources to be maintained. There was difficulty diagnosing the cause of extensive water loss. Once found, the broken pipe near the skimmer unit was repaired over the winter. The condition of the pool surface needs attention. The previous vendor that recoated the pool in 2007 is no longer in business. The department is researching vendors to do some patching, painting, and resurfacing in the fall of 2013 once the season is concluded. High demand during the summer months give strong indication that the pool serves many entities on campus. Housing construction adjacent to the pool during the spring and summer of 2013 has created additional challenges of dirt blowing into the pool and need for additional cleaning. Upcoming construction of the dining hall adjacent to the pool will be monitored as to the effect of dirt or debris entering the pool. Replacement of the pool is in the campus master plan, but not for several years.

Multipurpose Fields @ Momentum

There is hope that the loss of the multi-purpose fields on campus holds a silver lining as the fields are relocated to the Momentum campus. There will be adjustments in operations holding events and activities a couple miles off campus. This model exists at numerous universities across the country, so it is anticipated that this change will not be a significant obstacle. Operations information is under development as the construction of the fields and renovation of the support building progresses late in fiscal year 2013. With this off-site location, there may be opportunities for additional field space. The support building adjacent to the fields will need to be properly equipped. This will be an added convenience to have the equipment available so close to the fields. Funds from the department's reserve account were used for the construction. Lighting is being considered in the not too distant future, but will be dependent upon available funds. Fencing will also need to be added around the field area as the rest of the site becomes developed.

Budget

The department is primarily funded through a dedicated student fee. A portion of the debt service for the Dugan Wellness Center is transferred in from Student Engagement and Success. Eventually, it is desired that the debt service be paid entirely by the department. Unfortunately, fee waivers have increased significantly in recent years. Although enrollment has increased, it has not been at a rate such that the entire debt service can be moved to the department. A fee increase is likely on the horizon to help in addressing the debt service situation. Other large items with budget implications in the near future are mentioned above – the swimming pool and lights for the multi-purpose fields. Support for a referendum or fee increases in sequential years will need to be discussed. There would then need to be a corresponding increase to membership fees. These increases would take place to ensure that the department can continue to provide quality facilities and programming for the university community. Outcomes of legislative issues will also impact the budget. New positions in the future to address growth would be examined in parallel with a fee increase.

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

Target marketing for Employee Wellness Program - Although there has been some discussion on this topic, a specific plan to address the marketing of the EWP has not been developed. There have been some changes this past year in campus employment that connect with this project. With outsourcing of Physical Plant, there are fewer employees on campus that are eligible for the program. Changes in insurance due to the Affordable Care Act may contribute to the direction the department goes with the Employee Wellness Program. With anticipated development of the Wellness Working Group, the marketing of the Employee Wellness Program may roll in to other broader employee wellness initiatives.

Establish Wellness Working Group - For the past several years, staff members from Recreational Sports and Human Resources have met informally to share information regarding employee wellness. With changes in employee insurance connected with the Affordable Care Act, and increased media coverage on health and wellness, there is a desire to formalize discussions about wellness on campus. The process to establish a Wellness Working Group has been initiated through the University's Committee on Committees process. If approval is received, the Wellness Working Group will have representation from several areas across campus; serve faculty, staff, and students; and foster initiatives and programs that increase wellness across the campus community.

Establish Outdoor Trip Program - Staffing changes in FY2013 precipitated some shuffling of program responsibilities. A new coordinator was hired with a strong background in Outdoor programming. Internal departmental policies and procedures are being developed that will support this new programming area of outdoor trips. A number of aspects such as risk management, contracts, and specific staff training in this area will all need to be addressed before the first trips launch some time in FY14. Several staff members from within the department will be involved in these processes.

Open Momentum Multipurpose Fields - Recreational Sports Department staff were preparing for opening the new fields leading up to the fall 2013 semester. Due to construction delays, the opening of the fields was delayed from September to later in the fiscal year. Facility modification requests have been generated for additional work to the site. Preparations continue in placing equipment, writing procedures, and adjusting intramural schedules. As construction gets completed and the turf grows in, the department will make definitive plans to market the new facility and open for activity.

Improvements to Targets and Measures - The target for the facility question on the graduating student survey shows greater than or equal to last year. Results from 2013 show a decrease of 0.7%. Although there was a decrease, the response is still very acceptable to the department as the combined satisfaction is over 96%. A new target of equal to or over 95% will be established for the upcoming cycle. A new target and measure will be developed for the Sport Club Officer Training. Targets will be increased for the TexFit and Group Fitness evaluations.

Detailed Assessment Report 2012-2013 UC & Student Activities

As of: 5/01/2014 12:06 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: Demonstrate 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:

Student Engagement & Success Learning Domain: Leadership

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 17: 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 (2012-2013) - Target: Not Reported This Cycle

Case Studies were not completed by the Student Employees during this cycle. We are using an every other year format with our case studies from training sessions.

M 18: 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.

Connected Document

[UCSA Exit Interview](#)

Finding (2012-2013) - Target: Met

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 Survey Results 2012-2013](#)

M 19: 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 Above Average or Excellent level on their yearly performance evaluations (Spring) in relation to the decision making skills.

Connected Document

[UCSA Student Employee Evaluation](#)

Finding (2012-2013) - Target: Not Met

There were 62.3% of student evaluations completed this reporting year. Of these, 52.6% of student employees scored at the Above Average or Excellent level in decision making on their yearly performance evaluations.

Connected Document

[Student Evaluations Results](#)

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...

Decision Making Training

Established in Cycle: 2012-2013

Implement decision making as a key topic within student employee training during fall semester orientation and within bi-monthly...

SLO 5: Understand Different Backgrounds

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

Relevant Associations:

Student Engagement & Success Learning Domain: Diversity

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 3: NSSE Survey - Encouraging contact with people of various backgrounds.

NSSE Survey Question relating to: Encouraging contact with people of various backgrounds.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Question "understanding people of other backgrounds" >= institutional peers

Finding (2012-2013) - Target: Met

The 2013 NSSE revealed that Freshmen scored 65% which is greater than the scores of institutional peers (58%) and seniors scored 55%, which was a slight increase as compared to scores of institutional peers (54%).

Connected Documents

- [NSSE 2013 Freshmen Results](#)
- [NSSE 2013 Senior Results](#)

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

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

UC Commons Activities/Events

Established in Cycle: 2012-2013
Create and add a variety of activities to the UC Commons events schedule. Focus will be on both passive and active programming ...

M 13: EBI Survey - Understanding of Others

Question #38: 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 (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 4.08. This is a decrease of .02 from the last administration in 2010.

Connected Document

- [2013 EBI Results](#)

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

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

Add more explicit information pertaining to our learning outcome into programs

Established in Cycle: 2012-2013
A more deliberate attempt will be made to help students recognize they are learning about others whose backgrounds are different...

Diversity Training/Workshop-separate from planned programs

Established in Cycle: 2012-2013
Add at least one more training/workshop to the calendar; a general diversity education workshop out of UCSA leads or ICA.

UC Commons Activities/Events

Established in Cycle: 2012-2013
Create and add a variety of activities to the UC Commons events schedule. Focus will be on both passive and active programming ...

M 20: Workshop Evaluation - Diversity

Evaluations will be given at workshops as they pertain to educating on diversity.

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

Target:

75% of students who participate in diversity programs will articulate at least one new thing they learned about a population whose background was different than their own.

Finding (2012-2013) - Target: Not Met

70.9% of students who participated in a diversity program (Tunnel of Oppression) identified at least one thing they learned about a population whose background was different than their own.

181 responses out of 255 total gathered.

Connected Document

- [Tunnel of Oppression Data13](#)

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

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

Add more explicit information pertaining to our learning outcome into programs

Established in Cycle: 2012-2013
A more deliberate attempt will be made to help students recognize they are learning about others whose backgrounds are different...

Diversity Training/Workshop-separate from planned programs

Established in Cycle: 2012-2013
Add at least one more training/workshop to the calendar; a general diversity education workshop out of UCSA leads or ICA.

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:

Student Engagement & Success Learning Domain: Global Citizenship

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: 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 (2012-2013) - Target: Met
100% of our students who participated in the Alternative Spring Break program in 2013 scored at the intermediate or advanced level on the service rubric.

Connected Documents
[ASB Results](#)
[Service Rubric](#)

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.

M 22: SVC Questionnaire

A survey question will be asked of students, "Do you believe that having participated in this event, you are able to articulate the value of service and its impact on social issues?"

Source of Evidence: Academic indirect indicator of learning - other

Target:

80% of students will acknowledge that they are able to articulate the value of service and its impact on social issues.

Finding (2012-2013) - Target: Met

95.9% of participants at SVC's Big Event agreed or strongly agreed with the statement "I feel that I understand and can articulate the value of service."

16.37% (28 total participants) selected Agree.

79.53% (136 total participants) selected Strongly Agree

Connected Document

[Big Event 2013](#)

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

O/O 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.

1.6 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 institutional peers

Finding (2012-2013) - Target: Partially Met

The 2013 NSSE revealed that Freshmen scored 65% which is a slight increase over our institutional peers who scored at 64%.

Seniors scored at 54% which was a slight decrease from our institutional peers who scored at 55%.

Connected Documents

[NSSE 2013 Freshmen Results](#)

[NSSE 2013 Senior Results](#)

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." ...

Marketing Street Team

Established in Cycle: 2012-2013

Development and implementation of marketing street team (student workers). The team would include graphic designer, web special...

Social Media Marketing Campaign

Established in Cycle: 2012-2013

Intentionally utilize several social media outlets to publicize and market to a variety of students (i.e. undergrads through g...

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 (2012-2013) - Target: Not Reported This Cycle

The Noel Levitz was not administered this cycle.

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

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...

UC Commons Activities/Events

Established in Cycle: 2012-2013

Create and add a variety of activities to the UC Commons events schedule. Focus will be on both passive and active programming ...

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 37)

Source of Evidence: Benchmarking

Target:

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

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 5.39. This is a decrease of .17 from the last

administration in 2010.

Connected Document

[2013 EBI Results](#)

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." ...

UC Commons Activities/Events

Established in Cycle: 2012-2013

Create and add a variety of activities to the UC Commons events schedule. Focus will be on both passive and active programming ...

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 42)

Source of Evidence: Benchmarking

Target:

Score will => 4.0 on a 7 point scale

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 3.67. This is a decrease of .13 from the last administration in 2010.

Connected Document

[2013 EBI Results](#)

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

Graduate Assistant for Leadership

Established in Cycle: 2012-2013

Hire a graduate assistant to assist with our UCSA Leads program.

Marketing Street Team

Established in Cycle: 2012-2013

Development and implementation of marketing street team (student workers). The team would include graphic designer, web speciali...

UCSA Leads Publicity

Established in Cycle: 2012-2013

Publicize UCSA Leads program to wider campus community and outreach with academic classes.

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 71)

Source of Evidence: Benchmarking

Target:

Score => 4.0 on 7 point scale.

Finding (2012-2013) - Target: Met

In the 2013 administration of EBI, rating for this question was 4. This is an increase of .04 from the last administration in 2010.

Connected Document

[2013 EBI Results](#)

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." ...

UC Commons Activities/Events

Established in Cycle: 2012-2013

Create and add a variety of activities to the UC Commons events schedule. Focus will be on both passive and active programming ...

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 (2012-2013) - Target: Not Met

The 2013 Graduating Student Survey revealed that 89% of graduating students were satisfied with the overall comfort of the UC as a place for leisure time. There was no change in satisfaction from the previous year's administration.

Connected Document

[2013 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 (2012-2013) - Target: Not Reported This Cycle
The Noel Levitz was not administered this cycle.

M 14: EBI Survey UC Cleanliness of Entrances

How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of entrances (Question #64).

Source of Evidence: Benchmarking

Target:

Score will be >= previous administration's score

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 5.84. This was a decrease of .10 from the 2010 administration of EBI.

Connected Document

[2013 EBI Results](#)

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

Communication with Facility Services

Established in Cycle: 2012-2013

Increase communication with the Facility Services staff on the maintenance of the facility to include work orders and lack of ...

Increase Number of Facility Walkthroughs

Established in Cycle: 2012-2013

Bi-weekly walkthroughs with Facility Services staff concerning facility maintenance to include work orders and cleanliness.

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

M 15: EBI Survey UC Cleanliness of Hallways

How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of hallways (Question #65).

Source of Evidence: Benchmarking

Target:

Score will be >= the previous administration score.

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 5.93. This was a decrease of .08 from the 2010 administration of EBI.

Connected Document

[2013 EBI Results](#)

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

Communication with Facility Services

Established in Cycle: 2012-2013

Increase communication with the Facility Services staff on the maintenance of the facility to include work orders and lack of ...

Increase Number of Facility Walkthroughs

Established in Cycle: 2012-2013

Bi-weekly walkthroughs with Facility Services staff concerning facility maintenance to include work orders and cleanliness.

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

M 16: EBI Survey UC Cleanliness of Restrooms

How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of restrooms (Question #66).

Source of Evidence: Benchmarking

Target:

Score will be >= previous administration score

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 5.85. This was a decrease of .16 from the 2010 administration of EBI.

Connected Document

[2013 EBI Results](#)

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

Communication with Facility Services

Established in Cycle: 2012-2013

Increase communication with the Facility Services staff on the maintenance of the facility to include work orders and lack of ...

Increase Number of Facility Walkthroughs

Established in Cycle: 2012-2013

Bi-weekly walkthroughs with Facility Services staff concerning facility maintenance to include work orders and cleanliness.

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

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 (2012-2013) - Target: Not Reported This Cycle

The Noel Levitz was not administered this cycle.

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

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 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 32)

Source of Evidence: Benchmarking of learning outcomes against peers

Target:

Score will => 5.5 on a 7 point scale

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 5.16. This is a decrease of .08 from the last administration in 2010.

Connected Document

[2013 EBI Results](#)

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." ...

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...

Marketing Street Team

Established in Cycle: 2012-2013

Development and implementation of marketing street team (student workers). The team would include graphic designer, web speciali...

Social Media Marketing Campaign

Established in Cycle: 2012-2013

Intentionally utilize several social media outlets to publicize and market to a variety of students (i.e. undergrads through g...

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 43)

Source of Evidence: Benchmarking

Target:

Score => 4.0 on 7 point scale

Finding (2012-2013) - Target: Not Met

In the 2013 administration of EBI, rating for this question was 3.76. This was a decrease .08 from the 2010 administration.

Connected Document

[2013 EBI Results](#)

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." ...

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...

Graduate Assistant for Leadership

Established in Cycle: 2012-2013

Hire a graduate assistant to assist with our UCSA Leads program.

UCSA Leads Publicity

Established in Cycle: 2012-2013

Publicize UCSA Leads program to wider campus community and outreach with academic classes.

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

M 12: EBI Survey- Learning about campus events

To what extent do you agree or disagree with the following statements. The College Union: Is a source of information for learning about campus events (Question 29)

Source of Evidence: Benchmarking

Target:

Score => 4.0 on 7 point scale.

Finding (2012-2013) - Target: Met

In the 2013 administration of EBI, rating for this question was 5.07. This is a decrease of .22 from the last administration in 2010.

Connected Document

[2013 EBI Results](#)

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

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

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: Finished

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

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: EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus

Measure: EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus

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

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: In-Progress

Priority: Medium

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: Finished

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: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Yearly Performance Rubric | **Outcome/Objective:** Demonstrate 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: In-Progress

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

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: Finished

Priority: Medium

Implementation Description: August 2013

Projected Completion Date: 08/2013

Responsible Person/Group: Coordinator of SVC

Additional Resources: none

Add more explicit information pertaining to our learning outcome into programs

A more deliberate attempt will be made to help students recognize they are learning about others whose backgrounds are different from their own. Language from our learning outcome will be used in the program.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Understanding of Others | **Outcome/Objective:** Understand Different Backgrounds

Measure: Workshop Evaluation - Diversity | **Outcome/Objective:** Understand Different Backgrounds

Implementation Description: At programs like Tunnel of Oppression, diversity workshops done within student staff training and any other diversity programs deemed pertinent, language closer to our learning outcome will be utilized throughout the program.

Projected Completion Date: 05/2014

Responsible Person/Group: Islander Cultural Alliance Advisor, Assistant Director of Operations (student staff training), Assistant Director of Student Activities.

Communication with Facility Services

Increase communication with the Facility Services staff on the maintenance of the facility to include work orders and lack of cleanliness.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey UC Cleanliness of Entrances | **Outcome/Objective:** Provide well managed facilities.

Measure: EBI Survey UC Cleanliness of Hallways | **Outcome/Objective:** Provide well managed facilities.

Measure: EBI Survey UC Cleanliness of Restrooms | **Outcome/Objective:** Provide well managed facilities.

Implementation Description: Communication will be via emails and phone calls and meetings as needed.

Projected Completion Date: 12/2013

Responsible Person/Group: Assistant Director of Operations and Operations Manager

Decision Making Training

Implement decision making as a key topic within student employee training during fall semester orientation and within bi-monthly meetings.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Yearly Performance Rubric | **Outcome/Objective:** Demonstrate Effective Decision Making

Implementation Description: Trainings will incorporate presentations and activities which will engage students in applying what they have learned.

Projected Completion Date: 05/2014

Responsible Person/Group: Assistant Director

Diversity Training/Workshop-separate from planned programs

Add at least one more training/workshop to the calendar; a general diversity education workshop out of UCSA leads or ICA.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Understanding of Others | **Outcome/Objective:** Understand Different Backgrounds

Measure: Workshop Evaluation - Diversity | **Outcome/Objective:** Understand Different Backgrounds

Projected Completion Date: 12/2014

Responsible Person/Group: ICA & UCSA Leads Coordinator, Assistant Director Student Activities

Graduate Assistant for Leadership

Hire a graduate assistant to assist with our UCSA Leads program.

Established in Cycle: 2012-2013

Implementation Status: Planned

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

Projected Completion Date: 08/2015

Responsible Person/Group: Assistant Director Student Activities Director UCSA

Additional Resources: Budget for wages

Budget Amount Requested: \$16,000.00 (recurring)

Increase Number of Facility Walkthroughs

Bi-weekly walkthroughs with Facility Services staff concerning facility maintenance to include work orders and cleanliness.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey UC Cleanliness of Entrances | **Outcome/Objective:** Provide well managed facilities.

Measure: EBI Survey UC Cleanliness of Hallways | **Outcome/Objective:** Provide well managed facilities.

Measure: EBI Survey UC Cleanliness of Restrooms | **Outcome/Objective:** Provide well managed facilities.

Implementation Description: Meetings with Facility Services Managers setup utilizing email.

Projected Completion Date: 12/2013

Responsible Person/Group: Assistant Director of Operations and Operations Manager

Marketing Street Team

Development and implementation of marketing street team (student workers). The team would include graphic designer, web specialists, and social media bloggers.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - Leadership Training | **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: NSSE-Attending Campus Events | **Outcome/Objective:** Provide quality events, activities and services.

Projected Completion Date: 05/2014

Responsible Person/Group: Assistant Director Media & Special Events

Additional Resources: Student workers

Budget Amount Requested: \$12,000.00 (recurring)

Social Media Marketing Campaign

Intentionally utilize several social media outlets to publicize and market to a variety of students (i.e. undergrads through graduates).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus

Measure: NSSE-Attending Campus Events | **Outcome/Objective:** Provide quality events, activities and services.

Projected Completion Date: 05/2014

Responsible Person/Group: Assistant Director Media & Special Events Marketing student street team

UC Commons Activities/Events

Create and add a variety of activities to the UC Commons events schedule. Focus will be on both passive and active programming which will strive to engage various individuals.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - UC Provides Variety of Services | **Outcome/Objective:** Provide quality events, activities and services.

Measure: EBI Survey - Understanding of Others | **Outcome/Objective:** Understand Different Backgrounds

Measure: Noel Levitz - Involvement | **Outcome/Objective:** Provide quality events, activities and services.

Measure: NSSE Survey - Encouraging contact with people of various backgrounds. | **Outcome/Objective:** Understand Different Backgrounds

Projected Completion Date: 05/2014

Responsible Person/Group: Events Coordinator Student Activities Coordinator - Campus Activities Board Student Activities Coordinator - Islander Culture Alliance

UCSA Leads Publicity

Publicize UCSA Leads program to wider campus community and outreach with academic classes.

Established in Cycle: 2012-2013

Implementation Status: Planned

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

Implementation Description: utilize various media outlets to ensure that UCSA Leads is prominently publicized to campus community

Projected Completion Date: 05/2014

Responsible Person/Group: Assistant Director Student Activities and Coordinator Student Activities Leadership

Analysis Questions and Analysis Answers

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

The University Center & Student Activities program strengths include providing opportunities for students to participate in events, activities and/or programs, becoming engaged in meaningful ways and learning from the practical experiences that they have encountered. Through the administration of the NSSE, results indicated that students feel they are gaining a better understanding of other people who have different backgrounds than themselves. Students also indicated that quality events are being provided and that promotion of involvement is evident as shown in results from the Educational Benchmarking Inc. Union Survey.

In the area of learning outcomes, through the department's employment program, students have indicated that they feel they are able to demonstrate effective decision making skills. In the Student Volunteer Connection (SVC) assessment of events such as the Big Event and Alternative Spring Break, a large percentage of the students who participated were able to articulate the value of and impact of service.

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

The UCSA program has improved in the areas of assessment. This year a focused effort was placed on the importance of assessment and gathering of data. The direct measures in place for learning outcomes, has provided the department with better data that helps to inform decisions where continuous improvement is needed.

From the administration of the NSSE, freshmen students showed a slight increase over institutional peers in attending campus events and activities. In addition through diversity workshop evaluations, we saw a significant increase in students stating they learned at least one new thing about populations which were different than themselves.

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

Areas of concern for UCSA are the increased enrollment of students and trying to keep up with the demands of providing a variety of meaningful and engaging programs, services and events.

Results from the EBI Union Survey showed a decrease from the previous administration in 2010 on the University Center's cleanliness of restrooms, hallways, and entrances. It is important to note that since the administration of the last survey, custodial services as been outsourced. This is a concern especially since the UC serves as the university's hub and plays a role in recruitment and retention efforts.

In another area of the EBI Union Survey, leadership training and opportunities for leadership roles received low scores. While the department provides multiple leadership trainings and opportunities to become a student leader, there is need to help students make that connection and do a better job of promoting what is offered and available.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Below are UCSA's accomplishments for the year:

Student Learning Outcomes & Assessment

As a department, the staff of UCSA has adopted the following learning outcomes. Information and data are collected in order to contribute to the Division of Student Engagement and Success' Strategic Plan. The learning outcomes serve as targets that not only guide our student employment educational workshops, but help to focus on a variety of our programs and activities. As targets are accomplished within the scope of the learning outcomes, more outcomes will be adopted and assessed.

- **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 15-17, 2012 at Zephyr Baptist Encampment on the banks of Lake Corpus Christi. The Freshman 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.

Accomplishments:

- Trained 40 volunteer student staff members.
- 3 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.
- New training was implemented earlier in the year to better prepare student staff.

Training and Development

Students meet once a month beginning in February and into the summer. Training was made up of three parts learning about Aloha Days, learning how to facilitate small groups and activities, and how to facilitate Aloha Days and Risk Management. Students were trained on games and activities, diversity, traditions, the University, how to facilitate a small group, Social Norms, and other areas. This year, sessions were added on homesickness, depression and risk management.

Participation

	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004
# of camp attendees	229	246	243	230	258	199	199	278	174
% of freshmen class	13.5%	17.4%	10.4%	10.3%	12.7%	11.3%	8.7%	15.4%	9%
% Change	-6.9%	1.23%	5.6%	-12%	30%	0%	-28%	60%	50%

% Change= Year 1-Year 2/Year 1 x 100

Assessment Results

Tracking of August 2012 participants revealed 54.5% were still enrolled at A&M-Corpus Christi in the Spring 2013.

Assessment of the Aloha Days program was conducted through an online follow up survey which resulted in the following (n=115):

- 97% of participants believed Aloha Days helped build new friendships
- 95% of participants believed Aloha Days helped them get a sense of Islander Spirit
- 92.5% of participants indicated that the group meetings was one of the most beneficial parts of the program
- 77.5% of participants believed that Social Norms was Excellent or Above Average

- 85% of participants indicated that the Diversity session was the most beneficial part of the program
- 70% of participants believed that the Health talk was Excellent or Above Average

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 is a program through the Student Volunteer Connection (SVC); SVC serves many of the local and state service needs. ASB is a chance for students to get out of their comfort zone, and volunteer on a national level. ASB is advised by the Student Activities Coordinator and has an opportunity for one or two students to be Site Leaders. This position was created to give the students more ownership of the program. The Site Leaders assist with many needs of the program including icebreakers, teambuilding, and coordinating the "fun" piece of the trip.

This 6th year of the program, ASB ventured to Biloxi, Mississippi to work with Community Collaborations International (CCI). The mission of CCI is to bring volunteers where their service will be the most valuable and effective. The ASB program was allocated \$2,200 by student service fees to use for travel expenses such as gas and rental vehicles. The fee to participate in this program included a \$20 application fee and \$200 for expenses. Students were able to pay through a payment plan.

The students had a unique experience. They were able to participate in different projects during the week from food banks, halfway houses, tornado relief, reef restoration, and working with the youth in Biloxi. The students were able to meet the families and had some time for one on one interaction with those they were serving. They also learned about the population, the history of the area, the natural disasters that have affected the area, and how their work is helping for the greater good.

Accomplishments

- The partner, CCI, was very organized and assisted the groups with reflections
- The journal prompts were developed to help better assess ASB.
- Money was well managed throughout the year within the ASB accounts.

Training and Development

- The participants were educated through weekly meetings where the journal prompts were used to talk about service, team building, what it means to be a volunteer, and geographic information.
- An overnight retreat was held in the University Center and covered topics such as diversity including the "R" Word campaign, leadership, experiences and students participated in teambuilding.
- The students were asked to reflect by writing in their ASB journals and respond to the newly developed prompts. Each night during reflection the group would go over the prompt, discuss and then have time to write. The advisors also participated in the CCI reflection which helped bring valuable information to the students. The journal was used to evaluate how ASB effectively meets the UCSA learning outcomes.

New Initiatives

- The journal prompts to lead discussion and implementing a curriculum based meeting to teach service topics and information.

Participation

- Seven students, which included 2 site leaders, and 2 professional staff, attended the 2013 trip.

Assessment Results

- 100% 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, who participate in CAB, develop leadership skills while budgeting, planning, presenting and evaluating each event.

Accomplishments:

- Explored new marketing techniques which yielded higher attendance at events
- Increased CAB active membership

Training and Development

- CAB officers had a mini retreat to discuss expectations and roles
- CAB membership attended two retreats, fall retreat at Zephyr, spring Retreat in UC Ballrooms.

Service and Outreach

- October Carnival for kids in the Corpus Christi Community

New Initiatives

- Contracted more artists and entertainment from NACA than in previous years (4 in FY12, 7 in FY13)
- Brought new events to the community (exotic animals and bongo ball)
- Islanderino was more successful with the addition of Norman Ng Magic Experience.

Participation

Attendance 2012-2013 Events			
	Date	Time	Attendance
Fall 2012			
Bongo Ball Mania*	Wednesday, August 29th	10am-4pm	190
Student Organization Fair-Exotic Animals*	Thursday, September 13th	11am-2pm	585
Disable The Label	Wednesday, October 10th	4pm-6pm	120
October Carnival	Saturday, October 27th	11am-1pm	265
Outdoor Movie Night	Tuesday, November 13th	7pm-midnight	175
Battle of the Bands	Friday, November 30th	7pm-midnight	190
	TOTAL		1525

	Date	Time	Attendance
Spring 2013			
Nelly's Echo*	Wednesday, January 30th	11:50am - 12:50pm	245
Islander Ino & Norman Ng Magic Experience*	Tuesday, February 5th	7pm midnight	315
Valentines cookie making*	Thursday, February 14th	11am-1pm	400
Wild N Wacky Wednesday, featuring SVET*	Wednesday, March 6th	11am-2pm	208
April Fools of Comedy Tour (2 comedy acts)*	Tuesday, April 2nd	5pm-7pm	140
3rd Annual CAB Fest (KAOS, Well Reds, JB & the Moonshine Band*)	Friday, April 19th	3pm-8pm	326
	TOTAL		1634

*Some discrepancies may occur with card swipe issues and human error

Total for 2012-2013= 3159

Student Volunteer Connection (SVC)

Student Volunteer Connection is a community service organization that connects TAMUCC students to the Corpus Christi Community. The mission statement of SVC is to engage the students of Texas A&M University - Corpus Christi in service projects that address the needs of the Corpus Christi community.

Accomplishments:

- Successful name change and rebranding of EDGE to SVC
- SVC focused efforts on more service and recruitment
- BIG Event 2013 had the largest student participation with 350 students
 - Revised forms soliciting sites and communication with volunteers--to best fit the needs of the population (made available in Spanish) and communicated the purpose of the program more effectively
- Alternative Spring Break Program was completely absorbed into Student Volunteer Connection
- SVC attended service projects that related to ASB this year including the Oyster Reef Project and working at the Mary Grett School for students with physical disabilities.

Training and Development

- SVC took on a more educational role by discussing service learning in meetings and planning to develop a more service learning approach through the use of the Social Change Model and other models.
- SVC became more involved by going to support other's events and to collaborate more with other organizations, thus creating a networking system for them.
- SVC incorporated more ice breakers, teambuilding, and talks about Diversity and why that is important with service.
- Attended the BIG event Conference in College Station

Service and Outreach

- SVC regularly engaged with Corpus Christi volunteer opportunities
 - Oyster Reef Restoration
 - Food Bank
 - Adopt-a-Beach
 - Relay for Life
 - Harbor Lights

New Initiatives

- EDGE was formally changed to Student Volunteer Connection (SVC)
- Total rebranding of SVC
- Orgsync Service Component was introduced and is in the development phase
- SVC took several leaders for the first time to the BIG Event Conference
- BIG Event revamped all of its paperwork and made more of an effort to advertise
- ASB sent advisor to the Breakaway Conference to develop ASB

Participation

- Replaced several programs with smaller service programs and collaboration.
- First Year Islander Clean
 - Cleaned up Ward Island along the coast
 - 28 students participated in the event
- MLK Jr. Day of Service
 - Partnered with Bokenkamp
 - 14 students participated in the event
 - BIG Event – university-wide/community-wide volunteer project
 - 25 Residences
 - Collaborated with the Ronald McDonald Foundations, Habitat for Humanity, and Meals on Wheels
 - 350 Volunteers from 20+ organizations and individuals

Assessment Results

- 98.23% of students strongly agreed or agreed that they feel like they were making a positive impact in the CC community
- 76.48% of students strongly agreed or agreed that they feel like they developed relationships with the community being served.
- 95.9% of students strongly agreed or agreed that they feel that they understand and can articulate the value of service.
- 90% of students strongly agreed or agreed that they feel that BIG Event service was a way to say "thank you" to the CC Community.
- 75.43% of students strongly agreed or agreed that they feel that their site should be contacted again for next year's BIG Event.
- 95.3% of students strongly agreed or agreed that they would recommend BIG Event to their friends.
- Students most enjoyed: helping the community (18%), helping people (10%), being able to help (8%), and giving (8%)
- Areas of improvement: organization (15%), more supplies: tools, trash bags, etc. (21%)

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. The department is responsible for scheduling events and implementation of the majority of the events. Homecoming was held February 4-9, 2013 and the slogan has permanently been changed to "Ride the Wave Home." This year the committee added the tagline, "Ignite the Islander Spirit."

Accomplishments

- Had 15 participants for Homecoming Court Competition and saw a more aggressive campaign.
- Had a parking lot donated to Institutional Advancement and hosted an official Tailgate

Service and Outreach

- Court candidates read to students at the Early Childhood Development Center (ECDC) on the TAMUCC Campus.

New Initiatives

- Started an official tailgate for Homecoming day

Participation:

- Court competition: 15 applicants (increase from previous year 12)
- Picnic: over 500 in attendance, food provided for 600.
- Faculty/Staff vs. Student Basketball Game & Pep Rally: 200 students and staff in attendance
- Lighting of the I: 250-300 people in attendance
- Parade: 28 groups (increase of 5 groups)

- Spirit Competition: 6 groups (decrease of 6 from previous year)

Islander Cultural Alliance (ICA)

ICA provides opportunities for the campus to learn and participate in activities representing different cultures. These activities relate to Hispanic heritage, disabilities awareness, Women's history, Asian cultures, Native American heritage, Black history and more. Along with providing opportunities to celebrate the diversity of TAMUCC, ICA brings cultural awareness and diversity education to campus. Students involved in ICA help coordinate campus wide events and initiatives as members and in leadership positions.

Accomplishments:

- Trained two new officers mid-year
- Created new events for the Spring semester including International Women's Day Celebration and Jeopardy nights
- Approximately 300 people went through Tunnel of Oppression

Training and Development

- Mini officer training in December 2012
- Mini officer trainings during weekly 1:1's
- Mini Training/Discussion Series at each ICA general meeting
- NACA Central Conference
- Student Staff Trainings

Service and Outreach

- Service Events:
 - Islander Lights
 - MLK Jr. Day of Service
- Outreach Events:
 - Culture Fest
 - International Women's Day Celebration
 - Tunnel of Oppression

New Initiatives

- *International Women's Day Celebration* – This event was held as a part of Women's History Month. The goal of the event was to bring a better, more clear, understanding of feminism.
- *Jeopardy nights* – This event was done twice in the spring semester as a way for ICA to have an additional event to recognize the African-American History and Asian-Pacific Heritage months. The goal for each event was to provide an opportunity to gauge the knowledge and gain more knowledge about these two cultures.
- *ICA Movie Night: Miss Representation* – This event is a potential new branded event for ICA but with different movies. Ideally, this event would happen once a semester. The goal of this event is to provide education through entertainment and then discussion following the movie.

Cultural events implemented by ICA:

- Hispanic Heritage Month Kick Off -150
- Don't Egg on the Ism-250
- Pinata Bash-35
- Dia de los Muertos table (Passive) – 20+
- Culture Fest – 50+
- Holidays Around the World table (Passive) – 20+
- Martin Luther King Jr. March and Celebration – 3 students for march, 20+for celebration, 60+ECDC, 12 staff
- Jeopardy – AAHM – 20
- African-American History Month Celebration featuring Shanelle Gabriel – 50*
- International Women's Day Celebration – 35
- Tunnel of Oppression – 300*
- Ladies Night featuring Preston Leatherman – 40
- ICA Movie Night – 30*
- Jeopardy – APHM – 7
- Asian Pacific Heritage Month Celebration - 115

Cultural Events cosponsored by ICA

- Disable the Label with CAB
- Martin Luther King Jr. Day of Service with SVC – 12 students, 1 staff, 1 guest*

Cultural Awareness Days/Months celebrated:

- Hector P. Garcia/Constitution Day Celebration
- Hispanic Heritage Month
- Disability Awareness Month
- International Student Week
- Martin Luther King Jr. Memorial Day and Day of Service
- African-American History Month
- Women's History Month
- International Women's Day
- Asian-Pacific Heritage Month

Participation:

710 (approx.) participants at 12 events—attendance was not taken at every event and events that used the Sand Dollar swipe did not gather the attendance number of all attendees. Most information below is based on swipes and not on total number of attendees.

Assessment Results

Tunnel of Oppression was the only event to be assessed this year for ICA. The information below is based off of the 292 responses to our survey conducted at the end of the event.

- 86% of the attendees felt the content of the event was well executed
- 85% of attendees felt they gained knowledge of ways oppression currently occurs
- 52% of attendees felt they have experienced or witnessed similar oppressive situations on the TAMUCC campus as portrayed in the event.
- 72% of attendees felt they were more comfortable expressing my identity to other.

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. Several student staff positions are available for students to develop leadership, writing, design layout, photography, and editing skills. Students are self-taught as there is no journalism major offered at TAMUCC. In September of 2012, Island Waves and the College of Liberal Arts partnered to provide an academic advisor to Island Waves.

Accomplishments

- Hired first graduate assistant for Island Waves.
- Held Coffee & Paper Events, where the campus community picked up the latest copy of the paper, shared their opinions and ideas, and met the newspaper staff.
- Sent 6 students, 1 graduate assistant and 1 advisor to the Texas Intercollegiate Press Association (TIPA) 2013 Conference in Fort Worth, Texas for formal training
- Hosted the 5th annual Constitution Day on September 17th, 2012
- Received a total of 15 awards from the Texas Intercollegiate Press Association
 - o Newspaper Division 3 Awards:
 - § Michael Henneberger – 1st place Headline
 - § Salome Vera and Jose Martinez – 1st Place Page One Design
 - § Alexis Deleon – 2nd Place Sports Column
 - § Jose Martinez – 2nd place Feature Photo
 - § Kathleen Ramirez – 2nd Place Feature Story
 - § Staff – 3rd place Special Edition/Section
 - § Lauren Gutierrez – Honorable Mention Headline
 - § Jose Martinez – Honorable Mention Critical Review
 - § Jose Martinez – Honorable Mention Feature Page Design
 - § Jose Martinez – Honorable Mention Single Subject Design
 - § Hillary Vallejo – Honorable Mention Sports Feature Photo
 - § Salome Vera – Honorable Mention Ad Design
 - § Staff – Honorable Mention Editorial
 - § Island Waves – Honorable Mention Overall Excellence
 - o TIPA On-site Competition Awards
 - § Brittney Richerson - 1st place Copy Editing

Training and Development

- Held 4 training workshops over a variety of topics including newswriting, advertising sales, and peer presentations about conferences attended.

Service and Outreach

- Island Waves students participated in the BIG Event.

New Initiatives

- Started two weekly columns. Ashley on the Trend and Sports and the City

Islander Lights

This annual celebration, where buildings throughout campus are illuminated with blue, green and white holiday lights, was held on November 30, 2012. The evening consisted of music, games and activities for the campus and local community and was free to attend. The event was held 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, the Islander Lights Fun Run and Walk (3-mile run and 1.5-mile walk) took place on the Hike & Bike Trail and 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 to participate and many had booths which provided services such as ornament making and stocking decorating. Inflatables were also available and the Islander Cheer and Dance teams performed for the visitors. Staff Council members also assisted by taking pictures of children with Santa Claus and sent pictures electronically to families. The lighting ceremony began at 7 p.m.

Accomplishments

- Raised \$375.59 which was donated to Toys for Tot (decrease from previous year)
- Collected 481 toys (increase from previous year)

Service and Outreach

- 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.

Accomplishments

Order of Omega

- Initiated 14 new members
- Ordered t-shirts for entire membership
- Participated in Community Service by reading to the children at ECDC
- Organized a toy drive and donated toys to Driscoll's Children's hospital
- Passed out mints during finals to campus community
- Awarded 5 chapters for excellence at the Greek Awards Ceremony:
 - o Chapter Excellence Award, Sigma Phi Epsilon
 - o Greek Woman of the Year, Kristen Garza of Sigma Lambda Gamma
 - o Greek Man of the Year, Manny Diaz of Delta Chi
 - o Outstanding Brotherhood Award, Donald Hay of Sigma Phi Epsilon
 - o Outstanding Faculty/staff advisor, Sigma Lambda Gamma
 - o Outstanding Chapter Advisor, Beta Theta Pi

Multicultural Greek Council

- Welcomed two new fraternities on to campus. Omega Delta Phi Fraternity, Inc. and Beta Xi Chi Multicultural Fraternity, Inc.
- Chose the Humane Society as its Philanthropy
- Donated old Island Waves newspapers to the Humane Society
- Revised the Constitution
- Changed the Step and Stroll name to MGC Showcase
- 250 attendees at this year's MGC Showcase

- Recruitment/Rush: August 22- September 7
- Collaborated with IFC and Panhellenic to bring a guest speaker from Phired UP Productions
- Alpha Phi Alpha Fraternity, Inc.**
 - Came in 2nd at this year's Greek Week
 - Sent Caleb Milteer to UIFI Conference funded through Greek Life
- Alpha Kappa Alpha Sorority, Inc.**
 - Initiated one woman in the Fall of 2012
- Beta Xi Chi Multicultural Fraternity, Inc.**
 - Accepted on to campus in the Fall of 2012
- Lambda Theta Alpha Latin Sorority, Inc.**
 - Initiated three women in the Spring of 2013
 - Won most engaged chapter through SOE among other awards
- Omega Delta Phi Fraternity, Inc.**
 - Accepted on to campus in the Fall of 2012
 - Initiated four men into the Founding Class: Marco Bazan, John Beltran, Bon Beltran, and Nick Knoth
 - Initiated one man into the Alpha Class Spring 2013
 - Came in 3rd at this year's Greek Week
- Sigma Lambda Gamma Sorority, Inc.**
 - Initiated eight women in the fall of 2012

Interfraternity Council

IFC Events

- Held inaugural IFC Cook-Off
- Held inaugural IFC Flag Run
- Held Formal Recruitment
- Collaborated with Panhellenic and MGC to bring a guest speaker from Phired UP Productions to speak on "Social Excellence"
- Held inaugural Chariot Race
 - Beta Theta Pi- Team Baby Betas took the trophy
- Held Informal Recruitment
- Held inaugural IFC Installation Ceremony
- Collaborated with Panhellenic to host the New Member Mixer for students who received Bids in the Spring
- Hosted Tau Kappa Epsilon as Headquarter Staff participated in an On-Campus Expansion Interview
- Hosted a "Mega Brotherhood" event- Hooks game at Whataburger Field
- Voted to add Tau Kappa Epsilon to the TAMUCC IFC for Fall 2013
- Hosted a Study Room during the university Reading Day in Island Hall 1pm-7pm

Panhellenic Council

Panhellenic Events

- Hosted annual Media Day, kick off of Formal Recruitment
- Held Panhellenic Formal Recruitment

Total Registered PNMs	129	
Open House Pool	112	
Primary Pool	112	
Total Matched	89	
Quota Selected	21	
Groups Matching Quota	4 of 4	
PNMs Receiving 1 st Preference	71	
PNMs Receiving 2 nd Preference	18	
Total = 58	Median Chapter Size = 56	Average Chapter Size = 56

Chapter	Size Before Recruitment	Matched	Quota Additions	Snap Bids or Declines	Size After Recruitment
Alpha Gamma Delta	36	21		-4	53
Delta Delta Delta	32	21	5		58
Gamma Phi Beta	34	21		-2	53
Zeta Tau Alpha	39	21			60

- Voted on Total, changed to 56
- Hosted a "Mega Sisterhood Event"- Six Flags
- Collaborated with IFC and MGC to bring a guest speaker from Phired UP Productions to speak on "Social Excellence"
- Held inaugural Panhellenic Distinguished Women's Luncheon
 - Honored the distinguished women in each chapter and each outgoing chapter executive council
 - 98 Panhellenic women, female staff & faculty were sent invitations to attend
 - Outgoing chapter executive councils were awarded an individual fleece blanket
- Held Peanut Butter & Jelly Philanthropy Competition
 - Invited all Greek councils to participate in a Philanthropy event that would benefit the **Corpus Christi Food Bank**, each chapter was assigned either jars of Peanut Butter or Jelly and the chapter with the most would win \$200 towards their own Philanthropy.

- Delta Delta Delta contributed the most with 116 jars of Jelly

- o Hosted a Study Room during the university Reading Day in Island Hall 9am-9pm
- o Held a Recruitment Counselor Welcome Reception at Jason's Deli
- o Participated in the National Panhellenic Conference **International Badge Day**
- o Collaborated with IFC to host the New Member Mixer for students who received Bids in the Spring
- o Hosted a "Mega Sisterhood" Event- Corpus Christi Ride-In Theater
- o Hosted the first Senior Sendoff for graduating women of Panhellenic
- o Donated \$50.00 towards each sorority's philanthropy throughout the course of the year.

Training and Development

Each year, Greek Life chapter members participate in educational programs:

- Greek Leadership Retreat in September & January – at least 5 officers from each chapter attended
- 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 about *Social Excellence* from Phired UP Productions

Service and Outreach

- Sigma Phi Epsilon, Delta Chi, Kappa Sigma, Beta Theta Pi, Alpha Gamma Delta, Zeta Tau Alpha, MGC/Sigma Lambda Gamma, Omega Delta Phi, Lambda Theta Alpha, Beta Xi Chi were participants in SVC's BIG Event
- Greek Chapters participated in their own service projects

Participation

Recognized Chapters

- Panhellenic Council Organizations: Alpha Gamma Delta, Delta Delta Delta, Gamma Phi Beta, Zeta Tau Alpha
- Interfraternity 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, Omega Delta Phi, Sigma Lambda Gamma
- National Multicultural Greek Council- Beta Xi Chi
- Honorary Greek Organization: Order of Omega

	FY2013	FY 2012	FY 2011	FY 2009	FY 2008	FY 2007	FY 2006
Panhellenic	224	229	208	219	199	179	177
% change	-2.2%	10%	-5%	10%	11%	1.1%	2.8%
NPHC	5	7	7	10	3	9	10
% change	-40%	0%	-30%	333%	-67%	-11%	50%
Multi-Cultural	24	23	24	29	36	26	24
% change	4.16%	-4.1%	-17.2%	-20%	40%	7.7%	33.3%
Interfraternity Council	213	189	165	140	140	107	117
% change	11.3%	14.5%	17.8%	0%	31%	-8.5%	3.4%

Greek Week is a week-long series of events aimed to promote unity and friendship among the Greek Community at the A&M-Corpus Christi. Greek Week was held April 1-4, 2013

New Initiatives:

The Greek Community implemented and awarded for Standards of Excellence:

Standard:	Award:
<p>Scholarship:</p> <p>All Greek Organizations must have a minimum cumulative, semester and new member GPA of 2.5</p>	<p>3.0 and above = Gold Standard</p> <p>2.8-2.999 = Silver Standard</p> <p>2.6-2.799 = Bronze Standard</p> <p>2.5 is the minimum acceptable before academic probation</p>
<p>Service:</p> <p>All Greek Organizations must participate in community service, according to National/HQ standards</p>	<p>21-30 hours per member per semester = Gold Standard</p> <p>11-20 hours per member per semester = Silver Standard</p> <p>10 hours per member per semester = Bronze Standard</p>
<p>Engagement:</p> <p>Greek Organizations will be supportive of campus community events</p>	<p>Qualifying events would include philanthropy events, campus-wide events and other university sponsored events. Social events and events with alcohol would not qualify. Twenty percent of the chapter must be present to get credit for the event.</p> <p>10 and above events = Gold Standard</p> <p>5-9 = Silver Standard</p> <p>1-4 = Bronze Standard</p>
<p>Leadership:</p> <p>Greek Organizations will be leaders on campus</p>	<p>Chapters will report involvement of members in other organizations on campus. Gold, silver and bronze will be given to chapters based on percentage of involvement.</p> <p>90-100% = Gold Standard</p> <p>70-89% = Silver Standard</p> <p>50-69% = Bronze Standard</p>
<p>Philanthropy:</p> <p>Greek Organizations are encouraged to report money raised for their philanthropies</p>	<p>The highest grossing chapter in each council will receive the SOE Philanthropy award. Special recognition will be given to the highest grossing chapter of the three.</p>

Standard of Excellence 2013 Award Winners

Scholarship:

Gold Standard- Lambda Theta Alpha

Silver Standard- Alpha Kappa Alpha

Silver Standard- Delta Delta Delta

Silver Standard- Phi Delta Theta

Bronze Standard- Alpha Gamma Delta
Bronze Standard- Alpha Phi Alpha
Bronze Standard- Beta Theta Pi
Bronze Standard- Gamma Phi Beta
Bronze Standard- Zeta Tau Alpha

Service:

Silver Standard- Lambda Theta Alpha
Silver Standard- Zeta Tau Alpha

Engagement:

Gold Standard- Alpha Kappa Alpha
Gold Standard- Lambda Theta Alpha
Gold Standard- Sigma Phi Epsilon
Silver Standard- Delta Chi
Bronze Standard- Beta Theta Pi
Bronze Standard- Gamma Phi Beta
Bronze Standard- Omega Delta Phi
Bronze Standard- Phi Delta Theta
Bronze Standard- Zeta Tau Alpha

Leadership:

Gold Standard- Alpha Kappa Alpha
Gold Standard- Lambda Theta Alpha
Bronze Standard- Beta Theta Pi
Bronze Standard- Sigma Phi Epsilon
Bronze Standard- Zeta Tau Alpha

Philanthropy:

Interfraternity Council- Beta Theta Pi
 Multicultural Greek Council- Lambda Theta Alpha

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 of UCSO are: to determine funding for eligible organizations; to develop and communicate policies and procedures relevant to student organizations; and to 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 2,182 students participated in at least one student organization and 694 students participated in more than one organization.

Accomplishments:

- 13 new student organizations
- Awarded monetary prizes at UCSO Organization Fair
- Sponsored part of the Alternative Spring Break Program
- Sponsored shirts for Aloha Days Freshman Camp

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:

Student Volunteer Connection's Big Event and Beach Clean Ups

New Initiatives

- Implemented team building/collaborative activities at the beginning of each monthly meeting to encourage collaboration between groups.
- Implemented a conference style retreat where groups were in sessions and rotated locations and sessions.
- Updated constitution to include: clearer UCSO officer duties, attendance requirements and procedures for reinstatement
- Focused on marketing and branding of UCSO.

Participation

UCSO Demographics:

2012-2013	Involved Students	Campus Population
Gender		
Male:	14.94%	38.9%
Female:	29.79%	61.0%
Other:	.27%	0
Undisclosed:	5.22%	
Race/Ethnicity		
Asian	1.73%	2.1%
African-American	2.38%	5.2%
Hispanic	14.76%	42.7%
International		4.97%
Native American	.32%	.34%
White	15.81%	42.05%
Not Available	12.01%	1.6%
Other	3.16%	.79%
TOTAL Number	2182	10508

Student Organizations: Below is the number of student organizations categorized by types of organizations in which they associate.

Academic Organizations	36
Cultural Organizations	18
Faith-based Organizations	17
Departmental Organizations	15
Honor Societies	18
Sports Clubs	14
Professional Organizations	15
Service Organizations	11
Special interest Organizations	53
Greek Organizations	15
Health Organizations	2
Institutional Organizations	3
Spirit	3
Student Governance	4

UCSA Leads

UCSA Leads provides a leadership certification program, a conference, and workshops upon request to students and organizations on campus. These programs are offered to students with the intent to improve leadership skills, to become more marketable and global leaders. Workshops can also be requested by professors and other departments on campus to be delivered to specific meetings and classes. UCSA Leads is a service provided by the professional staff of the University Center and Student Activities department.

Accomplishments

- Development of Leadership Certification program
- Implementation of Leadership Hour
- 12 students and 2 organizations earned leadership certifications through the Emerging track of the certification program
- Featured keynote speaker, Chris Collins presented "Stay In H.A.R.M.'s Way: The Keys to Balanced Leadership" at the Islander Leadership Conference

Service and Outreach

- Islander Leadership Conference

New Initiatives

- Leadership Certification Program - Leadership Hour: Emerging Leader Track
 - o Week 1 – Student Leader 101: Analicia Gonzales
 - o Week 2 – Personality Assessment and Career Exploration: Career Services
 - o Week 3 – Time Management: Suzanne Brittain and Tricia Rodriguez
 - o Week 4 – Goal Setting: Lily Gonzalez
 - o Week 5 – Effective Communication: Amy Kotulski
 - o Week 6 – Student Leader Panel: various student leaders

Participation

- *Workshops To Go* – available but not done
- *Leadership Hour* – 6 week certification program; approximately 47 total students attended at least one session; 12 students and 2 student organizations (CAB and Beta Beta Beta) obtained their Emerging Leader Certification. Attendance varied from session to session and can be seen below.

	Date	Attendance for 12 p.m.	Attendance for 5 p.m.	Total for each session
Student Leader 101	February 13	12	6	18
Personality Assessment & Career Exploration	February 20	15	11	26
Time Management	February 27	14	10	24
Goal Setting	March 20	12	4	16
Effective communication	March 27	9	4	13
Student Leader Panel	April 3	4	3	7

Assessment Results for Islander Leadership Conference

Information below from Leadership Conference Evaluation – not all participants completed a survey.

- 100% of the responders felt the Islander Leadership Conference was enjoyable and educational
- 100% of the responders felt the information presented was useful
- 94% of the responders felt the workshops offered were relevant to them.
- 100% of responders felt they would recommend the Islander Leadership Conference to others.

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

- Changed Islander Expo name to Community Islander Expo
- Named Suzanne Brittain as new committee chair.

New Initiatives

- Changed the Islander Expo program's name to reflect the community's involvement.

Participation

- Served over 500 students at President's Picnic held on the East Lawn in August.
- Approximately 167 + students participated in Community Islander Expo; positive feedback was received. There were 34 total community vendors and university departments. Students had a chance to win door prizes and connect with community businesses. Light refreshments were provided.
- Welcome tables to welcome the new students in the fall had about 1500 students participate over a 3 day period.

Association of College and Unions International

Regional Conference Participation: October 2012

- Five student staff members and two professional staff member participated in the ACUI Region 12 Regional Conference at Texas A&M University - Commerce.
- One professional staff member served on the Conference Planning Team.

Regional Recreation Tournament Participation: March 2013

- Five students participated in the Regional Recreation Tournament that took place at Sam Houston State University
 - Marco Rocha participated in Men's 9-ball Billiards
 - Amber Sullen participated in Women's 9-ball Billiards and placed 3rd
 - Anh H. Le 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 respectfully

National Table Tennis Championships: July 2013

- Four students qualified from the Regional Recreation Tournament to attend the National Championships held in Tempe, Arizona.
 - o Amber Sullen participated in Women's 9-ball Billiards Tournament
 - o Anh H. Le participated in the Men's Table Tennis tournament
 - o Xiaoling (Shelly) Huang and Thi Nguyen participated in the Women's Table Tennis tournament; Shelly and Thi won the women's doubles championship

Annual International Conference Participation: March 2013

- One professional staff member participated in conference held in St. Louis, Missouri
 - o Lincoln Walburn presented "Training: A new perspective on the Wellness Wheel"

IPDS: New Professional Orientation

- Megan Klingler participated in the Orientation held at Purdue University on June 10-14, 2013

Student Organizations Institute: held in partnerships with ASCA, NACA and NIRSA on June 19-21 at the Ohio State University

- Amy Kotulski, Daniel Springer and Morris Bowden attended the Institute

I-LEAD: The Institute for Leadership Education and Development

- The institute was held July 28 – August 2, 2013 at the University of La Verne in La Verne, California
 - o Samantha Garza was awarded a scholarship to attend from ACUI Region 12
 - o David Miranda and Katelyn Redding were selected from staff nominations to attend the conference.

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, 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 student favorites: *Madden Football*, *Halo: ODST*, *Bioshock 2*, and others. The game room also sponsored a number of different tournaments to include: *Madden*, *Halo*, *FIFA*, and *Guitar Hero*.

Training and Development

- Each employee was responsible for conducting 1 program or tournament each semester, which is supervised by the student Game Room Coordinator.

Initiatives

- Utilized Twitter as a way to reach out to more students.
- Utilized an information table during Passport to the Island

Tournaments

- 9-Ball 2-13-2013
 - o Utilized as an ACUI qualifying tournament
 - o 8 people signed up
 - o Marco Rocha won men's 9ball and Amber Sullen won women's 9ball competition
- Table Tennis 2-13-2013
 - o Utilized as an ACUI qualifying tournament
 - o Men's winner: Anh H Le
 - o Women's Winners: Xiaoling Huang 1st, Thi Nguyen 2nd

Participation

- Guitar Hero Users: 21
- Video Game Users: 308
- Pool Table Users: 585
- Table Tennis Users: 152
- Foosball Table Users: 72
- Total Users: 1138
 - o These numbers only include the person requesting the items. Requests for the Video Game Consoles and the Pool Tables frequently had more than one user per request.

Study Center

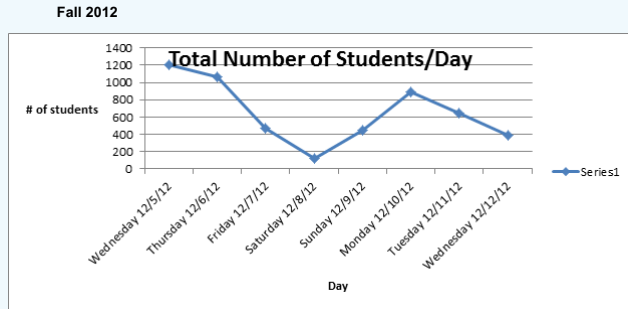
Study Center is a departmental event that is held during finals week for the fall and spring semester. The University Center remained open extended hours (6a-Midnight), during Finals Week, beginning with Late Night Breakfast in the fall and concluding the final day of exam week. This initiative was designed 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 2012 Study Center, we collaborated with Camden Miramar, Recreational Sports, Islander Cultural Alliance, and Greek Life 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 2013 Study Center offered a larger variety of snack choices including; coffee, pizza, muffins, fruit, and popcorn was provided by Sodexo. We collaborated with Miramar, Recreational sports, Career Services ICA, and UCISO to provide the funding for the food. 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.

Participation



Service and Outreach

- Outreach to Center for Academic Student Achievement (CASA) to provide supplemental instruction sessions during Study Center.
- Outreached to academic departments and the library to utilize the University Center for additional review and study

Facilities & Operations

Accomplishments

- Received notice to proceed on UC Expansion Project
- Hired a new Events Coordinator (Megan Klingler) who started in November 2012 and an Operations Coordinator (Morris Bowden) who started in March 2013.
- Began cross-training student operations staff in various positions to help with staffing requests
- Implemented a new student training assessment
- Created the Scheduling Assistant training matrix

Training and Development

Implemented trainings into staff meetings to cover pertinent information on the operation of the building. These trainings were only 15-20 minute sessions, but covered topics such as EMS, Desk Procedures, A/V information, and other information which needs to be addressed.

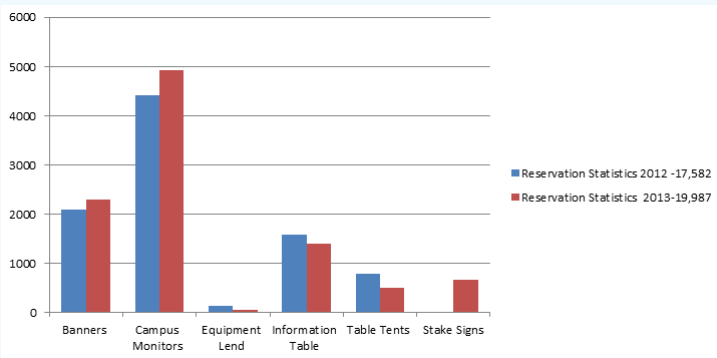
- Created a plan to help train senior OCPs to prepare them for a promotion to Student Manager

Major Projects:

- Added 6 new laptops with HDMI and webcam capability to the inventory.
- Purchased a new mixer and audio snake to help with large conferences.
- Purchased a new dance floor with larger pieces to help with storage space.
- Purchased an outdoor stage to be used as part of the inventory for rent.

Individual Booking Statistics:

SEMESTER	STUDENT ORGANIZATION	PERCENT CHANGE FROM PREVIOUS YEAR	UNIVERSITY DEPARTMENT	PERCENT CHANGE FROM PREVIOUS YEAR	NON UNIVERSITY	PERCENT CHANGE FROM PREVIOUS YEAR	TOTAL COUNT FOR EACH SCHOOL YEAR	PERCENT CHANGE FROM PREVIOUS YEAR
TOTAL FY08							12030	8.73%
TOTAL FY09							15965	32.71%
TOTAL FY10							15228	-4.62%
Fall 2010	2278	-10.42%	4558	22.00%	20	-66.10%		
Spring 2011	2193	-17.06%	3861	7.40%	13	-35.00%		
Summer 2011	465	50.49%	2345	1.12%	14	366.67%		
TOTAL FY11							15747	3.41%
Fall 2011	2434	6.85%	3878	-14.92%	140	600.00%		
Spring 2012	2410	9.90%	4741	22.79%	96	638.46%		
Summer 2012	319	-31.40%	3301	40.77%	263	1778.57%		
TOTAL FY12							17582	11.65%



Connected Document

[UCSA Annual Report 12-13](#)

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

Below are the special contributions made by UCSA staff to the university and professional organizations.

Lisa O. Perez

Service to the University

- Student Engagement & Success Council
- Use of University Facilities Task Force
- Momentum 2020 Strategic Planning Theme Group – Inclusive Excellence Co-Chair
- Retention Task Force
- Homecoming Committee
- Hispanic Heritage Month Committee
- Student Engagement & Success Staff Development Committee
- Calendar Committee
- Convocation Committee
- Commencement Ceremony Volunteer
- IADAPT Self Study Facilitator

Service to the Profession

- NASPA Region III Awards Committee
- TACUSPA Conference Planning Team 2012
- TACUSPA Awards & Recognition, Chair 2013

Service to the Community

- Most Precious Blood Catholic Church Lector
- Islander Lights Toy Drive

Lily Gonzalez

Service to the University

- Homecoming Committee, Chair 2011-2013
- Sigma Lambda Gamma Sorority Advisor, 2011-2013
- Sigma Phi Epsilon Faculty Fellow, 2013
- Inclusive Excellence Committee, 2013
- Strategic Planning, Co-chair, 2013
- Momentum 2020 Strategic Planning Committee – Globalization Group. 2013
- Hispanic Heritage Month Committee
- Hazing Task Force Committee

Service to the Profession

- NACA Huge Leadership Weekend, Leadership Staff & Facilitator, 2013

Lincoln Walburn

Service to the University

- Islander Campus Emergency Response Team (ICERT)
- Momentum 2020 Strategic Planning Committee – Campus Environment and IT Group
- UCSA Advisory Council

Service to the Profession

- ACUI Region 12 Leadership Team – Conference Planning Team Chair
- ACUI Region 12 Fall Conference Planning Team
- ACUI 2015 Annual Conference Planning Team Member

Service to the Community

- Asbury UMC Assistant Youth Pastor
- Asbury UMC Children's Programs Volunteer
- Laguna Little League Umpire
- Asbury UMC Fall Harvest Volunteer
- Asbury UMC Vacation Bible School Volunteer

Amy Kotulski

Service to the University

- Homecoming Committee
- WOW Committee Member
- FYI Convocation Committee Member
- Hazing Task Force Member
- Momentum 20/20 Collaboration Committee Member

Service to the Community

- Toys for Tots Drive
- Alternative Spring Break

Tricia Rodriguez

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
- Student Activities Coordinator Search Committee, September 2012
- Homecoming Committee: Spirit Competition 2013
- Islander Leadership Conference Committee, 2013

Rick Reyes

Service to the University

- EHS committee, 2013
- SACS committee, 2013

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 field volunteer and volunteer minor's division coach.

Suzanne Brittain

Service to the University

- Homecoming Committee Member
- WOW Committee Member
- Events Coordinator Search Committee
- Interim Alpha Gamma Delta Chapter Advisor
- Islander Leadership Conference Committee, 2013

Service to the Community

- Junior League of Corpus Christi
- Corpus Christi ZTA Alumnae Chapter

Valerie Gibbons

Service to the University

- Student Travel Working Committee

Analia Gonzales

Service to the University

- Homecoming Committee 2013
- Operations Coordinator Search Committee, December 2012 –January 2013
- Hispanic Heritage Month Committee, 2013

Service to the Profession

- Islander Leadership Conference Committee Chair, 2013

Service to the Community

- Retreat team member for HIV-ACTS December 2012 retreat, San Antonio, TX

Megan Klingler

Service to the University

- Homecoming Committee Member
- WOW Committee Member

Daniel Springer

Service to the University

- WOW Committee Member
- Judicial Conduct Board member

Connected Document

[UCSA Annual Report 12-13](#)

Anticipated Challenges for the Next Cycle

University Center & Student Activities foresees the following challenges in the upcoming years in the following areas:

- Management and supervision of Greek Life program. We have seen an increase in the number of chapters within our program. With the increase of chapters comes an increase of students. The time and effort given to each member and chapter poses a challenge for our current staff especially in the area of risk management.
- Decision on reporting/advising/supervising of Island Waves Student Newspaper. There is interest from current students wanting the program to move under the direction of College of Liberal Arts.
- Maintenance and cleanliness of facilities especially with the expansion of the University Center. Custodial and maintenance services are outsourced by the university and this poses a challenge in responding to needs in a timely manner.
- Location for and growth of Aloha Days program. With the ever increasing numbers of first time in college students, there is a need to serve these students, but yet keep the size manageable. The time is near to look at providing multiple dates for this extended orientation program.
- Reorganization of the department. With the continual growth in enrollment, there is a need to look at how we can better serve our students without putting a strain on staff

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

UCSA will be working on the following plans for the next cycle:

- Add and communicate more explicit information pertaining to our learning outcomes into programs so as to assist students with making a connection to what we hope they learn.
- Communicate more with Facility Services and be clearer on what expectations are for maintaining and cleaning of facilities
- Develop at least one other Diversity Training/Workshop, which is separate from current programs
- Request and budget for a Graduate Assistant for Leadership programs.
- Increase Number of Facility Walkthroughs
- Develop and implement a Marketing Street Team to assist with publicity of programs, events and services.
- Provide a variety of diverse programming in UC Commons to engage students who might not otherwise participate in our programs or attend events.

Detailed Assessment Report

2012-2013 University Counseling and Health Centers

As of: 5/01/2014 12:06 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 (2012-2013) - Target: Met

Number of students (at minimum) to satisfactorily described TWO effective coping strategies = 88% Number of students who proficiently described TWO effective coping strategies = 23% (N=80)

Connected Documents

[FY13 Counseling Center - Survey](#)
[FY13 Counseling Center - Survey Results](#)
[FY13 Counseling Center - Student Survey Data\(s\) - Question #4](#)

M 2: Knowledge of coping behaviors pre/post measures

Knowledge of coping behaviors pre/post measure: "Describe coping strategies that could be used 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 Documents

[FY13 Counseling Center - Learning Outcome GroupTherapyPre&PostEvaluation](#)
[FY13 Counseling Center - Learning Outcome Rubric - Group Therapy Pre&Post-Test](#)

Finding (2012-2013) - Target: Not Reported This Cycle

Assessment administered every 3 years. Next administration is in FY14.

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 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 (2012-2013) - Target: Not Reported This Cycle

Assessment administered every 3 years. Next administration is FY14.

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

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

Improve method collecting assessment data from students

Established in Cycle: 2012-2013

Improve method of collecting assessment data from students.

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%.

Connected Document

[FY12 Learning Outcome Rubric - UHC BC survey question](#)

Finding (2012-2013) - Target: Not Met

(N=7) Number of students able (at minimum) to satisfactorily describe (2) side effects of birth control medication that should prompt one to call health provider immediately = 14% (all of these answers were categorized as proficient). Number of students with poor responses = 86%. (rubric scoring)

Poor responses consisted primarily of students typing symbols, not text. The data may indicate students choice to skip a question they did not want to answer rather than an accurate reflection of students' level of knowledge (would assume students would be more likely to respond with 'I don't know' when trying to answer question).

Connected Document

[FY13 Health Center - Survey Results BC question #6](#)

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

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

Improve method collecting assessment data from students

Established in Cycle: 2012-2013

Improve method of collecting assessment data from students.

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 is a sign of psychological distress; 2. Recognize when a fellow student's physical appearance is a sign of psychological distress; 3. Discuss with a fellow student your concern about the signs of psychological distress they are exhibiting; 4. Motivate a fellow student exhibiting signs of psychological distress to seek help; and 4. Recommend mental health support services (such as the counseling center) to a fellow student exhibiting signs of psychological distress.

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 (2012-2013) - Target: Met

Average increase in total preparedness rating = 43% Increase in preparedness by question: #1 = 42%; #2 = 47%; #3 = 45%; #4 = 36%. Total number students attempted course = 244; total number students completed course = 228; total number that completed pre-survey = 85; total number that completed post-survey = 15.

Connected Documents

[FY13 Counseling Center - Kognito Assessment Questions](#)

[FY13 Counseling Center - Kognito Data](#)

[FY13 Counseling Center - Kognito Student Flyer](#)

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 (2012-2013) - Target: Met

(N=69) Number of students able (at minimum) satisfactorily describe three steps one could take to help a suicidal student, friend or relative seek professional help = 96%. Number of students able to proficiently describe three steps one could take to help a suicidal student, friend or relative seek professional help = 54%.

Connected Document

[FY13 Counseling Center - QPR Learning Outcome Data](#)

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

Connected Document

[FY13 Counseling Center - DORA pre - post tests](#)

Finding (2012-2013) - Target: Met

92% of participants (n=87) showed an increase in knowledge with respect to intervening with a fellow student in psychological distress.

Connected Document

[FY13 Counseling Center - DORA 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 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 (2012-2013) - Target: Not Reported This Cycle

Assessment is done every 2 years. Next administration is FY14.

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%.

Connected Document

[FY12 Learning Outcome Rubric - UHC survey question](#)

Finding (2012-2013) - Target: Met

(N=11) Number of students able (at minimum) to satisfactorily describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) = 82%. Number of students able to proficiently describe (2) ways to protect self from getting an STD = 73%. (rubric scoring)

Connected Document

[FY13 Health Center - Survey Results STD question #5](#)

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 (2012-2013) - Target: Met

(N=80) Number of students who agreed or strongly agreed that they were satisfied with services = 97% (74%

strongly agreed). Number of students who stated counseling improved -- grades = 46%; academic work = 54%; plans to continue enrollment at TAMUCC = 49% (includes 'improved some' and 'improved a lot' responses).

Connected Documents

[FY13 Counseling Center - Student Survey Data - Questions #2 & #5](#)
[FY13 Counseling Center - Survey](#)
[FY13 Counseling Center - Survey Results](#)

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 (2012-2013) - Target: Not Reported This Cycle

FY13 data not available. Survey is administered at TAMU-CC every two years (even-numbered years).

M 17: Graduating Student Survey - Quality of Care received by 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 (2012-2013) - Target: Met

FY13 Graduating Student Survey: Satisfaction = 93.3%.

This is an increase of 3.2%. The Graduating Student Survey asks graduating students about their perception of the quality of care offered by the Counseling Center.

Connected Document

[FY13 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 AD/HD 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 (2012-2013) - Target: Not Reported This Cycle

Assessment is done every 2 years. Next administration is FY14.

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

Address mandates on Health Care Reform (Affordable Care Act)

Established in Cycle: 2012-2013

Monitor, and form plan to address, Federal mandates on Health care and Health Care Reform (Affordable Care Act).

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

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 (2012-2013) - Target: Met

Number of students who completed Kognito program = 228.

Other Suicide Prevention Trainings were offered to students this fiscal year - DORA and QPR. Total number of students reached by all Suicide Prevention Trainings = 384.

- Total number of students who completed DORA training = 87
- Total number of students who completed QPR training = 69

Connected Documents

[FY13 Counseling Center - DORA Pre-Post Data](#)
[FY13 Counseling Center - Kognito Data](#)
[FY13 Counseling Center - QPR Learning Outcome Data](#)

O/O 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 (2012-2013) - Target: Met

(N=11) Number of students who agreed or strongly agreed that they were satisfied with services = 98% (84%

strongly agreed). Number of students who stated having access to Health Center services had a positive impact on academic performance = 90% (70% strongly agreed). Number of students who stated having access to Health Center services had positively affected plans to continue enrollment at TAMUCC = 90% (70% strongly agreed).

Connected Document

[FY13 Health Center - Survey Satisfaction Questions 2, 3, 4](#)

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 (2012-2013) - Target: Not Reported This Cycle

FY13 data not available. Survey is administered at TAMU-CC every two years (even-numbered years).

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 AD/HD Treatment

Increase staff levels of Health and Counseling Services

Established in Cycle: 2011-2012

Increase staff and provider time in Health and Counseling Services to meet demands of increasing student population.

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 by 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 (2012-2013) - Target: Met

FY 2012 Graduating Student Survey: Quality of care = 89.5%.

There is no change from FY12 satisfaction rating. The Graduating Student Survey asks graduating students about their perception of the quality of care offered at the Health Center.

Connected Document

[FY13 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 AD/HD 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 Services

Quality Assurance Review of Health Center staff's documentation procedures.

Source of Evidence: Administrative measure - other

Target:

Compliance >= 75%

Finding (2012-2013) - Target: Not Reported This Cycle

Assessment is done every 2 years. Next administration is FY14.

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

Address mandates on Health Care Reform (Affordable Care Act)

Established in Cycle: 2012-2013

Monitor, and form plan to address, Federal mandates on Health care and Health Care Reform (Affordable Care Act).

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

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 participating =>12

Finding (2012-2013) - Target: Partially Met

Number of students exposed to SH101 Orientation Issue > 12. Actual number unknown.

FY13: SH101 Magazine subscription began 9/1/2013, but SH101 offered a Student Orientation issue that we had permission to use during summer of 2013. Orientation issue addressed: building a support system, health food on the go, what professors expect of you, TAMUCC resources, fitness routines, budgeting, using technology, health & wellness resources, and managing your time.

The Health Center purchased Student Health 101 (SH101) during summer 2013 for use as a health prevention initiative and outreach to all students for the upcoming year. SH101 is a monthly online publication for students that uses LiveMagazine technology to deliver health and wellness information in an interactive format that engages students. The magazine can be customized to the University, its services and resources. Content of magazine has been reviewed by SH101 Medical Advisory Board for accuracy, significance to students and relevant learning outcomes. SH101 provides the university reports on student use, needs assessments, student polls, and other feedback regarding the value SH101 is providing students.

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.

Improve method collecting assessment data from students

Established in Cycle: 2012-2013

Improve method of collecting assessment data from students.

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

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 (2012-2013) - Target: Met

Number of students who completed Kognito program = 228.

Other Suicide Prevention Trainings were offered to students this fiscal year - DORA and QPR. Total number of students reached by all Suicide Prevention Trainings = 384.

- Total number of students who completed DORA training = 87
- Total number of students who completed QPR training = 69

Connected Documents

[FY13 Counseling Center - DORA Pre-Post Data](#)

[FY13 Counseling Center - Kognito Data](#)

[FY13 Counseling Center - QPR Learning Outcome Data](#)

M 22: Provide a preventative health educational program

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Target:

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The Health Center purchased Student Health 101 (SH101) during summer 2013 for use as a health prevention initiative and outreach to all students for the upcoming year. SH101 is a monthly online publication for students that uses LiveMagazine technology to deliver health and wellness information in an interactive format that engages students. The magazine can be customized to the University, its services and resources. Content of magazine has been reviewed by SH101 Medical Advisory Board for accuracy, significance to students and relevant learning outcomes. SH101 provides the university reports on student use, needs assessments, student polls, and other feedback regarding the value SH101 is providing students.

Connected Documents

[FY13 Health Center - Outreach Student Health 101](#)

[FY13 Health Center - Outreach Student Health 101 Orientation Issue](#)

[FY13 Health Center - SH101 Orientation Desc](#)

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.

Improve method collecting assessment data from students

Established in Cycle: 2012-2013

Improve method of collecting assessment data from 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 Services

Develop a 5 year strategic plan for the Counseling and Health Services

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Implementation Description: Develop a 5 year strategic plan for the Counseling and Health Centers

Projected Completion Date: 08/2017

Responsible Person/Group: Executive Director, Counseling and Health Services

Additional Resources: None

Connected Documents

[FY13 Counseling Center CAS Action Plan_final](#)

[FY13 Counseling Center CAS Ratings_final](#)

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 by Counseling Center |

Outcome/Objective: Provide quality counseling services to TAMUCC students.

Measure: Graduating Student Survey - Quality of Care received by 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

Projected Completion Date: 11/2015

Responsible Person/Group: Associate Directors, Counseling and Health Centers

Additional Resources: Training for professional staff

Budget Amount Requested: \$0.00 (no request)

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: In-Progress

Priority: Medium

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)

Connected Document

[FY13 Counseling Center - Pre-doctoral intern job posting](#)

Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

Finalize collaborative treatment protocol for students seeking AD/HD Treatment

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Graduating Student Survey - Quality of Care received by Counseling Center | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

Measure: Graduating Student Survey - Quality of Care received by 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

Projected Completion Date: 07/2014

Responsible Person/Group: Executive Director, Counseling and Health Services

Additional Resources: Funds for additional training for Professional Staff

Budget Amount Requested: \$0.00 (no request)

Connected Document

[FY13 UHC AD/HD policy](#)

Increase staff levels of Health and Counseling Services

Increase staff and provider time in Health and Counseling Services to meet demands of increasing student population.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

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.

Projected Completion Date: 06/2014

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, \$40,000 for UHC receptionist. Money to develop training program in both clinics - \$50,000 (2 positions)

Budget Amount Requested: \$260,000.00 (recurring)

Connected Document

[FY13 Counseling Center - Pre-doctoral intern job posting](#)

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 by Counseling Center | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

Measure: Graduating Student Survey - Quality of Care received by 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.

Projected Completion Date: 11/2015

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)

Address mandates on Health Care Reform (Affordable Care Act)

Monitor, and form plan to address, Federal mandates on Health care and Health Care Reform (Affordable Care Act).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Implementation Description: Monitor, and form plan to address, Federal mandates on Health care and Health Care Reform (Affordable Care Act).

Projected Completion Date: 11/2014

Responsible Person/Group: Executive Director, Counseling and Health Services

Address mandates on Health Care Reform (Affordable Care Act)

Monitor, and form plan to address, Federal mandates on Health care and Health Care Reform (Affordable Care Act).

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Quality Assurance Review of Counseling Center | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

Measure: Quality Assurance Review of Health Services | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

Implementation Description: Monitor, and form plan to address, Federal mandates on Health care and Health Care Reform (Affordable Care Act).

Projected Completion Date: 11/2014

Responsible Person/Group: Executive Director, Counseling and Health Services

Improve method collecting assessment data from students

Improve method of collecting assessment data from students.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Health Provider interview after treatment visit - Understanding risk of side effects of one's birth control method. | **Outcome/Objective:** Demonstrate knowledge of responsible health choices.

Measure: Provide a preventative health educational program | **Outcome/Objective:** Provide quality educational services.

| Provide quality health care services to TAMUCC students.

Measure: Student Survey - Family Planning question | **Outcome/Objective:** Demonstrate knowledge of responsible health choices.

Implementation Description: Many students did not answer one of the Health Center's open-ended learning outcome questions on student survey (answers were symbols, not text). It is unclear if students did not have an answer to question or if they chose not to participate. Need to change method/presentation of assessment to encourage students to participate. Will change administration of survey so that 1) it is given in Health Center waiting room and 2) questions are designed so that students are more likely to participate.

Projected Completion Date: 05/2014

Responsible Person/Group: Associate Director

Additional Resources: None

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 remains very high for the Counseling Services and Health Services. The Graduating Student Survey had an increase the year before last of 4.9% in satisfaction with the quality of care offered by the Health Center. The year after another increase in satisfaction of 3.1%. This year level of satisfaction remains constant at this high level.

IMPACT ON STUDENT RETENTION AND ACADEMIC PERFORMANCE - A large percentage of students reported that having Health Center services had a positive impact on their academic performance (90%) and on their plans to continue enrollment at TAMU-CC (90%). A smaller, but significant percentage of students reported that Counseling services improved their grades (46%), their level of academic work (54%) and had a positive impact on their plans to continue enrollment at TAMU-CC (49%).

STUDENTS DEVELOP SKILLS AND KNOWLEDGE AFTER COUNSELING AND HEALTH VISITS TO HELP THEM MAKE RESPONSIBLE HEALTH CHOICES – Students demonstrated that they learned coping skills after counseling sessions/treatment visits and for one health care topic retained knowledge of responsible health care choices for a substantial period after health care appointment.

PROVIDE QUALITY EDUCATIONAL OPPORTUNITIES WITH NATIONALLY RECOGNIZED PROGRAMS – Kognito, QPR and DORA programs are all listed in Best Practices Registry for suicide prevention programs. Learning outcome targets for these programs were exceeded for participation and increased knowledge. Suicide Prevention Program efforts by the Counseling Center are reaching a substantial number of students, teaching them how to help fellow students in distress.

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. We also increased use of technology and social media to reach distance learning students, and students in general, with revisions to website and addition of resources such as recommendations for smartphone apps and internet resources to help with emotional and physical health issues, time management and academic success skills.

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

IMPROVED COLLABORATION BETWEEN COUNSELING AND HEALTH SERVICES - Staff worked on collaborative treatment model for assessment and treatment of students presenting with AD/HD symptoms. This type of collaborative process provides better, more holistic treatment for students, increased efficiency in treatment and use of resources, and increased cooperation/collaboration between staff at the Health and Counseling Centers. We will continue to identify issues where the collaborative treatment model is appropriate.

SUICIDE PREVENTION PROGRAM - Counseling Center now offers 3 nationally recognized training programs to students which focus on how to help a fellow student in distress and take action to intervene and refer distressed person to appropriate health treatment resources. Suicide Prevention Program efforts are reaching a substantial number of students.

FOCUS ON DISTANCE LEARNING STUDENTS - This fiscal year both centers increased use of technology and social media to provide resources for distance learning students with revisions to website and addition of resources such as recommendations for smartphone apps and internet resources to help with emotional and physical health issues, time management and improving academic success skills.

STAFF SHORTAGES ADDRESSED - Staff shortages were addressed with the hiring of a new licensed professional counselor, registered nurse, medical assistant and receptionist.

FIVE YEAR STRATEGIC PLAN - A significant contribution was made to the 5 year Strategic Plan with the completion of the Counseling Center CAS review and subsequent action plan.

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

IMPROVE ASSESSMENT OF STUDENTS – For Health Services learning outcomes, target was met for one learning outcome related to students retaining knowledge of responsible health care choices, but not the second (both were student survey question). For the second learning outcome measure, many students did not answer 2nd open-ended learning outcome question (answers were symbols, not text). It is unclear if students did not have an answer to question or if they chose not to participate. Need to change method/presentation of assessment to encourage students to participate. Will change administration of survey so that 1) it is given in Health Services waiting room and 2) questions are designed so that students are more likely to participate. Will explore other options to improve assessment. If changes to the way assessment is done does not change outcome, will need to focus on how to educate students better on this issue. In the delivery of the Health Services new outreach program, Student Health 101, staff were not able to accurately measure the number of students reached by the online Orientation magazine. There is a need to find a way to accurately measure the number of students reached by online outreach education.

CONTINUE WITH DEVELOPMENT OF 5 YEAR STRATEGIC PLAN FOR COUNSELING AND HEALTH SERVICES - This fiscal year, Counseling Services completed a formal review of mission, programs & services, organization & leadership, human resources, ethics, law (policy & governance), diversity, institutional & external relations, financial resources, assessment, use of technology and facilities using CAS Professional Standards for Higher Education. An action plan was developed to address issues identified that need to be part of the 5 year strategic plan for the Counseling and Health Services. The upcoming fiscal year a review of Health Services will be done.

DEVELOP SERVICES FOR DISTANCE LEARNING STUDENTS – This fiscal year, the Counseling and Health Services' websites were substantially revised to provide more information to students, promote services & outreach events, offer self-help resources, provide smartphone apps to help with emotional and physical health, educate about academic skills resources, and offer online screenings. See <http://counseling.tamucc.edu> and <http://healthservices.tamucc.edu>. The changes were made to help reach all students, but specific emphasis was placed on reaching distance education students. In addition to the website changes, each of the services have started using technology more with outreach events and have introduced technology (new to the centers) including apps, qr codes, online surveys, and imbedded videos. We will continue to identify and implement new ways to use technology and social media for marketing, outreach, data collection, and general interaction with students.

DEVELOP TRAINING PROGRAM IN COUNSELING AND HEALTH SERVICES - This fiscal year Counseling Services was given a new position for a pre-doctoral intern (half-time position). This is a one-year position which will be offered each year to a pre-doctoral student. Building the program for the pre-doctoral intern will help to develop structure needed to be able to offer a post-doctoral position at Counseling Services in the future. Health Services will continue to research elements needed to establish a preceptor program.

INCREASE TRAINING OPPORTUNITIES AND COLLABORATION ON TREATMENT PROTOCOLS WITH COUNSELING AND HEALTH SERVICES STAFF.

INCREASE STAFF IN HEALTH AND COUNSELING SERVICES - Additional staff is needed to serve the increasing population of students at TAMU-CC. In particular Health Services needs another Nurse Practitioner, Registered Nurse, and Medical Receptionist (to allow Medical Assistants to work full-time as Medical Assistants, Medical Records Specialist). Counseling Services needs additional Counselor.

INCREASE USE OF TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION, AND GENERAL INTERACTIONS WITH STUDENTS - In the delivery of the Health Services new outreach program, Student Health 101, staff were not able to accurately measure the number of students reached by the online Orientation magazine. There is a need to find a way to accurately measure the number of students reached by online outreach education.

MONITOR AND FORM PLAN TO ADDRESS FEDERAL MANDATES ON HEALTH CARE AND HEALTH CARE REFORM (Affordable Care Act).

Summary of Program Accomplishments for the Year

HIGHLIGHTS AND ACCOMPLISHMENTS

Staffing

- During FY13, the Counseling and Health staff worked together on a collaborative treatment protocol for students with AD/HD type symptoms, collaborated to initiate Student Health 101, and worked more closely clinically when appropriate.
- Professional development of Counseling and Health Center clinical staff included membership in 18 professional organizations and attendance at 30 professional workshops, conferences, trainings or seminars (increase of 150% from last year). Two staff members served on the board of directors for professional organizations including local and national organizations. Clinical staff also served on 13 university, division or departmental committees and chaired or served on numerous search committees.
- Five open positions were filled this year: Registered Nurse, Psychologist, Licensed Professional Counselor, Certified Medical Assistant and Counseling Center Receptionist.

Clinical Services

- The Counseling Center clinic provided 5133 counseling sessions to 749 student clients compared to 3500 sessions to 734 clients the previous year. This is a 47% increase. Client intakes increased by 59% over the last year. On average, clients were seen for 6.9 sessions (4.8 sessions last year). Of the students seen at the Counseling Center, 11% receive psychiatric services (compared to 20% last year). Our psychiatrist provided 583 sessions to 139 clients compared to 464 sessions the previous year to 147 clients – a increase of 26%.
- The Health Center clinic provided 5276 health visits to 2167 student patients compared to 5046 sessions to 2346 patients the previous year. This is an increase of 5%. The increase is despite staff turnover and having a half-time provider out on medical leave for 4 months. Of the students seen at the Health Center, 10% were seen by our Physician (0.2 FTE), 49% were seen by a Nurse Practitioner and 37% were seen primarily by an RN. The Health Center is now fully staffed and we anticipate an even larger increase in the number of health visits for next year.
- The UCC's Group Services Program has grown considerably over the last two years accounting for 485 counseling visits this past year (86 clients). These visits account for 8% of counseling visits total compared to 3% in FY11.

Our Students and their Satisfaction with Services

- 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 *Depression, Anxiety and Relationship Issues*, with *Depression* being most frequent. The types of visits most frequently provided at the Health Center are the *Health Promotion and Counseling visits* (e.g., wellness visits, physicals, labs, prescription requests, consults, results and follow-up contacts) and *Infectious Disease* appointments.
- Surveys indicate that the majority students are highly satisfied with Counseling and Health Services.

COUNSELING CENTER

- 97% agreed/strongly agreed they were satisfied with services offered at UCC (74% strongly agreed).
- 82% of students agreed/strongly agreed that counseling helped them learn coping strategies, better self-management, improve their decision-making skills, help them gain better self-understanding, begin to live a healthier lifestyle and in general improve what brought them into counseling.
- Nearly half (49%) reported that counseling contributed to their choice to continue studies at TAMUCC.
- 93% of graduating students were satisfied with 'the quality of care offered by the Counseling Center' (FY13 Graduating Student Survey)

HEALTH CENTER

- 98% agreed/strongly agreed they were satisfied with services offered at UHC (84% strongly agreed).
- 100% agreed/strongly agreed they were satisfied with quality of medical care (84% strongly agreed).
- 70% reported access to health services had a positive impact on their choice to continue studies at TAMUCC.
- 90% of graduating students were satisfied with 'the quality of care offered by the Health Center' (FY13 Graduating Student Survey)

Outreach Highlights

- Counseling Center staff provided, participated, or collaborated on 72 outreach activities last year reaching over 5442 students (increase of 31% over last year).
- The Health Center staff provided, participated or collaborated on 34 outreach activities last year (an increase of 36%) reaching 1204 students.
- Anonymous online mental health screenings were again available via the UCC website through Screenings for Mental Health, Inc. This year 378 screenings were completed. Depending on the type of screening completed (i.e., Depression, Alcohol Problems, Eating Disorder, Bipolar Disorder, Generalized Anxiety or PTSD) between 27% - 88% of the individuals were recommended to seek further evaluation based on the intensity of their symptoms. Of these individuals referred for further evaluation, on average 75% reported they would follow through with the recommendation.
- Health Center sponsored Nueces County Health Department in offering two free STD/HIV screenings to students, faculty and staff. A total of 69 students participated in the screening. Students with positive results were referred to Health Department for treatment.
- This fiscal year, the Counseling and Health Center websites were substantially revised to provide more information to students, promote services & outreach events, offer self-help resources, provide smartphone apps to help with emotional and physical health, educate about academic skills resources, and offer online screenings. The changes were made to help reach all students, but specific emphasis was placed on reaching distance education students.

Initiatives

- The Health Center partnered with the International Students Office, Division of Enrollment Management, Vice Provost, and Graduate Studies to develop the TAMUCC TB Policy for International Students. The Health Center staff held clinics at the beginning of each semester to offer TB testing, and treatment if necessary, to assist international students in complying with the TAMUCC TB Policy for International Students.
- This year 384 students participated in the trainings offered by Counseling Services on how to help a fellow student in distress. These trainings are part of the Counseling Services Suicide Prevention program. A variety of trainings were offered to students (online training, peer based training, gatekeeper training). All training programs (Kognito, DORA and QPR) are listed on the Best Practices Registry (BPR) for Suicide Prevention.
- This fiscal year, the Counseling Center completed a formal review of mission, programs & services, organization & leadership, human resources, ethics, law (policy & governance), diversity, institutional & external relations, financial resources, assessment, use of technology and facilities using the CAS Professional Standards for Higher Education. An action plan was developed to address issues identified that need to be part of the 5 year strategic plan for the Counseling and Health Centers.

CLINICAL PROGRAMS AND SERVICES

Counseling Services

The University Counseling Center provides the following services: Individual counseling, couples counseling, group counseling, psychiatric services, academic success skills training, alcohol and other drug education and treatment, crisis intervention, and consultation with students, faculty and staff.

Counselor-on-Duty System

- The Counselor-on-Duty system continues to address the need to have a counselor readily available to 1) provide triage and assessment of students requesting services, 2) provide immediate consultation to faculty, staff and parents concerned about a student, 3) provide crisis intervention as necessary, and 4) handle miscellaneous

clinical/case management duties such as prescription refill requests for Dr. McClung, records requests, 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, Associate Director and Assistant Director) devotes one day of the week to be the COD. Associate and Assistant Directors cover 2 days a month as COD. Counselor-on-Duty appointments account for 21% of counseling visits.

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 65 calls for the University (increase of 63% over last year).

Website and On-line Mental Health Screenings

Anonymous on-line mental health screenings are available on the UCC website located at <http://counseling.jamucc.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 328 mental health screenings were completed. Additional information can be found under 'Clinical Service Data'.

Group Services Program

- Group counseling is one of the modes of treatment offered by the Counseling Center. Group therapy offers students the opportunity to meet with others with similar issues in a safe, supportive environment for support and to learn coping skills through observation, interaction and feedback from others.
- The UCC's Group Services Program has grown considerably over the last two years accounting for 485 counseling visits this past year (86 clients). These visits account for 8% of counseling visits total compared to 3% in FY11.
- Groups offered this year included:
 - COPE: Stress Management Drop-In (Fall semester)
 - Grief Group (Fall semester)
 - Feel Better Fast Class (3 sessions Fall and Spring Semesters)
 - Ladies' Night (Fall and Spring semesters)
 - Relationship Boot camp (Spring semester)
 - Studying, Living, and Working in USA (Fall semester)
 - Stressed Out, Stress Less (Spring Semester)
- Dr. Nadia Hasan is the Group Services Coordinator and was instrumental in the expansion of the program.

Health Services

The University Health Center's primary emphasis is on the treatment of acute illnesses and minor injuries, preventive health care and health education. Services include:

- **Acute Care Medical Clinic:** Physicians, family nurse practitioners and registered nurses provide care for acute illnesses and minor injuries. Students with specialized or long-term health care needs are referred back to their own primary care provider or to local community providers.
- **Ask-a-Nurse Line:** Students can call (361) 825-5735 for advice on caring for minor ailments and the use of over-the-counter medications. The Ask-a-Nurse Line is staffed by registered nurses during University business hours.
- **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		Health Services	
Visits		Encounters	
Counseling visits	5,133 visit	Clinic visits	5,276 visits
Psychiatry visits	583 visits	Pharmacy	1,408 encounters
Total visits	5,716 visits	Nurse Line Calls	4,320 calls
Total Students	749	Total visits	11,004 encounters
		Lab Tests Performed	
		In House Labs	648 labs
		Quest Labs	1155 labs
		Total labs	1803 labs
		Pharmacy	
		Students served	703
		Pharmacy visits	1408 encounters
		Prescriptions filled	1798
		Total Students	2167

Most Common Presenting Concerns

Counseling Services

The most common symptoms presented by clients at intake were Depression, Anxiety, and Relationship Issues.

Health Services

The types of visits most frequently provided at the Health Center are Health Promotion and Counseling visits (e.g., wellness visits, physicals, labs, prescription requests, consults, results, and follow-up contacts) and Immunizations.

COUNSELING SERVICES

Counseling Visits by Year

	FY11	FY12	FY13
# Students Seen in Counseling	852	734	749
# Counseling Intakes	415	335	533
# Counseling Appointments	2660	2251	3416
# Consultations	1164	914	1071
# Assessment Sessions	---	---	113
Mean Number of Sessions	5	4.8	6.9
Total # Counseling Sessions	4239	3500	5133
# Students Seen by Psychiatrist	170	147	139
# Psychiatric Intakes	80	54	113
# Psychiatric Follow-up Sessions	421	410	470
Mean Number of Psychiatric Sessions	2.9	3.2	4.2
Total # Psychiatric Sessions	501	464	583
Grand Total of Sessions (Counseling & Psychiatric)	4740	3964	5716

Breakdown of Counseling Visits (5,133 visits):

Counseling Service	Percent of Total FY11	Percent of Total FY12	Percent of Total FY13
Individual Counseling	67%	53%	63%
Couples Counseling	0%	0.4%	1%
Group Counseling	3%	7.9%	8%
Consultation with Students (includes Counselor on Duty consultations)	27%	26%	18%
Consultations with Faculty, Staff, and Parents	1%	0.2%	1%
Psychiatric Appointments	---	---	10%

On-line Mental Health Screenings

Type of Screening	Total # Screenings	% of students with positive screening who reported they would seek further evaluation
Alcohol	5	100%
Bipolar Disorder	79	94%
Depression	120	76%
Eating Disorder	20	33%
Generalized Anxiety	96	82%
PTSD	8	60%
Total	328	

Referrals of Counseling Students for more Extensive Evaluation or Treatment

	FY09	FY10	FY11	FY12	FY13
Number of times UCC clients recommended to have evaluation for inpatient treatment	9	9	7	6	4
Number of evaluations known to be completed based on UCC recommendations	6	6	6	2	4
Number of times UPD/CCPD were called for assistance with this type of situation	5	8	1	0	1
Number of times UCC clients known to be hospitalized for mental health reasons	3	5	6	4	4

Counseling Client Demographics

Clients by Gender

Description	FY11	FY12	FY13
Males	31%	29%	30%
Females	69%	71%	70%

Clients by Age

Description	FY11	FY12	FY13
<18	0%	0.03%	0.01%

18-19	8%	11%	14%
20-24	54%	51%	56%
25-29	19%	19%	16%
30-39	13%	12%	10%
40+	6%	7%	5%

Clients by Ethnicity

Description	FY11	FY12	FY13
American Indian/Alaskan Native	1%	0.4%	0.6%
Asian	2%	6%	6%
African American/Black	4%	4%	1%
Hispanic/Latino	28%	29%	25%
White	51%	37%	22%
Other	0%	1%	0.4%
Two or more	3%	3%	3%
Unknown	11%	19%	41%

Clients by College

Description	FY11	FY12	FY13
Liberal Arts	31%	29%	35%
Business	8%	9%	7%
Education	20%	17%	14%
Nursing & Health Sciences	17%	19%	16%
Science and Technology	19%	20%	25%
Unknown	5%	0.1%	3%
ESLI	---	---	0.9%

Clients by Classification

Description	FY11	FY12	FY13
Freshman	8%	9%	13%
Sophomore	13%	14%	16%
Junior	16%	14%	14%
Senior	41%	39%	35%
Graduate	17%	19%	21%
Other	2%	5%	2%
Unknown	3%	0%	0.7%

CLINICAL SERVICES STATISTICS BY CLINIC

HEALTH SERVICES

Health Visits by Year

	FY11	FY12	FY13
UHC Encounters	9126	7924	11,004

Health Services Breakdown of Contacts with Providers

Provider	FY11	FY12	FY13
Physician	628	468	543
Family Nurse Practitioners	2233	1992	2567
Registered Nurses	2722	2579	1944
Nurse Line Calls	1495	982	4320
Pharmacy	2,048	1903	1834
Other	---	---	222
Total	9126	7924	11,430

Lab Tests Performed

	FY11	FY12	FY13
Labs-In House	---	---	648
Contract Labs-Quest	---	---	1155
Total	---	---	1803

Diagnostic Grouping	FY11	FY12	FY13
Health & Wellness Promotion	17%	47%	39%
Cardiovascular	0%	0.6%	1%
Dermatology	5%	5%	5%
Ear, Nose Throat	7%	6%	6%
Endocrinology	0%	1%	2%
Gastroenterology	2%	1%	1%
Genitourinary	2%	3%	3%
Gynecology	6%	9%	7%
Infectious Disease	25%	1%	13%
Neuromuscular	6%	2%	2%
Ophthalmology	0%	0.5%	0.3%
Orthopedic Trauma	2%	1%	1%
Psychiatry	0.1%	3%	3%
Respiratory	8%	5%	4%
Other	20%	12%	15%
Total	5846	7711	7262

Health Services Patient Demographics

Clients by Gender (based on medical office visits)

Description	FY11	FY12	FY13
Males	30%	30%	28%
Females	70%	70%	72%

Clients by Age (based on medical office visits)

Description	FY11	FY12	FY13
<18	0.01%	0.1%	0.06%
18-19	10%	13%	15%
20-24	58%	57%	58%
25-29	16%	18%	16%
30-39	8%	9%	7%
40+	8%	4%	4%

Clients by Ethnicity (based on medical office visits)

Description	FY11	FY12	FY13
American Indian/Alaskan Native	0.5%	0.4%	0.2%
Asian	2%	4%	7%
African American/Black	5%	3%	2.6%
Hispanic/Latino	30%	28%	23%
White	43%	29%	20%
Other	0.08%	0.4%	0.5%
Two or more	7%	8%	7%
Did not identify	11%	28%	40%

Clients by College (based on medical office visits)

Description	FY11	FY12	FY13
Liberal Arts	23%	17%	19%
Business	13%	13%	11%
Education	27%	19%	17%
Nursing & Health Sciences	1%	26%	29%
Science and Technology	22%	17%	20%
ESLI	-----	0.3%	0.5%
Undecided	0.02%	8%	0.2%
No College Designated	13%	0.3%	2%

Clients by Classification (based on medical office visits)

Description	FY11	FY12	FY13
Freshman	9%	12%	12%
Sophomore	12%	12%	14%
Junior	15%	13%	14%
Senior	44%	42%	41%
Graduate	17%	14%	11%

Post-Baccalaureate	-----	5%	6%
Unknown	3%	2%	1%

TRAINING PROGRAMS

Counseling Services Practicum and Intern Program

- Coordinator, Suzanne Bonds
- Three trainees:

Erin Priour	Fall 2012	Supervisor: Nadia Hasan
Ana Salazar	Spring 2013	Supervisor: Suzanne Bonds
Kristin Wilcox	Spring 2013	Supervisor: Claudia Ayala
- Trainees, under supervision, saw 1% of our clients this academic year (primarily academic success 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

Counseling Services Outreach Events

- 72 presentations given by Counseling Center staff
- 5442 students were reached by UCC outreach activities (increase in number of students reached this year = 31%)
- Presentations were focused on Suicide Prevention Training, Academic Success Skills, Alcohol and Other Drug Education, Stress Management and Healthy Living
- Presentations were given to students, staff and faculty
- Counseling Center staff were involved in campus events such as Paws on the Island, 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

- 34 outreach clinics, programs, or presentations provided by Health Center staff (increase of 36%)
- 1204 students were reached by UHC outreach activities
- Outreach focused on health awareness and prevention issues such as flu clinic, immunizations, STD screenings, HIV screenings, and healthy living.
- Health Services staff were involved in campus events such as Passport to the Island, Wellness Expo, New Student Orientations, Faculty Orientations, ESLI Orientation, Student- Athlete Orientation, and Freshmen Convocation

EVALUATION AND ASSESSMENT

COUNSELING SERVICES STUDENT SURVEY

PARTICIPANTS

- Web based survey link was sent to 423 Counseling Center students in the past year who had given permission to be contacted via email
- 75 students completed the survey with completion rate of 18%

SATISFACTION WITH SERVICES

- 97% of students agreed/strongly agreed they were satisfied with services (74% strongly agreed)
- 82% of students agreed/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

PERCEIVED IMPACT OF COUNSELING SERVICES ON ACADEMICS, RETENTION, AND RELATIONSHIPS

- Students stated having access to Counseling Center services improved their:
 - grades = 46% (17% improved significantly)
 - academic work = 54% (18% improved significantly)
 - plans to continue enrollment at TAMUCC = 49% (24% improved significantly)
 - relations with others = 84% (35% improved significantly)
 - confidence or self-esteem = 77% (46% improved significantly)

REASONS GIVEN FOR ENDING COUNSELING

- 22% "Counseling helped me solve problem/achieve goal I sought help for"
- 17% "I felt that I could handle things on my own"
- 15% "Circumstances made it impossible to continue counseling (semester ended, not currently enrolled, etc)"
- 48% "I am still seeing a counselor"

HEALTH SERVICES PATIENT SURVEY

PARTICIPANTS

- Web based survey link was sent to 33 UHC students who had given permission to be contacted via email during period of 06/03/13 through 07/05/13.
- 11 students completed the survey with completion rate of 33%

SATISFACTION WITH SERVICES

- 98% of students agreed/strongly agreed they were satisfied with services (84% strongly agreed)
- 100% of students agreed/strongly agreed they were satisfied overall with the quality of Health Center medical (84% strongly agreed)
- 90% of students strongly agreed that Health Center medical staff seemed competent and well trained to help with their concerns
- 100% of students stated they would recommend the Health Center to other students (90% strongly agree)

PERCEIVED IMPACT OF HEALTH SERVICES ON ACADEMICS AND RETENTION

- Students stated having access to Health Center services had a positive impact on:
 - academic performance = 90% (70% strongly agreed)
 - plans to continue enrollment at TAMUCC = 90% (70% strongly agreed).

KNOWLEDGE OF HEALTH CENTER

- 44% of students learned of Health Center through Health Center website, followed by another student (33%) and New Student Orientation (22%)

INSURANCE

- Health Insurance
 - 46% of students reported having no health insurance
 - 91% of students consider the Health Center their primary option for health care

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, a Licensed Professional Counselor and a half-time receptionist.
- The Health Center two employees were hired this fiscal year, a Staff Rn and a Certified Medical Assistant.

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 1:1615.

Counseling and Health Center Staff

Carla Berkich, Ph.D.	Executive Director, Counseling and Health Centers
Amy Perry	Business Support Specialist

Counseling Center Staff

Professional Staff

Theresa Sharpe, Ph.D.	Associate Director Group and Outreach Programs Coordinator
Claudia Ayala, MS, LPC,LPC-S, LCDC	Assistant Director Alcohol and Other Drug Program Coordinator
Susanne Bonds, M.Ed., LPC	Licensed Professional Counselor
Debby Hammonds, MA, LPC	Licensed Professional Counselor
Nadia Hasan, Ph.D.	Psychologist
Alison Marks, PsyD.	Psychologist
Tammy Roberson, LPC	Licensed Professional Counselor (0.48 FTE)

Front Office Staff

Karen Pressley	Clinical Services Office Coordinator
Jane Pituch	Receptionist (0.5 FTE)
Norma Jean Morales	Receptionist (0.5 FTE)

Contract Employee

Robert McClung, M.D. Ph.D.	Contract Psychiatrist (0.2 FTE)
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Health Center Staff

Professional Staff

Zelda Chacon, NP	Associate Director, Nurse Practitioner
Laura Alexander, NP	Nurse Practitioner
Amanda Burnett, RN	RN – Staff Nurse (Hire Date: 01/07/13)
Kristi Callis, CMA	Certified Medical Assistant
Melinda Martinez, RN	RN – Staff Nurse
Lacy Frondorf, RN	RN – Staff Nurse
Eligio Saenz, R.Ph.	Lead Pharmacist (0.2FTE)

Front Office Staff

Karen Gibson, CMA	Medical Assistant (Hire Date: 06/27/13)
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Contract Employees

Jennifer Amaral, MD	Physician - Contract
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Counseling and Health Center Staff New Hires, Departures and Promotions

New Hires

Debby Hammond, MA, LPC	Licensed Professional Counselor (Hire Date: 03/14/13)
Norma Jean Morales	Receptionist (0.5 FTE) (Hire Date: 01/04/13)
Amanda Burnett, RN	RN- Staff Nurse (Hire Date: 01/07/13)
Karen Gibson, CMA	Certified Medical Assistant (Hire Date: 06/27/13)

Departures

Shaunna Bratten, RN	RN – Staff Nurse (Departure Date: 10/17/12)
Julia Martinez	Temp Receptionist (Departure Date: 08/04/13)
Mary Hill, R.Ph.	Pharmacist as needed (Departure Date: 02/28/13)
Bill DeFratus, R.Ph.	Pharmacist as needed (Departure Date: 10/30/12)

Promotion

Karen Pressley	Clinical Services Office Coordinator (09/01/12)
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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)
- Nueces County Psychological Association (Berkich, Sharpe, Hasan)
- American Psychological Association (Berkich, Hasan)
- Society of Counseling Psychology, Division 17, APA (Berkich, Hasan)
- Society for the Psychological Study of Women, Division 35, APA (Hasan)
- International Psychology, Division 52, APA (Hasan)
- Association for the Coordination of Counseling Center Clinical Services (ACCCCS) (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 Society of Clinical Hypnosis (Hammond)
- American Counseling Association (Hammond)
- Academy of Cognitive Therapy, Diplomat (Hammond)
- American College Health Association (Institutional Member)
- American Association for Nurse Practitioners (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 10/12 (Berkich)
- Texas University College Counseling Directors Association (TUCCDA) conference 04/13 (Berkich)
- Association for Coordination of Counseling Center Clinical Services Annual Conference 05/13 (Sharpe)
- National Multicultural Conference and Summit 01/13 (Hasan)
- Texas University College Counseling Centers Conference (TUCCC) 02/13 (Bonds, Hasan, Marks)
- American Psychological Association Annual Convention 08/13 (Hasan)
- Title IX Presentation 09/12 (Berkich, Bonds)
- Ethics Seminar 02/13 (Bonds)
- Brief Motivational Interview Training with Dr. Craig Fields 02/13 (Berkich, Sharpe, Ayala, Hasan, Marks)
- Chronic Stress, Anxiety and Depression Seminar 03/13 (Bonds)
- Therapy Companion & Service Animals on Campus 04/13 (Sharpe)
- Coastal Bend Wellness Pride Cultural Diversity Training 06/13 (Bonds)
- Assessing Learning in Student Affairs 07/13 (Berkich, Sharpe, Ayala)
- Women's Leadership Symposium 07/13 (Berkich, Sharpe, Ayala)
- Legal Issues in Student Affairs – Scott Lewis 08/13 (Berkich, Sharpe, Ayala, Hasan)
- Islander Forum 08/13 (Berkich, Marks, Ayala)
- Islander Forum/Supporting Our Student Veterans 01/13, 08/13 (Ayala)
- Provost's Academic Leadership Retreat 08/13 (Berkich, Ayala)
- Bridges of Recovery Symposium 08/13 (Bonds)
- I-CERT Emergency Training Drill 07/13 (Pressley)
- Medical trainings during the summer semesters to develop additional templates to improve efficiency and level of comfort with the Electronic Medical Records system.
- Monthly Division of Student Engagement and Success Trainings (all staff)
- SES Roundtable Discussions (Org Sync, Health Campus 2020, Incident Command Structure) (Berkich, Sharpe, Chacon, Ayala)
- Webinar: DSM-5 Changes & Controversies 4/13 (Sharpe, Hasan, Marks, Hammond, Bonds)
- Webinar: Medical Presentations & Complications of Eating Disorders 4/13 (Sharpe, Chacon)
- Webinar: Therapy Companion & Service Animals on Campus 4/13 (Sharpe)
- Webinar: Countertransference & Transference in Working with Clients with Eating Disorders 6/13 (Sharpe)
- Webinar: Addressing Cultural & Ethical Issues in Practice 06/13 (Sharpe, Ayala, Bonds, Hasan, Marks, Hammond)
- Webinar: Campus Crisis Communication 6/13 (Berkich)
- Webinar: Support GLBT Students 8/13 (Sharpe)
- Webinar: Referring and Recruiting to Groups in College Counseling Centers 01/13 (Marks)
- Webinar: Working with Trans Clients 05/13 (Marks)
- Webinar: Microaggressions and the Lesbian, Gay, Bisexual and Transgender Community 05/13 (Marks)
- Audio Seminar: Veterans Mental Health 6/13 (Sharpe, Hasan)
- Audio Seminar: Attention-Deficit/Hyperactive Disorder 01/13 (Hasan)
- Advancing Nursing Practice conference 06/13 (Chacon, Alexander, Martinez, Burnett, Frondorf)
- CPR/BLS for Health Care Professionals recertification, American Heart Association (03/13) (Chacon, Alexander, Martinez, Frondorf, Burnett, Callis, Gibson)
- Webinar: Opportunities for Intervention: Medical Presentations (Signs and Symptoms) and Medical Complications of Eating Disorders webinar 04/13 (Chacon)
- Webinar: Prescription Drug Use on Campus 05/13 (Chacon)
- FAMIS Enterer's Trainings I and II (Perry)
- Concur Travel Training (Perry)
- HUB Training (Perry)
- Travel 101 Training (Perry)
- Effective Electronic Communication 07/13 (Pressley)

Achievements, Awards and Special Projects

- Revision of Health and Counseling Centers' websites (all staff)
- Facilitator, Collaboration Theme Group for Momentum 2020 - Strategic Planning Committee 2013 (Berkich)
- Clinical Supervisor for Nadia Hasan, Ph.D., and Alison Marks, Psy.D. (Sharpe)
- Certified QPR Gatekeeper Instructor (Sharpe)
- In conjunction with I-ADAPT, completed the Biennial Review to meet the Drug-Free Schools and Campus Regulations (EDGAR Part 86) (Hasan)
- Successfully completed the Examination for the Practice of Professional Psychology 4/13 (Marks)
- Participated in the Texas State Board of Education Oral Licensing Exam 7/13 (Marks)
- Named Outreach Coordinator for the University Counseling Center (Marks)
- Assisted with the roll out of Student Health 101 (Ayala, Berkich, Chacon, Burnett)

- Golden Key International Honor Society (Frondorf)

Teaching Positions/Guest Lectures/Class Presentation

- Class Instructor – Abnormal Psychology, TAMUCC, Spring 2013 semester (Hasan)
- Class Instructor – Psychology of Personality, TAMUCC, Spring 2013 semester (Hasan)
- Managing Suicidal Risk – Presentation to NCPA (Sharpe)
- Eating Disorders and Athletes presentation to Kinesiology Class 11/12 (Sharpe)
- Meeting with Freshman Lecture Class (Human Society) to provide support following death of instructor (Ms. Gina Reynolds)
- Outreach to Dr. Catherine Quick's English Class after death of professor (Dr. Robb Jackson) (Sharpe)
- Outreach to Dr. Stacey Lyle's GIS class at year anniversary of death of student (Berkich)
- Gregory Portland ISD Career Fair 12/12 (Bonds)
- ESLI Orientation Presentations Fall 2012/Spring 2013 (Frondorf)
- Nursing Orientation Presentation Fall 2012/Spring 2013 (Frondorf)

FACILITIES

This fiscal year there were a number of improvements to centers' facilities:

- Both centers transitioned to the new digital phone system by CISCO. Significant time and effort went into consultation with Telecommunication services to develop an internal urgent call system to be used by professional staff at the Counseling Center.
- Medcat was upgraded to version 10.7. This was a significant transition as it had a number of improvements for both Health and Counseling Services.
- The Medcat module for Self Check-In system for students was purchased and installed.
- The Health Center was remodeled (replaced light fixtures with more energy efficient units, painted waiting room and hallways).

OUTREACH PRESENTATIONS

Counseling Center Outreach Presentations	Number of Presentations	Number of Participants
Time Management Workshop	3	14
Getting Through Finals	1	5
Managing Test Anxiety	1	3
Make Sure You're on the Right Track	1	2
Getting the Semester Started Right	1	8
Goal Setting	1	4
Assertiveness Training for PAC Student Employees	2	33
Laughter is the Best Medicine	1	8
Sleep & Biofeedback Demo for Nursing Classes	2	110
Strengths & Weaknesses Team Building (SGA)	1	20
World Aids Day	1	300
Happiness Challenge	1	120+
Paws on the Island	2	457
Identifying & Responding to Distressed Students	1	40
QPR Gatekeeper Suicide Prevention Training	5	69
Depression OutReach Alliance College Program	5	107
Mood Check Info Table	1	20
Wellness Expo Info Table	1	150
What RAs Need to Know About Substance Abuse	1	25
RA Training - Behind Closed Doors	1	30
RA Training - What to Do With Too Much Info	1	25
Veterans Conference Panel- College of Nursing	1	50
Understanding and Supporting Student Veterans	2	13
Screening & Brief Interventions for First Year Islanders	1	200
Party House	1	200
Wild & Wacky Wednesday I-ADAPT info table	1	100
National Alcohol Screening Day	1	77
National Alcohol Screening Day- Health Center	1	5
Aloha Days – Social Norms Presentation	1	300
Passport to the Island UCC/UHC/DS Info Table	7	300
Bridge Challenge (New Student Orientation)	9	2,000
College of Nursing & Health Science Meet & Greet Info Table	1	75
Student Health 101 Parent Sign Up Info Table	1	65
ESLI Student Orientations	5	205
Graduate Student Orientation	2	150
Adjunct Faculty Orientation	1	50 (approx.)
New Faculty Orientation	1	90
Effective Strategies for Helping Distressed Students (Kognito for Faculty)	2	12

Health Center Outreach Presentations	Number of Presentations	Number of Participants
The Health Center staff was available during student orientations to offer vaccines	9	204

at a reduced cost to students accepted into the University to assist students in complying with the Texas Bacterial Meningitis Vaccination Requirement (SB 1107). All first tie attendees to TAMUCC must now have the meningitis vaccine before starting classes. There were 264 students vaccinated with the meningitis vaccine.		
The Health Center partnered with the International Students Office, Division of Enrollment Management, Vice Provost, and Graduate Studies to develop the TAMUCC TB Policy for International Students. The Health Center staff held clinics at the beginning of each semester to offer TB testing and treatment if necessary to assist international students in complying with the TAMUCC TB Policy for International Students.	2	180
Four 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.	5	262
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.	2	69
Presentation to College of Health and Nursing Sciences Meet and Greet	1	50
Provided blood cholesterol screenings at the Wellness Expo	1	30
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	65
Nursing Student Orientation	2	55
Presentation to ESLI and International Students	1	89
Passport to the Island	9	200

Connected Documents

[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](#)
[FY13 Annual Report - Counseling and Health](#)
[FY13 Counseling Center - Appointments](#)
[FY13 Counseling Center - Appointments](#)
[FY13 Counseling Center - Appts by Class Standing](#)
[FY13 Counseling Center - Appts by College](#)
[FY13 Counseling Center - Appts by Enrollment Hours](#)
[FY13 Counseling Center - Appts by Ethnicity](#)
[FY13 Counseling Center - Appts by Gender](#)
[FY13 Counseling Center - Diagnosis Count](#)
[FY13 Counseling Center - Distinct Accounts](#)
[FY13 Counseling Center - Higher Level of Care](#)
[FY13 Counseling Center - Interns & Practicum Students](#)
[FY13 Counseling Center - ProtoCall Yearly Report](#)
[FY13 Counseling Center - Survey Results](#)
[FY13 Counseling Center Online Mental Health Screenings](#)
[FY13 Health Center - Appointments](#)
[FY13 Health Center - Appts by Age](#)
[FY13 Health Center - Appts by Class Standing](#)
[FY13 Health Center - Appts by College](#)
[FY13 Health Center - Appts by Ethnicity](#)
[FY13 Health Center - Appts by Gender](#)
[FY13 Health Center - Clinic and Provider Visits](#)
[FY13 Health Center - Contract Labs](#)
[FY13 Health Center - Diagnosis Summary](#)
[FY13 Health Center - Distinct Accounts](#)
[FY13 Health Center - In House Labs](#)
[FY13 Health Center - Meningitis Vaccine Count](#)
[FY13 Health Center - Pharmacy Transactions](#)
[FY13 Health Center - Provider Appointments - NP](#)
[FY13 Health Center - Provider Appointments - Nurse](#)
[FY13 Health Center - Provider Appointments - Physician](#)
[FY13 Health Center - Survey Satisfaction Questions 2, 3, 4](#)
[FY13 TAMUCC Student Head Count](#)

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

Carla Berkich

Service to the Profession
 Past President for Texas University Counseling Center Directors Association (TUCCDA)
 Service to the Institution
 Environmental Health and Safety Committee
 I-CARE committee
 Strategic Planning and Assessment (SPA) Committee
 TB Policy for International Students Committee
 Momentum 2020: Strategic Planning Committee Collaboration Theme Group, theme group facilitator
 Search Committee: UCC Counselor Fall 2012
 Search Committee: UCC Receptionist Fall 2012
 Search Committee: UCC Counselor Spring 2013
 Search Committee: RN Fall 2012

Theresa Sharpe

Service to the Community
 Paws Up Volunteer Activities at West Oso Elementary and Homegreen Nursing Facility
 Service to the Profession
 Past President for Nueces County Psychological Association 2012
 Certified Pet Partners (formerly Delta Society) Therapy Animal Handler
 Service to the Institution
 Past President for Nueces County Psychological Association for 2012
 Chair, Search Committee: UCC Counselor Fall 2012
 Search Committee: UCC Counselor Fall 2012
 Search Committee: UCC Receptionist Fall 2012
 Search Committee: UCC Counselor Spring 2013

Zelda Chacon

Service to the Community
 Presentation to middle school students at Seashore Middle Academy on STDs 10/12
 Presentation at Feria De Salud sponsored by American Diabetes Association of "Prevention of Childhood Obesity" 11/12
 Service to the Institution
 Chair, Search Committee: RN Fall 2012

Chair, Search Committee: Medcat Assistant Summer 2013
Search Committee: RN Fall 2012 (Chacon,
Search Committee: Medcat Assistant Summer 2013

Claudia Ayala

Service to the Community
St. Patrick's School Advisory Council President
Service to the Institution
I-ADAPT (Islanders Alcohol & Drug Abuse Prevention Team) Co-Chair
Bridge Committee
Intercollegiate Athletics Council (IAC) Non-voting member
Momentum 2020 Student Engagement & Success Group
Chair, Search Committee: UCC Receptionist Fall 2012
Search Committee: UCC Counselor Fall 2012
Search Committee: UCC Receptionist Fall 2012
Search Committee: UCC Counselor Spring 2013

Laura Alexander

Service to the Community
Participated in Sport Physicals at ACISD

Bonds

Service to the Community
Volunteer work and fund raising for parochial elementary and middle schools
Service to the Profession
Staff Council Past President Advisor 2012-2013
Service to the Institution
UCSA Search Committees Fall 2012
Search Committee: UCSA Student Activity Coordinator Fall 2012
RFQ Committee: Employee Assistance Program (Human Resources) 05/13

Amanda Burnett

Service to the Community
Volunteer at Yorktown Baptist Church Pre-School Department

Kristi Callis

Service to the Institution
Search Committee: RN Fall 2012
Search Committee: Medcat Assistant Summer 2013

Lacy Frondorf

Service to the Community
Participated in Special Olympics as a volunteer
Service to the Institution
Search Committee: RN Fall 2012
Search Committee: Medcat Assistant Summer 2013

Nadia Hasan

Service to the Profession
Continuing Education Chair for Nueces County Psychological Association 2013
Member of the American Psychological Association Board of Convention Affairs 2013-2016
Committee Member for the American Association Division 52 (International Psychology), Early Career Psychologist Sub-Committee for 2013-2015
National Multicultural Conference and Summit – attended and presented 01/13
American Psychological Association Annual Convention – attended and presented 08/13
Continuing Education Chair for Nueces County Psychological Association 2013
Member of the American Psychological Association Board of Convention Affairs 2013-2016
Committee Member for the American Association Division 52 (International Psychology), Early Career Psychologist Sub-Committee for 2013-2015
National Multicultural Conference and Summit – attended and presented 01/13
American Psychological Association Annual Convention – attended and presented 08/13
Service to the Institution
Community Forums: Library Director Search Summer 2013

Alison Marks

Service to the Institution
SES Leadership Scholarship Committee

Melinda Martinez

Service to the Community
Volunteer at John Paul II High School and for Holy Family Church
Service to the Institution
Search Committee: RN Fall 2012
Search Committee: Medcat Assistant Summer 2013

Norma Jean Morales

Service to the Community
Volunteer at Driscoll Children's Hospital

Jane Pituch

Service to the Community
Foster parent for dogs and volunteer photographer for The Love of Strays organization

Karen Pressley

Service to the Community
American Cancer Society Fundraising Events
Service to the Institution
I-CERT team

Connected Document

[FY13 Annual Report - Counseling and Health](#)

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

NEED TO ADDRESS FEDERAL MANDATES ON HEALTH CARE (requirement of meningitis vaccine this year) **AND HEALTH CARE INSURANCE**(Affordable Care Act).

CONTINUE TO WORK ON THE DEVELOPMENT OF A 5 YEAR STRATEGIC PLAN FOR COUNSELING AND HEALTH SERVICES

CONTINUE TO INCREASE COLLABORATION OF COUNSELING AND HEALTH SERVICES STAFF

NEED TO INCREASE SERVICES FOR DISTANCE LEARNING STUDENTS

CONTINUE 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)

INCREASE STAFF IN HEALTH AND COUNSELING CENTERS

This fiscal year, 4 people were hired by the Counseling and Health Centers. Only one of these positions is a new position (Licensed Professional Counselor). The other hires were to replace staff who had left our centers (RN,

Certified Medical Assistant and Receptionist). Additional staff is needed to serve the increasing population of students at TAMU-CC. In particular the Health Center needs an additional Nurse Practitioner, Registered Nurse, and Medical Receptionist (to allow Medical Assistants to work full-time as Medical Assistants). The Counseling Center needs an additional Counselor

IMPROVE METHOD OF COLLECTING ASSESSMENT DATA FROM STUDENTS

Many students did not answer one of the Health Center's student learning outcome questions on the student survey (answers were symbols, not text). It is unclear if student did not have an answer to the question or if they chose not to participate. Need to change method/presentation of assessment to encourage students to participate. Will change administration of survey so that 1) it is given in Health Center waiting room and 2) questions are designed so students are more likely to participate. Will explore other options.

DEVELOP A 5 YEAR STRATEGIC PLAN FOR THE COUNSELING AND HEALTH CENTERS

This fiscal year, the Counseling Center completed a formal review of mission, programs & services, organization & leadership, human resources, ethics, law (policy & governance), diversity, institutional & external relations, financial resources, assessment, use of technology and facilities using CAS Professional Standards for Higher Education. An action plan was developed to address issues identified that need to be part of the 5 year strategic plan for the Counseling and Health Centers. The upcoming fiscal year a review of the Health Center will be done.

DEVELOP SERVICES FOR DISTANCE LEARNING STUDENTS

This fiscal year, the Counseling and Health Center websites were substantially revised to provide more information to students, promote services & outreach events, offer self-help resources, provide smartphone apps to help with emotional and physical health, educate about academic skills resources, and offer online screenings. See <http://counseling.tamucc.edu> and <http://healthservices.tamucc.edu>. The changes were made to help reach all students, but specific emphasis was placed on reaching distance education students. In addition to the website changes, the Centers have started using technology more with outreach events and have introduced technology (new to the centers) including apps, qr codes, online surveys, and imbedded videos. We will continue to identify and implement new ways to use technology and social media for marketing, outreach, data collection, and general interaction with students.

DEVELOP TRAINING PROGRAMS IN COUNSELING AND HEALTH CENTERS

This fiscal year the Counseling Center was given a new position for a pre-doctoral intern (half-time position). This is a one-year position which will be offered each year to a pre-doctoral student. Building the program for the pre-doctoral intern will help to develop structure needed to be able to offer a post-doctoral position at the Counseling Center in the future. The Health Center will continue to research elements needed to establish a preceptorship program at the Health Center.

FINALIZE COLLABORATIVE TREATMENT PROTOCOL FOR STUDENTS SEEKING AD/HD TREATMENT

This fiscal year substantial progress was made on the collaborative treatment protocol for students seeking treatment for AD/HD at TAMU-CC. The Counseling Center will provide assessment and recommendations for all students asking for an initial screening of AD/HD type symptoms. The Health Center will only accept students that are relatively stable on their current medication and can provide documentation of evaluation and prior treatment. All students outside of these parameters or who are asking for initial screening for AD/HD diagnosis will be referred to the Counseling Center. This is an ongoing project as there are additional aspects which need to be addressed before collaborative treatment protocol is finalized.

INCREASE USE OF TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND GENERAL INTERACTION WITH STUDENTS

This fiscal year, the Counseling and Health Center websites were substantially revised to provide more information to students, promote services & outreach events, offer self-help resources, provide smartphone apps to help with emotional and physical health, educate about academic skills resources, and offer online screenings. See <http://counseling.tamucc.edu> and <http://healthservices.tamucc.edu>. The changes were made to help reach all students, but specific emphasis was placed on reaching distance education students. In addition to the website changes, the Centers have started using technology more with outreach events and have introduced technology (new to the centers) including apps, qr codes, online surveys, and imbedded videos. We will continue to identify and implement new ways to use technology and social media for marketing, outreach, data collection, and general interaction with students.

Detailed Assessment Report 2012-2013 University Housing

As of: 5/11/2014 12:06 PM 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

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

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

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 (2012-2013) - Target: Met

2013 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.) = 77%

IF YES: Do you believe that exposure to these opportunities has encouraged you to live a healthier lifestyle = 87%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

M 15: 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 (2012-2013) - Target: Not Reported This Cycle

Data not available. This assessment is only conducted in odd cycles.

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 (2012-2013) - Target: Met

Residence Life Survey - Safe Behaviors Question: Where do you evacuate in the event of a fire = 76%

Apartment Buildings - 0=74%, 1=45%, 2=71%, 3=77%, 4=74%, 5=73%, 6=81%, 7=75%, 8=85%, 9=83%

Residence Halls - Bayside=91%, Harbor=79%, Laguna=77%, Marina=88%, Port=82%, Surf=61%, Jetty=70%,

Coral=87%, Pelican=73%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

M 16: 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 (2012-2013) - Target: Not Reported This Cycle

Data not available. This assessment is only conducted in odd cycles.

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 (2012-2013) - Target: Met

2013 Residence Life Survey - Become More Aware of People From Different Cultures/Backgrounds = 91%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

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 (2012-2013) - Target: Met

2013 Residence Life Survey - Effectively Communicate with People of a Different Culture/Background = 90%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

M 13: 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 they were encouraged to have contact with others of diverse cultures and lifestyles >= non-residents.

Finding (2012-2013) - Target: Met

Number of residents reporting that they were encouraged to have contact with students from different economic, social and racial or ethnic backgrounds - Very Much 29% or 2% greater than non-residents and Quite a Bit 40% or 30% greater than non-residents. Total = 3% greater.

Connected Document

[2013 NSSE Crosstab of Residents vs. Non-Residents](#)

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 17: 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 (2012-2013) - Target: Not Reported This Cycle

Data not available. This assessment is only conducted in odd cycles.

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...

SLO 7: Self Reliance in Life Skills

Residents will be able to practice self reliance in life skills at the end of the first year living on campus.

Relevant Associations:

SES Learning Domain - Life Skills

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

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 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 (2012-2013) - Target: Met

2013 Residence Life Survey - Become More Independent = 96%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

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 (2012-2013) - Target: Met

2013 Residence Life Survey - Become Self-Sufficient in Life Skills = 94%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

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

O/O 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%

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%

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 (2012-2013) - Target: Met

2013 Residence Life Survey - Encourage you To Learn and Grow as an Individual = 92%

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

M 14: 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 3 of 5 items.

Finding (2012-2013) - Target: Met

Resident students reported equal or higher levels of engagement on 3 of 5 items.

Combined "Very Much" or Quite a Bit:"

Attending campus activities >7%;

Attending events addressing social, economic, political issues >1%;

Attended an art exhibit, play or other performance < 2%

Participate vs. Not Participate:

Participating in Community Service < 2%;

Participating in Co-curricular activities >17%;

Connected Document

[2013 NSSE Crosstab of Residents vs. Non-Residents](#)

O/O 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 (2012-2013) - Target: Not Reported This Cycle

Data not available. Noel Levitz Survey only conducted in even years.

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 (2012-2013) - Target: Met

2013 Residence Life Satisfaction Survey - Room Condition = 73% Satisfied.

Connected Document

[2013 Camden Miramar Housing Presentation - Condition of Room](#)

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 (2012-2013) - Target: Not Met

2013 Residence Life Satisfaction Survey - Value for Rent Paid = 38% Satisfied.

Connected Document

[2013 Camden Miramar Housing Presentation - Value for Rent paid and Overall Experience](#)

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

Customer Service Initiative for Camden Office Staff

Established in Cycle: 2012-2013

A customer service initiative will be created for the Camden Office Staff to address concerns identified in the 2013 Residence L...

Work with Outsourced Contractors to Improve Services

Established in Cycle: 2012-2013

Work with outsourced internet, pest control and cleaning service providers to address areas of concern identified in the 2013 Re...

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.

Source of Evidence: Activity volume

Target:

Increase ridership over the previous cycle.

Connected Document

[FY 2013 RTA Ridership](#)

Finding (2012-2013) - Target: Met

The RTA experienced record breaking ridership of TAMUCC students this cycle with an average of 252 students riding per day on The Wave Shuttle (168 in 2012) and an average of 568 riders per day riding all other routes combined (629 in 2012). Overall, ridership was up an average of 23 riders per day.

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 (2012-2013) - Target: Met

Overall, RTA Ridership of The WAVE Shuttle > 94.9% satisfied.

The survey had a response count of 39 students. This is down from prior administrations. Overall the results were good and students are satisfied. When asked for improvements to make in the service 9 respondents mentioned frequency of busses, 5 mentioned timing issues (late), 4 mentioned the need for weekend service, 2 summer service, 2 extended hours of operation, 1 bus capacity and 1 cleaning.

Connected Document

[2013 RTA Survey results](#)

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: Finished

Priority: High

Implementation Description:

Projected Completion Date: 04/2013

Responsible Person/Group: Director of Housing in oversight of Camden Miramar

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: Finished

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: Finished

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: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz Survey Results - Living 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: 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: In-Progress

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

Customer Service Initiative for Camden Office Staff

A customer service initiative will be created for the Camden Office Staff to address concerns identified in the 2013 Residence Life Survey.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Residence Life Survey - Value for Rent | Outcome/Objective: Provide quality on-campus housing options.

Projected Completion Date: 11/2013

Responsible Person/Group: Camden Miramar Director

Develop and Measure Student Learning Outcomes for the Islander Leadership Seminar

Develop and Measure Student Learning Outcomes for the Islander Leadership Seminar
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 12/2013
Responsible Person/Group: Executive Director of SEI and Assistant Director of Camden

Implement Dining Plan

Implement the dining plan requirement for all on-campus residents starting Fall 2014. This will require changes to renewal and new resident recruitment literature and training of staff to communicate the dining requirement.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 08/2014
Responsible Person/Group: Director of Camden with Executive Director of SEI

Investigate Housing Options for the Momentum Campus

Investigate Housing Options for the Momentum Campus.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2015
Responsible Person/Group: Executive Director of SEI and VPSES

Work with Outsourced Contractors to Improve Services

Work with outsourced internet, pest control and cleaning service providers to address areas of concern identified in the 2013 Residence Life Survey.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Residence Life Survey - Value for Rent | **Outcome/Objective:** Provide quality on-campus housing options.

Projected Completion Date: 10/2013
Responsible Person/Group: Camden Miramar Director

Analysis Questions and Analysis Answers

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

The program met all but one goal for this cycle. The Residence Life Survey was conducted this cycle. Overall the scores were positive with high marks for the Resident Advisor staff, maintenance team and the Camden Miramar Director. Students continue to feel very safe and secure in their buildings and surrounding areas. The results also indicated increases in all findings related to the CAS Student Learning Outcome Domains with scores in the 90th percentile for Interpersonal Competence, Intrapersonal Competence, Humanitarianism and Civic Engagement and Practical Competence. Based on these findings, it is evident that the residence life program is strongly grounded in student learning and development. Continued efforts will be made to further enhance learning, development and engagement of on-campus resident students.

The RTA Satisfaction survey was also conducted this cycle. The results for this survey indicate that, overall, the riders of the Wave University Shuttle are very satisfied with the service and expressed a strong desire that it operate year-round.

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

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

The results from the Residence Life Survey indicate that the program has improved greatly in providing an educational environment. The results show improvement on 5 of 6 CAS Student learning outcome questions since the last administration. The items showing improvement include:

1. Effectively communicate with people of a different culture/background
2. Encourage you to learn and grow as an individual
3. Become more independent
4. Become more aware of people from different cultures/backgrounds
5. Become self-sufficient in life skills (cooking, cleaning, paying bills, etc)
6. Receive and utilize health information

The other large survey administered this cycle was the NSSE. It is not possible to compare results on this survey side by side to prior administrations as each question changed slightly from the manner it was asked prior.

Connected Document

[2013 Camden Miramar Housing Presentation - CAS Domains](#)

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

The Residence Life Survey question assessing student's perception of the Value for Rent has never reached its target of 50% satisfaction. This is due, in part, to problems with the question but is also a symptom of the price of rent charged at Camden Miramar. This year the campus experimented with the question of Overall Experience with Campus Housing. This seemed to provide a more realistic appraisal of overall satisfaction with a score of 75% satisfaction. This score is still of concern to the administration as it is situated on the border of what is deemed acceptable. The program will continue to monitor this score and use it as our benchmark for the future.

While all other measures indicated in Weave were met, the Residence Life Survey did identify some areas of concern to the program not listed in the findings. Residents are very displeased with many of the contracted services including internet provider, pest control and the outsourced housekeeping service. Also, there were slight decreases in satisfaction with Camden Miramar Office Staff and room condition at move-in. Steps are already underway to address these concerns.

Connected Document

[2013 Camden Miramar Housing Presentation - Value for Rent paid and Overall Experience](#)

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Highlights/Accomplishments

- Opened at 104% occupancy.
- Opened part 1 of Phase IX, Anchor and Tarpon Halls with 150 beds Fall 2013.
- Implemented Star Rez online housing management program providing for online applications, leases, payments and work order facilitation.
- Reformatted the Islander Leadership Seminar (formerly RA Class) based on the Exploring Leadership text.
- Facilitated the Residence Life Survey through Planning and Institutional Research.
- Implemented the Strategic Plan to guide the department through 2020.
- Camden Miramar Facebook page has 1807 fans.

Program Participation

On-Campus Housing Program – University Housing offers on-campus housing through Camden Miramar. Opened Fall 2012 at 104% occupancy. Average occupancy for the 2012-2013 academic year was 99%.

	2011	2012	2013
Average Total Occupancy	1391	1475	1498
Avg. Occupancy Percent	98.3	99.0	99.0
Male	38.1%	59.7%	39.00%
Female	61.9%	40.3%	61.00%

Freshman	65.6%	64.4%	68.00%
Sophomore	17.8%	17.0%	14.40%
Junior	8.2%	10.6%	8.50%
Senior	5.2%	5.4%	6.70%
Graduate	3.2%	2.6%	2.40%
Asian/Pacific Islander	2.7%	2.1%	2.30%
Black	6.7%	9.3%	8.50%
Hispanic	22.4%	38.3%	38.10%
International	7.9%	6.1%	5.40%
Native American	.4%	.3%	30.00%
White	32.9%	40.3%	41.00%
Multi-racial		2.0%	1.50%
Not classified	26.8%	1.6%	2.90%
ESLI	2.9%	2.5%	2.00%
Student Athlete	6.6%	2.6%	5.20%

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	2011	2012	2013
The Wave (63)	228	168	252
Islanders Ride Free	377	629	568

Wellness Programming- Resident Advisors hosted 77 programs covering all categories of the Wellness Wheel. A new Wellness Wheel was adopted by Student Engagement and Success for the 2012-13 cycle. Resident Advisors were trained to implement Financial Wellness and Environmental Wellness programming into the model. Fewer programs were offered in the 2012-13 cycle as a focus was made to enhance quality of programming rather than quantity. The programs served 1881 participants. A summary breakdown of programs by category may be seen below.

Category	2011	2012	2013
Social Wellness	129	85	66
Emotional Wellness	18	25	24
Physical Wellness	42	32	28
Intellectual Wellness	107	49	41
Spiritual Wellness	3	10	0
Financial Wellness			3
Environmental Wellness			5
Occupational Wellness	2	12	15
Total Programs	131	108	77

Community Service Programming

- What are you doing to save the world
- Reuseable or not?
- Crafts for a Cure – made holiday ornaments for children’s hospital
- Walk-about – trash pick up
- Safe Treat – community trick or treating

Islander Leadership Seminar – The program has conducted a RA Class for students interested in applying to be a Resident Advisor for many years. This year, that class underwent a complete overhaul and was renamed the Islander Leadership Seminar. The seminar was held over a ten week period in the fall and again in the spring. The content was based on the Exploring Leadership text by Kornives, Lucas and McMahon. To supplement the text and help students identify their own personal leadership traits, classes were also conducted on the Myers Briggs Type Inventory and Strengthsquest. Student learning outcomes were identified for the course but no direct assessment of learning was conducted. However, indirect measures indicate that students attained outcome goals. A summary of findings is listed below but the full reports for each semester can be viewed in the connecting documents.

Understand historical and theoretical background of leadership

SA (11); A (8); D (1)

Understand the Relational Leadership model and each of its components

SA (15); A (5)

Better understanding of own strengths and areas of improvement as a leader

SA (17); A (3)

Understand the benefits and challenges of working in group settings

SA (17); A (1)

Journals contributed to my learning and understanding of leadership topics and how to apply them

SA (8); A (9); D (2); SD (1)

Leadership philosophy assignments contributed to personal learning and understanding of leadership

SA (9); A (10); SD (1)

Personal leadership development plan contributed to personal learning and understanding of leadership

SA (10); A (8); D (1); SD (1)

Participating in this seminar motivated students to get more involved in leadership activities

SA (14); A (6)

Participating in this seminar increased personal interest in leadership studies

SA (15); A (5)

Participating in this seminar increased confidence as student leader

SA (15); A (5)

Overall satisfied with leadership seminar experience

SA (15); A (5)

Would recommend the seminar to other students

SA (18); A (2)

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
SACS-COC Annual Conference
TAIR Annual Conference
Texas A&M University Assessment Conference
ACC&U High Impact Practices Institute

Richard Whatcott

Dale Carnegie Leadership Seminar

Jill Underbrink

SWACUHO Annual Conference
Continuing Education Courses in Human Resources, Apartment Management, and Real Estate Brokerage.

Kerry Day

SWACUHO Annual Conference
Camden ULearning Program

Charles Bain (Fall 2012 only)

SWACUHO RA Conference

Celia Joachim (started Spring 2013)

Connected Documents

[2013 Residence Life Survey](#)
[Fall 2012 Islander Leadership Class Feedback](#)
[Fall 2012 Programming Log](#)
[FY 2013 RTA Ridership](#)
[Spring 2013 Feedback from Islander Leadership Seminar](#)
[Spring 2013 Program Log](#)
[Summer 2013 Program Log](#)

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 43 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

The Community:

- City of Corpus Christi Bicycle and Pedestrian Sub-Committee
- Safe Communities Coalition Member

The Profession:

- TACUSPA Finance Advisory Board
- TACUSPA Historian
- TACUSPA New Professionals Institute, Faculty and Chair-elect
- TACUSPA Elections Committee
- TACUSPA Fall Conference – Presented a session
- Texas A&M Assessment Conference – Presented a session
- TAIR Annual Conference – Presented a session
- NASPA Annual Conference Program Reviewer

The University:

- Student Engagement and Success Council
- Strategic Planning and Continuous Improvement Council
- University Assessment Council
- Housing Management Committee, Chair
- SES Strategic Planning and Assessment Committee, Chair
- I-ADAPT, Co-Chair
- Committee on Committees

- Parking and Transportation Committee
- Master Planning Advisory Group
- Momentum 20/20 Steering Committee
- New Dining Hall Project, Design Development Team
- Director of Assessment and Continuous Improvement Search Committee
- SES Student Leadership Scholarship Committee, Chair
- High Impact Practices (HIPS) Development Team
- Incident Command Structure Team, Unit Leader

Richard Whatcott
Director of Housing & Residence Life, Camden Miramar

The University:

- Student Engagement and Success Council
- Housing Management Committee
- Incident Command Structure Team, Deputy Unit Leader
- I-CARE

Jill Underbrink
Assistant Director of Housing Operations, Camden Miramar

The Profession:

- Corpus Christi Apartment Association
- Corpus Christi Human Resource Management Association

The University:

- Environmental Health & Safety Committee

Kerry Day
Assistant Director of Residence Life, Camden Miramar

The Community:

- Women's Bible Discussion Leader

The University:

- I-ADAPT Committee
- WOW Committee
- Homecoming Committee
- I-CERT Member
- FYE SES Seminar Presentation Task Force
- Residence Life Coordinator Search Chair

Charlie Bain (Fall 2012 only)
Residence Life Coordinator, Camden Miramar

The Profession:

- SWACUHO RA Conference Presentation

The University:

- Homecoming Committee
- Waves of Welcome Committee

Celia Joachim (started Spring 2013)
Residence Life Coordinator, Camden Miramar

Resident Advisors
Camden Miramar

Awards/Presentations/Special Items

- RA of the Year – Kristina Bierschwale

Anticipated Challenges for the Next Cycle

The program has identified the following challenges to address in the coming cycle:

- Housing Shortage for Fall 2014 unless Camden fulfills requests for additional beds.
- Construction of Phase IX B will lead to parking and pedestrian issues in the surrounding area.
- Implementation of a required dining plan for all on-campus residents
- New law allowing background checks of residents is creating an expectation that checks will occur. Most universities are not implementing checks and Camden Miramar does not plan to do so.
- Comfort/Therapy animal policies and implementation.
- Professional staff vacancies and changes.

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

The program has identified several areas to focus attention in the coming cycle. These include:

- Continued implementation of the Housing Strategic Plan 2012-2020
- Phase IX development – adding the final 150 of 300 new beds for Phase IX. University requesting total of 500 new beds for Fall 2014.
- Investigate housing options for the Momentum campus.
- Re-organized RA Leadership Class in 2012-13 and instituting the measurement of student learning outcomes in 2013-14.
- Implement the required dining program for all on-campus residents.
- Work with out-sourced contractors to improve services including internet, pest control and cleaning services.
- Camden proposed capital improvements (pending budget approval):
 - Clubhouse renovation
 - Rehab of Marina, Laguna, Building 0, Building 7, and Building 8 to include flooring, kitchen cabinets (for apartment units), furniture and paint.
 - Exterior LED lighting retrofit.
 - Replace 200 apartment front doors
 - Replace air conditioning units as needed
 - Replace interior appliances as needed