

Entities without data

- Associate Dean of Students (Formerly Assistant Dean of Students)

Texas A&M University-Corpus Christi

Detailed Assessment Report

2014-2015 Associate Dean of Students (formerly Judicial Affairs)

As of: 4/13/2017 07:53 AM EST

(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 3: 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 pre-test to post-test and achieve a minimum average score of 85% on the post test.

Finding (2014-2015) - Target: **Met**

The students increased their score on the post test by more than 40% with a post test average score of 96.5%

Connected Document

[2014-2015 Pre Post Raw Data Conduct Board](#)

M 7: 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 (2014-2015) - Target: **Met**

All conduct board members scored at least a 25 out of 30. The average test score was 29.

Connected Document

[2014-2015 Hearing Rubric Raw Data](#)

M 8: 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 (2014-2015) - Target: **Not Reported This Cycle**

This assessment was not reported this cycle because a decision was made to assess every other year since the data has not changed from year to year.

SLO 4: 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:

85% of 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 (2014-2015) - Target: Not Met

70% of the students who scored below a 75% on the pre-test increased their post test scores by at least 15%.

Connected Document

[3rd Mil - Under the Influence Online Course Report 2014-2015](#)

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

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

Discontinue of the Assessment of the Under the Influence Alcohol Course

Established in Cycle: 2014-2015

The Office of Judicial Affairs has reviewed the results of this course on a long term basis. Plans for the future do not involve...

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:

70% of 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 (2014-2015) - Target: Met

97% of the students who scored below a 75% on the pre-test increased their post test scores by at least 15%.

Connected Document

[3rd Mil - Marj Online Course Report 2014-2015](#)

M 9: 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 (2014-2015) - Target: Met

80% of the students completing the reflection rubric met the standard of 20 out of 25 on the reflection paper rubric.

Connected Document

[2015 Reflection Rubric Outcome](#)

SLO 5: 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 10: 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 increased score on the Post Test assessment.

Finding (2014-2015) - Target: Met

81% of the participants showed an increase score on the post test assessment.

Connected Document

[2015 pre post step up data](#)

M 11: 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 (2014-2015) - Target: Not Reported This Cycle

This assessment was not completed this cycle because previous cycles resulted in a low number of respondents.

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 (2014-2015) - Target: Not Reported This Cycle

The University did not perform this assessment during the academic year. It is due to be administered next 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 >= 87%.

Finding (2014-2015) - Target: Met

This question was removed from the graduate student survey this year to the undergraduate student survey. There was a combined satisfaction rate of 91%.

Connected Document

[2015 Undergraduate Student Survey](#)

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 (2014-2015) - Target: Not Reported This Cycle

This assessment was not completed this cycle. Though we had emailed notices to Deans and Department Chairs about this training, we did not have any request for this particular presentation. Therefore, we could not conduct the assessment.

O/O 6: Train the campus community on how to respond to students of concern

Train individuals within the campus community on how to respond to students of concern and how to make referrals to the I-CARE team.

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

1.4 Provide a supportive and safe campus environment

Related Measures

M 12: I-CARE presentation attendees

An attendance list will be kept of individuals who are trained on how to respond to students of concern and how to make referrals to the I-CARE team.

Source of Evidence: Activity volume

Target:

At least 200 individuals will be trained regarding students of concern.

Finding (2014-2015) - Target: Met

362 students, staff and faculty successfully participated in the I-CARE training to learn how to respond to students of concern.

Connected Document

[ICARE Presentation - Attendance List 2014-2015](#)

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

I-CARE participant tracking

Established in Cycle: 2013-2014

New venues for providing this training have been made available to our staff such as new employee orientation and the faculty ce...

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

Bystander Intervention Training for Greek Life

Collaborate with UCSA to provide Step UP! Bystander Intervention training for Greek Life.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 02/2016

Responsible Person/Group: Student Conduct Officer

Implementation Notes:

9/18/2015 Collaboration has begun with University Center Student Activities Staff to integrate the training into required events for Greek Life. The goal is to begin this in Winter 15-16.

Community Outreach

Establish community partnerships to further assist the University with incidents that occur off-campus.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 07/2016

Responsible Person/Group: Associate Dean of Students

Implementation Notes:

9/18/2015 This action plan is still in progress and is included in the strategic plan. The date will be extended. The Associate Dean of Students currently sits on the Coordinated Community Response Coalition as an effort to build relationships. Additionally, partnerships were made with the Women's Shelter of South Texas and the Behavioral Health Center of Nueces County. These relationships will continue to be strengthened.

Departmental Strategic Plan

A new departmental strategic plan will be developed during the Spring of 2015.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: Medium

Implementation Description: Meetings will occur to develop a new departmental 5 year plan that aligns with the new divisional and the University 2020 plan.

Projected Completion Date: 08/2015

Implementation Notes:

9/18/2015 The new strategic plan has been completed and approved by the Vice President.

Development of Title IX certificate program

Develop a plan for a Title IX certificate program for students to be implemented in Fall 2016.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: Medium

Implementation Description: Meetings will commence to research and develop the program for future use.

Projected Completion Date: 08/2015

Implementation Notes:

9/18/2015 Research in continuing on this project and planning for implementation is scheduled to begin this spring. An outline was created for the certificate, but further investigation into the detailed training is still needed. Information was obtained through a TAMUS Title IX administrative training facilitated through ATIXA. The Student Conduct Officer will be attending a Title IX training this fall to assist in gathering information and training materials.

I-CARE participant tracking

New venues for providing this training have been made available to our staff such as new employee orientation and the faculty center of excellence. Additional focus will be placed on tracking the number of participants moving forward, even if names and department information is unavailable.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: Low

Relationships (Measure | Outcome/Objective):

Measure: I-CARE presentation attendees | **Outcome/Objective:** Train the campus community on how to respond to students of concern

Implementation Notes:

9/18/2015 Tracking of participants was completed this year and is now part of the standard operation procedures.

Re-evaluate student learning outcomes

Re-evaluate student learning outcomes and possibly develop new outcomes to align with the new departmental strategic plan.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: Medium

Implementation Description: Meetings will take place to evaluate and, if needed, develop new student learning outcomes based on the revised strategic plans.

Projected Completion Date: 08/2015

Implementation Notes:

9/18/2015 This process was completed along with the writing of the strategic plan.

Discontinue of the Assessment of the Under the Influence Alcohol Course

The Office of Judicial Affairs has reviewed the results of this course on a long term basis. Plans for the future do not involve this piece of assessment, as we are unable to alter the course or take significant action when students do not perform well. The objective of this course is to help students gain knowledge regarding alcohol and its possible impacts on their life. The data shows that overall students are gaining knowledge regarding alcohol use. The number of students involved in alcohol cases has decreased and our focus as a department will be moving to other high risk areas.

Established in Cycle: 2014-2015

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

Projected Completion Date: 09/2015
Responsible Person/Group: Kris Yzaguirre
Additional Resources: None

Implementation Notes:

9/29/2015 The current plan is to discontinue the assessment plan of this study and investigate other online alcohol courses.

Analysis Questions and Analysis Answers

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

Based on the data obtained this academic year, the Office of the Associate Dean of Students shows great strength in the area of providing a fair judicial process to students. This was shown through both the assessments of the Student Conduct Board and information provided by current students regarding their perceptions of the process. Additionally, the Step Up bystander intervention program shows that students are gaining knowledge in bystander intervention techniques through the in person training. The I-CARE presentations have also been successful in reaching the campus community by reaching over 300 individuals.

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

Based on the data obtained, the perceived fairness of the Judicial process increased from 85% to 91% over the past academic year. Additionally the marijuana course post test scores increased from 95% of students to 97% of students increasing their knowledge at least 15% when their pre test score was under 75%. Finally, the I-CARE presentations were not tracked in the 2013-2014 academic year, but these numbers were tracked for the 2014-2015 year and more groups were trained largely for academic programs, departments, etc.

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

The only findings this academic year which did not meet its targeted goal was for the alcohol education course. The targets was for 85% of the students who take the course and obtain a pre test score of less than 75% to increase their score by at least 15% on the post test. Only 70% of students were actually able to achieve this goal. This has raised concerns regarding the actual gain of knowledge by the course and its current effectiveness.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Office of the Associate Dean of Students (OADS) serves as an advocate for students and is dedicated to fostering a safe and supportive environment for students to learn and live through student outreach services, educational experiences and trainings that promote civic and social responsibility. The OADS seeks to establish and maintain partnerships with campus and community stakeholders to enhance the overall learning for students and to build a supportive and inclusive environment. The OADS (formerly Judicial Affairs) is responsible for the administration of the student discipline system and the I-CARE Behavioral Intervention Team. The OADS works collaboratively with Academic Affairs in the administration of academic misconduct cases and the Office of Employee Development and Compliance Services regarding Title IX student cases. There are four full time staff (I-CARE case manager, Student Conduct Officer, Senior Executive Administrative Assistant and the Associate Dean of Students) and three student employees.

Judicial Affairs

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

Judicial Affairs experienced a decrease in academic conduct cases this year and a decrease in behavioral conduct cases. Although the number of behavioral conduct cases referred to the Office of Judicial Affairs decreased, the number of charges resulting from those cases increased. A breakdown of the types of charges is available in the attached document. There were a total of 251 cases referred to the office this year, both academic and non-academic cases. The following are summaries of key statistics of students receiving conduct charges under the *Student Code of Conduct* for FY 15:

- o 65% of these students are freshman, with 53% of alleged violators identified as male students.
- o The average cumulative GPA is 1.69, which is .55 lower than conduct students for the 2013-2014 academic year.
- o 61 students were involved in academic misconduct cases, 161 students were involved in behavioral conduct cases and 29 students were involved in Title IX cases.
- o The College of Liberal Arts has the most reported incidents of academic misconduct followed by The College of Science and Engineering, same as the previous year.
- o 37.6% of students who received charges for behavioral conduct incidents in academic year 2014-2015 are not currently enrolled in classes for Fall 2015, a slight decrease from 40% the previous academic year.
- o October held the most incidents followed by February and then April.
- o Alcohol violations was the most common charge followed by drugs, and then academic misconduct.
- o Parental Notification was the most common sanction followed by the online alcohol education course, online drug course and then community service.

The attached documents provide further data analysis and statistics.

I-CARE

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

I-CARE evaluated and provided recommendations for 102 students that raised concerns for the campus community. The three most common situations managed by the ICARE team in 2014-2015 involved the following:

- Students exhibiting symptoms of depression, medical/health concerns, and academic stressors.
- Students having difficulty dealing with a family tragedy, parents divorcing, abusive relationships.
- Students causing harm to themselves (in a variety of ways – attempting to overdose, cutting behaviors, eating disorders, and suicide).
- Students expressing suicidal ideation and/or being admitted to psychiatric hospital

The total number of I-CARE cases referred to the OADS were 102. During the fall of 2014, there was a 16.327% decrease in I-CARE cases. However, the number of I-CARE cases that were more serious in nature increased compared to the fall of 2013. In the Spring of 2015, there was an 18.919% increase in I-CARE referrals compared to the spring of 2014. Summer of 2015 marked the most significant increase of 21.429% compared to the previous summer. There was a significant amount of referrals from the College of Nursing & Health Sciences compared to other Colleges and in the Fall 2014 semester there was a higher number of freshman students that were referred to I-CARE. Due to a continued relationship with the local mental health agency, Behavioral Health Center of Nueces County, the office was able to get 3 students with more significant needs linked for services in the 2014-2015 academic year. The majority of cases referred in all 3 semesters were for mental health concerns followed by psychiatric hospitalizations and medical concerns.

The average GPA for a student referred to I-CARE is 2.78. Spring of 2015 showed a significant increase in the number of withdrawals compared to previous semesters. On average of 28% students referred to I-CARE did not return the following semester. An average of 2 students per semester, after being referred to I-CARE, graduated successfully from their respective programs. Refer to the I-CARE charts in the attached documents, which provides a detailed breakdown of I-CARE cases by semesters for FY 15.

OADS Departments Contributions, Programs and Initiatives

- Co-sponsored the MLK Community Celebration with Del Mar College. Guest Speaker was Dr. Michael Eric Dyson, Georgetown University professor.
- As part of Sexual Assault Awareness Month programming, the OADS successfully organized the **Walk a Mile in Her Shoes: International Men's March to Stop Rape, Sexual, and Gender Violence** in partnership with the Women's Shelter of South Texas and various student organizations and campus departments. Nearly \$350 was raised through t-shirt and button sales for the Women's Shelter of South Texas. A little over 200 students, staff, faculty and community individuals participated in the event. The event also included a **Red Heel** shoe decorating contest, photo booth, community information tables, and a candlelight vigil to honor victims of gender violence.
- Development of a new strategic plan beginning implementation in FY 2016.
- Completed a CAS self-study of the Office of Judicial Affairs.
- Developed Distance Education Standard Operating Procedures for both I-CARE and Judicial Affairs.
- OrgSync group developed for the Student Conduct Board. Application process and hour tracking with go live during the FY 2016 year.
- Trained the Resident Assistant staff regarding the conduct process, incident report writing and bystander intervention.
- Completed training for Student Activities and Recreational Sports staff to properly adjudicate student organization conduct.
- Completed a 'train the trainer' event to provide additional staff members to facilitate bystander training in the future.
- Worked with information technology to implement student ID photos to populate into the Maxient database.
- In collaboration with Employee Development & Compliance Services, facilitated Title IX training to the following student groups:
 - o Camden Miramar & Momentum Village Resident Assistants (RA) Training – August 13, 2015
 - o University Center Student Activities (UCSA) Student Employee Training – August 18, 2015
 - o Rec Sports Student Employee Training – August 24, 2015
 - o University Center Student Organization Retreat - August 25, 2015
- Presentation to the following groups regarding the student conduct process, I-CARE and sexual misconduct procedures:
 - o College of Nursing & Health Sciences Nursing Student Orientation
 - o College of Science and Engineering TA Orientation
 - o College of Liberal Arts Faculty members
 - o ESLI Orientation
 - o New International Student Orientation
 - o Faculty Center of Excellence Professional Enhancement Day
 - o College of Education Academic Advisors
 - o Student Athlete Orientation
 - o College of Science and Engineering Faculty members

I-CARE participated in summer orientations (information table)

Campus & Community Resource Guide listed on the I-CARE website

Development of the I-CARE Student Success Plan- The purpose of the I-CARE Student Success Plan is for students to develop goals and get connected with resources to help meet their needs. When a student is referred to I-CARE it is often because certain needs are not being met and as a result the student begins to feel overwhelmed and/or in distress. The I-CARE Student Success Plan assists the student in coming up with a plan to ensure their

success. Additionally, development of the I-CARE Success plan for withdrawal was created for students who choose to leave the University temporarily.

- Creation of an I-CARE brochure
- Continued development of community relationship with Behavioral Health Center of Nueces County (MHMR)-Adult Services, including hosting a luncheon to discuss possible collaborations and current services and resources
- Continued development of community relationship with Behavioral Health Center of Nueces County (MHMR)-MCOT (Mobile Crisis Outreach Team), including hosting a luncheon to discuss possible collaborations and current services and resources
- Began a relationship with Bayview Behavioral Hospital, including hosting a luncheon to discuss possible collaborations and current services and resources
- Implementation of the I-CARE Team drive for improved communication within the I-CARE team
- Sent two student conduct board members to the National Conference on Student Leadership (NCSL) where they obtained their Student Leader Certification
- Updated I-CARE website
- I-CARE advertisement in iNews and the student handbook.

Professional Development

Associate Dean of Students completed the Association of Title IX Administrators (ATIXA) Title IX Introductory Certification Course, Level I & II

Associate Dean of Students attended the Texas Association Against Sexual Assault (TAASA) Campus Sexual Assault Training

I-CARE Case Manager attended the HECMA (Higher Education Case Management Association) Roundtable and a community conversation event hosted by the BHCNC

Student Conduct Officer attended the NASPA annual conference and the National Conference on Student Leadership (NCSL) as an Advisor to the SCB

Connected Documents

[CAS DASHBOARD Judicial Affairs - Final Ratings Edited formulas](#)
[Distance Ed SOP Template - ICARE 052315](#)
[Distance Ed SOP Template - Judicial Affairs 062915](#)
[Strategic Plan Draft 6.29.15 FINAL](#)
[WEAVE Accomplishments Report 2014-2015](#)

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

Angela Walker, Associate Dean of Students

Service to the Community

- Coordinated Community Response Coalition, *member*
- Texas Association of Black Personnel in Higher Education – Corpus Christi Chapter
- Various events through Corpus Christi Christian Fellowship Church

Service to the Profession

- TACUSPA, 2015 Conference Planning Committee

Service to the University

- SEaS Council
- Emergency Management Team, *Health and Welfare Branch*
- Student Hearing & Appellate Board Panel, *Chair*
- I-CARE Behavioral Intervention Team, *Chair*
- Inclusive Excellence Committee
- Sexual Assault Prevention Task Force, *Chair*
- Intercollegiate Athletic Council Meeting
- BlackBoard Mobile Committee

Kristina Yzaguirre, Student Conduct Officer

Service to the Community

- Various events with New Life Church

Service to the Profession

- ASCA Program Reviewer
- ASCA mentor

Service to the University

- Student Engagement and Success Strategic Planning and Assessment Committee
- I-ADAPT
- I-CARE Behavioral Intervention Team
- Sexual Assault Prevention Task Force
- Who's Who Award Reviewer
- Greek Award Reviewer
- Student Activities Coordinator Search Committee
- University Housing Director Search Committee

Stephanie Majors, I-CARE Case Manager

Service to the Community

- Board of Directors and volunteer for Heartbeats Dog Rescue

Service to the University

- I-ADAPT
- I-CARE Behavioral Intervention Team

Anticipated Challenges for the Next Cycle

As the University continues to grow, obtaining adequate staffing and office space for the area continues to be a challenge. This is an area of high focus for the new strategic plan which was developed this academic year. Continued presentations regarding I-CARE are needed as casual observations have revealed a continued reluctance of some faculty and staff to submit I-CARE reports.

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

Continue to work with University Center and Student Activities to integrate bystander intervention into Greek Life training.

Continue to strengthen relationship with community resources such as the Corpus Christi Police Department, Project Hope and the Women's Shelter of South Texas.

Continue investigation into the creation of a Title IX Certificate program for students.

Investigate new options of online sanction course for alcohol violations.

**Detailed Assessment Report
2014-2015 AVP Student Services Annual Report**

As of: 4/13/2017 07:53 AM EST

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

Analysis Questions and Analysis Answers

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

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

Highly qualified, dedicated staff is important to the success of our programs in all areas.

Collaboration amongst the areas is a constant element and provides for better services and programs for our students.

Our staff is dedicated to serving students to the best of their ability. Routinely staff goes above and beyond to assist a student. We are very fortunate that our staff is willing to do this day in and day out.

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

The re-organization of the division in 2013, has allowed for greater communication, interaction, collaboration on projects and support for the individual directors. The re-organization was a positive move for the organization in general.

With the successful referendum for the Health Center fee, additional funding was secured allowing for expansion of services and the addition of new staff. This has greatly enhanced our ability to serve our students seeking services at the clinic.

The renovation of the University Health Center has allowed the center to serve more students and operate more efficiently. Renovations in the VP suite, Career Services and creating an area specific for the Office of the Associate Dean of Students will assist in addressing the programmatic needs in these areas.

Each area continuously looks for ways to improve functions and services within their departments. Disability Services is in the process of acquired a new database management system that manages students' files and assist in tracking of accommodations and notifications to faculty. Many of the things that were done manually are now being handled with the addition of this system.

The University Health & Counseling Centers continuously review policies & procedures and ensure that both centers are operating efficiently. The addition of the after-hours Nurse Line in the University Health Center is a great improvement. It allows students to contact a health professional with questions in the evenings and on weekends when the center is closed. This allows for the students to address their concerns more quickly.

Emphasis on educational programs in the areas of Judicial Affairs, University Counseling Center and University Health Center continue to teach students positive lifestyle choices. Although we cannot track actual numbers for students that may have chosen a different path and changed their minds on how or what they were going to do, we do know that we can influence decisions through our educational programs, on alcohol & drugs; suicide attempts; intervention programs; sexual health and other activities that can have a negative impact on a student's performance in classroom.

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

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

Financial support of programs is key to be able to provide quality services and programs to our students. Maintaining competitive salaries is important in recruiting new staff; growth in individual department budgets is critical to keep up with increasing costs of operations.

Securing facilities to support growth and program expansion is an area of concern in all areas. The University Health Center will not be able to expand services until additional space is acquired. Even though they have been assigned the second floor of their building, there is no elevator therefore it is inaccessible. This will greatly restrict our ability to use this space for clinical services.

The University Counseling Center also is lacking an elevator to their second floor. This greatly restricts what activities may take place in this area. Until this is resolved we are very limited in our ability to offer new programs and services.

Judicial Affairs will need to expand their staff in the future. The continuing challenges presented by the addition of mandates by the Federal government will strain the ability to address issues with the current staff. The addition of more on campus housing and an increase in student enrollment present their own unique challenges to Judicial Affairs.

The location of Career Services in the University Center is not ideal. A more highly visible, central location is needed for this program.

Disability Services relocated to CCH, three years ago. They are at capacity for offices and during high volume exam times, the testing center does not have a sufficient number of testing cubicles available. This will have to be addressed in the near future. Also, in the area of Disability Services addressing requests for Emotional Support Animals on campus is an issue that needs to be addressed.

Securing additional staff with limited funds is a concern. Staff are needed in the University Counseling Center, University Health Center, Career Services, Judicial Affairs and in Disability Services to address the needs of a growing student population. Since our funding is based on student fees, growth in budgets each year is limited and it seems that we are always under staffed. This takes a toll on our staff particularly in the areas in this unit which deal with significant life issues with our students.

The increase in veterans, on line students and non-traditional students pose its own unique set of challenges within our programs. Being able to meet their needs while still serving our traditional, resident population is a challenge of its own.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

In the Fall 2014 the Division of Student Engagement and Success reorganized. The reorganization included aligning support services for students into one unit, under the Associate Vice President and Dean of Students (AVP/DOS). The departments now reporting directly to the AVP/DOS include Career Services, Disability Services, Judicial Affairs, the University Counseling Center and the University Health Center. Operating under this structure has allowed for a more directed focus on support services being provided through our division. Through regular meetings and special projects the team is a more cohesive unit. There is a common theme through the services we provide which has contributed to a team approach throughout the unit.

The continued growth in enrollment has stretched resources in these areas to the maximum. Staff vacancies, limited new positions, enrollment growth and increased demand for services have stretched the departments' ability to provide quality services with very little additional resources.

During the Spring 2014 semester, a referendum was held to increase the student health fee. The fee was charged for the first time in the Fall of 2014. With the new funds available through this fee increase, this eliminated the need to transfer funds from the Student Service fee to support the operation of the University Health Center. The funds that were previously directed to the University Health Center were re-distributed to other areas in the division. The new revenue in the University Health Center has allowed for the addition of staff as well as an expansion of services.

The Student Fee Advisory Committee (SFAC) is required by law to review the budgets and make recommendations to the President on the distribution of revenue collected by the Student Service fee, the Recreational Sports fee, the University Health Center fee and the Student Center Complex fee. The Student Fee Advisory Committee is comprised of nine members. Student Government Association appoints five students with staggered terms and the University President appoints four members representative of the campus community. In AY 14-15, the composition of the committee included six students, two faculty members and the Associate Vice President & Dean of Students (AVP/DOS). The AVP/DOS served as chair of the committee. The committee made recommendations on \$11.3 million dollars for FY 16.

One of the greatest challenges facing the unit this past year was the relocation of services from the University Center due to on-going construction in the facility. The relocation occurred two weeks before the Fall semester started. This was a logistical challenge as it involved the relocation of Career Services, University Center & Student Activities and the Dean of Students suite.

In order to accommodate the number of departments & people being displaced, space was secured in six different buildings on campus. The space identified for different units was not all in the same location, which meant that staff was split between multiple locations. This directly affected operations in Career Services, UCSA and the Dean of Students office. The University Counseling Center and University Health Center were also affected by these moves, as some of their space was taken and used by the displaced departments and programs.

The move involved the relocation of 42 full time staff, all student workers associated with these offices, all student organizations (10 departmental & over 80 recognized clubs) and all of the programs and services offered in these areas. This included functions like: student conduct hearings, recruitment & interviews for companies visiting campus through Career Services, and the relocation of office space for CAB, ICA, ITEAM, SGA and Greek life leadership teams. Since almost every office was moving into space not previously used as office space, coordination with SSC had to occur to make the facilities usable. In

addition to the offices moving out, all programs, such as Career Fairs and other special events, that are typically held in the UC also had to relocate. Many of those had to be held in the Dugan Wellness Center and Island Hall, as well as other locations on campus. It was a challenge to find facilities that could accommodate all of the programs. Even though the staff "made it work" there is no doubt that being displaced from the University Center made it more difficult to provide quality programs and services for our students.

Initially, the relocation of services and departments was intended to be for a period of five months. As construction progressed it became apparent that those that were displaced would not be able to return to the facility for an additional five months. This took an enormous toll on staff mentally. The drain of being out of our space, department staff being split between multiple locations and trying to conduct business in inadequate facilities was quite a challenge. We were able to return in the Spring. Over the course of a month (April – May) all offices returned to the University Center.

Staffing:

Across the unit, a number of vacancies were created with the departure of staff. The following vacancies were filled during the year: Associate Director, Career Services; Registered Nurse, University Health Center; Psychologist, University Counseling Center and Administrative Assistant in Disability Services and an Administrative Assistant in the University Counseling Center.

With the start of the new fiscal year, several positions were funded. In the University Health Center, a Medical Receptionist, a Family Nurse Practitioner and a Registered Nurse were hired. In the University Counseling Center, a new Counselor was added. In Disability Services a new Accommodations Counselor position was filled.

Each year, the division hosts monthly staff development meetings for all full time staff. The goals of staff development are to increase awareness and understanding of relevant topics by division staff; foster a spirit of cooperation, interaction and integration amongst departments and create a sense of community within the division.

Participation in these meetings is highly encouraged. In AY14-15, the overall participation rate was 98% of all staff. Topics included: a State of the Division address by Dr. Albrecht; Understanding Students on the Autism Spectrum; Dating Violence; the Use of Social Media; Human Trafficking; and the Inclusive Islander Program. In addition to these formal programs, the staff gathered informally in August, December and May to enjoy each other's company and take a moment to reflect on our work and accomplishments over the course of the year.

The Division also participated in #Giving Tuesday, an international day of service with the goal of giving back to our local community. The event was held in conjunction with the national event. It was held on the last day of classes in the fall semester. The division staff had the opportunity to volunteer at two locations off campus (Metro Ministries and the CC Food Bank) as well as some events on campus (Late Night Breakfast, Paws on the Island and the Blood Bank). Participation in the event exceeded expectations, with 75% of our division staff participating in at least one event and accumulating 107 hours of service.

Facilities:

The University Health Center underwent renovations during the summer of 2014. The project was completed in October 2015. The changes were intended to make better use of the space as well as, increase the number of exam rooms in the facility. Renovations included the creation of a Triage Room, space being converted to new exam rooms and a re-configuration of the Nurse's station to improve efficiency. The renovations have been well received by the students and staff.

Originally, there were plans to remodel the second floor of the University Health Center during AY 14-15. However, that was delayed due to this area being occupied by some of our staff displaced from the University Center. The plans to remodel that area were put on hold until the summer of 2015. In July we began working with SSC to develop plans on how to utilize the second floor. Construction will begin in November 2015.

Several years back the University Counseling Center was granted use of the space formerly occupied by Disability Services in the Driftwood building. The space is immediately adjacent to the University Counseling Center on the first floor of the building. The staff has used this space in the past, even though there was no direct access to the facility from the main part of the University Counseling Center. There were plans to construct a door between the two areas but that was delayed. The University Counseling Center was asked to temporarily vacate this space to accommodate some of the staff from the University Center. The doorway was finally completed in the summer of 2015, allowing staff to occupy the space and have direct access to the main part of the University Counseling Center.

While construction was taking place in the University Center, plans were made to do renovations to three areas in the University Center that were not part of the original construction project. This included: renovating the Vice President's suite, adding three interview rooms in Career Services and renovating space for the Associate Dean of Students Office that had been previously occupied by student groups. This project was completed while everyone was displaced from the University Center. When the facility opened in May, we were able to move into the newly renovated space.

The space designated for Disability Services is not large enough to effectively meet the needs of our students. The space that is allocated for the Assistive Technology Lab is quite small. This becomes an issue during mid-terms and finals. The area for Exam Services is not adequate either. We routinely hit capacity during mid-terms and finals as well as other times during the semester. As a result we have to move students to the Assistive Technology in order to accommodate them for their exams. Over 90% of the students registered with Disability Services receive accommodations for exams. In addition to the volume of students using these areas we have also seen an increase in the use of technology for testing. This is problematic at times and needs to be addressed in the future.

In June of 2014, paperwork was submitted to erect a memorial marker at Lee Plaza in honor of Islander Tribute. There were multiple delays in the project during design. In March of 2015, SSC coordinated the installation of lettering marking the area as Islander Tribute. The installer placed the lettering for the marker in the wrong location. It was corrected immediately, so as not to be seen during the ceremony in April. When the error was discovered, SSC promised to correct the situation and install lettering that met our specifications. To date, 17 months from when the paperwork was first submitted there is still no marker in place in the plaza. SSC has communicated that the new design will be installed in December 2015.

Services/Programs:

Demand for services and programs continue to climb steadily in all areas.

The Office of the Dean of Students assists students with complex personal and academic issues. Often times these result in extended absences from the university. The AVP/DOS assists students with notification to faculty on the extended absence. In addition to the notification, the AVP/DOS will try to resolve issues involving missed course work, exams, incompletes and assist with the withdrawal process if necessary. In AY 14-15, the office assisted 78 students by sending professor notifications letters on their behalf.

The University Counseling Center saw a 10% increase in the number of individual client counseling sessions, a 19% increase in

the number of individual students seen and a 3% increase in the number of sessions in which students met with the Psychiatrist. Calls to the after-hours hot line continue to increase as well as the number of students seeking immediate assistance through the "Counselor on Duty" program. There were multiple days in the course of a week, that more than one counselor needed to serve as "Counselor on Duty", based on the number of students seeking assistance. The three most common symptoms were Anxiety, Depression and Adjustment Disorders, with Anxiety being the most frequent.

The University Health Center had 9,392 student contacts through the clinic, nurse line and pharmacy services during AY14-15. There was a 11% increase in appointments and a 13% increase in the number of students seen. The inability to find a qualified Family Nurse Practitioner to fill the new position impacted our ability to serve the number of students seeking treatment. The UHC routinely had to refer students to other providers in the community because they could not keep up with the demand for services. A Family Nurse Practitioner was finally hired during the summer. The addition of this staff member had an immediate impact on the ability of the University Health Center to serve the students seeking treatment.

In an effort to assist students in managing their health related issues, the University Health Center contracted with Care-Net, a company available to answer calls in the evenings and on weekends. This service provides information directly to students on how to manage their immediate health care issues. This has been well received by our students.

In an effort to be proactive with our students, both the University Counseling Center and the University Health Center provide a number of educational programs throughout the year. The University Counseling Center participated or collaborated on 140 different programs last year. The University Health Center was able to offer 38 programs to the campus community.

Disability Services served 301 students in AY 14-15. Due to their enrollment patterns, these meant accommodations were provided for 502 students throughout the year (across Fall, Spring each summer session). This is a 7% increase in services from AY 2012-13. The number of exams administered by the department rose by 3.2% from AY 13-14. This reflects a 15.8% increase from AY12-13.

Since AY12-13, there has been a 51.8% increase in the number of hours for interpreter services are provided. As a result of the increase in hours, the budget expenditure for interpreter services has increased by 71.7% since AY12-13. It was challenging to find interpreters for all students at the skill level that was needed for their classes. In one case, an independent contractor was hired when the Corpus Christi Council for the Deaf and Hard of Hearing was not able to provide one.

In an effort to increase efficiency, Disability Services has added the "Accessible Information Management (AIM) System, a database management system, to their operations. This will greatly assist with the creation of faculty notification letters and tracking of students. The background work for implementing the system was done during AY14-15. The system will be utilized during AY 15-16.

In Career Services, the number of employers recruiting on campus continues to increase. Even with the disruption of being out of the University Center, attendance at the fairs by recruiters and students increased in AY 14-15. This past year, there was 21.5% increase in attendance at Career Fairs by recruiters. There was a 34% increase in student participation at the fairs. The Assistant Director for Employer Relations joined the staff in July 2014. This position is charged with recruiting new businesses and employers to our campus. The Assistant Director visited companies in San Antonio, Houston and Austin as a means to develop relationships with companies we have not had on our campus before. There was minimal success with this effort. A more intentional plan is in place for AY 15-16.

The Associate Dean of Students oversees the university's Behavioral Intervention Team (ICARE) as well as Judicial Affairs. In Judicial Affairs, there was a decrease in the number of cases during the year; however the number of violations assessed from those cases increased. There was a 57% increase in the number of drug cases this past year. In AY 13-14 there were 64, in AY14-15 there were 101 cases. The second highest number of violations was for alcohol. There were 80 violations in AY14 -15, down from 145 charges the year before. Academic misconduct reports decreased from 91 in AY13-14 to 73 in AY14-15.

Referrals made to ICARE increased in both the spring and summer last year, 18% and 21% respectively. The most common issue for a referral is a mental health situation. The ICARE case manager has worked diligently to make connections in the local community that we can then use with a student in need. This has been critical in getting students the assistance they need, especially when financial resources are an issue.

A number of educational programs were offered through Judicial Affairs related to: Title IX, domestic violence, STEP-UP - Bystander Intervention program, safety, ICARE and disruptive students. This component of the Associate Dean of Students operation is very important in addressing issues on our campus in a pro-active way.

The division honored three students who passed away during the year, at the annual Islander Tribute ceremony in April 2015. Two students were from the College of Liberal Arts, one from the College of Education. Of the three deaths, two deaths were the result of car accidents and one was a confirmed suicide. One of the students' families joined the campus community for the ceremony.

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

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

Service to the Community:

Special Olympics Volunteer
Incarnate Word Academy

#Giving Tuesday

Service to the University:

SEAS Staff Development Committee, Chair
Student Engagement and Success Council
Provost Leadership Team

Student Fee Advisory Committee, Chair
FYI Advisory Committee

Employee Recognition Task Force

Faculty On-Boarding planning team
FYI Convocation Planning Committee
University Center Expansion Project
Orientation Advisory Committee
Incident Command Team

Numerous search committees

Angela Walker, Associate Dean of Students

Service to the Community

Texas Association of Black Personnel in Higher Education – Corpus Christi Chapter

Volunteer at Corpus Christi Christian Fellowship for various events, programs and services

Coordinated Community Response Coalition, member

Service to the Profession

TACUSPA, 2015 Conference Planning Committee

Service to the University

Student Engagement and Success Council
Student Hearing & Appellate Board Panel, *Chair*

I-CARE Behavioral Intervention Team, *Chair*

Sexual Assault Prevention Task Force, *Chair*

Inclusive Excellence Committee

Intercollegiate Athletic Council Meeting

BlackBoard Mobile Committee

I-CARE Case Manager Search Committee, *Chair*

Incident Command Team, Health & Welfare branch

Terri Howe, Director

Service to the Community

Paralyzed Veterans of South Texas, volunteer

Southern Baptist Disaster Relief Response Team, volunteer

Service to the Profession

Texas Career Development Association, Board of Directors

Texas Career Development Association Poster Contest, *Chair*

Texas Association for Humanistic Education and Development, Board of Directors

Service to the University

Community Outreach Advisory Council, member

Islander Forum, Presenter

Employee Development Day, Presenter

Rachel A. Cox

Service to the Community

Dialog Institute of Southwest, Advisory Board Member

Metro Ministries, volunteer

Senior Care Center of Corpus Christi, Volunteer

Food Bank of Corpus Christi, Volunteer

Church Bookstore Manager, Platform Person, PowerPoint Team

Special Olympics, Volunteer

Service to the Profession

Association of Higher Education of Texas, Conference Planning Committee

Association of Higher Education of Texas, Past President

Behavioral Health Center of Nueces County, Board of Trustees

Service to the University

I-CARE committee

SEAS Staff Development committee

Inclusive Excellence Committee

Staff Council, member

Intercollegiate Athletic Council
Veterans Affairs Committee
University Technology Council, member
Multiple search committees

Dr. Carla Berkich, Executive Director University Health & Counseling Centers

Service to the Community

#Giving Tuesday
Metro Ministries, volunteer

Service to the profession:

Texas University College Counseling Center Directors Association, membership chair
Texas University College Counseling Center Directors Association, webmaster

Service to the University

Environmental Health and Safety Committee
Veteran Affairs Committee I-CARE committee
Strategic Planning and Assessment (SPA) Committee
I-CARE committee
Campus Wellness Committee
CAS review team: Health Center, Student Unions
Multiple search committees

Anticipated Challenges for the Next Cycle

As enrollment increases the demand for services will also continue to increase. We are limited in many areas in what we can offer by the lack of adequate facilities, staff and budgets. A further challenge in general is to continue to develop appropriate services and programs that meet the needs of our growing student enrollment, including our on-line students, veteran students and non-traditional students while working within a limited amount of resources.

Specific challenges across the unit are:

University Health Center:

Although the University Health Center was renovated last summer and additional exam rooms created, we still have facility needs that are not being met in the current facility. The University Health Center was allocated the entire second floor of the building they are located in; however, there is no means for someone with mobility issues to access that area. Therefore, we are limited in how the second floor area can be used. Its intended use includes a wellness resource area, a wellness clinic, office space, and conference room and support space for the University Health Center staff. It will not reduce the need for additional exam rooms in the main clinic.

A new, larger, more efficient facility is desperately needed for the University Health Center. We are limited in the number of providers we can support in the clinic, by the number of exam rooms available to use to serve students. The current space is already being used to its maximum capacity.

There is a need to expand the type of services offered through the University Health Center however; we cannot do this in the current facility. We would like to expand to include services that are offered on other campuses (such as X-ray, an expanded lab, wellness services, etc.), however, there is no space to do this at this time.

The recruitment of qualified staff willing to work for the salary budgeted for positions is a challenge. This is particularly difficult at the level of the Family Nurse Practitioner. We cannot compete with the local market for base salary. We simply cannot afford it. It took nearly a year to fill the Family Nurse Practitioner position. As student enrollment increases, we will need to increase staff to handle the increase in demand for services. Since the center is funded by a specific fee, we will be limited in what can be done based on the revenue that is generated by the fee. At this time the fee is not at the cap, however, the chances of passing another referendum or having the support of the Board of Regents to increase the fee is minimal.

University Counseling Center:

The University Counseling Center continues to see an escalation in the severity of clients issues seeking services at the center. Recruiting staff that are able to work with students with significant trauma, veterans and other complex mental health issues is difficult. IAC's national standard for the ratio of full time staff to students is 1:1000-1500. Based on our enrollment and current staff levels, the UCC is below this measure. Additional staff is necessary to address the needs of a growing student body. Even with the addition of a new counselor in AY 14-15, we are unable to meet the demand for services. Generally, during the semester there is a waiting of 2-3 days before being seen by a counselor. In the case of the Psychiatrist, there are times where there is six week delay in seeing him.

Like the University Health Center, the University Counseling Center is in need of a new, larger, more efficient facility. Some of the issues with the facility include: the layout of the current facility raises safety and security issues; there is no access to the second floor of the building for anyone with a mobility issue; therefore, it is very limiting how that space can be used and the facility is very energy inefficient as it was built in the 1980's and has had limited upgrades done to it over the years.

Associate Dean of Students:

The greatest challenge for this area is the increased scrutiny on campus by the federal government in the area of Title IX (sexual misconduct & sexual assault). This consumes an enormous amount of time of the Associate Dean. She is involved in creating policies & procedures, creating training programs, conducting training sessions and then ensuring that cases are processed in a timely manner. This is an evolving area with rules and expectations changing quickly.

A challenge for Judicial Affairs comes in with the growth of on campus housing, academic misconduct cases, and an increase in the number of off campus incidents involving our students. Developing strong relationships with community agencies is important in being able to successfully address these issues.

Faculty's reluctance to address disruptive behavior in the classroom has been a concern this past year for the Associate Dean of Student's office. Some faculty will ignore disruptive behavior and not address it in a timely manner. Then when it escalates to the point where they can no longer ignore it, they will bring it to our attention and expect it to be handled immediately. In most cases they don't want to deal with it, and they want the person removed from their class. This conflicts with our due process procedure and so it takes an enormous amount of time to address the situation and come to a resolution. Unfortunately, we feel that situations like this will only continue to increase as Campus Carry goes into effect in August 2016.

Disability Services:

Although the Disability Services staff continues to offer a number of workshops and seminars for faculty, participation in these training sessions is poorly attended by faculty. They have offered sessions through the CFE, Islander Forum, Employee Development Day and independent sessions, and yet participation continues to be low. Finding a way to get information into the hands of the faculty will continue to be a challenge.

Another challenge for this area is being able to serve students with dual or multiple diagnoses. Several of our veterans students are diagnosed with PTSD as well TBI. This is very challenging for our staff. It challenging to determine appropriate accommodations for this group as well, instruct the faculty on how to best handle each situation.

Securing reliable and affordable interpreter services has become a challenge for the staff. This past year, they had to work with an independent contractor for interpreting, because the local agency was not able to meet our needs for a particular student. As enrollment increases, this will continue to be a challenge.

Space to properly serve our students with disabilities is a challenge. Even though the office moved into new space in 2012, they have outgrown this location. There is no more room to add staff, all offices are now occupied. The area designated for Exam Services is at capacity regularly during midterms and finals, there are not enough testing stations available at popular class times; and the Assistive Technology space is undersized. As enrollment increases the need for additional space in close proximity to the office will be an issue.

Career Services:

Career Services continues to expand its reach and recruit new companies to campus. With the addition of the Assistant Director for Employer Relations, this area should improve. It continues to be a challenge to have cooperation from different academic departments on reporting of internships in the community. In AY 14-15, a request was submitted to add an Internship Coordinator. This was approved for the new fiscal year. This position will address some of these concerns.

The Small Business Internship program is a grant funded program managed by Career Services. It is a joint effort between the University and the City of Corpus Christi. It provides good paying internships for students in the local area. In September 2014, the program was suspended by the City for a month while they discussed funding and the future of it. Fortunately a decision was made to continue to fund the program through December 2016.

Last year almost \$400,000 in wages was paid to student interns. Recently there has been discussion among the Type A Board (the group that funds the program), to either change the nature of the program or discontinue it entirely. This program provides a great opportunity for our students to receive on the job training and development while getting paid at an elevated hourly wage (\$14.50/hour). Career Services will work to maintain the program if at all possible.

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

Develop a five year plan for staffing in each of the areas in the unit. Along with this, develop a strategic recruitment plan in particular, for those areas that are difficult to fill when a vacancy occurs, for example in the University Health Center and University Counseling Center. Remaining competitive in salaries is important.

Examining ways to continuously meet our students needs in all areas. Continuing to expand our outreach education is important and finding effective methods of delivery of information is key to working with this student population.

Continue to expand services to assist students in self-advocacy, self-care and developing a good sense of wellbeing will continue to be a focus for the student support services.

Continue to measure the effectiveness of our programs in the areas of Title IX, Bystander Intervention, Alcohol & Drug education.

Address space issues in the University Counseling Center and University Health Center. Expand use of the second floor in each facility.

Develop plans for long-term facility needs for all areas including UHC, UCC, Career Services, Disability Services and the Office of the Associate Dean of Students.

Develop key relationships with employers and faculty to assist students in finding employment upon graduation, find an effective method to track this information. Further develop the Internship program, working closely with employers and each college to determine needs and identifying potential sites.

Continue to identify ways of increasing efficiency in each area.

Detailed Assessment Report

2014-2015 Career Services

As of: 4/13/2017 07:53 AM EST

(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 was conducted from each resume workshop using clickers. Three questions assessing the participants' prior and post knowledge of resume writing were assessed. This assessment was conducted in odd years.

For FY16 we are focusing assessment efforts on a new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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

Target:

90% or greater of students will increase their knowledge of resume construction after participating in resume workshop.

Finding (2014-2015) - Target: Met

A Pre and Post test was conducted from each resume workshop using clickers. Three questions assessing the participants' prior and post knowledge of resume writing were assessed. 98% of students reported an increase in their knowledge of resume construction after participating in a resume workshop.

Connected Documents

[Career Services Learning Outcomes for 2014/2015](#)

[Statistics for 2014-2015](#)

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

Target:

85% will achieve a rating of level 3 (good) or greater, with a minimum of 50% achieving a level 4 (excellent).

Finding (2014-2015) - Target: Met

The percent of students with a 3 or better was 98%; the percentage of students with a 4 was 70%.

Connected Documents

[Career Services Learning Outcomes for 2014/2015](#)

[Resume Rubric for 2014/2015](#)

[Statistics for 2014-2015](#)

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 3: 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

Target:

90% or greater of students will increase their knowledge of job seeking resources after participating in classroom presentations and workshops.

Finding (2014-2015) - Target: Met

99.25% of students exhibited an increase in their knowledge of job seeking resources after participating in classroom presentations and workshops.

Connected Documents

[Career Services Learning Outcomes for 2014/2015](#)
[Statistics for 2014-2015](#)

M 4: Counseling Appointment survey question

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

Source of Evidence: Academic indirect indicator of learning - other

Target:

90% 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 (2014-2015) - Target: Met

99.8% of students responded "yes" when asked Do you believe you are able to effectively use 5 or more resources to seek a job?

Connected Documents

[Career Services Learning Outcomes for 2014/2015](#)
[Statistics for 2014-2015](#)

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 5: 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

Target:

90% or greater of students will increase their knowledge of interviewing after participating in an interview workshop or classroom presentation.

Finding (2014-2015) - Target: Met

99.2% of students exhibited an increase in their knowledge of interviewing after participating in an interview workshop or classroom presentation.

Connected Documents

[Career Services Learning Outcomes for 2014/2015](#)
[Statistics for 2014-2015](#)

M 6: 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

Target:

80% will achieve a rating of level 3 (good) or greater, with a minimum of 50% achieving a level 4 (excellent).

Finding (2014-2015) - Target: Met

The percent of students receiving a rating of 3 or better is 98.2%; the percent of student receiving a rating of 4 is 87%

Connected Documents

[Career Services Learning Outcomes for 2014/2015](#)
[Example of completed mock interview rubric](#)
[Statistics for 2014-2015](#)

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 7: Business Etiquette Dinner

Participation of students at business etiquette dinner.

Source of Evidence: Evaluations

Target:

Attendance \geq 112

Finding (2014-2015) - Target: Met

The number of students who attended the Business Etiquette Dinner in spring 2015 was 155; this is an increase from the previous year and is greater than 112 (page 12, Summary Report, 2014-2015)

Connected Document

[Summary Report 14-15](#)

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 8: Classroom presentation participation

Participation of colleges in utilizing classroom presentations

Source of Evidence: Activity volume

Target:

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

Finding (2014-2015) - Target: Not Met

In FY14, 159 classroom presentations were made. In FY15, 157 workshops were made. (page 13, Summary Report 2014-2015)

Connected Documents

[Statistics for 2014-2015](#)

[Summary Report 14-15](#)

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

Increase the utilization of colleges participating in classroom presentations

Established in Cycle: 2014-2015

Strategies to increase the number of classroom presentations will be reviewed and implemented.

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

O/O 5: Career Decision Making

Provide services for making career decisions.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi
1.3 Promote lifelong learning and global citizenship.

Related Measures

M 9: Noel-Levitz-Career Decision

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

Source of Evidence: Benchmarking

Target:

Score \geq National Average

Finding (2014-2015) - Target: Not Reported This Cycle

This data is reported in even year cycles.

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 10: Job Fair Participation

Job Fair Participation rates of employers

Source of Evidence: Activity volume

Target:

Job Fair Participants \geq 300 students

Finding (2014-2015) - Target: Met

Job Fair participants increased - 359 participants for 2014-2015

Connected Documents

[Job Fair Data 14-15](#)
[Summary Report 14-15](#)

M 11: 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 (2014-2015) - Target: Met

FY14 reported 2818 job opportunities provided to our student through the career database. FY15 had 3142 opportunities documented. An increase of 11.5%

Connected Document

[Summary Report 14-15](#)

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

Implementation Notes:

10/13/2015 In an ongoing effort to centralize on-campus job reporting, in 2014, Career Services implemented the practice of having students solely self-refer online. The department continues this new practice which encourages more students to go through Career Services' 'Hire An Islander' job database for on-campus part time positions. The majority of on-campus departments conduct their hiring through Career Services. An on-going challenge is to convince the "hold-outs" to use Career Services so that students will be able to access all on-campus jobs through 'Hire An Islander'.

Connected Documents

[Standard Operating Procedures for Distance Learners Strategic Plan](#)

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)

Implementation Notes:

10/13/2015 Career Services has revised career fairs to focus on industry needs. These industry-specific fairs appear to provide a better connection between employers to students. Additionally, the Internship/Part Time Job Fair will continue to be offered.

Connected Documents

[Standard Operating Procedures for Distance Learners Strategic Plan](#)

Improve marketing strategies for Business Etiquette Dinner

Improve marketing strategies for Business Etiquette Dinner

Established in Cycle: 2012-2013

Implementation Status: In-Progress

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

Implementation Notes:

10/13/2015 Career Services will continue utilizing social media to market this event. Additionally, collaboration with Alumni Relations have been formed to increase the number of alumni attending the Business Etiquette Dinner.

Connected Documents

[Standard Operating Procedures for Distance Learners Strategic Plan](#)

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: 09/2015

Implementation Notes:

10/13/2015 Through the "Tell Us Where You Work" campaign, Career Services is gathering data from students who report some information about their internship experience. Students give information regarding where they are working, how much they are making, and what their major is. Additionally, Career Services continues collaboration with Academic Affairs to create a process to track internships that students complete for no credit. These non-credit internship opportunities will be entered into Banner and will appear on the student's transcript. This will serve two purposes: the University will have a way of tracking these non-credit internship opportunities and it could serve to add credibility to the student's internship experience.

Connected Documents

[CAS Internship Study Action Plan](#)
[Standard Operating Procedures for Distance Learners Strategic Plan](#)

Assess and update space/facilities

Career Services has increased the number of staff and there are plans to add more staff. This creates a challenge with the current space configuration. It has become necessary to evaluate the current space and determine changes that will better suit the growing staff.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Implementation Description: Examine the current facility layout and make plans to reconfigure the space.

Projected Completion Date: 09/2015

Implementation Notes:

10/13/2015 With an increase in staff, it has become necessary to evaluate the current space available for Career Services. After assessing the facility, plans will be made to redesign the space so that the department functions at an optimum level. While some redesigns were implemented to the department's space, there is still a need for more office space to be located to accommodate a growing staff.

Connected Documents

[Standard Operating Procedures for Distance Learners Strategic Plan](#)

Develop services for distance learning students

FY15: Standard Operating Procedures for Distance Learners were created. More educational information for Distance Learners was added to the Centers' departmental website.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 09/2015

Connected Document

[Standard Operating Procedures for Distance Learners](#)

Hire an Internship Coordinator

During academic year 2014/2015, Career Services requested the addition of an Internship Coordinator position to meet the challenges of providing internship opportunities for students. This request was granted and an Internship Coordinator will be hired in FY 2016.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 01/2016

Implement the Career Services 20/20 Plan

Implement the new Career Services 20/20 Strategic Plan. This plan aligns with the university and division 20/20 plans.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 09/2015

Connected Document

[Strategic Plan](#)

Increase the utilization of colleges participating in classroom presentations

Strategies to increase the number of classroom presentations will be reviewed and implemented.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Classroom presentation participation | **Outcome/Objective:** Job search skills education

Implementation Description: Strategies will consist of emailing, phoning, and visiting the offices of faculty to offer the service of classroom presentations. Additionally, flyers advertising this service will be created and placed in faculty mail boxes.

Projected Completion Date: 07/2016

Responsible Person/Group: Career Counselors and Associate Director

Additional Resources: paper and printing materials for flyers

Implementation Notes:

10/13/2015 Career Services has experienced a decline in classroom presentation requests. Strategies to address this issue will consist of emailing, phoning, and visiting the offices of faculty to offer the service of classroom presentations. Additionally, flyers advertising this service will be created and placed in faculty mail boxes.

Connected Documents

[Standard Operating Procedures for Distance Learners Strategic Plan](#)

Revise Student Employment Rule and Procedures

The Texas A&M University - Corpus Christi Student Employment Rule (33.99.08.C1) and Student Employment Procedure (33.99.08.C1.01) were reviewed and revised to reflect the needs of the university student workforce and employers.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Projected Completion Date: 09/2015

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

Based on the analysis of findings, Career Services has a very strong career-counseling program. Resume and mock interview rubric scores indicate that students' skills in these areas are improving after undergoing career counseling. The data to support these findings come from the individual resume and mock interview rubrics that are individually tabulated when a student meets with a career counselor.

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

An analysis of findings indicates an improvement in the attendance of employers and students in Career Services' events. For 2014/2015, 396 employers participated in career fairs; this exceeds the target of = Job Fair Participants ≥ 300 employers . Student attendance for 2014/2015 was ~ 2259. This was an increase from student participant for 2013/2014 = 1680.

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

An analysis of findings indicates a need for improvement in the number of classroom presentations and workshops offered. The number of presentations made in 2014/2015 was 157; this is a decrease from 2013/2014 (159). A possible factor was the displacement of our office staff because of the University Center renovations. It may have been challenging for faculty to locate Career Services staff and request presentations. However, strategies to improve presentation numbers include contacting faculty further in advance and requesting presentations be included in syllabi.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Career Services began and ended 2014-2015 with changes to personnel and office locations. Department personnel were placed in temporary offices as the University Center was under renovation. Staff moved back to the University Center in summer 2015. The fall semester started with 7 professional staff, one administrative assistant, five student workers, one graduate assistant and one undergraduate intern for the Small Business Internship Program. At the beginning of the fall semester, the assistant director for employer relations began and during the summer, the career counselor for the College of Business left. The department offset the impact of these changes to services and programs by flexing duties and assignments for each of the professional staff.

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. These events include Island Days, New Student Orientation, Waves of Welcome, President's Picnic, Homecoming Kick-off Picnic, Employee Development Day, and the Staff Luncheon.

2014-2015 saw a change in programming for Career Services. Two programs, the "Get The Job" Fashion Show and the Business Etiquette Dinner, were switched to different semesters to accommodate the needs of the programs. Appropriate interview attire is more readily available in the fall. So, the Fashion Show was moved to the fall and the etiquette dinner was moved to the spring.

Programs

JOB FAIRS

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

FALL FAIRS						
Attendance						
	2012		2013		2014	
	Recruiters	Students	Recruiters	Students	Recruiters	Students
All Major Career Fair	49	394	78	636	71	608
Teacher Job Fair	28	96	38	116	41	156
Graduate School Fair	39	124	49	193	55	105
Criminal Justice Fair	13	160			28	101

FALL 2014 FAIR Residency and Gender

	Resident %	Non Resident %	Male %	Female %
All Major Career Fair	N/A*	N/A*	N/A*	N/A*
Teacher Job Fair	5%	95%	23%	77%
Graduate School Fair	15%	85%	41%	59%

* Sandollar readers malfunctioned and fair data was not collected.

FALL 2014 FAIRS							
Classification							
	FR	SO	JR	SR	PB	GRAD	U/K
All Major Career Fair	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Teacher Job Fair	1%	11%	9%	72%	>1%	4%	2%
Graduate School Fair	1%	8%	17%	51%	4%	9%	10%
Criminal Justice Fair	>1%	>1%	10%	31%	>1%	24%	32%

* Sandollar readers malfunctioned and fair data was not collected.

FALL 2014 FAIR							
Ethnicity							
	Asian Pacific	Black N/His.	Hispanic	Intern'l	Native American	White N/His.	U/K
All Major Career Fair	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Teacher Job Fair	2%	4%	44%	1%	>1%	40%	8%
Graduate School Fair	2%	4%	33%	10%	>1%	40%	10%
Criminal Justice Fair							

	>1%	1%	30%	>1%	>1%	45%	21%
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SPRING FAIRS						
Attendance						
	2013		2014		2015	
	Recruiters	Students	Recruiters	Students	Recruiters	Students
All Major Career Fair	69	296	76	514	63	502
Teacher Job Fair	58	305	64	165	73	274
Veteran's Fair	N/A	N/A	27	56	28	101
Internship/ Part Time Fair	N/A	N/A	N/A	N/A	37	412

SPRING 2015 FAIRS				
Residency and Gender				
	Resident %	Non Resident %	Male %	Female %
All Major Career Fair	27%	73%	56%	44%
Teacher Job Fair	5%	95%	18%	82%
Veteran's Fair	12%	88%	77%	23%
Internship/ Part Time Fair	29%	71%	48%	52%

SPRING 2015 FAIRS							
Classification							
	FR	SO	JR	SR	PB	GRAD	U/K
All Major Career Fair	5%	9%	10%	45%	2%	12%	17%
Teacher Job Fair	0%	4%	8%	75%	1%	5%	10%
Veteran's Fair	>1%	5%	12%	45%	1%	12%	24%
Internship/ Part Time Fair	10%	19%	25%	12%	1%	8%	25%

SPRING 2015 FAIR							
Ethnicity							
	Asian Pacific	Black N/His.	Hispanic	Intern'l	Native American	White N/His.	U/K
All Major Career Fair	4%	6%	36%	12%	<1%	31%	10%
Teacher Job Fair	2%	2%	48%	22%	<1%	20%	5%
Veteran's Fair	1%	2%	46%	>1%	>1%	40%	9%
Internship/ Part Time Fair	3%	4%	47%	2%	1%	40%	3%

BUSINESS ETIQUETTE DINNER

Business Etiquette Dinner is an annual event for Career Services. The event is held every spring and students have the opportunity to learn a lesson in fine dining and business etiquette. Jane Ibanez served as the 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 received 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
2008	130	22	139
2009	152	22	135
2010	135	21	122
2011	136	22	117
2012	120	9	107
2013	129	13	109
2015	168	40	155

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

BUSINESS COMMUNITY MEMBERS INVITED	BUSINESS COMMUNITY MEMBERS INVITED
Susie Sullivan, Bay Ltd	Mary Picarazzi, USAA
Gracie Martin, Ensemble Group	James Smith, Kiewit Offshore
Melody Alvarado, Christus Spohn	Alicia Olivo, Wells Fargo
Kathryn Funk-Baxter, TAMU-CC	Chris Wells, USAA
Steve Drenth, Melton & Melton	Mark Sanchez, Mark Sanchez Insurance
Steve Hammond, Melton & Melton	Gloria Taylor, Communities In Schools
Sandi Japp, Christus Spohn	Sylvia Wilson, City of Corpus Christi
Mel Goce, Corpus Christi Police Dept	Sarah Stevens, Whataburger
Jason Picarazzi, USAA	Robert Melendez, Senior Helpers

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			
2011-2012	2012-2013	2013-2014	2014-2015
30	30	35	37

2014-2015 ON CAMPUS RECRUITING COMPANIES		
CGI	US Navy	Camp Aranzazu
Fastenal	Target	Platypus Fitness Center
Kiewit	NASA	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	Kenedy Memorial Foundation
St. Mary's Law School	Seaton Hospital System	Baytek Intl
Vector Marketing	Communities in Schools	Tejedas Transportation

WORKSHOPS AND CLASSROOM PRESENTATIONS

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

WORKSHOPS/CLASSROOM PRESENTATIONS		
2013	2014	2015
152	159	157

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 Sanddollar card and his or her name on 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 2015 marked the 12th Annual Student Employee of the Year Award Program. Winners are:

2013	2014	2015
Alan Briseno	Josh Richards	Melody Jacobo

JOB STATISTICS

I-Link Data	2012	2013	2014	2015
Job Referrals / Total	6,047	7,949	9,799	9,799
JLD Placement / Opportunities	368 / 680	425 / 1188	646 / 1366	711/1809
On Campus Placements/ Opportunities	484 / 394	508 / 440	511 / 480	530/527
Intern Placements / Opportunities	154 /186	188 / 221	198 / 238	201/ 238
Professional Placements/ Opportunities	82 / 496	94 / 603	98 /734	118/1212

I-Link Data	2012	2013	2014	2015
Job Earnings Total \$	10,925,823	11,608,285	11,917,955	14,758,880
JLD Earnings \$	2,796,077	3,367,139	4,348,683	6,068,105
On Campus Earnings \$	3,121,461	3,245,035	3,305,312	3,463,606
Community Service Work Study Earnings \$	Included in JLD	Included in JLD	Included in JLD	Included in JLD
Intern Earnings \$	874,506	877,307	Included in JLD	Included in JLD
Professional \$	4,133,776	4,118,803	4,263,961	5,227,169

Note: previous annual reports had incorrect data for 2012.

SMALL BUSINESS INTERNSHIP

Overview

This program is collaboration between Texas A&M University-Corpus Christi, 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. The goal is to ensure that all internships are mutually beneficial to the student and employer by providing access to bright, ambitious students.

Employers have the added benefit of being reimbursed a portion of the student's wage (up to the amount of the current minimum wage).

Reduced costs associated with recruiting and training create potential permanent employees for the business.

A close business partnership is established between employers and Texas A&M University-Corpus Christi.

Small Business Internship Program
Spring 2014 – Summer 2015 Progress Report

Spring 2014 Participation

# of Company participants		30	
# of Student participants		30	

Summer 2014 Participation

# of Company participants		25	
# of Student participants		25	

Fall 2014 Participation

# of Company participants		31	
# of Student participants		31	

Spring 2015 Participation

# of Company participants		31	
# of Student participants		31	

Summer 2015 Participation

# of Company participants		18	
# of Student participants		18	

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

Small Business Internship Participants	
Accent Tan	
Adamson Co	Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)
Baytek International	
BillCutterz	Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)
Boomerang Social Media	
Brinca!	Terri Howe, Director
Century 21 Best of The Best Real Estate	Service to the Community
Coastal Cycle Academy	Paralyzed Veterans of South Texas, volunteer
Corpus Christi Hispanic	Southern Baptist Disaster Relief Response Team, volunteer
Chamber of Commerce	Service to the Profession
Ensemble Group	Texas Career Development Association, Board of Directors
First Title Company	Texas Career Development Association Poster Contest, Chair
Garron Dean & Associates	Texas Association for Humanistic Education and Development, Board of Directors
Geraldo Elite Futbol	
Great Sage	Service to the University
Gross Capital	Community Outreach Advisory Council, member
Gulf Coast Mailing Services	Islander Forum, Presenter Employee Development Day, Presenter
Johnstone Supply	Sharon Herrera, Job Developer
Kingsbury Insurance	Service to the Community
Life is Good Realty	Breast Cancer Walk, volunteer American Heart Association Walk, volunteer
Maricela Sanchez Art	
Mark Chavez Insurance	Service to the University
Mira's Sports & More	UCSA Advisory Board, member Convocation Committee/Technology, member
Mortgage Associates	Be Well to Excel Task Force, member
Of Corpus Christi	SEAS Student Employee Week Task Force, member
Mr. Fancy Pants Carwash	University Web Council, member

Nueces Stone Quarry
Olivarri & Associates
Platypus Fitness Center
Prokite Surf
QSR Online
R.H. Shackelford
Ron Park, CPA
Tejedas Transportation
The Avenue Uptown
Zambrano Services

Jacinto Medina, Career Counselor

Service to the Community

Aransas Pass Youth Co-ed Basketball League, volunteer coach
Aransas Pass Youth Football Junior Cheerleading Squad, volunteer

Service to the University

Student Veteran Organization, advisor
SEAS Scholarship Committee

Nancy Salinas, Senior Career Counselor

Service to the Community

Texas Jazz Festival, volunteer
Last Patrol Freedom Run, volunteer
Community Options, volunteer
Jr Achievement, volunteer

Service to the University

McNair Scholars Program, committee member
I-ADAPT, committee member

Sara Goede, Career Counselor

Service to the University

First Year Seminar Task Force Committee, member
Waves of Welcome Committee, member
Graduate Student Appreciation Week Committee, member

Sara Lopez, Administrative Assistant

Service to the Community

Walk for "Dress for Success", volunteer
Veteran's Day Celebration, volunteer

Service to the University

Staff Council, President
Employee Excellence Awards, Chair
Commencement, volunteer
Islander Forum, Presenter

Anticipated Challenges for the Next Cycle

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

Continuation of the Small Business Internship Program is an ongoing challenge. This program is funded by the City of Corpus Christi and funding is contingent upon approval by the Type A Board (the funding approval board).

Another potential challenge is a question of space. With the addition of new staff members (a new Associate Director and Internship Coordinator), there is not enough office space in the current layout of offices in the University Center. It will be necessary to identify new space for professional staff.

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

With an increase in staff, it has become necessary to evaluate the current space available for Career Services. After assessing the facility, plans will be made to redesign the space so that the department functions at an optimum level. While some redesigns were implemented to the department's space, there is still a need for more office space to be located to accommodate a growing staff.

Career Services has experienced a decline in classroom presentation requests. Strategies to address this issue will consist of emailing, phoning, and visiting the offices of faculty to offer the service of classroom presentations. Additionally, flyers advertising this service will be created and placed in faculty mailboxes.

In an ongoing effort to centralize on-campus job reporting, in 2014, Career Services implemented the practice of having students solely self-refer online. The department continues this new practice, which encourages more students to go through Career Services' 'Hire An Islander' job database for on-campus part time positions. The majority of on-campus departments conduct their hiring through Career Services. An on-going challenge is to convince the "hold-outs" to use Career Services so that students will be able to access all on-campus jobs through 'Hire An Islander'.

Increasing off-campus employment opportunities continues to be a challenge. To address this, Career Services has revised career fairs to focus on industry needs. These industry-specific fairs appear to provide a better connection between employers to students. Additionally, the Internship/ Part Time Job Fair will continue to be offered.

Another ongoing challenge is student and alumni attendance at the Business Etiquette Dinner. Career Services will continue utilizing social media to market this event. Additionally, collaboration with Alumni Relations has been formed to increase the number of alumni attending the Business Etiquette Dinner.

Tracking internship hires has been challenging. Many departments and faculty are involved with assisting students in acquiring an internship site and reporting these data is not centralized. Through the "Tell Us Where You Work" campaign, Career Services is gathering data from students who report some information about their internship experience. Students give information regarding where they are working, how much they are making, and what their major is. Additionally, Career Services continues collaboration with Academic Affairs to create a process to track internships that students complete for no credit. These non-credit internship opportunities will be entered into Banner and will appear on the student's transcript. This will serve two purposes: the University will have a way of tracking these

non-credit internship opportunities and it could serve to add credibility to the student's internship experience.

During academic year 2014/2015, Career Services requested the addition of an Internship Coordinator position to meet the challenges of providing internship opportunities for students. This request was granted and an Internship Coordinator will be hired in FY 2016.

Connected Documents

[CAS Internship Study Action Plan](#)
[Standard Operating Procedures for Distance Learners](#)
[Strategic Plan](#)

Detailed Assessment Report

2014-2015 Disability Services

As of: 4/13/2017 07:53 AM EST

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

Mission / Purpose

Disability Services (DS) is committed to providing Texas A&M University-Corpus Christi 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 (2014-2015) - Target: Not Reported This Cycle

This survey is administered only in even cycles.

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" with at least 50% scoring at the "Accomplished" level.

Finding (2014-2015) - Target: Met

100% scored a level of Intermediate to Accomplished. 42% (5 students) were rated on the rubric at an intermediate Level, while 58% (7 students) were rated as Accomplished.

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

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

Evaluate and Enhance Self-Advocacy Training

Established in Cycle: 2013-2014

Evaluate and Enhance Self-Advocacy Training

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 (2014-2015) - Target: Not Met

Overall, 58% of students reported being Confident to Very Confident. 42% (5 students) responded at a level of 4: Very Confident, while 16% (2 students) responded at a level of 3: Confident. 42% (5 students) responded at a level of 2, Somewhat Confident.

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

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

Implement the 20/20 Strategic Plan

Established in Cycle: 2014-2015

Implement the 20/20 Strategic Plan

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:

≥ 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 (2014-2015) - Target: Not Reported This Cycle

This survey is administered only in even cycles.

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:

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

Finding (2014-2015) - Target: Met

Eight first year Disability Services students were introduced to Kurzweil 3000 version 13 and given training and textbooks or other course materials in digital format. 100% of these students rated "Exemplary" in their ability to access and utilize the software. This is up 20% from last year's findings of 80%.

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.

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 7: 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 (2014-2015) - Target: Not Reported This Cycle

Disability Services partners with ICA and CAB to host this event. The department did not receive feedback from the group regarding the results of last years event.

M 10: Universal Design Presentation Quiz

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

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

Target:

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

Finding (2014-2015) - Target: Met

Out of 29 students responding, 100% of students identified at least three barriers encountered by persons with disabilities in their daily lives. 19 of the 29 total students (66%) were able to also mention a corresponding accommodation that would reduce or eliminate barrier(s).

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 8: 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 (2014-2015) - Target: Not Reported This Cycle

This survey is administered only 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 9: 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 (2014-2015) - Target: Not Reported This Cycle

This survey is administered only 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

Texas A&M-Corpus Christi

- 1.4 Provide a supportive and safe campus environment
- 1.6 Commitment to student diversity and quality.

Related Measures

M 1: Educational programs regarding disabilities.

Number of programs presented.

Source of Evidence: Activity volume

Target:

Programs presented ≥ 25.

Finding (2014-2015) - Target: Met

Programs presented = 27

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: Finished

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.

Implementation Notes:

10/12/2015 No longer using Access-A-File. Purchased a new case management system in July 2014 that is more secure than Access-A-File.

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: Finished

Priority: High

Implementation Description: Fall 2012

Projected Completion Date: 08/2012

Responsible Person/Group: Rachel A. Cox

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

Budget Amount Requested: \$500.00 (recurring)

Implementation Notes:

10/9/2015 Grant ended and DS has fulfilled the conditions of the grant. The concepts and information regarding UDL are practiced on a regular basis upon interactions with faculty and during presentations.

Volunteer Note-Taker Services

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

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Implementation Description: Fall 2013

Projected Completion Date: 08/2011

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

Additional Resources: \$500.00

Budget Amount Requested: \$500.00 (recurring)

Implementation Notes:

10/9/2015 DS has been approved funds for incentives to purchase gift cards for volunteer note-takers. DS needs to research the process/procedures on how to obtain gift cards for the volunteers.

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: Finished

Priority: High

Projected Completion Date: 01/2012

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

Implementation Notes:

10/14/2015 Developed new Strategic Plan and will implement new Learning Outcomes.

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: Finished

Priority: Medium

Implementation Description: This would be an ongoing process.

Responsible Person/Group: Rachel A. Cox/Disability Services Staff

Implementation Notes:

10/12/2015 DS conducted 30 Educational presentations to both the on and off-campus community.

Enhance and improve Text to Speech software training.

Enhance and improve Text to Speech software training.

Established in Cycle: 2012-2013

Implementation Status: Finished

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.

Implementation Notes:

10/12/2015 The Text to Speech Software has greatly improved and it now includes an easy to use app. The students have adapted very well to the new app.

Mission Statement

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

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

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: Completed July, 2015

Responsible Person/Group: Rachel A. Cox/Disability Services

Implementation Notes:

10/9/2015 The new Mission Statement was completed in July 2015. The Disability Services Office at Texas A&M University-Corpus Christi is dedicated to facilitating equal and integrated access to educational opportunities for students with disabilities in order to meet their academic and personal goals. The office coordinates appropriate academic accommodations and encourages the development of student self-advocacy skills. We further promote an inclusive environment by collaborating with students, faculty, and staff to eliminate physical, programmatic and attitudinal barriers within the campus community. Office

Review and Revise Service Animal Policy

Review and Revise Service Animal Policy

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: Medium

Responsible Person/Group: Rachel A. Cox

Implementation Notes:

10/9/2015 Some DS Staff participated and completed a Service and Emotional Support training by Jane Jarow. We will review and revise a Service Animal Policy by the end of FY16.

Student Learning and Development Domains

Disability Services will articulate how it supports and contributes to student learning and development domains that are not specifically assessed.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Responsible Person/Group: Rachel A. Cox/Disability Services Staff

Implementation Notes:

10/14/2015 Developed new Strategic Plan and will implement new Student Learning and Development Domains.

Complete Implementation and Training of the New Case Management Software

Accessible Information Management (AIM) was purchased.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Accessible Information Management (AIM) was purchased and in the process of being set-up and implemented.

Responsible Person/Group: Rachel A. Cox/Director

Additional Resources: Budget has been approved.

Budget Amount Requested: \$3,480.00 (recurring)

Implementation Notes:

10/14/2015 Accessible Information Management (AIM) System has been live since the summer as a student database and system reporting. Staff have been trained on major features and modules and will have further training after using the system for a time. Staff are tweaking the accommodations and office procedure processes in order to go live with the Faculty Notification Letter and student registration modules. All modules are functional, just have not been visible to the students yet. As the Exam Services module is the most complicated, the office has delayed training on that until staff is more comfortable with the system.

Evaluate and Enhance Self-Advocacy Training

Evaluate and Enhance Self-Advocacy Training

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: DS Self-advocacy Rubric | **Outcome/Objective:** Communicate a plan to self-advocate.

Projected Completion Date: 01/2015

Responsible Person/Group: Rachel A. Cox/Disability Services

Implementation Notes:

10/9/2015 In the process of evaluating this measure for 2015-2016 to revise or eliminate it.

Hire Accommodations Counselor

Hire a new Accommodations Counselor to assist with the growing number of students with disabilities need for accommodations.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High
Projected Completion Date: 01/2015
Responsible Person/Group: Rachel A. Cox, Director
Budget Amount Requested: \$45,000.00 (recurring)

Implementation Notes:

10/9/2015 Hired Accommodations Counselor 2/1/15

Create a Priority Registration Policy for Students with Disabilities

Coordinate with the Registrar's office to create a Priority Registration Policy for Students with Disabilities.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 05/2016

Responsible Person/Group: Rachel A. Cox, Director/Ralph McFarland, Associate Director

Implement Distance Education SOP's

Implement Distance Education SOP's

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 09/2016

Connected Document

[Distance Education SOP's](#)

Implement the 20/20 Strategic Plan

Implement the 20/20 Strategic Plan

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Confidence in Ability to Self-Advocate | **Outcome/Objective:** Communicate a plan to self-advocate.

Projected Completion Date: 09/2016

Responsible Person/Group: Rachel Cox/Ralph McFarland

Increase options for Interpreter Services for Students

Secure contract with Deaf Interpreter Services to include Video Remote Interpreting as soon as funding is approved. Budget was less for FY16 than FY15. Requested amount be reinstated and requested \$20,000 in additional funding.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 01/2016

Responsible Person/Group: Rachel A. Cox

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

Request Additional Funding for a Student Employee

Student Employee to be shared by Exam Services and the reception area.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 08/2016

Responsible Person/Group: Rachel A. Cox, Director

Additional Resources: Funding

Budget Amount Requested: \$10,000.00 (recurring)

Review and Revise Service Interpreter Services Handbook

Review and Revise Service Interpreter Services Handbook by the end of FY16.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 05/2016

Responsible Person/Group: Ralph McFarland, Associate Director

Analysis Questions and Analysis Answers

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

Based on the analysis of findings for Assistive Technology Learning Outcome: "After training, students on Text to speech software 100% of the students trained were rated as exemplary. Compared to last year, this is up 20%. Due to the advances in Text to Speech Software, the system is greatly improved and it now includes an easy to use app. The students have adapted very well to the new app.

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

Improvement occurred in the students access and independent use of Assistive Technology, specifically use of Text to Speech software accessing/use of course materials in digital format. 100% of the students trained measured 'Exemplary'. This measure is up 20% from 2013-2014.

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

58% of students who responded to the level of their confidence (0-4; 0= no confidence and 4= most confident) in advocating for their disability related needs stated they were confident to very confident, while 42% rated their confidence level as a 2.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Disability Services (DS) continues to work to improve and retain students by providing the best and most effective accommodations possible. This is done in collaboration with the entire campus community including the community at large. In particular, the office continues to work with Distance Education to ensure access to on line students.

DS staff is involved in conducting several presentations to the faculty and staff regarding recent legislation and education regarding services offered to students. The Assistant Director, Ralph McFarland, was the keynote speaker at the recent ADA25 Celebration and Awards Luncheon. Staff has also presented at the Association of Higher Education and Disabilities Conference in Texas professional organization and conducted Staff Development presentations for the Student Engagement and Success Division.

At the direction of the Provost, DS began the process of securing a firm that would conduct an audit of how the office is

doing regarding web accessibility and Section 508 Compliance, The staff was instrumental in recommending, coordinating, scheduling, collecting and providing information to Dr. Salome Heyward who then conducted the audit. This report is now in the hands of the Provost.

DS continues to research ways in which to provide qualified interpreters for students who are deaf and hard of hearing. One method of providing this was by increasing the amount on the purchase order for the freelance interpreter. Also, DS met with Deaf Interpreter Services to discuss services they provide the Coastal Bend area. This is another avenue the office is working on in order to cover the growing demand in upper level division courses for qualified interpreters.

Accessible Information Management (AIM) System has been live since the summer as a student database and system reporting. Staff have been trained on major features and modules and will have further training after using the system for a time. Staff are tweaking the accommodations and office procedure processes in order to go live with the Faculty Notification Letter and student registration modules. All modules are functional, just have not been visible to the students yet. As the Exam Services module is the most complicated, the office has delayed training on that until staff is more comfortable with the system.

Disability Services (DS) has continues to undergo positive changes that help to improve services for our students with disabilities. Listed below are the highlights of the program:

Total number of students registered: 2014-2015 = 301
2013-2014 = 308
2012-2013 = 281

Total number of students registered by semester:

<u>Term</u>	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
Fall	221	222	209
Spring	186	213	178
Summer I	59	65	56
Summer II	36	37	26

Demographics

Registered Students by gender:

<u>Gender</u>	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
Females	173	173	154
Males	128	135	127
Total	301	308	281

Registered Student by classification:

	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
Freshman =	65	63	56
Sophomores =	49	55	42
Juniors =	63	58	55
Seniors =	89	95	89
Graduate =	29	37	39
Doctoral =	---	---	---
Post Bac =	6		
Total	301	308	281

Registered Students by disability:

	<u>2014-2015</u>	<u>2012-2013</u>	<u>2012-2013</u>
Learning disability =	24%	24%	18%
ADHD/ADD =	39%	31%	37%
Physical =	7%	8%	9%
Health Impaired =	6%	9%	8%
Psychiatric =	14%	16%	15%
Visual Impairment =	1%	2%	3%
Hearing Impairment =	4%	4%	5%
Traumatic Brain Injury =	2%	2%	1%
Asperger's =	3%	4%	4%
Speech Impairment =	---	---	---
Undiagnosed =	---	---	---

Exam Services

Total exams administered by semester:

<u>Term</u>	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
Fall	937	865	753
Spring	805	851	767
Summer	200	165	157
Total	1,942	1,881	1,677

Students Eligible for Exam Accommodations:

<u>2014-2015</u>	<u>2013-2014</u>
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482 484

Students Utilizing Exam Services:

2014-2015 2013-2014

306 329

Additional Exams Proctored at Faculty Request:

2014-2015 2013-2014

30 22

Early Start Exams:

2014-2015 2013-2014

19 19

Saturday Exams:

2014-2015 2013-2014

N/A 3

Alternative Text

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

2014-2015 2013-2014 2012-2013
134 132 110

Total books requested in alternative format:

2014-2015 2013-2014 2012-2013
674 796 619

Breakdown of method of request:

	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
Total books scanned:	106	63	38
Total ordered from publisher:	181	154	220

Note: The office now has over 2,709 textbooks saved in our E-text library.

Total number of books edited:

2014-2015 2013-2014 2012-2013
176 119 240

Student Contacts/Visits

	<u>2014-2015</u>	<u>2013-2014</u>	<u>2012-2013</u>
Fall =	1,278	1,162	1,856
Spring =	1,232	1,115	1,741
Summer =	443	264	434
Total	2,953	2,541	4,031

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

Total Faculty Notification Letters

Term 2014-2015 2013-2014 2012-2013

Fall	966	1,021	917
Spring	727	862	746
Summer I	141	100	105
Summer II	68	46	40
Total	1,902	2,029	1,808

Interpreter Services

Hours & Cost 2014-2015 2013-2014 2012-2013

Hours =	1,966.5	1,674	1,295
Cost =	\$92,520	\$82,005	\$53,880

Staff Professional Development

Gail Connelly

- Division Updates, SEAS Staff Development
- Apple Accessibility, Trece Witte, Apple Representative
- Note to Educators: Hope Required When Growing Roses in Concrete, Jeff Duncan-Andrade, PhD
- Inclusive Islander Network, Elizabeth Stephens
- Examity, Webinar
- Dating Violence, SEAS Staff Development
- Availability of SEAS Student Services For TAMUCC's Distance Learners, SEAS Roundtable Students with Asperger's, Webinar
- Housing Dramas Continue, Webinar
- Affordable Care Act Training/Workshop, Human Resources
- Social Media & You, SEAS Staff Development
- Connect, Reflect and Accessibility, Raymond Rose
- Human Trafficking Awareness, SEAS Staff Development
- Disability Services Retreat
- Top Cases Over the Last 25 Years
- Accessible Information Management (AIM) training
- Green Zone Training, Islander Forum

Erica Garza

- Division Updates, SEAS Staff Development
- Step Up---Train the Trainer
- Breakfast Serial: Autism Spectrum Disorder and Applied Behavior Analysis
- SEAS Staff Development: What You Might Expect From Students on the Autism Spectrum
- Apple Accessibility, Trece Witte, Apple Representative
- SEAS Staff Development: Dating Violence
- Islander Forum
- Inclusive Islander Network
- Coastal Bend ADA Employment Standards Training, Del Mar College
- The Housing Dramas Continue, Webinar
- SEAS Staff Development: Social Media and You
- Connect and Reflect with Accessibility, Expert Raymond Rose
- Adaptive Recreation's Impact on Student Experience and Campus Access, Webinar
- The Art of Managing the Unreasonable, webinar
- SEAS Staff Development: Inclusive Islander Network---Exploring Identity and Intersectionality
- AHEAD in Texas Conference
- SEAS Staff Development: Human Trafficking Awareness
- Student Affairs System Symposium
- Employee Development Day
- TACUSPA BIT Webinar and IO-CARE Training
- Mental Health 101: Recognizing and Responding to Students with Trauma Exposure and Post Traumatic Stress Disorder and Helping them to Succeed
- LEAD Program
- Breakfast Serial: Bullying Presentation
- Disability Services Retreat
- Accessible Information Management (AIM) training
- Islander Forum: Defining Full Inclusion: A Framework for Learning and Student Success (Tia Brown McNair, PhD)
- Islander Forum: Inclusivity in the Undergraduate Experience

MK Kahrhoff

- SEAS Staff Development: Social Media and You
- Adaptive Recreation's Impact on the Student Experience and Campus Access, webinar
- UDL: Designing Success for All Students, webinar
- The Art of Managing the Unreasonable, webinar
- SEAS Staff Development: Inclusive Islander Network---Exploring Identity and Intersectionality
- SEAS Staff Development: Human Trafficking Awareness
- Accessible Information Management (AIM) training
- AHEAD in Texas Conference
- Student Affairs System Symposium
- DAIS Emotional Support Animal Training
- Emotional Support Animals and Housing, Salome Heyward webinar
- Coastal Bend ADA Employment Standards Training, Del Mar College
- Coastal Bend Center for Independent Living CBAD Class
- Accessible Information Management (AIM) training
- Disability Services Retreat
- Federal Facilities & the Architectural Barriers Act Accessibility Standard (ABA) - "A Refresher"

Jennifer Weir

- Division Updates, SEAS Staff Development
- SEAS Staff Development: What You Might Expect From Students on the Autism Spectrum
- Apple Accessibility, Trece Witte, Apple Representative
- Expanding Horizons Conference
- SEAS Staff Development: Dating Violence
- SEAS Staff Development: Social Media and You
- AT Training at CBCIL (Coastal Bend Council for Independent Living)
- Connect and Reflect with Accessibility, Expert Raymond Rose
- SEAS Staff Development: Inclusive Islander Network---Exploring Identity and Intersectionality
- Screening and Brief Intervention Training, University Counseling Center
- Step Up Training and Step Up Train the Trainer Training
- Screening and Brief Intervention Refresher Training
- SEAS Staff Development: Human Trafficking Awareness
- Screening and Brief Intervention Training, Elizabeth Stephens
- FL Network Webinar with C4ATX - Exploring College and Career Readiness through Assistive Technology
- Employee Development Day
- Disability Services Retreat
- Accessible Information Management (AIM) Training

Ralph McFarland

- Division Updates, SEAS Staff Development
- SEAS Roundtable: Strategic Planning

Islander Jobs Upgrade Training, HR
 SEAS Staff Development: Dating Violence
 Title IX Training for Faculty
 Inclusive Islander Network, Elizabeth Stephens
 Examity, Webinar
 Emotional Support/Service Animals, Jane Jarrow
 SEAS Roundtable
 Coastal Bend ADA Employment Standards Training, Del Mar College
 Qualtrics Basic Training
 SEAS Staff Development: Social Media and You
 Adaptive Recreation's Impact on the Student Experience and Campus Access, webinar
 Connect and Reflect with Accessibility, Expert Raymond Rose
 The Art of Managing the Unreasonable, webinar
 SEAS Staff Development: Inclusive Islander Network---Exploring Identity and Intersectionality
 HR Performance Management, Debra Cortinas
 Legal Updates and Compliance Issues on the Horizon, webinar
 SEAS Staff Development: Human Trafficking Awareness
 Employee Development Day
 Mental Health 101: Recognizing and Responding to Students with Trauma Exposure and Post Traumatic Stress
 Disorder and Helping them to Succeed, webinar
 Disability Services, Staff Retreat
 Blackboard Training
 Division Leadership Retreat
 Islander Forum: Defining Full Inclusion: A Framework for Learning and Student Success (Tia Brown McNair, PhD)
 Islander Forum: Inclusivity in the Undergraduate Experience
 Green Zone Training
 Accessible Information Management (AIM) Training

Rachel A. Cox

Division Updates, SEAS Staff Development
 Step Up Train the Trainer
 Step Up! Staff Development
 Breakfast Serial: Autism Spectrum Disorder and Applied Behavior Analysis
 Off Campus Student Life: Model Programs & Promising Practices, webinar
 SEAS Roundtable: Strategic Planning
 Islander Jobs Upgrade Training, HR
 Expanding Horizons Conference
 SEAS Staff Development: Dating Violence
 Apple Accessibility, Trece Witte, Apple Representative
 Excellence in Disability Access and Inclusion Award, LEAD
 Community Health and Substance Abuse, Bayview Behavioral Hospital
 SEAS Staff Development: Social Media and You
 Adaptive Recreation's Impact on the Student Experience and Campus Access, webinar
 The Art of Managing the Unreasonable, webinar
 SEAS Staff Development: Inclusive Islander Network---Exploring Identity and Intersectionality
 Islander Jobs 2014-2015 Performance Management Process
 IBM: Media Captioner and Editor Accessible Research Process
 Coastal Bend SHRMADA Training, Del Mar College
 Examity, Webinar
 AHEAD in Texas Conference
 SEAS Staff Development: Human Trafficking Awareness
 Safe Zone Training
 Employee Development Day
 Student Affairs System Symposium
 TACUSPA BIT, webinar
 Behavioral Health Center of Nueces County-Adult Services, Mark Hendrix
 Disability Services Retreat
 Division Leadership Retreat
 Accessible Information Management (AIM) Training
 Social Media in Higher Education: Legal Considerations, webinar
 Islander Forum: Defining Full Inclusion: A Framework for Learning and Student Success (Tia Brown McNair, PhD)
 Islander Forum: Inclusivity in the Undergraduate Experience
 Green Zone Training
 Affordable Care Act and Benefits Eligible, HR

Connected Documents

[Disability Services CAS Action Plan](#)
[Disability Services CAS SAG Plan](#)

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

Rachel A. Cox

Service to the University

- Student Engagement and Success Council, Member
- I-CARE Committee, Member
- Inclusive Excellence Committee, Member
- Staff Council, Member
- Staff Council, University Relations Committee, Member
- Intercollegiate Athletic Council, Member
- Veteran Affairs Committee, Member
- University Technology Council, Member
- Texas Diversity Council, Invited Guest
- Associate Director, Career Services, Search Committee
- Assistance Director, Employer Relations, Community Panel
- Search Committee Chair, Accommodations Counselor
- Community Panel, Communication Specialist
- Search Committee Chair, Administrative Assistant

Service to the Profession

- "What to Expect From Students on the Autism Spectrum", AHEAD in Texas Conference, presenter
- Association of Higher Education and Disabilities in Texas, Past President
- Association of Higher Education and Disabilities in Texas, conference planning committee
- Behavioral Health Center of Nueces county, Board of Trustees

Service to the Community

- Dialog Institute of Southwest, Advisory Board Member
- Metro Ministries, volunteer
- Senior Care Center of Corpus Christi, volunteer
- Food Bank of Corpus Christi, volunteer
- Church Bookstore Manager, Platform person, PowerPoint Team
- Special Olympics, volunteer

Ralph McFarland

Service to the University

- SEAS Strategic Planning and Assessment Committee, Member
- Undergraduate Admissions Review, Member
- Environmental Health and Safety Committee, Member
- Inclusive Excellence Subcommittee, Member
- Student Hearing & Appellate Board, Member
- Title IX Investigator Group, Member

Service to the Profession

- Coastal Bend Center for Independent Living, Coastal Bend Advocacy Development Project, presenter
- ADA25 Celebration and Awards Luncheon, Keynote Speaker

Service to the Community

- Miracle League, Board Member
- ADA Planning Committee

Gail Connelly

Service to the University

- Student Employee Task Force, Committee Member
- Community Panel, Nurse Practitioner Search Committee, Member

Service to the Community

- Thanksgiving Project, Real Life volunteer
- #Giving Tuesday, Metro Ministries, volunteer

Erica Garza

Service to the University

- Student Code of Conduct Review Panel
- Accommodations Counselor Search Committee, Member

Service to the Profession

- "What you Might Expect From Students on the Autism Spectrum", AHEAD in Texas Conference, presenter

Service to the Community

- #Giving Tuesday, Metro Ministries, volunteer

MK Kahrhoff

Service to the Community

- ADA25 Planning Committee

Jennifer Weir

Service to the University

- Panel Expert, SPED/Assistive Technology undergraduate class
- Accessibility of Information, Member
- Staff Council, Member
- Staff Council Subcommittee, University Relations Committee Member
- I-ADAPT Committee, Member

Service to the Community

- South Texas Lighthouse for the Blind, Beeping Egg Extravaganza, volunteer

Anticipated Challenges for the Next Cycle

- Complete training and implementation of the new Case Management System (AIM)
- Sufficient storage space for files, equipment and supplies currently as the office continues to grow
- Reaching maximum capacity space for exam room and front office seating
- 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
- The inability to predict the number of students who are deaf requesting interpreters for classes or the anticipated cost of interpreter services
- Intensity in the nature of serving and meeting the needs of students with newly diagnosed and chronic mental health disorders
- Serving and provide equivalent academic adjustments and auxiliary devices for distance education students

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:

- Fully implement the new Case Management System designed to improve the entire office operations.
- Update policies and procedures as needed and apply best practices on current disability and educational related issues, rules, regulations and procedures including but not limited to electronic information access compliance and service animal policies on campus.
- DS will continue to maintain and acquire current Assistive Technology and promote it's availability across campus
- DS will seek approval for one additional student employee for Exam Services. The implementation of the ACA, peak testing periods and student traffic have made it necessary to add an additional student employee to cover the work schedule.
- Volunteer Note-taker Services: researching the process for awarding gift cards to volunteers.
- Implement Distance Education SOP's
- Implement 20/20 Strategic Plan
- Review and revise Interpreter Services Handbook

Connected Document

[Continuous Improvement Initiatives 2012](#)

**Detailed Assessment Report
2014-2015 Executive Director of Strategic Engagement Initiatives Annual Report**

As of: 4/13/2017 07:53 AM EST

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

Analysis Questions and Analysis Answers

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

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

University Housing occupancy remains strong and the program is rapidly growing with the addition of Momentum Village in fall 2015. Residence life programming is learning-outcome based. Findings from assessment of student learning outcomes are positive across all programs.

Engagement Initiatives facilitates Prevention Programming that is evidence-based and diverse. The I-ADAPT committee, a component of Prevention Programming, has become a true community coalition with representatives from the Texas Department of Transportation, Texas Department of Public Safety, The Council on Alcohol and Drugs, The Coastal Bend Wellness Foundation and Behavioral Health Solutions of South Texas, as well as the campus community. The ITEAM is growing and developing into a cohesive team of well-trained peer educators.

Engagement Initiatives also oversees the Inclusive Islander Network and Inclusion programs. This is an area of rapid growth. In 2014-15, the program facilitated several Inclusion and SafeZone trainings and laid the groundwork for future years. Additional trainings have been developed to expand the program in the coming year.

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

The Office of Strategic Planning and Assessment took the lead in developing the new Division Strategic Plan with all new student learning outcomes and guiding the development of departmental plans based on Momentum 20/20. The office has assisted several units with instrument development and has conducted additional trainings to promote learning outcome based programming and assessment methods.

University Housing created a new strategic plan based on Momentum 20/20 and has developed new student learning outcomes and metrics to determine success. The department administered the Residence Life Survey this cycle. Several areas of concern in the 2013 administration improved in the 2015 results. The addition of Momentum Village added a new program element and the department worked to transition to a dual housing partner program and to begin to create a unified message.

Engagement Initiatives continues to grow as new programs are added. Prevention Programs now utilizes the ITEAM peer educators to facilitate many of the programs. This peer educator model has proven successful at peer institutions. The office partnered with Texans Standing Tall for the fifth year to provide Screening and Brief Interventions on campus. Texans Standing Tall provided \$7000 in funding for the implementation of an event and for the campus to serve as a mentor/role model to new campuses starting the program.

Inclusion Programs created a campus presence with the creation and development of the Inclusive Islander Program, logo and website. The program began offering Inclusion and SafeZone trainings this cycle and 161 Islanders signed the pledge to be an

Inclusive Islander. In addition, the office conducted a needs assessment of our LGBTQ community, a Veteran Student Social and designed new trainings for implementation in the next cycle.

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

The division will be completing the last of its internal studies for the five year CAS Study Rotation. With that, much planning needs to occur to prepare the division for the next five years of external studies. Also, additional resources are imperative to complete these studies.

University Housing will implement its new Housing 20/20 Strategic Plan. The department is working to coordinate a consistent and unified marketing message, despite the dual provider system, to better prepare for external competition and to reduce confusion for incoming students and parents. As the University grows, additional on campus space will be needed. The University must weigh the need for additional space and the ground space demands that parking for additional residents brings to determine the direction for phase II of Momentum Village. Transportation services for on and off campus students continues to be a concern. The RTA is unable to provide services late nights Monday-Saturday or any time after 8:00 p.m. on Sunday. Students, particularly those at the Momentum Campus, desire more flexible schedules.

It remains clear that the current staffing of Engagement Initiatives cannot meet the multiple and varying demands of the Prevention, Inclusion and Peer Education programs. There is great demand and need for both Inclusion and Prevention programs and it is not possible for the office to meet that demand fully. More staff is needed to ensure the success of all programs.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Executive Director of Strategic Engagement Initiatives oversees the areas of Strategic Planning and Assessment, University Housing and Engagement Initiatives, which includes Prevention and Inclusion Programming.

Highlights

- Completed the division strategic plan development and led departments in the creation of departmental and unit plans.
- Conducted program reviews of College Unions, Recreational Sports, Clinical Health and Student Conduct using the CAS Standards and created action plans for continuous improvement.
- Created the Inclusive Islander Network. Trained 243 Islanders in Introductory Inclusion and/or Safe Zone. After training, a combined 161 Islanders signed the pledge to be an Inclusive Islander. 115 of them further pledged to serve as an Ally to the LGBTQ community.
- Partnered with Texan's Standing Tall on a Texas Department of Public Safety Grant. Awarded \$7,000 to facilitate Screening and Brief Intervention initiatives on campus. Screened and interviewed 308 students.
- Camden Miramar opened 150 new beds fall 2014.
- Camden Miramar opened fall 2014 at 99.5% occupancy.
- Completed implementation of the mandatory dining plan for residents at Camden Miramar.
- Developed the partnership with American Campus Communities.
- Momentum Village (ACC) built and opened 482 beds on the Momentum Campus fall 2015.
- Developed a new approach to marketing for a dual housing provider system and implemented a social media strategy.

Strategic Planning and Assessment (SPA)

The Executive Director leads the division in strategic planning and assessment through the Strategic Planning and Assessment (SPA) Committee. The area strives to promote a culture of strategic planning, assessment and evaluation to guide actions and inform decision making in the Division of Student Engagement and Success.

Strategic Planning – In late summer 2014, the division launched its strategic planning effort. Strategic Planning and Assessment led the division in the creation of the SEaS 20/20 plan during fall 2014. As part of this plan, the division also created and adopted new student learning outcome themes to align with the Texas A&M University System Student Learning Outcomes. Each institution in the system will submit information related to the achievement of these outcomes annually.

In spring 2015, the office led the division in creating departmental and/or unit plans. Departmental plans align with SEaS 20/20. Each department will implement and measure the same learning outcome themes and objectives are also based on division objectives. Moving forward, the departments will implement all six student learning themes annually but will focus on measuring two of the six outcome themes each year across the division. Realigning division efforts to support these objectives will increase efficiency and intentionality in programming. It will also help departments streamline their assessment and reporting activities.

Council for the Advancement of Standards in Higher Education (CAS) Program Reviews – The office led four functional areas (College Unions, Recreational Sports, Clinical Health and Student Conduct) in program reviews using the CAS Standards. Each functional area participated in an internal review of their program. Standards receiving a score of “2-Partially Met” or below were identified for action planning. Action plans were created for each area and will be tracked annually by the individual units.

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-

assessment. CAS provides tools to higher education leaders assessing institutional effectiveness, student learning, and outcomes.

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

The following trainings were conducted by the office:

- 2014 Weave Reporting Lab
- 2015 Weave Planning Lab
- Creating and Measuring Student Learning Outcomes
- Qualtrics Training
- Aligning Your Department Plans
- Strategic Planning 101
- “Weaving” In Your Measures

The following surveys were facilitated by the office (reports available in the documents section):

- Tag Line Contest
- Division Needs Assessment
- Safe Zone Pre/Post Test
- Ethical Decision Making Rubric
- Housing Market Analysis

University Housing

A University Housing officer was hired. Stephanie Box started January 5. Since her hire, the department has created a new strategic plan to align with the SEaS 20/20 plan. She has also worked to develop a new marketing approach as the university moves to a dual provider system. In 2014-15, Camden Miramar served as the exclusive housing provider for TAMU-CC. Camden Miramar features 1790 student spaces in both apartment and residence hall floor plans. A new partnership was created with American Campus Communities to develop Momentum Village. Momentum Village opened fall 2015 with 482 apartment and townhome spaces. Combined occupancy at Fall 2015 move in was 98.7%.

Camden Miramar

- Opened Fall 2014 at 99.5% occupancy. Average occupancy for the 2014-2015 academic year was 95.13%
- Opened Fall 2015 at 98.5% occupancy.
- Resident Advisors hosted 66 programs covering all categories of the Wellness Wheel and the identified Student Learning Outcomes. The programs served 3083 attendees.
- Islander Leadership Seminar was held over an 8 week period in the fall and again in the spring. The content was based on the Exploring Leadership text by Komives, 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 measured using a rubric to grade the final writing assignment. Overall, participants scored positively.

Momentum Village

- Constructed 482 bed facility consisting of 4 bed-room/4 bath apartments and 4 bedroom/4.5 bath townhomes.
- Opened Fall 2015 at 99.5% occupancy.
- Monthly meetings between ACC and the University were held to develop management procedures.

RTA Shuttle and Transportation Programs – TAMU-CC and the Regional Transportation Authority (RTA) offered three programs for students seeking transportation services.

- The Wave (#63) shuttle services local apartment complexes and the campus. Averaged 391 riders per day.
- The Momentum (#60) shuttle serves as a Park and ride between the Momentum Campus and the Island Campus. Averaged 64 riders per day.
- The Islanders Ride Free Program allows all students, faculty, staff and contractors to ride any bus in the city free of charge. Averaged 736 riders per day.

Average Riders Per Day	2015
The Wave (63)	391

The Momentum Shuttle (60)	64
Total Islanders Ride Free	736

Details of the University Housing Program, its outcomes, objectives, measures and findings can be seen in the University Housing Detailed Assessment Report.

Engagement Initiatives

The Office of Engagement Initiatives oversees Prevention Programming, Inclusion and the I-TEAM Peer Educators. The office was established last cycle with the filling of the new position of Coordinator of Student Engagement in June 2014.

Prevention Programming

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

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

The I-TEAM (Islanders Teaching, Engaging and Motivating) peer education program began late in the 2014 cycle. The newly formed departmental student organization recruited 11 members over the course of the year and retained 8 members for the upcoming 2015-2016 academic year. I-TEAM planned and/or volunteered for 21 programs in collaboration with I-ADAPT and the Inclusive Islander Network. Each member was trained as a BACCHUS Certified Peer Educator.

Prevention Programming highlights include:

- **The Islander Alcohol Education Program** is a mandatory online alcohol education and intervention course for all incoming students under the age of 21. From June 1, 2014 to May 31, 2015, 2,646 students were enrolled in the course. 93% of those students completed Part 1 and 44% of students completed Part 2. The average score on the pre-test was 52. The post-test score was significantly higher with an average score of 80. Students tend to have an over-inflated perception of how many students on campus smoke marijuana. One goal of the Alcohol-Wise course is to correct this misconception. After taking the Alcohol-Wise course, a higher percentage of students accurately perceived the norm for the number of students who have smoked marijuana in the last 30 days.
- **The Consent and Respect Module of Alcohol Wise** was added to the Islander Alcohol Education Program fall 2013. This course is paid for by the Office of the Associate Dean of Students but the course is administered by Prevention Programs. The course focuses on Title IX compliance issues related to Sexual Misconduct through a proactive approach focusing on Consent and Respect.
- **Screening and Brief Interventions** were conducted with 308 students as part of \$7,000 in funding from Texas Standing Tall from their grant with the Texas Department of Transportation. Twelve new University employees were trained to conduct Brief Motivational Interviews.
- **Prevention Activities, Trainings and Events** are conducted throughout the year to increase awareness and education, as well as provide alternatives to participating in at-risk behaviors. A complete program log is provided in the documents section. There were 15 tabling/awareness programs, 10 presentations and 4 larger scale events.
- **Social Norms Marketing** is a key component of campus prevention initiatives. In fall 2009 the Islanders Think, Choose and Graduate campaign was developed. The campaign provides students positive messages about what Islanders "think" is important (such as family, friends, and goals), the behaviors they "choose" to stay focused, safe and healthy so they can "graduate" to be productive professionals. These messages are communicated using posters, banners, t-shirts, and other giveaways. The messages provide students with accurate information about the behaviors and attitudes of other students. The social norms effort is focused on re-directing student behavior by increasing accuracy of perception and expectations. This campaign initially focused solely on AOD prevention but the scope was broadened to encompass a wider range of prevention topics.
- **The Biennial Review**, as required by the Drug-Free Schools and Campuses Regulations (EDGAR Part 86), is completed in September of even numbered years. The Biennial Review for 2012-14 was completed this cycle. The full report is available in the documents section.
- **21st Birthday Cards** are sent to each student via email during the month of their birthday. The card encourages them to celebrate responsibly. This cycle the birthday card was redesigned to include links to various infographics on the I-ADAPT website. The infographics contain information about the harmful effects of binge drinking, practicing safe and protective behaviors, the consequences of poor choices and alternative ways to celebrate.
- **Data Collection and Assessment** is conducted to determine current trends and attitudes across the campus

community regarding the use of alcohol and other drugs. This year, data was collected through AlcoholWise Outcome Testing. Reports of these findings are attached in the documents section.

Inclusion Programming is a new area of programming aimed at ensuring that each Islander is accepted and embraced by the campus community.

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

Inclusion workshops and initiatives are detailed below:

- “Inclusion: Exploring Identity and Intersectionality” Workshop participants are invited to explore their own identities and cultural competence. This workshop has been altered to meet the needs of the participants based on where they are in their understanding of inclusion. Over the course of the 2014-2015 academic year, three Inclusion workshops were facilitated for various student and staff groups. A total of 93 individuals participated and 46 individuals signed the Inclusive Islander Pledge.
- The “Safe Zone” Workshop trains LGBTQ friendly faculty, staff and students to provide support and resources for members of the TAMU-CC community. The *Safe Zone* symbol is a message to gay, lesbian, bisexual, transgender and queer students and colleagues that you are a person who is understanding, supportive and trustworthy.

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

During the 2014-2015 academic year 10 Safe Zone workshops were presented. Five workshops were for students or student staff. Five workshops were for faculty and staff or for specific campus departments.

There were 150 total individuals Safe Zone trained and 115 individuals signed the pledge to be an “Inclusive Islander” and have a Safe Zone sticker displayed in their work space.

In order to determine the effectiveness of the workshop, student participants were asked to complete a pre-/post-test which consisted of 26 terms relative to gender identity, privilege and sexual orientation. 77 students completed the pre-/post-test evaluation. The average score on the pre-test was 11.6 terms answered correctly. The average score on the post-test was 16.5 terms answered correctly. Based on these results, students' knowledge of inclusive and educational terms related to the LGBTQ community has improved as a direct result of the Safe Zone training.

- LGBTQ Needs Assessment. In addition to the Safe Zone program, Engagement Initiatives also administered an LGBTQ needs assessment in October 2014. The survey was distributed through iNews and students also completed the survey at the Islander Cultural Alliance's “Welcome to the Family” event. The purpose of the survey was to identify issues and better understand the needs of the LGBTQ population at TAMU-CC. Ninety-one students and 10 staff members completed the survey. The complete survey results can be found in the documents section.
 - Of the 101 responses, 44 individuals identified as non-straight.
 - Sixteen out of 44 non-straight individuals have felt physically or emotionally unsafe on campus due to their sexual orientation.
 - Overall, the findings of the survey suggest that there is a significant population of LGBTQ individuals and allies/advocates at TAMU-CC. More support is needed for this special population.
- Veterans Programming. In observance of Veterans Day, Engagement Initiatives collaborated with the Office of the Registrar and Veterans Affairs to organize the annual Veterans Day ceremony in Garcia Plaza. Approximately 45 people were in attendance. Speakers included CEO and President of TAMU-CC, Dr. Flavius Killebrew, and the 2014-2015 Student Veteran Organization President. Later that evening, Engagement Initiatives hosted a Veterans social with food, games and water bottle giveaways. Twelve veterans and family members were in attendance. It is recommended to hold this social on a different day as many Veterans have conflicting plans on Veteran's Day.
- Women In observance of Sexual Assault Awareness Month, Engagement Initiatives co-sponsored the *Walk a Mile in Her Shoes* event with the Office of Judicial Affairs. *Walk a Mile in Her Shoes* is the international men's march to stop rape, sexual assault and gender violence. Men are encouraged to walk a mile in a pair of women's high heeled shoes. There were about 200 people in attendance. Participants included student-athletes, members of the Army ROTC program, and citizens of Corpus Christi. T-shirts and awareness buttons were sold and all proceeds benefited the Women's Shelter of South Texas.

Other Unit Initiatives

- Initiated the annual notification for voter registration

Professional Development of Staff

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

Amanda Drum, Executive Director

TACUSPA Fall Conference

SACS-COC Annual Conference

SACS-COC Summer Institute

Texas A&M University Assessment Conference

SWACUHO CHO Workshop

Stephanie Box (started January 2015)

TAMUS Student Affairs Symposium

ACUHO-I Annual Conference

TACUSPA Fall Conference

Elisabeth Stephens, Coordinator of Student Engagement (ended employment June 2015)

TACUSPA Fall Conference

TACUSPA New Professionals Institute

BACCHUS National Meeting

Texas Transportation Institute Peer Educator Symposium

Delaney Foster, Coordinator of Student Engagement and Success (began employment July 2015)

None due to hire date

-

Olga Shostak, Graduate Assistant for Strategic Planning and Assessment

Qualtrics Training

Texas A&M University Assessment Conference

Professional Development Support for Staff in Other Areas:

BACCHUS National Meeting – 1 student

Peer Education Symposium through U in the Driver's Seat – 8 I-TEAM Students

Connected Documents

[2012-14 Biennial Review](#)
[2014-15 AOD programs](#)
[2015 Clinical Healthcare Services CAS Action Plan](#)
[2015 College Unions CAS Action Plan](#)
[2015 Recreational Sports Action Plan](#)
[2015 Student Conduct Programs CAS Action Plan](#)
[21st Birthday Card](#)
[Alc Wise outcome report](#)
[EI final report](#)
[Housing 2020 Strategic Plan](#)
[IIN logo](#)
[IIN Pledge](#)
[INCLUSION Strategic Plan](#)

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

The Strategic Engagement Initiatives staff is composed of the Executive Director, University Housing Officer, Coordinator of Student Engagement and the Graduate Assistant for Strategic Planning and Assessment. Each contributed to the community the profession and the University as follows:

Amanda Chesser Drum, Ph.D.

Executive Director, Strategic Engagement Initiatives

Service to the Community:

City of Corpus Christi Bicycle and Pedestrian Sub-Committee
City of Corpus Christi Transportation Commission, ex-officio representative
Corpus Christi MPO Active Mobility Committee
Safe Communities Coalition Member
Texans Standing Tall Coalition Member
Youth Continuum of Care Coalition Member
Texas Transportation Institute U in the Driver's Seat Coalition Member
#Giving Tuesday SEaS Participant – Metro Ministries
Big Event – Padre Soccer
Bible Class Teacher

Service to the Profession:

TACUSPA Foundation Committee
TACUSPA Finance Advisory Board
TACUSPA Historian
TACUSPA 90th Anniversary Chair
TACUSPA Fall Conference – Presenter
TACUSPA Mentor
SACS-COC Program Presenter
NASPA Annual Conference Program Reviewer
NASPA Alcohol and Mental Health Conference Program Reviewer
U in the Driver's Seat Peer Educator Symposium Planning Team

Service to the University:

SEAS Strategic Planning and Assessment Committee, Chair
Camden Housing Management Committee, Chair
Momentum Village Housing Development Team
I-ADAPT
Incident Command Team, Unit Leader
Student Engagement and Success Council
Strategic Planning and Continuous Improvement Council
SACS-COC 5 Year Report Writing Team for 4.5 and 2.10
University Assessment Council
Committee on Committees
Orientation Advisory Committee
Parking and Transportation Committee
Employee Development Day, Presenter

Stephanie Box (began January 2015)

University Housing Officer

The Profession:

TACUSPA Vice President for Membership and Marketing

The University:

Student Engagement and Success Council

Housing Management Committee

Incident Command Structure Team, Deputy Unit Leader

Employee Development Day - presenter

Elisabeth Stephens (departed June 2015)

Coordinator for Student Engagement

The Community:

Project Hope Coalition

Youth Continuum of Care Coalition

Texans Standing Tall Coalition Member

Day of Giving – Paws for a Cause and Late Night Breakfast

Big Event – Padre Soccer

The Profession

Texas Transportation Institute Peer Educator Symposium – presenter

The University:

I-ADAPT

Waves of Welcome

Homecoming

Sexual Misconduct Task Force

Meal Plan Appeals Committee

Employee Development Day - presenter

Delaney Foster (began July 2015)

Coordinator of Student Engagement

The Community:

Project Hope Coalition

The University:

I-ADAPT

Waves of Welcome

Islander Forum - presenter

Olga Shostak

Graduate Assistant for Strategic Planning & Assessment

The Community:

Big Event – Padre Soccer

The University:

SEAS Strategic Planning and Assessment Committee

Anticipated Challenges for the Next Cycle

Strategic Planning and Assessment

- Implementation, measurement and reporting of the new 20/20 strategic plans.
- The division will end its cycle of internal self-assessments and will prepare for full external assessments starting FY 2017. An implementation plan and other preparations need to be completed in the coming cycle. Also, CAS has developed new standards that must be addressed in the future reviews.
- It is challenging to provide oversight and quality control of assessment efforts without a centralized system such as the Campus Labs Baseline system. While staff can utilize Qualtrics to develop surveys; that system does not have any method for checks and balances to assure that the assessment is of good quality and approved for distribution. This has resulted in some “rogue” assessments that are of sub-par quality. Also, the Campus Labs Baseline system offers several opportunities to assess services, learning and skill acquisition and to benchmark against peer institutions nation-wide. They also have partnered with CAS and offer streamlined self-assessment tools. The SPA office spends a vast amount of time developing tools for use in departmental CAS reviews.

University Housing

- Increased competition from off-campus communities.
- Connecting the Momentum Campus to the Island.
- Need for additional professional staff at Camden to accommodate increase in residents and student staff.
- Planning the next phase of Momentum Village

Engagement Initiatives

- One staff person is not adequate to meet the needs of the new inclusion efforts and maintain (much less grow) current prevention efforts. A dedicated staff position for Inclusion Programs is needed.
- People continue to view Prevention Programs as strictly I-ADAPT. The office needs to focus on a wider range of prevention topics (Women's Health, Men's Health, Sexual Health, Balanced Lifestyles, etc.) but there is not a budget for these items.
- I-TEAM program and curriculum development resources are needed. They need an independent budget like other departmental student organizations.
- Prevention Programs has benefitted from grants and gifts in recent years but these are decreasing and cannot be counted on to provide basic needs. More funding is needed.
- The veteran student population is growing significantly and this office is being looked to for the provision of many of their needs. There is not sufficient staffing or financial resources to fill this void.
- Programming and initiatives to meet the needs of LGBTQ students are needed.

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

Strategic Planning and Assessment

- Assist in the implementation and measurement of the 20/20 Strategic Plans division wide.
- Conduct CAS Reviews of Multicultural Services
- Prepare for full external reviews of all areas in the division. Create new instruments and guidelines.

University Housing

- Implement the Housing 20/20 Plan.
- Redesign Islander Leadership Seminar.
- Coordinate and collaborate between properties on programming.
- Improve joint marketing and social media efforts
- Extend The Wave (#63) shuttle to weekends and summers.
- Plan Phase II of Momentum Village

Engagement Initiatives

- Request a Coordinator for the Inclusive Islander Network.
- Request changes to budget names (I-ADAPT become PREVENTION) and division of funds within the budget. Request new funding to adequately support program needs.
- Request a budget for the I-TEAM as other departmental organizations have.
- Implement a new Life Hacks training to focus on healthy choices.
- Implement three new Inclusion training workshops (The Modern Feminist, Masculinity Today and Gender in General).
- Recruit and train additional I-TEAM members to enhance and expand programming on prevention and inclusion campus-wide.
- Partner with Veteran's Affairs and other offices to provide a resource and event marketing piece to veteran students on campus.
- Change timing of the Veteran's Day Social to allow Veterans to spend time with their family and in the community on Veteran's Day.
- Focus on improving overall marketing initiatives.

Detailed Assessment Report 2014-2015 Recreational Sports

As of: 4/13/2017 07:53 AM EST

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

Mission / Purpose

The Recreational Sports Department provides facilities, equipment, and opportunities for participation in a variety of sports, recreational and social activities designed to accommodate all ages, skill levels, gender and sport interests for the University community. Participation facilitates educational interaction outside of the classroom among students, faculty and staff. The activities stimulate a sense of community; provide leadership and development opportunities for students; and promote individual wellness.

Goals

G 1: 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 6: Student Voice - Fit and Healthy

Student Voice Survey Question: Participating in recreation activities and programs has expanded my interest in staying fit and healthy.

Source of Evidence: Benchmarking

Target:

Student responses to the "expanded my interest in staying fit and healthy" question will have a combined "strongly agree" and "somewhat agree" score of 75%.

Finding (2014-2015) - Target: Not Reported This Cycle

The Student Voice survey will be administered every three years to align with the benchmarking cycle for campus recreation (administered again in 2017). The survey will not be conducted this cycle.

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

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

Student Wellness

Established in Cycle: 2013-2014

Increase and expand student wellness offerings to help educate on and implement wellness behaviors.

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

Battle of the Shrinking Islanders (BOTSI) 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 weight to the conclusion of the program for the semester.

Finding (2014-2015) - Target: Met

The BOTSI program took place during the fall semester 2014. Eight of the eleven (73%) students completing the program lost weight.

Connected Document

[BOTSI Student Results Fall 2014](#)

M 10: Student Wellness Program Pre and Post Fitness Assessment

Student Wellness Program pre and post fitness assessments will be conducted. Data will be analyzed to track changes in physiological risk factors.

Source of Evidence: Administrative measure - other

Target:

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

Finding (2014-2015) - Target: Met

13 Student Wellness Program participants completed pre-tests and post-tests in Fall 2014 and Spring 2015. All 13 had improvements in at least one of the five physiological factors, which is 100% exhibiting positive change.

Connected Document

[Student Wellness Program Pre & Post Assessment Results](#)

M 11: 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 80% correct on the post seminar questions.

Finding (2014-2015) - Target: Met

The overall average for the survey across the spring semester was 86%. On the benefits of eating whole grains, participants scored 90%. On the differences in daily caloric needs, participants scored 97%. On the source for the most daily calories, participants scored 93%. On the benefit of unsaturated fat over saturated fat, participants scored 83%.

Connected Document

[Nutrition Survey Compilation Spring 2015](#)

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

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

Nutrition Education

Established in Cycle: 2013-2014

Expand nutrition education services for the campus community.

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 8: 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 (2014-2015) - Target: Met

Students perceptions of learning three job skills that can be applied to future endeavors received Strongly Agree (56.7%) and Agree (36.7%) for a combined rating of 93.4%.

Connected Document

[Student Employee Experience Report 2015](#)

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

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

Student Employment Transferable Skills

Established in Cycle: 2013-2014

Develop and implement a component in the student employee training and development plan which includes education on transferable...

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 80% or above.

Finding (2014-2015) - Target: Met

Major team sports this year included two sessions of Indoor Soccer, two sessions of Volleyball, and Basketball. The multipurpose fields were not available again this year due to construction, so Flag Football and Softball were not offered as officiating job opportunities or training. Compiled averages and ranges for the sports were as follows: Indoor Soccer Fall 14= 87 (65 - 95), Indoor Soccer Spring 15=84 (62-95), Basketball Spring 15 = 86 (80 - 94); Volleyball Fall 14 = 88 (80 - 100); Volleyball Spring 15 = 88 (80 - 100). There was one student who failed the training in Indoor Soccer in the fall with a score of 65% and one student who failed the training in Indoor Soccer in the spring with a score of 62%. In both cases, the student did not show up to re-test. Average across all sports was 86.6.

Connected Document

[Officials' Training Documentation and Compilation 2014-2015](#)

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 3.0 "milestone" on a scale of zero to 4.0 for all attendees.

Finding (2014-2015) - Target: Met

Fourteen students from TAMUCC attended the TexFit workshop, which is the record high to date. One of the fourteen students rated lower than the desired 3.0 average for the rubric. The overall average was 3.53.

Connected Document

[TexFit Ratings 2015](#)

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

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

Student Employment Transferable Skills

Established in Cycle: 2013-2014

Develop and implement a component in the student employee training and development plan which includes education on transferable...

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 8: 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 (2014-2015) - Target: Met

Students completing the Recreational Sports Employee Experience Report on gaining leadership skills responded with Strongly Agree (63.3%) and Agree (23.3%) for a rating of 86.6.%

Connected Document

[Student Employee Experience Report 2015](#)

M 14: 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 (2014-2015) - Target: Met

During the fall semester, nine instructors were evaluated. Their average combined score on evaluations was 3.365. During the spring semester, thirteen instructors were evaluated. Their average combined score on evaluations was 3.251. Total combined score for the two semesters was 3.308.

Connected Document

[Group Fitness Instructor Evaluations 2014-2015](#)

M 16: Sport Club Officer survey of leadership

Sport Club Officers will be assessed by their members through completion of a survey.

Source of Evidence: Evaluations

Target:

Club members will, on average for each question and in aggregate, rate the club leader(s) at a level of "competent" (3) using the leadership development rubric which has a scale of 1 to 4.

Finding (2014-2015) - Target: Met

A five-question Qualtrics survey was administered based on the leadership development rubric. Return rate was 10/155 or 6.45%. All five questions averaged over a level 3 (goals, team development, community/institutional pride, communication and accountability). The aggregate across all questions was 3.7.

Connected Document

[2015 Sport Club Leadership Assessment](#)

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: 2013-2014

Develop a training module on delegation to be delivered to sport club officers and discussed at a sport club council meeting. I...

SLO 7: Interpersonal skill development

Students will develop interpersonal skills at the accomplished level after one full semester of participation in Recreational Sports.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

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.

Strategic Plan Associations

- Texas A&M-Corpus Christi
1.3 Promote lifelong learning and global citizenship.
1.8 Build & sustain mutually supportive relationships.

Related Measures

M 7: Student Voice - Develop Friendships

Student Voice survey question: Do you feel you have increased or improved your ability to develop friendships?

Source of Evidence: Benchmarking

Target:

Student responses to the develop friendships question will have a combined "definitely" and "somewhat" score of 75% and above the national average.

Finding (2014-2015) - Target: Not Reported This Cycle

The Student Voice survey will be administered every three years to align with the benchmarking cycle for campus recreation (administered again in 2017). The survey will not be conducted this cycle.

M 15: Interacting With Others - New Supervisors

Using the Student Employee Learning Outcomes Rubric - Interacting With Others, staff members will rate new supervisors as a pretest when hired/promoted, and rate during the evaluation cycle after one full semester of supervisor training, meetings, and on the job experience.

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

Target:

On average, new student supervisors will reach a level of "accomplished" after one full semester (3 on a scale of 1 to 4).

Finding (2014-2015) - Target: Met

Complete pre-test and posttest data was collected for five new student supervisors at the time of promotion and again after at least one semester of employment at the supervisor level. Their overall average increased from 2.845 to 3.233

Connected Document

[2014-2015 New Supervisors](#)

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

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

New Supervisor Training

Established in Cycle: 2013-2014

Implement a structured supervisor training plan to ensure that student employee development is occurring specifically at the sup...

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 (2014-2015) - Target: Not Reported This Cycle

The survey will not be administered this cycle.

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 (2014-2015) - Target: Met

This survey was replaced with the Undergraduate Student Survey. Combined satisfaction responses to the question "The variety of Recreational Sports services, including intramurals, fitness and wellness programs, sports clubs, aquatics, and open recreation." was 95%.

Connected Document

[2015 Undergraduate Student Survey Results](#)

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 (2014-2015) - Target: Not Reported This Cycle

The Survey of Employee Engagement will not be administered during this cycle.

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: Student Voice - Clean Recreation Facilities

Student Voice - Recreation facilities are clean.

Source of Evidence: Benchmarking

Target:

The combined strongly agree and somewhat agree responses will be above 95%, and the mean will be equal to or above the national average.

Finding (2014-2015) - Target: Not Reported This Cycle

The Student Voice survey will be administered every three years to align with the benchmarking cycle for campus recreation (administered again in 2017). The survey will not be conducted this cycle.

M 5: Student Voice - Safe Environment

Student Voice - Recreation facilities provide a safe environment.

Source of Evidence: Benchmarking

Target:

The combined strongly agree and somewhat agree responses will be above 95%, and the mean will be equal to or above the national average.

Finding (2014-2015) - Target: Not Reported This Cycle

The Student Voice survey will be administered every three years to align with the benchmarking cycle for campus recreation (administered again in 2017). The survey will not be conducted this cycle.

M 17: Graduating Student Survey - Clean Facilities

Graduating Student Survey - cleanliness of Recreational Sports facilities and equipment.

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

Target:

Combined satisfaction for the question: "The cleanliness of Recreational Sports facilities and equipment" will be at or above 95%.

Finding (2014-2015) - Target: Met

This survey has been replaced with the Undergraduate Student Survey. Combined totals for very satisfied and satisfied for "the cleanliness of Recreational Sports facilities and equipment" was 97%.

Connected Document

[2015 Undergraduate Student Survey Results](#)

M 18: Graduating Student Survey - Safe Facilities

Graduating Student Survey - safety of Recreational Sports facilities.

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

Target:

Combined very satisfied and satisfied responses will be at 95% or above.

Finding (2014-2015) - Target: Met

This survey was replaced by the Undergraduate Student Survey. The combined satisfaction reported for very satisfied and satisfied for the question "the safety of Recreational Sports facilities" was 97%.

Connected Document

[2015 Undergraduate Student Survey Results](#)

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 8: 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 (2014-2015) - Target: Met

25 students responded to the statement "I am satisfied with my job" with strongly agree, while 5 responded with agree. Therefore 100% of respondents expressed an overall job satisfaction rate

Connected Document

[Student Employee Experience Report 2015](#)

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 3.0 "milestones" on a scale of zero to 4.0 for all attendees.

Finding (2014-2015) - Target: Met

Fourteen students attended the workshop this year, which was the largest group by a large margin. The overall average for the rubric was 3.53 with a range of 3.28 to 3.71 for each question. The rubric has a 4 point scale for each item. Details from the papers more clearly communicate student enthusiasm about the content and knowledge they acquired from the experience.

Connected Document

[TexFit Ratings 2015](#)

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

Investigate more effective measures and targets.

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

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Responsible Person/Group: Director

Additional Resources: None

Implementation Notes:

10/13/2015 Worked with divisional assessment staff to improve measures, targets, and instruments. Specifically for 2015 created new targets for the Student Voice measures for clean and safe facilities.

Establish Wellness Working Group

Establish Wellness working group with appropriate campus representation.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: Medium

Implementation Description: Follow required university process to formally establish a working group. Have requested meeting with new Chair of committee on committees to pursue recognition of this committee.

Projected Completion Date: 12/2013

Responsible Person/Group: Director Recreational Sports

Additional Resources: Approval by University Committee on Committees

Implementation Notes:

10/13/2015 The Wellness Working Group received approval to be a university-wide committee known as the Campus Wellness Committee. The committee met over the year to discuss the Chancellor's Wellness Initiative, changes to membership costs for FY16 due to increase of the Recreational Sports Fee, insurance information, and other topics.

Open Momentum Multipurpose Fields

Open Momentum Multipurpose Fields for use by the university community

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

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

Projected Completion Date: 02/2014

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

Additional Resources: Finances from departmental reserves to finish project.

Implementation Notes:

8/31/2015 The Momentum Multipurpose Fields will be opened for the Fall 2015 semester. There are scheduled outdoor activities for the intramural program and staff will be working to schedule sport club activities and open recreation time.

New Supervisor Training

Implement a structured supervisor training plan to ensure that student employee development is occurring specifically at the supervisor level. Establish connections among training modules, position requirements, and items identified in the rubric.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Interacting With Others - New Supervisors | **Outcome/Objective:** Interpersonal skill development

Implementation Description: Full time employees who oversee student supervisors will have access to supervisor training modules developed within the department.

Responsible Person/Group: Assistant Director for Facilities

Implementation Notes:

8/27/2015 Implementation of training modules has occurred in some areas. Department will continue to implement in FY16 with other areas.

Nutrition Education

Expand nutrition education services for the campus community.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Nutrition wellness seminar participants post survey | **Outcome/Objective:** Develop fitness and wellness behaviors.

Implementation Description: Nutrition services are an expanding area for collegiate recreation. Future plans include expanding services in this area through informal cooking classes, partnering with dining services, planning for dietitian services through a position or contract in the near future.

Responsible Person/Group: Director, Fitness and Wellness Coordinator, future dietitian

Additional Resources: Funding for dietitian position
Budget Amount Requested: \$45,000.00 (recurring)

Implementation Notes:

8/31/2015 Funding for a full time dietitian position has been provided through the Rec. Sports Fee. The plan for this position is to have it posted during the next fiscal year. In addition the Wellness Coordinator partnered with Dining Services in Spring 2015 to provide the "Better Burger Program."

Referendum

Conduct a referendum in the Spring of 2015 to increase the Recreational Sports fee to plan and implement facilities and programs to accommodate the growing needs of the institution.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Implementation Description: Prepare marketing, focus groups, budgetary figures, voting process for Spring 2015 vote.

Responsible Person/Group: Recreational Sports staff, divisional staff for voting and budget information.

Additional Resources: Departmental funding will be redirected for this project.

Implementation Notes:

8/27/2015 Referendum successfully passed in the Spring 2015 semester. Increase in fee will be collected in the Fall 2015 semester.

Sport Club Officer Training

Develop a training module on delegation to be delivered to sport club officers and discussed at a sport club council meeting. In addition, connect this skill to transferable skills for the workplace after college.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Sport Club Officer survey of leadership | **Outcome/Objective:** Leadership Skills

Implementation Description: Develop and deliver training module directly to sport club officers on delegation. Revisit later in the year how they have implemented or applied delegation.

Projected Completion Date: 05/2015

Responsible Person/Group: Assistant Director for Programs

Implementation Notes:

8/27/2015 Training occurred and officers were assessed.

Student Employment Transferable Skills

Develop and implement a component in the student employee training and development plan which includes education on transferable skills.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Student Employee Experience Report | **Outcome/Objective:** Demonstrate three job skills.

Measure: TexFit workshop attendees skills acquisition | **Outcome/Objective:** Demonstrate three job skills.

Implementation Description: Include a department wide training activity that intentionally connects Rec Sports job skills to future employment. Supervisor training modules have been developed and will be implemented in 2015. Prior to TexFit, students will discuss communication strategies so they may observe clinician techniques at the workshop (both verbal and non-verbal) so participants in TAMU-CC activities will be able to replicate the desired movements or behaviors.

Projected Completion Date: 01/2015

Responsible Person/Group: Assistant Director for Facilities, Fitness & Wellness Coordinator

Implementation Notes:

10/13/2015 This is still an ongoing process. Supervisors have only had informal conversations regarding transferable skills with their students in some areas. Work will continue to have this done throughout the department.

Student Wellness

Increase and expand student wellness offerings to help educate on and implement wellness behaviors.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Student Voice - Fit and Healthy | **Outcome/Objective:** Develop fitness and wellness behaviors.

Implementation Description: Offer the student wellness program for both the fall and spring semester. Implement Partnership for a Healthier America objectives including cooking and nutrition demonstrations.

Responsible Person/Group: Director, Coordinator of Fitness and Wellness

Implementation Notes:

8/27/2015 Student Wellness program was offered both long semesters during this fiscal year. In addition the Partnership for Healthier America agreement was executed and seminars have occurred (Better Burger Project and added additional components to the student wellness program).

Aquatics Complex

With the increased funding from referendum, funding will be set aside for the construction of an aquatics complex. An initial program of requirements has been drafted.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Using the initial program of requirements, planning will begin to get appropriate entities involved.

Responsible Person/Group: Director of Recreational Sports

Additional Resources: Funding will be provided from generation of Rec Sports fee and bonds.

Implement CAS Action Plans

Implement CAS Action Plans

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Responsible Person/Group: Director Assistant Directors

Connected Document

[Rec Sports CAS Action Plans](#)

Implement Distance Education SOPs

Use departmental Distance Education SOPs to serve as guide in providing services to students at a distance.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Responsible Person/Group: Director Assistant Directors

Connected Document

[Rec Sports Distance Ed SOP](#)

Implement Momentum 2020 Strategic Plan

Use Departmental Strategic Plan to serve as a guide in accomplishing goals

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 10/2020

Responsible Person/Group: Director Assistant Directors

Connected Document

[Rec Sports Strategic Plan](#)

Office Construction

Renovate space in the Dugan Wellness Center office suite to accommodate new full time staff (Dietitian & Coordinator). In addition, in order to provide privacy for Business Support Specialist, cubicle space will be enclosed as well. An office will also be created at the welcome desk for the operations technician.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Work with SSC to complete FMR for space renovation.

Projected Completion Date: 03/2016

Responsible Person/Group: Director & Assistant Director Facilities

Additional Resources: Money from fund balance to cover cost of renovation

Budget Amount Requested: \$78,000.00 (one time)

Partnership for Healthier America Objectives

Continue to develop objectives for Partnership for Healthier America

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Responsible Person/Group: Director Fitness & Wellness Coordinator

Analysis Questions and Analysis Answers

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

Based on the Undergraduate Student Survey, students have a combined 95% satisfaction on the variety of Recreational Sports services offered within the department; a combined 97% satisfaction for the cleanliness of the facilities and equipment; and a combined satisfaction of 97% on the safety of Recreational Sports facilities.

In addition, 100% of the students employed within the department and who responded to a survey also expressed an overall job satisfaction. There is much learning occurring in the employment program within the department. Student employee perceptions on learning three job skills that can be applied to future endeavors measured at a combined rating of 93.4% and 86.6% reported they gained leadership skills. Those students who were employed as officials for Intramural Sports also had a average score rating of 86.6 on their skills and mechanics tests. This score was higher than the targeted goal of 80 and from previous years.

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

Based on the analysis of findings the following areas improved. Student employees perceptions increased from 89.6% to 93.4% in the area of being able to demonstrate three job skills. Through various services offered in the Fitness and Wellness program, participants who completed survey indicated that their overall fitness and wellness behaviors improved from 72% to 86%. Those students who attended the TexFit workshops also acquired an overall rating of 3.53 on a 4 point AACU Integrative Learning Value Rubric as compared to the previous year when they rated at 3.2. Additionally, new student supervisors also developed their interpersonal skills and averaged a 3.233 scored as compared to the previous years supervisors who scored at 2.845.

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

There are some areas that were constant in their findings. With this being said, the department needs to look at different ways of offering programs and services so as not to be stagnant. In particular, the areas to continue to be focused on should include keeping the programs and services student focused and making changes based on student needs.

While these findings don't necessarily indicate a need for improvement, there is room for improvement in the management of facilities, the continual development of student and full time staff, as well as, administering the new budget that will be made available from the increase of the Recreational Sports Fee.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

With the passage of a student referendum in 2015, Recreational Sports is positioned for expansion in programs and facilities to serve growing institutional needs. Planning and preparation has occurred to create new positions and enhance facilities. New services have been added for the university community. New software is being implemented which will create efficiency in all areas of the department.

Program Accomplishments

Aquatics

	2012/2013	2013/2014	2014/2015
Swim Lessons	41 (30 + 11 HEB)	102 (50 + 52 IRC)	79 (32 + 47 IRC)
Private Lessons	13	19	11
Lifeguard Training	16	26	19

Although significant funding was applied to pool repairs last year, additional funds were expended in early spring to try to repair leaks to pipes around the pool. Concrete was demolished to locate the leaks. Some PVC piping was replaced, yet leaks continue to appear. The existing pool has a very limited lifespan. The pool opened to the public in accordance with the historical schedule of late April.

Heavy use occurred again during the summer months with camps, swim lessons and special events. A Key Log Roll was bought in the spring and has been used for intramural competition, summer camps and other groups using the pool.

Lifeguard training was offered for non-credit instruction. There were 19 people certified in lifeguard training. A WSI class was held and 5 people were certified.

Fitness & Wellness

Fitness and Wellness	2012/2013	2013/2014	2014/2015
Group Exercise Class Attendance	13,705	13,414	10,708
TRX Training*	n/a	n/a	1,124
Personal Training Sessions	634 (515 purchased, 54 buddy, 65 EWP)	881 (786 purchased, 129 buddy, 79 EWP, 16 SWP)	1217 (1116 purchased, 108 buddy, 31 EWP, 70 SWP)
Fitness Assessments Sessions	143 (13 purchased, 130 EWP)	221 (129 purchased, 60 EWP, 32 SWP)	131 (28 purchased, 43 SWP, 60 EWP)

*TRX Training counts were included in Group Exercise Class Attendance in 2012-13 and 2013-14

A new Fitness and Wellness Coordinator began with the department in August 2014. Several new instructors were recruited and hired this year. Yoga, Zumba and TRX were particularly popular.

Instructors and Personal Trainers participated in regular, monthly in-services that covered various topics including: risk management, CPR review (guest speaker: Josh Bowman); Athletic conditioning Drills (Guest presenter: Scott Lee); Myofascial Release, core stability, flexibility (Guest Speaker: James Odom); Progression/Regression (Guest Speaker: Adam Farrell); Postural Readiness Exam (Guest Speaker: Richard Burnett); Cycle in-service, Kettlebell training (Guest Speaker: Hector Gutierrez); Programming for your Client (Guest Speaker: Brian Warren) and goal setting. Fourteen students attended the annual TexFit workshop for skill development, which was the largest group from TAMUCC to date. This year it was held at Texas State University in San Marcos.

Personal Training

Personal Training services are primarily utilized by faculty and staff members. 9-package sessions are the most commonly purchased session quantity. Buddy training has continued to grow, but there is room for growth and promotion. The Student Wellness Program increased the number of Personal training sessions. Prices on campus are significantly less expensive than in the greater community. Hiring of personal trainers is ongoing, and interns, who have expressed interest in training with Recreational Sports, have been recruited from the Athletic department. Quality trainers have emerged from this connection.

Employee Wellness

The Employee Wellness Program had 20 participants during each fall and spring semester and 12 for the summer program. This continues to be a beneficial program for employees interested in making a lifestyle change or otherwise needing help to lower barriers to participation in regular physical activity. One change made to the program was the addition of monthly, Group Fitness Classes. These had low attendance; however, those who participated expressed positive feedback and regularly attended.

Chancellor's Wellness Initiative – Be Well To Excel, and Campus Wellness Committee

The Campus Wellness Committee came into official existence in the fall with representation from various constituencies across campus. The Chancellor's Wellness Initiative grant was renewed for another year at \$13,500. Islander Rewards was added to the Chancellor's Wellness Initiative portfolio with a refund of \$45 going to employees who were Rec Sports members and swiped in for workouts 45 times during the fall or spring semesters. Any university employee holding a Recreational Sports membership was automatically enrolled in the program. Twenty-one participants were successful in achieving 45 or more swipes in the fall. Participation continued to be strong in the Islanders Walk for Wellness and Punch Pass Programs. Debra Cortinas from Human Resources and Jacqueline Hamilton presented information on these programs to the Texas A&M System Financial Officers in Austin in March.

Student Wellness

The Student Wellness Program in the fall and spring semesters brought in 20 students who expressed a desire for a healthy lifestyle change. Students received a free pre and post fitness assessment, as well as 3 free personal training sessions. In both semesters, 5 students completed the program. One change made to the program was the addition of monthly, Group Fitness Classes. These had low attendance, however, those who participated expressed positive feedback and regularly attended. Further discussions are occurring to increase the number of participants completing the program.

Battle of the Shrinking Islanders (BOTSI)

This program ran during the fall semester, with 40 sign-ups, however only 11 completed the program. This program was discontinued after the fall semester due to a continuous decline in participation.

Know Your Numbers

The fall Know Your Numbers event occurred for a third year as a station-style free and fun fitness assessment. This event will fulfill one of the Partnership for a Healthier American objectives in upcoming years. The elements were: body mass index, blood pressure, flexibility, waist circumference, 3 minute step test, muscular strength, and balance. Educational materials were also communicated at each station. There were 40 participants including students, faculty and staff. The goal of the program, to create awareness of wellness numbers, was achieved.

Wellness Expo

The 2015 Wellness Expo was a huge success with 52 vendors and over 300 participants.

Outside vendors and group fitness instructors provided demonstrations, including Tai Chi, Hardstyle Kettlebell, Yoga, and Zumba. Twenty-one door prizes were given away, which generated excitement and appreciation.

Group Fitness Extravaganza

The Group Fitness Extravaganza was held during the spring 2015 semester on a weekday from 11am-1pm in the DWC Gym. A total of 37 participants attended this event. This was a special, promotional event to get students, faculty, and staff motivated to exercise and attend group fitness and TRX classes after Spring Break.

Stress Reduction and Relaxation Yoga Class:

This event was well attended and received positive feedback from numerous participants. The event was held during exam "season" during the May 2015 time frame on two different Fridays. Twenty-six total participants attended the sessions. Two Yoga instructors led an hour and a half meditation class to focus on reducing stress and tension for students/faculty/staff. Mats, blankets, blocks, and bolsters were used as accessories during class.

ROTC Workouts

A new relationship was developed with ROTC where trainers worked with cadets after their morning PT to build upper body strength. This program took place in the fall with female cadets and in the spring with both female and male cadets. In the fall, numbers ranged from 5-12 cadets per morning. In the spring, the numbers increased. ROTC has reported an overall improvement in their PT testing and has asked to continue the program in future semesters.

Intramurals

	2012/2013	2013/2014	2014/2015
Teams Sports	217	210	259
Individual Events	312	407	306
Participants	2,268	2,133	2,562

Another large freshman class contributed heavily to growth in total teams and participants in intramural sports this year. By offering two indoor soccer and two volleyball leagues, the total number of teams increased by 39. New sports were introduced to allow for outdoor activity. Those events were KamJam, Spikeball and Sand Volleyball.

Membership Sales

	2012/2013	2013/2014	2014/2015
Faculty	100	99	157
Staff	188	217	142
Spouse	20	18	17
Alumni	8	7	7
Vendors/Contractors	17	20	7
Continuing Students	90	55	54
Punch Passes	1187	1132	1200
Day Passes	512	502	505

Outdoor Programs

Outdoor Rentals

2012/2013	2013/2014	2014/2015
266	359	512

Kayaking and surfing clinics were held in both fall and spring semesters. Other clinics were: primitive fire starting, packing a backpack/bug out bag, shelter building, land navigation, s'more cookout, slacklining and a beach clean-up day. Also offered were certifications in outdoor recreation including a Boater Safety Course, Hunter Education Course and a Wilderness and Remote First Aid Course. Once students gain this experience, they often take advantage of the equipment rental program.

The first out of state trip for the Outdoor Program traveled to the Grand Canyon over spring break with 9 participants. Other trips include: caving at Robber Barron Cave in San Antonio, rock climbing at Reimer's Ranch outside of Austin and backpacking at Pedernales Falls State park.

The outdoor program started its trip leader training program. Training included a trip leader training weekend with kayaking, water sports instruction, and backpacking. Students also went to the Texas Outdoor leadership conference held at the Sam Houston State University campus.

Sport Clubs

	2012/2013	2013/2014	2014/2015
Number of Clubs	14	14	14
Number of Participants	232*	162*	246*
Participations	3811	2677	2039

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

Without access to outdoor field space, several clubs have suffered in the amount of participation.

Position descriptions were updated creating a sport club and camp coordinator position. Brienne Wilburn joined the department in May.

Islander Rec Camp

Islander Rec Camp	2012/2013 (7 weeks)	2013/2014 (7 ½ weeks)	2014/2015 (9 weeks)
# of unique campers	113	149	172
Number of camper slots filled	445	565	613

Once again, the Islander Rec Camp extended the number of days to reach a full 9 weeks, in part due to 4th of July falling on a Saturday.

High demand for Islander Rec Camp was demonstrated again this year as the camp registration filled up within a few weeks. The cost stayed the same as last year at \$90 per child per week. Forty counselors were hired to address the increased size of the camp and stay within required employment hour limits. This program provides an excellent and much needed service to the campus community. Parents are extremely complimentary of the staff and program and want it to extend even further to cover the whole summer.

Family Fun Day

Family Fun Days	2012/2013	2013/2014	2014/2015
Adult and Child Participants	313	131	93

Campus Activity Board Carnival and Rec Spots Turkey Trot Fun Run had strong participation by families and children. Figures from those events are not included here. No activities were held in April or May due to low registration numbers.

Special Events

Island Bash attracted almost 300 people. Inflatable games along with a slip-n-slide provided fun activities for the students as they returned to campus. T-shirts, water bottles, apples and granola bars were distributed to participants.

Paws for a Cause had beautiful weather on October 10. Over 75 people participated and most brought their dogs. Unfortunately, no pet shelters were able to participate and bring dogs to be walked and considered for adoption. Once again the event benefited First Friday with fundraising for free mammograms.

The annual pumpkin carving took place just prior to Halloween with almost 30 participants and many walk through patrons enjoying the art and voting for winners.

Turkey Trot was held the Monday before Thanksgiving. Over 175 people participated in the event. This fun 3 mile walk/run collected 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 was high.

National Fitness Day. This event falls on February 22 but was celebrated on Monday the 23rd to educate the University community on healthy lifestyles and wellness. Numerous intramural and group fitness demonstrations took place in the gym. Recreational Sports student staff lead the variety of activities including Spikeball, Wii games, Yoga and Zumba

World Health Day: This event was recognized on April 7th outside on the East Lawn. The Health Center, Counseling Center, and Fitness and Wellness areas collaborated on this event. Group Fitness classes were held on the lawn, Fit Level 1, and Max Interval, as well as a Yoga class. Personal Trainers were available to speak with students and faculty/staff about setting fitness goals. Taking the event outdoors allowed for more exposure and more participation.

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

With the University Center closed for construction, special events scheduled in the DWC increased. Standing events such as Island Day and Bayball continued. Orientations were moved back to the University Center which created an opportunity to host more camps.

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Facility Use Counts

Recreational Use

Facility	2012/2013	2013/2014	2014/2015
Tennis Courts	2,557	2,931	2,792
IM Fields	3,170	0	0
Dugan Wellness Center	173,300	176,427	179,946
Island Hall	49,244	57,995	57,768
Outdoor pool	3,164*	2,761*	2,786*
Total	231,435	240,114	243,292

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

Dugan Wellness Center by Area	2012/2013 (Aug. – July)	2013/2014 (Aug. – July)	2014/2015 (Aug. – July)
Gymnasium	49,103	48,309	43,330
1 st floor weights	44,736	50,345	60,766
2 nd floor weights	13,919	15,249	16,152
1 st floor cardio	2,412	2,643	3,254
2 nd floor cardio	22,100	21,196	19,531
Multipurpose – Tarpie	17,401	16,556	11,875
Multipurpose - lzy	14,061	12,534	14,944

2nd floor lounge	3,280	3,327	3,967
Abs/stretching	5,125	5,620	5,557
Conference Room	1,163	648	570
Total	173,300	176,427	179,946

Island Hall	2012/2013 (Aug. – July)	2013/2014 (Aug. – July)	2014/2015 (Aug. - July)
Gymnasium	33,901	38,389	36,390
Indoor Track	7,823	9,025	10,366
IH Cardio/Corridor	4,601	6,344	6,737
IH Abs/Stretch	2,540	2,947	3,366
Multipurpose – Grace	261	325*	139
Multipurpose – Power	118	413*	102
Climbing Wall (in Motor Development Lab)	N/A	512	668
Total	49,244	57,955	57,768

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

	2012/2013	2013/2014	2014/2015
Aquatics	7,274	6,967	5,599
Outdoor Fields	3,856	0	0
Dugan Wellness Center	194,930	197,857	219,991
Island Hall	69,870	82,852	100,589

- Momentum Fields were not available for use during the 2014/2015 year due to continued problems with construction.
- Direct access to the pool was restored with the completion of the dining hall project.

Maintenance Projects

Pool repairs and maintenance were discussed in the Aquatics section.

The department continues to work with SSC for outsourced maintenance and custodial operations. The department is participating in regular meetings and performance review evaluations to bring performance to the desired level. Costs continue to be much higher than they were prior to the outsourcing.

Limited funding was set aside for the Hike and Bike Trail a few years ago. A minimal amount of grant funding was awarded this year; however the decision was made to not accept the award. Matching funds were used instead to a section of the trail that was in much need of repair. SSC worked with the department to ensure the repairs were complete.

Student Employment

	2012/2013	2013/2014	2014/2015
Total Student Employees	119	204	202
Official Only	35	59	54
Supervisor	24	32	35
Non-student part time instructors	4	2	1

Retention rates were 88% from fall to spring and 78% from spring to summer.

Student Employee Training and Development

Fall training for all student Recreational Sports employees included Shannon McClellan and Diane Hockenberry delivering information about Social Media. Also, Angela Walker and Rosie Ruiz presented on Title IX. The mid-semester training included a presentation about the upcoming referendum.

For the spring semester, Rosie Ruiz presented. This presentation showcased the importance of customer service. The mid-semester meeting included a presentation by Stephanie Box on Ethical Decision Making.

Fourteen personal trainers and group fitness instructors attended the TexFit event in San Marcos, Texas. The feedback for the students' experience at this event is regularly extremely positive.

One student attended the NIRSA Annual Conference in Grapevine, Texas. She received the Salado Consortium Student Scholarship and the J. Michael Dunn Professional Development Scholarship.

One student received a scholarship through Recreational Sports to obtain AFAA personal training certification. Three students received scholarships through Recreational Sports for YogaFit certification.

Fourteen student employees graduated over the course of the year – 4 in December, 7 in May, and 3 in August.

The Awards Banquet to recognize student employees and participants was held in the DWC. Recreational Sports Jackets were purchased instead of plaques for all winners and it was well received by student staff. Approximately 60 students attended.

Community Service Programming

Paws for a Cause – The breast cancer awareness event raised over \$200 for First Friday for free mammograms.

Turkey Trot Fun Run – entry fee was 1 non-perishable food item and 338lbs of food was donated to the Corpus Christi Food Bank

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

Sport Club Program:

769.5 hours of community service hours completed, 121 participants

Capoeira—5 hours, 4 participants

- o Volunteered at World Dance Class

Fencing—40 hours, 8 participants

- o Volunteered at North Padre Island
- o Volunteered at Science Olympiad
- o Volunteered at Fencing Clinic

Islander Anglers— 144 hours, 9 participants

- o Volunteered for Charity fundraiser

MMA— 69 hours, 8 participants

- o Volunteered at Cole Park for Adopt-A-Beach
- o Volunteered at American Bank Center event

- o Volunteered at Big Event

Sailing – 30 hours, 5 participants

- o Volunteered at CC4C

SCUBA— 352.5 hours, 63 participants

- o Volunteered at Texas Sea Life Center

SOA—60 hours, 15 participants

- o Volunteered at Islander Athletics Contest
- o Volunteered at Dig Pink Event
- o Volunteered at Turkey Trot

Table Tennis Club—69 hours, 9 participants

- o Volunteered at Adopt – A – Beach
- o Volunteered at American Bank Center Event
- o Volunteered at Big Event

Full Time Staff

There were a couple of changes in full time staffing:

- Kimberley Bliss joined the department in September as the Administrative Assistant and left in May.
- Stephanie Arevalo, Assistant Director for Facilities left the department in November after 9 years of service. This vacancy was addressed by some shifting of positions. Danny Feitel moved from Assistant Director for Programs to Assistant Director for Facilities. Drew Cantwell received an internal promotion to Assistant Director for Programs.
- Brianne Wilburn joined the department in May as the Sport Club and Youth Programs Coordinator.
- Jacqueline Hamilton, Director, retired from the university with over 14 years of service.

In addition to on-campus trainings such as Student Engagement and Success development activities, Islander Forum, and Employee Development Day, the professional staff participated in the following development activities.

Professional Development

Jacqueline Hamilton

- NIRSA Annual Conference
- YogaFit Level One
- American Council on Exercise Health Coach Certification

Danny Feitel

- NIRSA Annual Conference
- Texas Salado Meeting
- Texas Intramural Summit

Dennis Coplen

- Employee Development Day

Drew Cantwell

- NIRSA Annual Conference
- Texas Intramural Summit

Shelby Stamets

- NIRSA Annual Conference

TexFit Fitness Conference

YogaFit Level One

Josh Bowman

Texas Outdoor Leadership Conference

Wilderness First Responder Recertification with the National Outdoor Leadership School

Association for Challenge Course Technology, Level 1 Facilitator

Red Cross Lifeguard Instructor Trainer Certification

Red Cross Water Safety Instructor Trainer Certification

Texas Hunter Safety Certification

Texas Boater Education Certification

Rick Reyes

ACUI Annual Conference

Undergraduate coursework toward Bachelor's in Applied Leadership

Janie Lara

BAM Refresher Workshop

MS Office 13 Workshop

Budget Managerial Course

Purchasing Card Training

FAMIS Routing Training

Financial Manager Certification

Connected Document

[Rec Sports Annual Report FY15](#)

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

Jacqueline Hamilton

Service to the Community

Beach Clean Up

Service to the Profession

NIRSA Annual Conference, Presenter

ACHA Healthy Campus Faculty Staff Objectives Work Group

NIRSA Education Task Force Chair

NIRSA Executive Education Task Force Member

NIRSA Value of Collegiate Recreation Advisory Team

Service to the University

Graduation Ceremony Volunteer

Student Engagement and Student Success Council

Intercollegiate Athletics Council, ex-officio member

Staff Council member and parliamentarian

Judicial Hearing Board Member/Chair

Wellness Committee Chair

Stephanie Arevalo

Service to the University

Waves of Welcome Committee

Convocation Committee

Danny Feitel

Service to the Profession

NIRSA Co-Director of Competition National Soccer Championships

NIRSA Championship Series Soccer Work Team

NIRSA Championship Series Club Basketball Work Team

NIRSA Championship Series Texas A&M University Regional Flag Football Officials Committee

NIRSA Championship Series TCU Regional Basketball Tournament Officials Committee

NIRSA Foundation Stipend Committee

Service to the University

Student Engagement & Success Strategic Planning & Assessment Committee
Environmental Health and Safety Committee
Student Engagement & Success Student Engagement Coordinator Search Committee
University Housing Officer Search Committee
UCSO Catering Incentive Fund Committee
UCSO Special Event Fund Committee

Dennis Coplen

Service to the Community

The Cattery Volunteer
Pee Wee's Animal Shelter Volunteer

Service to the University

Convocation Committee
Environmental Health and Safety Committee
Staff Council Member
Staff Council Nominations and Elections Committee Chair and Executive Committee
Staff Council Employee Luncheon Committee Chair
Judicial Hearing Committee
Served on various search committees
ICERT Committee Member

Drew Cantwell

Service to the Profession

NIRSA Region IV NCS Flag Football Officials' Committee
NIRSA Region IV NCS Basketball Officials' Committee

Service to the University

Who's Who Committee
Homecoming Committee

Shelby Stamets

Service to the University

Wellness Committee and Chancellor's Wellness Initiative
IADAPT Committee

Josh Bowman

Service to the Community

Boy Scout Leader
Church Youth Group
Beach clean up

Service to the University

Honor's Program Committee

Rick Reyes

Service to the Community

District Administrator for Little League Texas District 23
Coach and Field Maintenance for Laguna Little League

Service to the University

Parking and Transportation Committee Member
Environmental Health and Safety Committee Member

Janie Lara

Service to the University

Notary Public for campus community

Connected Document

[Rec Sports Annual Report FY15](#)

Anticipated Challenges for the Next Cycle

Personnel

Several personnel changes will affect department dynamics in the upcoming year. Kimberley Bliss, Administrative Assistant, left the department in May to return home to the state of Washington. With the retirement of Jacqueline Hamilton in May, a new director will oversee the department. Josh Bowman left in July to return home to the state of Arizona. Rick Reyes moved from part time with Rec Sports over to full time with the University Center. To fill this position and the open coordinator position, a reorganization occurred. The two newly created coordinator positions will be for Marketing and Aquatics, and Outdoors and Special Events. Victor Ioina was promoted to Operations Technician II. Passage of the referendum created the opportunity for a dietitian position which will also be filled in the upcoming year.

Multipurpose Fields @ Momentum

With the passage of the referendum, bringing the multipurpose fields up to a safe level of play and adding amenities is a high priority. Since the referendum fee will take several years to fully implement, the field project will be a staged process. The department will continue to work with the administration to develop this venue in order to offer opportunities for students for both employment and activity.

Budget

New fees generated from the increased student fee will be incorporated to the departmental budget. A greater portion of the debt service will be assumed by the department. Funds are also intended for increased student wages, new personnel, and the field project as mentioned above. Membership costs will rise incrementally over the next three years beginning with fall 2015. This may create a reduction in generated income if university employees choose not to renew memberships due to the increased costs. In general, adjusting to new budget dynamics will require that close attention be paid to changes.

Fusion

Over the summer of 2015, new software training and implementation took place for Fusion. Although there will be an initial learning curve and extensive training, the intention is for this software to enhance departmental efficiencies around many operational functions including sales, registration, equipment check out, and locker management.

Connected Document

[Rec Sports Annual Report FY15](#)

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

Facility Development

Offices

With the passage of the referendum the department moved forward in seeking approval to hire a Dietitian and a Marketing and Aquatics Coordinator. In order to accommodate the new staff members, a Facility Modification Request was submitted to renovate space in the Dugan Wellness Center office suite to enclose two additional offices.

Fields

Work continues to occur on the Momentum Multipurpose fields to improve the level grading of the fields. A preliminary program to develop the site with enhanced amenities including lights, artificial turf, and a support building has been sent forward. With restoration of fields space the department will once again be able to offer programs and activities that have been absent from the TAMUCC campus for over two years.

Aquatics Complex

Included in the referendum marketing was promotional material communicating that a new aquatics complex would be constructed with the increased student fee. This is a large scale multi-faceted project. Financing arrangements will be made. The identified site for the aquatics complex is the current location of the baseball field, which will be moving to the Momentum Campus. An initial program of requirements is under development so that planning for the project can begin and get the appropriate entities involved.

Programs

Outdoor intramural and sport club activities are being planned so that when the Momentum Multipurpose fields are ready, activity will be initiated quickly. Nutrition programming has been briefly outlined in preparation of hiring a dietitian. Relationship building between Chartwells and Recreational Sports has occurred to work toward Partnership for a Healthier America objectives. This past spring the first collaborative event was held encouraging students to build a better burger and to use the new cooking demonstration station.

Marketing and Fusion

Implementation of grand scale new software called Fusion occurred over the summer. Significant training and data loading was a component of this project. Using this software for operations and user interface through the website will enhance efficiencies in several aspects of departmental business. In addition, hiring a new coordinator with more time dedicated to marketing will add consistency and more intentional targeting of marketing for departmental programs.

Connected Document

[Rec Sports Annual Report FY15](#)

Detailed Assessment Report
2014-2015 Senior Executive Director of Student Life Annual Report
As of: 4/13/2017 07:53 AM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Analysis Questions and Analysis Answers

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

The Student Life Unit consists of the following areas: University Center & Student Activities, Recreational Sports and the Student Government Association.

The Student Government Association (SGA) worked hard this year to reestablish its credibility on campus by being more visible and accessible to the students. One of the association's notable strengths included working with the President's Office in planning and implementing a successful Day at the Capitol Event where a bus load of students were taken to Austin, Texas to represent TAMU-CC and speak to legislators about the needs of the university. In addition, the Student Government recommended and brought forward a student to be considered for the A&M System Student Regent position. SGA also played a role in helping to educate students on the Recreational Sports Fee Referendum, which was passed by the student body in February 2015. During this year, over \$800 was raised for the Hector P. Garcia Book Scholarship. This amount was an increase from previous years.

The Recreational Sports department has continued to demonstrate its strength in being a leader in Collegiate Recreation. The Campus Wellness Committee was quite active in promoting wellness to the campus community and ensuring that programs and services were provided to students and faculty/staff. While outdoor facilities were not available throughout the year, the department still managed to see increases in their participation by offering a variety of other programs and events.

The University Center & Student Activities (UCSA) department was hindered in the way the department offered programs and services this year, as the staff was placed into temporary offices during the University Center construction project. Although the situation was not ideal, the team came together to provide innovative programs and was reminded that creative logistics and programming was a necessity in still providing quality services. A dedicated and stretched full time staff was the strength of department this past year. The staff's hard work paid off in keeping a credible reputation on campus for keeping students engaged and involved.

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

The Student Life unit has improved in the following ways this year:

With the passage of the Recreational Sports Fee Referendum, the Recreational Sports department began to plan for expanded programs, services, and facilities. In addition new staff positions were created to keep up with the increased enrollment and participation in programs.

The UCSA department saw an improvement in facilities provided to students and the campus community with the completion of the University Center expansion and renovation project. In addition to this, a new leadership program, the National Society for Leadership and Success was developed and implemented and currently stands as the largest student organization on campus with over 500 students participating.

The Student Government Association saw a growth in the number of students interested in participating this year. There were several students running for vacant seats during the spring 2015 election cycle. In addition, several students were appointed to university committees, ensuring that students' voices are heard during the decision making process.

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

The following concerns are in the forefront for the Student Life Unit:

The long standing Director of Recreational Sports retired in May of 2015. The initial search for a replacement failed. Hiring a Director of Recreational Sports is paramount to ensure that progress continues for this department. In addition, in June 2015, a position became vacant at the coordinator level so the vacancies in the department have put a strain on current full time staff as well as students. However, the current situation has provided for great learning opportunities for a less experienced full time and student staff.

The University Center & Student Activities will undergo a restructure and separation of the department into two areas. The transition through this process will provide some challenges; however it is necessary in order to keep up with demand and students needs. Providing the support and necessary resources (human, financial and time) for staff will be an ever evolving opportunity.

As the Student Government Association has made a commitment to being more accessible to students there is a concern for more funding to this area. More and more student organizations are looking to SGA to assist with funding of activities and/or events. In addition as the group continues to grow, financial resources are needed for the continued training, supplies and programming efforts.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Below is a list of program accomplishments for the Student Life Unit:

University Center & Student Activities

- Aloha Days trained 46 volunteer student staff members, implemented new spirit and traditions into the program and revamped the schedule to include Play Fair.
- Alternative Break Program implemented an Alternative Winter Break for the first time.
- Campus Activities Board expanded their social media footprint by adding Snap Chat & Vine; created 2 new events and increased programs offered from 17 to 20.
- Student Volunteer Connection had the largest participation to date for the Big Event with over 400 people registered.
- Homecoming had a record number of registered participants for the parade and assisted in revealing the new Anchor during a ceremony.

- Islander Cultural Alliance increased the amount of events sponsored during African American History Month and partnered with Counseling Center for Clothesline Project.
- Island Waves Student Newspaper began the transition to the College of Liberal Arts and also received 15 awards from the Texas Intercollegiate Press Association.
- Islander Lights raised \$398 and donated 305 toys to Toys for Tots.
- Three Greek Life chapters raised over \$16,000 for their philanthropies.
- The University Council of Student Organizations had over 3,900 students participate in at least one student organization.
- UCSA Leads established the National Society for Leadership & Success (Sigma Alpha Pi) and to date Sigma Alpha Pi is the largest student organization on campus.
- The Waves of Welcome Committee implemented a new event as part of the program with Senior Student Breakfast.
- Breakers Game Room was expanded and relocated to the first floor of the UC. In the short time that it has been open, there has been a steady flow of new participants engaging in the recreational activities offered.
- UC Programming took their programs to alternate locations around campus and saw a diverse group of students participating in the events.
- Study Center was modified this year, but still had positive response from students who enjoyed the snacks provided during finals week as well as a new space for studying in the Student Involvement Center.
- The University Center Construction project was complete in July 2015.

Recreational Sports

- Students voted to increase the Recreational Sports Fee bringing it to the cap of \$175/semester.
- Aquatics continued to see an increase in use, especially during the summer months with activity from camps, swim lessons and lifeguarding classes
- Fitness and Wellness saw an increase in the number of personal training sessions (1217) purchased from the past year (881).
- The Chancellor's Wellness Initiative grant was renewed again this year and provided an additional \$13,500 to be used for wellness programs provided to the campus community.
- Intramurals saw an increase of approximately 400 more in total participants; new sports were introduced to allow for outdoor activity and included KamJam, Spikeball and sand volleyball.
- The number of memberships sold also increase in all categories (faculty/staff/spouse/alumni/vendors/punch passes/day passes) of membership sales as compared to the previous year.
- Outdoor Programs offered the first out of state trip (to Arizona), took 9 participants to the Grand Canyon during spring break, and also started its trip leader training program.
- While outdoor space was limited, sport clubs still maintained the same number of active clubs.
- Islander Rec Camp provided 9 weeks of camp this year and saw a record number of unique campers.
- The annual Turkey Trot special event collected over 300 pounds of food for donation to the Food Bank.
- The Dugan Wellness Center saw an increase of events being held in the facility due to the closure of the UC.
- Several presentations were provided to student employees as part of their training and development. Topics included Title IX, Social Media, Customer Service and Ethical Decision Making.
- Fourteen student employees graduated over the course of the year.
- \$200 was raised for First Friday during the Paws for a Cause annual special event.
- Sport Clubs logged 769.5 hours of community service throughout the year.

Student Government Association

- Recommended a student be considered for the TAMUS Student Regent position.
- Partnered with the President's Office to host the TAMU-CC Day at the Capitol.
- Raised over \$800 for the Hector P. Garcia Book Scholarship.
- Partnered with Athletics Cross Country team on the Valentine Fun Run. Proceeds from event were donated to the Hector P. Garcia Book Scholarship.
- Four students attended the COSGA conference in College Station and 3 students attended Huge Leadership Weekend in New Braunfels.
- For the first time, SGA held senate meetings during the summer months to plan for the upcoming 2015-2016 year. New senators and members were active and established goals for the year.

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

The following are contributions of the Sr. Executive Director and the staff who report directly to the Sr. Executive Director of Student Life:

Lisa O. Perez:

Service to the University

- Student Engagement & Success Council
- Retention Task Force
- Calendar Committee
- Commencement Ceremony Volunteer

Service to the Profession

- TACUSPA Conference Co-Chair

Service to the Community

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

Jacqueline Hamilton

Service to the Community

Beach Clean Up

Service to the Profession

NIRSA Annual Conference, Presenter

ACHA Healthy Campus Faculty Staff Objectives Work Group

NIRSA Education Task Force Chair

NIRSA Executive Education Task Force Member

Service to the University

- Graduation Ceremony Volunteer
- Student Engagement and Student Success Council
 - Intercollegiate Athletics Council, ex-officio member
- Staff Council member and parliamentarian
- Judicial Hearing Board Member/Chair
- Wellness Committee Chair

Lilliana Gonzalez:

Service to the University

- Homecoming Committee, Co-Chair 2015
- Sigma Lambda Gamma Sorority Faculty/Staff Advisor, 2011-2015
- Inclusive Excellence Committee, 2015

Service to the Profession

- NACA Huge Leadership Weekend, Leadership Staff & Facilitator, 2015
- AFA Region 4 Drive-In Conference Planning Committee

Service to the Community

- Corpus Christi Pride Committee, 2015

H. Lincoln Walburn:

Service to the University

- Islander Campus Emergency Response Team (ICERT)
- UCSA Advisory Council
- Campus Union CAS Review Panel
- Student Engagement & Success Strategic Planning and Assessment Committee

Service to the Profession

- ACUI 2015 Annual Conference Planning Team Member

Service to the Community

- 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

Service to the Community

- Toys for Tots Drive
- MLK Day of Service Volunteer

Valerie Gibbons:

Service to the University

- Staff Council Representative

Anticipated Challenges for the Next Cycle

The following are anticipated challenges for the Student Life Unit:

University Center & Student Activities

With the addition of the Director of Student Activities position some adjustments in reporting lines will occur. The learning curve for the new director may present some challenges in establishing relationships that have been maintained by the Sr. Executive Director who has been overseeing the department for over 10 years.

With the expansion of the University Center, the demand on full time and student staff will grow. An evaluation of new positions and restructuring of responsibilities will pose a challenge with limited funding.

Recreational Sports

Several personnel changes will affect department dynamics in the upcoming year. Current vacancies include the Director position, two coordinator positions, and the newly created dietitian position.

The timing of the field project will be paramount as not to interfere with the second phase of housing at Momentum Village.

Student Government Association

Continued forward progress, despite the transition to newly elected officers, will be a concern. In addition, having students take their roles seriously in being an active voice to administration is something that will need continued work.

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

The following are planned initiatives for the Student Life Unit:

University Center & Student Activities

As the student enrollment continues to increase, the demand is exhausting for staff to offer more programs and services. UCSA will submit a proposal and request funds for another graduate assistant for leadership, hire a student activities director and reorganize full time positions for the University Center.

To better serve the needs of students at a distance, and all other students in general, the department will implement departmental distance education standard operating procedures, implement departmental strategic plans, and conduct a CAS self study for multicultural programming.

Recreational Sports

With the passage of the referendum many plans are made for the department to move forward. Plans include hiring staff for vacant positions, renovating office space within the Dugan Wellness Center to accommodate new staff, adding turf and lights to the Momentum Fields and beginning the planning stages for a new aquatics complex.

Student Government Association

Student Government plans to revise the current constitution and present it to the student body for a vote during the fall 2015 elections. Elections will be provided online through OrgSync beginning fall 2015.

Detailed Assessment Report 2014-2015 UC & Student Activities

As of: 4/13/2017 07:53 AM EST

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

Mission / Purpose

The University Center & Student Activities Department encourages, supports and commits to providing leadership, development and involvement opportunities for the campus to inspire people to be their best. We are dedicated to enhancing the student experience by fostering community in an inclusive environment where our campus can engage, learn and laugh with one another.

Goals

G 1: 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 (2014-2015) - Target: **Not Met**

62% of the student employees completed the Case Studies. Of these students 65% of student employees scored at the intermediate or advanced level.

Connected Documents

[Decision Making Scores](#)

[Ethical Decision Making Rubric](#)

[Ethical Decision Making Scenarios](#)

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

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

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...

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 85% of student employees will rate their perception as strongly agree in relation to gaining decision making skills as part of employment.

Connected Document

[UCSA Exit Interview](#)

Finding (2014-2015) - Target: Not Reported This Cycle

There were no exit surveys completed by the students this year, therefore no data was collected.

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

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

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...

Develop Student Exit Process

Established in Cycle: 2014-2015

An exit process for student employees will be developed, documented, and shared with staff. Assistant Director responsible for s...

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 decision making skills.

Connected Document

[UCSA Student Employee Evaluation](#)

Finding (2014-2015) - Target: Not Met

70.3% of student employees evaluations for this year were conducted. Of these, 37.2% of student employees scored at the Above Average or Excellent level in decision making on their yearly performance evaluations.

Connected Document

[Decision Making Case Study Scores](#)

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 (2014-2015) - Target: Met

The 2015 NSSE revealed that Freshmen scores were higher and ranged from 74%-82% in all areas of understanding people of other backgrounds whereas the scores of institutional peers ranged from 62%-67%. In addition, seniors scores were higher as well with a range of 76%-82% as compared to institutional peers whose scores ranged from 69%-72%.

Connected Document

[NSSE 2015 Results](#)

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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.

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 (2014-2015) - Target: Met

90.9% of respondents on the DiversAbility survey described something new they learned about persons whose background was different from their own. 89 out of 99 respondents articulated at least one thing they learned from the program.

Connected Document

[Diversability 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.

M 26: Alternative Spring Break Journals - Different Backgrounds

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: Identify at least one thing they learned about someone with a background different than their own.

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

Connected Document

[ASB Journal Results 15](#)

Target:

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

Finding (2014-2015) - Target: Met

100% of the participants were able to identify at least one or more new item they learned about the population whose background was different than their own.

Connected Document

[ASB Journal Results 15](#)

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

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

Add requirements for students to turn in selected journal pages

Established in Cycle: 2013-2014

Add requirements for students to turn in selected journal pages for assessment purposes.

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-Service

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 Documents

[ASB Journal Results 15](#)
[Service Rubric](#)

Target:

90% of students who participate in Alternative Spring Break will score at the intermediate level and at least 5% at the advanced level on the service rubric.

Finding (2014-2015) - Target: Partially Met

After reviewing the journals responses, 30% were at the intermediate level and 50% were at the advanced level of the rubric. While the target was not completely met, 50% of the students were at the highest level of the rubric, exceeding the target by 45%. Due to the participation number being 10, a 95 percentage was not able to be accomplished.

Connected Document

[ASB Journal Results 15](#)

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

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

Add requirements for students to turn in selected journal pages

Established in Cycle: 2013-2014

Add requirements for students to turn in selected journal pages for assessment purposes.

Implement Student Activities 2020 Strategic Plan

Established in Cycle: 2014-2015

Implement Student Activities 2020 Strategic Plan

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:

95% of participants will select agree or strongly agree.

Finding (2014-2015) - Target: Not Reported This Cycle

No data available. This measure was not administered this year due to staff turnover during the time period in which the event to be assessed took place.

M 28: Greek Service Project

A rubric will be used to evaluate the survey responses to the question of "What is the value of service mean to you?" from Greek students after participating in the Greek Week service event.

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

Connected Documents

[Greek Week Survey Results 2015](#)
[Service Rubric](#)

Target:

70% of responses will be categorized as Principled Citizen or Global Citizen after participating in the Greek Service Project.

Finding (2014-2015) - Target: Not Met

A total of 162 responses were collected for the Greek Week Survey. Of those responses, 128 students responded to the question "In an effort to evaluate your Greek experience at TAMUCC we are collecting information about your participation in service. Please answer in complete sentences. What is the value of service to you?"

When graded with a rubric, responses were grouped as follows:

85% or 109 participants graded were in the Volunteer category

12.5% or 16 participants graded were in the Principled Citizen category

2.3% or 3 participants graded were in the Global Citizen category

Connected Document

[Greek Week Survey Results 2015](#)

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

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

Presentations/Education session about Service before events

Established in Cycle: 2013-2014

Presentations or Educational sessions will be provided to the Greek Chapters before a service event to assist in reflection.

M 29: Greek Service Project Question 2

A rubric will be used to evaluate the survey responses to the question of "How do you think service impacts social issues and society?" from Greek students after participating in the Greek Week service event.

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

Connected Documents

[Greek Week Survey Results 2015](#)
[Service Rubric](#)

Target:

70% of responses will be categorized as Principled Citizen or Global Citizen after participating in the Greek Service Project.

Finding (2014-2015) - Target: Not Met

A total of 162 responses were collected for the Greek Week Survey. Of those responses, 125 students responded to the question "In an effort to evaluate your Greek experience at TAMUCC we are collecting information about your participation in service. Please answer in complete sentences. What is the value of service to you?"

When graded with a rubric, responses were grouped as follows: 79% or 99 participants graded were in the Volunteer category, 18.4% or 23 participants graded were in the Principled Citizen category, 2.4% or 3 participants graded were in the Global Citizen category

Connected Document

[Greek Week Survey Results 2015](#)

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

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

Presentations/Education session about Service before events

Established in Cycle: 2013-2014

Presentations or Educational sessions will be provided to the Greek Chapters before a service event to assist in reflection.

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 (2014-2015) - Target: Not Met

The 2015 NSSE revealed that Freshmen scored 61% which is below institutional peers who scored at 69%. Seniors scored at 51% which was also below institutional peers who scored at 60%.

Connected Document

[NSSE 2015 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 ...

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...

Implement Student Activities 2020 Strategic Plan

Established in Cycle: 2014-2015

Implement Student Activities 2020 Strategic Plan

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 (2014-2015) - Target: Not Reported This Cycle

The Noel Levitz was not conducted this cycle. It occurs in even cycles.

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

Publicize OrgSync Student Organization Portal

Established in Cycle: 2009-2010

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

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

M 7: EBI Survey - UC Provides Variety of Services

To what extent do you agree or disagree with the following statements. The College Union: Provides a variety of services? (Question 37)

Source of Evidence: Benchmarking

Target:

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

Finding (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 ...

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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

Graduate Assistant for Leadership

Established in Cycle: 2012-2013

Hire a graduate assistant to assist with the leadership 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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 ...

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

M 24: UC Service & Satisfaction Survey - Customer Service

University Center Service & Satisfaction Survey - Customer Service

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

Target:

85% of facility users surveyed will rate the customer service by the University Center Staff as superior or excellent.

Finding (2014-2015) - Target: Not Reported This Cycle

The service and satisfaction survey was not administered in this cycle. The University Center was closed for 9 months due to construction.

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

Customer Service Training

Established in Cycle: 2013-2014

Implement customer service as a key topic within student employee training during the fall semester and monthly meetings.

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 (2014-2015) - Target: Not Reported This Cycle

The Graduating Student Survey was changed during this cycle and did not include this question. Instead the Undergraduate Student Survey included a question regarding the overall satisfaction of the University Center. On this survey there was a combined satisfaction of 84%.

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 (2014-2015) - Target: Not Reported This Cycle

The Noel Levitz was not conducted this cycle. It occurs in even cycles.

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 23: UC Service & Satisfaction Survey - Cleanliness

University Center Service & Satisfaction Survey

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

Target:

85% of facility users surveyed will rate the cleanliness of the facility as superior or excellent.

Finding (2014-2015) - Target: Not Reported This Cycle

The service and satisfaction survey was not administered in this cycle. The University Center was closed for 9 months due to construction.

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 (2014-2015) - Target: Not Reported This Cycle

The Noel Levitz was not conducted this cycle. It occurs in even cycles.

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

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 ...

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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

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 ...

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 the leadership 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 (2014-2015) - Target: Not Reported This Cycle

EBI was not administered in this cycle. The EBI is administered every 3 years and will be administered again in 2016.

M 25: IW Readership Survey

Island Waves Readership Survey question:

To what extent do you agree that Island Waves is a source for providing information to generally know what is happening on campus.

Source of Evidence: Administrative measure - other

Target:

85% of those surveyed will strongly agree or agree that Island Waves is a source for providing information to generally know what is happening on campus.

Finding (2014-2015) - Target: Not Reported This Cycle

Due to the transition of Island Waves to the School of Arts, Media and Communication this was not measured. This will no longer be a part of UCSA reporting.

M 27: Survey - Promotion of Events

A survey will be developed and sent to active users on OrgSync and through social media to ask question:

To what extent do you agree or disagree that the University Center & Student Activities department promotes how to get involved on campus?

Source of Evidence: Administrative measure - other

Target:

85% of those who respond to survey will strongly agree or agree to question.

Finding (2014-2015) - Target: Not Reported This Cycle

This survey is administered biannually. The next administration will be in Spring 2016.

Related Action Plans (by Established cycle, then alpha):**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.**Details of Action Plans for This Cycle (by Established cycle, then alpha)****Develop Plan for Growth in Student Positions**

Develop plan to add additional student positions within the operations staff. A 3 person crew for the majority of the day is not enough to attend to the number of room set ups and working with customers to make sure that their needs are met.

Established in Cycle: 2008-2009**Implementation Status:** Finished**Priority:** High**Implementation Description:** September 2013**Projected Completion Date:** 08/2013**Responsible Person/Group:** Assistant Director Facility Operations & Operations Manager**Additional Resources:** Student Wages**Budget Amount Requested:** \$8,500.00 (recurring)**Implementation Notes:****11/3/2015** With the completion of the University Center construction project, new student positions were created for UC operations as well as the Involvement Center.**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:** Finished**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

Implementation Notes:

11/3/2015 The University Center Programming area has been established and provides several options for commuter students to participate. Examples include Karaoke, Motivational Mondays, Midday Munchies, Door decorating contests, and other awareness activities each month. In addition, there is a dedicated student staff who assists with providing the activities for all students.

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: Finished

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

Implementation Notes:

11/3/2015 The publicity efforts for OrgSync have become a standard within the department. All freshmen are exposed to what is available through OrgSync during Orientation and are taught how to navigate the portal.

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: Finished

Priority: Medium

Projected Completion Date: 08/2013

Responsible Person/Group: Assistant Director & Coordinators of Greek Life

Additional Resources: none

Implementation Notes:

9/23/2015 The Greek Service project was completed within the 2014-2015 cycle but failed to meet the target outcome. Staff will continue to be intentional in educating the Greek community prior to participating in service projects.

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: Finished

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

Implementation Notes:

9/23/2015 The student evaluation cycle has been documented in the student handbook and has been presented to the students during Fall Staff Training.

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: Finished

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

Implementation Notes:

8/31/2015 The University Center had a Grand Opening Celebration on May 1, 2015. There have been several walk throughs of the building to ensure that punch lists are completed.

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: Finished

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.

Implementation Notes:

11/16/2015 Within the last year, programs were much more intentional about including information that directly related to the learning outcome. This has been a standard expectation for all future programs.

11/3/2015 With the transition of new staff within the department, more time is needed to ensure that this is a consistent process. This action plan will carry forward to the new unit report.

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: Finished

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.

Measure: UC Service & Satisfaction Survey - Cleanliness | **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

Implementation Notes:

11/3/2015 Meetings have been ongoing with SSC to ensure that they fulfill their obligations specified in contract. In addition, Operations staff meet twice a month to discuss cleaning, upcoming events and staffing needs from the custodial staff as well as maintenance items that need to be addressed in the building. This is now a standard meeting.

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: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Case study from training sessions | **Outcome/Objective:** Demonstrate Effective Decision Making

Measure: Exit Interview - Leadership | **Outcome/Objective:** Demonstrate Effective Decision Making

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

Implementation Notes:

9/23/2015 The student trainings on decision making helped increase student's awareness of their decisions. The staff will continue to include training to help students understand the significance of Ethical Decision Making. This plan has become an area we regularly measure.

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: Finished

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

Implementation Notes:

11/3/2015 Diversity Training was included as part of the student employment program and will continue as part of the regular student employee training.

Graduate Assistant for Leadership

Hire a graduate assistant to assist with the leadership program.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

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)

Implementation Notes:

8/31/2015 The department was awarded a graduate assistant for the SVC program this year. Will continue to request the funds for another graduate position in the next fiscal year. This plan will carry forward for the Student Activities unit report.

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: Finished
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.
Measure: UC Service & Satisfaction Survey - Cleanliness | **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

Implementation Notes:

11/3/2015 With the closure of the University Center due to construction project, the walk throughs were suspended. Now that the facility has been open, walk throughs are occurring regularly and include both full time staff and student staff.

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: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Survey - Promotion of Events | **Outcome/Objective:** Promote involvement on campus
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)

Implementation Notes:

11/16/2015 Student Activities has hired a marketing assistant and graphic designers to implement these responsibilities.

11/3/2015 The assistant director for media and special events has hired students to assist with this process but is still working to maintain consistency with all aspects of social media. This plan will carry forward to the Student Activities unit report.

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: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Survey - Promotion of Events | **Outcome/Objective:** Promote involvement on campus
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: 12/2014

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

Implementation Notes:

11/16/2015 As part of our standard operating procedures, Student Activities now utilizes several social media outlets to reach undergraduate and graduate students regarding various events and announcements.

11/3/2015 With the addition of the division communication specialist, the assistant director is working to streamline a consistent plan that aligns with the division plan. More time is needed to complete this action plan. This plan will carry forward to the Student Activities unit report.

UCSA Leads Publicity

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

Established in Cycle: 2012-2013
Implementation Status: In-Progress
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

Implementation Notes:

9/23/2015 This action plan is still in-progress. The area of leadership has had new additions and changes that will continue to be in progress into the following assessment cycle. This will remain an action plan and carry forward to the Student Activities unit report.

Add requirements for students to turn in selected journal pages

Add requirements for students to turn in selected journal pages for assessment purposes.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Alternative Spring Break Journals - Different Backgrounds | **Outcome/Objective:** Understand

Different Backgrounds

Measure: Alternative Spring Break Journals-Service | **Outcome/Objective:** Articulate the Value & Impact of Service

Implementation Description: Make explicit instructions for the ASB Journals including which journals will be graded.

Projected Completion Date: 09/2015

Responsible Person/Group: SVC Coordinator/ Assistant Director

Implementation Notes:

11/9/2015 Specific requirements for journal entries were given to the participants during the Alternative Spring Break trip.

Customer Service Training

Implement customer service as a key topic within student employee training during the fall semester and monthly meetings.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: UC Service & Satisfaction Survey - Customer Service | **Outcome/Objective:** Provide quality events, activities and services.

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

Projected Completion Date: 05/2015

Responsible Person/Group: Assistant Director

Implementation Notes:

9/23/2015 The customer service training was incorporated into the student training and will continue to be included. The next assessment on the customer service will be in the Spring 2016.

Presentations/Education session about Service before events

Presentations or Educational sessions will be provided to the Greek Chapters before a service event to assist in reflection.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Greek Service Project | **Outcome/Objective:** Articulate the Value & Impact of Service

Measure: Greek Service Project Question 2 | **Outcome/Objective:** Articulate the Value & Impact of Service

Implementation Description: Before any service event, SVC will be asked to provide information to the chapters about the events and how they help people.

Projected Completion Date: 09/2015

Responsible Person/Group: SVC Coordinator/Assistant Director

Implementation Notes:

9/23/2015 Students and staff responsible for conducting these presentations experienced an unprecedented influx in number of volunteers for the service project. The focus of the staff was on acquiring new service projects and managing the volunteers which led to this action plan being incomplete. This plan will be revisited in the next year, as staff have been added in this area.

9/23/2015 This plan will carry forward to the Student Activities unit report.

CAS Self Study Multicultural Programming

Conduct a CAS Self Study on the Multicultural Programming for the department

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 05/2016

Responsible Person/Group: Director and Assistant Director

Implementation Notes:

11/9/2015 This plan will carry forward to the new Student Activities unit report.

Develop Student Exit Process

An exit process 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 exit surveys are completed in a timely manner.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interview - Leadership | **Outcome/Objective:** Demonstrate Effective Decision Making

Responsible Person/Group: Assistant Directors

Implementation Notes:

11/9/2015 This plan will carry forward to the new University Center and Student Activities unit report.

Hire Director Student Activities

Hire Director of Student Activities

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Projected Completion Date: 12/2015

Responsible Person/Group: Sr. Executive Director Student Life

Additional Resources: funding for salary and benefits for full time exempt position

Budget Amount Requested: \$80,000.00 (recurring)

Implementation Notes:

11/16/2015 Stephanie Schmidt was hired on November 16, 2015.

11/9/2015 This plan will carry forward to the new Student Activities unit report.

Implement Distance Education Standard Operating Procedures

Implement Distance Ed Standard Operating Procedures

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Implementation Description: Use departmental Distance Education SOPs to serve as guide in providing services to students at a distance.

Responsible Person/Group: Director and Assistant Director

Implementation Notes:

11/16/2015 Plans were developed and advertised on the websites. The plans are now part of our standard operating procedures.

11/9/2015 This plan will carry forward to the new University Center and Student Activities unit reports.

Implement Student Activities 2020 Strategic Plan

Implement Student Activities 2020 Strategic Plan

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Alternative Spring Break Journals-Service | **Outcome/Objective:** Articulate the Value & Impact of Service

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

Implementation Description: Use the strategic plan as a fluid document to achieve goals

Responsible Person/Group: Director, Assistant Directors and Student Activities Staff

Implementation Notes:

11/9/2015 This plan will carry forward to the new Student Activities unit report.

Implement University Center 2020 Strategic Plan

Implement the University Center 2020 Strategic Plan

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Use the strategic plan as a fluid document to achieve goals

Responsible Person/Group: Director, Assistant Director, Operations Staff

Additional Resources: Funding for additional positions

Implementation Notes:

11/9/2015 This plan will carry forward to the new University Center unit report.

Reclassify UC positions

Reclassify Operations Manager position to Assistant Director and the Assistant Director position to Associate Director.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 02/2016

Responsible Person/Group: Sr. Executive Director Student Life

Additional Resources: funding for salary and benefits for positions

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

Implementation Notes:

11/9/2015 This plan will carry forward to the new University Center unit report.

Analysis Questions and Analysis Answers

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

The department experienced great success with the addition of the Graduate Assistant of Service. The Graduate Assistant as well as the student team, in conjunction with the coordinator, worked diligently to promote service on campus and doubled participation in service events as well as dedicated more time and energy into being intentional with programming and assessment.

The completion of the University Center construction project provided more space for students to engage with one another through the Involvement Center, lounge space, and new meeting space.

The growth within Greek Life, University Center Programming, and Leadership has also been welcomed by students who have shown an interest in becoming more active as is evident from an increase of participation.

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

Sigma Alpha Pi, the National Society for Leadership and Success was added which aided in the marketing of UCSA Leads, one of the action plans delineated in this assessment cycle. While the program is still new, Leadership is much more known on the campus than before.

With the dedication of new staff within the area of service and volunteerism, there has been growth in the number of people participating in service initiatives as well as a better understanding of the role service plays in understanding others whose backgrounds are different than their own.

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

Due to the influx of participation, resources and staff availability have been limited to the programs like leadership and service. The lack of availability and the overwhelming amount of interest have posed a unique problem for the areas in that the staff are constantly attempting to maintain the area while manage the participants. In the future, more staff in these areas will need to be considered.

Other areas of concern are in maintaining and keeping current with changes in technology/social media to keep students and the campus community informed of events, services and programs. Streamlining a division wide communications plan with the help of the communications specialist should help alleviate some of this concern.

Continued intentional training with the department's student employee program will need to be consistently maintained.

With the closure of the University Center for the majority of this assessment cycle, the momentum with intentional training was lost and had to be started with a new population of student employees.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The University Center and Student Activities (UCSA) department provides many opportunities for students to become engaged and involved on campus. Below is a summary of the various programs, events/activities and services provided this year. With the conclusion of this cycle, the UCSA plan will end and new plans will be developed as the department will be splitting up into two functional areas.

Aloha Days

Aloha Days was held at Zephyr Baptist Encampment on the banks of Lake Corpus Christi. The First Year Camp provides incoming first-year students with an optional 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 Engagement and Success staff, as well as the outside community, also assist with activities and presentations. During Aloha Days, students are given an awareness of their personal values and pride in the traditions, spirit and heritage of A&M-Corpus Christi.

Student Employees/Student Leaders:

Greg Summers

Maria Rogers

Nicole Stotts

Accomplishments:

- Trained 46 volunteer student staff members.
- 2 Professional Staff assisted in program
- Aloha Days implemented new Spirit and Traditions
- Aloha Days schedule was revamped to include Play Fair, Closing Ceremony, and moved the schedule around to maximize time.

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 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004
# of camp attendees	271	299	229	246	243	230	258	199	199	278	174
% of freshmen class	9.25%	16.9%	13.5%	17.4%	10.4%	10.3%	12.7%	11.3%	8.7%	15.4%	9%
% Change	-9.4%	30.56%	-6.9%	1.23%	5.6%	-12%	30%	0%	-28%	60%	50%

Campus Activities Board

Campus Activities Board (CAB) is responsible for bringing a variety of educational and entertaining programs to the campus community. Students who participate in CAB develop leadership skills along with budgeting, program planning, presenting and evaluation skills through event planning and execution.

Student Employees/Student Leaders

Traditional Event Coordinators: Mara Stonebrook & Kreece Wiginton

Marketing & PR Coordinators: Sierra Fabela & Erin Spann

Recruitment & Retention Coordinator: Zabby Scott

Personnel Coordinator: Jamie Bluntzer

Accomplishments:

- Expanded social media footprint by adding Snap Chat & Vine accounts to reach a broader audience
- Implemented a committee structure into CAB with the addition of a Membership Committee & Marketing Committee
- Implemented a process for Event Staff members to propose, plan and host their own events
- Created two new traditional events (Speed Dating & Finals Frenzy)
- Increased programming from 17 programs to 20 programs
- Implemented new recruitment and intake process (received 80 applications for membership throughout the year)

Training and Development

- CAB officers had a mini retreat to discuss expectations and roles
- Implemented new training for students involved with CAB
- Incoming CAB officers had a 3 day river retreat to discuss the changes needed going into the next year as well as their roles for the remainder of the year
- CAB membership attended two retreats, fall new member retreat in the Dugan Wellness Center, spring leadership retreat at Camp Zephyr
- Monthly leadership lessons were implemented in the Spring semester at general meetings

Service and Outreach

- Fall Carnival was hosted for kids in the Corpus Christi Community
- DiversAbility was hosted to raise awareness about physical and mental disabilities along with ICA and Disability Services
- Wild'N'Wacky Wednesday was hosted to educate students about safety during Spring Break with Rec Sports and I-ADAPT
- These three events had more than 500 participants combined

New Initiatives

- CABfest was rebranded to Islander Music Festival (IMF)
- Battle of the Bands was moved back to the Fall semester, IMF moved to the Spring
- October Carnival was rebranded to Fall Carnival

Participation

Attendance 2014-2015 Events			
Fall 2014	Date	Time	Attendance
Movie on the Lawn	August 28	8 pm – 10 pm	275
Bingo Night	September 3	5 pm – 7 pm	70
DiversAbility	October 15	11:30 am – 1:30 pm	116
Fall Carnival	October 18	10 am – 1 pm	188
Battle of the Bands	November 6	6 pm – 9 pm	140
TOTAL			789

Spring 2015	Date	Time	Attendance

Super Bowl Watch Party**	February 1	5 pm – 10 pm	300
Speed Dating	February 10	7 pm – 9 pm	97
Trivia Night**	February 17	6 pm – 8 pm	13
Islanderino	February 25	6:30 pm – 10 pm	250
Drive In Movie**	March 6	8 pm – 10 pm	60
Wild N Wacky Wednesday	March 11	11 am – 2 pm	220
Islander Music Festival	March 31	6 pm – 9 pm	175
Avengers Movie Night	April 23	8 pm – 10 pm	12
Avengers Movie Night	April 24	8 pm – 10 pm	13
Finals Frenzy	May 5	11 pm – 1 am	350
** New events		TOTAL	940

Total=2279

Student Volunteer Connection (SVC)

Student Volunteer Connection is a student run community service organization that aims to get TAMUCC students actively involved and committed to community service, make community service opportunities more accessible to students and to connect the campus to the Corpus Christi Community.

Student Employees/Student Leaders

- President: Marina Marroquin
- Big Event Coordinator: Lili Perez
- Alternative Break Coordinator: Alex Puentes
- Active members: 20-30

Accomplishments:

- Successful first Alternative Winter Break in San Antonio, Texas
- SVC focused on learning and serving those struggling with homelessness throughout the year
- High membership retention rate
- SVC took 3 students and 2 staff (including grad assistant) to BIG Event Conference in College Station.
- Successfully underwent a change of advisors
- BIG Event 2015
 - 26 people served on the Big Event committee, making it the biggest committee SVC has ever had
 - Recruited 42 different student organizations to participate in The Big Event
 - Received sponsorships from Walmart, several organizations, restaurants, and even a student living apartment complex
 - Had 400-500 people participate in The Big Event

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 members.
- SVC focused on the importance of service and facilitated this through ice breakers, teambuilding, and talks about Diversity.
- Attended the BIG event Conference in College Station

Service and Outreach

- SVC regularly engaged with Corpus Christi volunteer opportunities
 - Adopt a Beach

- o Haunting on the Blue Ghost
- o Habitat for Humanity
- o Food Bank
- o Kids Against Hunger
- o Strides Against Breast Cancer
- o Oyster Reef Restoration
- Volunteered at the Hispanic Heritage Month Celebration
- Worked the International Games Day hosted by the Mary and Jeff Bell Library
- Volunteered at The Tunnel of Oppression hosted by ICA

New Initiatives

- SVC focused on homelessness and hunger programming and service opportunities.
- SVC was given a graduate student to help with advising SVC and chaperoning alternative break trips.
- Added more fundraising opportunities for the Alternative Breaks program. Had a profit share night at CiCi's Pizza in the Fall and also volunteered for the Salvation Army to ring the bell for \$10 an hour as an effort to cut down the cost of trips for students.
- Started a Big Event Awareness Week during October in order to educate TAMUCC about The Big Event during the fall.

Participation

- First Year Islander Clean
 - o Cleaned up Ward Island along the coast
 - o 30-40 students and Faculty participated in the event
- MLK Jr. Day of Service
 - o Partnered with Habitat for Humanity and ICA
 - o 30 students participated in the event
- Hunger Banquet
 - o Partnered with ICA
 - o 30 students participated in the event
- BIG Event – university-wide/community-wide volunteer project
 - o 13 Residences
 - o Collaborated with Downtown Corpus Christi Clean Up, Garcia Center, Habitat for Humanity, CC Parks and Recreation, Pride Corpus Christi, Food Bank, Dress for Success, St.Mark's Church, Miracle League, Islander Gardens, etc.
 - o 400-500 Volunteers from 42 organizations and 64 individuals

Alternative Break Programs

Alternative Break (AB) 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. AB 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. AB is a program through the Student Volunteer Connection (SVC); SVC serves many of the local and state service needs. AB is a chance for students to get out of their comfort zone, and volunteer on a national level. For the first time this year there were two Alternative Break programs offered, Alternative Winter Break (AWB) and Alternative Spring Break (ASB). AWB is a weekend service trip that occurs in Texas during Winter Break in January. ASB is a week-long service trip that occurs in another state during Spring Break in March. AB is advised by the Student Activities Coordinator with assistance from a Graduate Assistant. This year a student Alternative Break Coordinator position was created to provide an opportunity for more student ownership of the program. The AB Coordinator assists with many aspects of the program.

Student Employees/Student Leaders

Alex Puentes served as the Alternative Break Coordinator. She was selected at the end of the Spring 2014 semester and served a full year term. Alex helped select a theme for this year's Alternative Break program and was instrumental in the planning of both AWB and ASB. She also worked with the advisor to choose sites, plan activities, design a travel route, plan and facilitate pre-trip meetings and organize a reunion upon returning.

New Initiatives

- Creating an Alternative Break Coordinator position
- Creating an Alternative Winter Break program

Accomplishments

- SVC hosted their first Alternative Winter Break

Training and Development

- Alternative Winter Break (AWB): Alternative Winter Break participants were required to attend AWB meeting as an effort to get to know each other and learn about what it is like to struggle with homelessness in San Antonio. Students were required to journal and participate in group discussions as well as attend a Saturday morning retreat. During the retreat participants discussed reasons why people may not have a home and stereotypes for people who struggle with homelessness. Team building activities were also incorporated in the retreat. During the trip, participants journaled every evening and discussed how their daily experience impacted them. These journal entries were collected after the trip.

- Alternative Spring Break (ASB): The participants were educated through bi-weekly meetings using the Mission: St. Louis Teacher Guide, local & national journal articles, journal prompts and group discussion to talk about service, team building, acceptance, what it means to be a volunteer, geographic and demographic information for the region, and more. The students were asked to reflect by writing in their ASB journals during the meetings and each night of the trip. During reflection the advisor would read a short story, go over the prompt, give the students time to write and then facilitate a discussion. The group also had time to discuss the day's activity and reflect on their experience.

Participation

- AWB: 7 students, 1 Graduate Assistant, and 1 professional staff attended the 2015 trip.
- ASB: 10 students, 1 Graduate Assistant, and 2 professional staff attended the 2015 trip.

Assessment Results

Alternative Winter Break

This was the inaugural year of the program and the theme was poverty and homelessness. AWB ventured to San Antonio, Texas to volunteer for Haven for Hope January 16th-18th. The mission of Haven for Hope is to offer a place of hope and new beginnings by coordinating and delivering an efficient system of care for people experiencing homelessness in Bexar County. Students were required to pay a \$25 deposit and then two payments of \$25. Payment plans were available. Leading up to the trip, students were prepared by attending AWB meetings as well as an AWB Saturday morning retreat.

Over the weekend, students served at Haven for Hope by sorting clothes in their warehouse, painting the hallways of

the family dorms, and preparing/serving breakfast and dinner at their Food Bank. Students also were given a tour of the Haven for Hope facility and participated in group discussions lead by Haven for Hope volunteers.

Alternative Spring Break

This was the 8th year of the program and the theme was poverty and homelessness. ASB ventured to St. Louis, Missouri to volunteer for The Bridge and Mission: St. Louis. The mission of The Bridge is to provide sanctuary for homeless and at-risk persons in St. Louis. Meals and support services for basic human needs are offered by a staff intent on eradicating homelessness by guiding guests on a path to self-sufficiency. Mission: St. Louis has a mission to empower people to transform their neighborhoods. They have a vision that people will live in neighborhoods full of opportunity, know and serve their neighbors and are invited into gospel-centered community. In order to cover the cost of the program the fee to participate was \$350. Students were able to pay through a payment plan.

The students had a unique immersion experience. They were able to participate in different projects during the week from home repairs to neighborhood clean-ups to preparing and serving food. The students were not only able to meet the people they were serving, but they also ate alongside them every day. They learned about the population served, the history of the area, and how their work is helping the greater good.

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 23-February 28.

Accomplishments

- Had 27 participants for Homecoming Court Competition and experienced a more aggressive campaign over two weeks.
- Changed location of Lighting of the "I" and had a larger turn out
- Had sponsors during the student tailgate that provided food and activities
- Had a record number of participants in the parade (even though the parade had to be cancelled due to weather)
- Held an Anchor Ceremony unveiling the anchor on campus and starting a new tradition

Service and Outreach

- Outreached to more community businesses and organizations for the Homecoming Parade

Participation:

- Court competition: 27 applicants
- Picnic: over 200 in attendance
- Faculty/Staff vs. Student Basketball Game & Pep Rally: 200 students and staff in attendance
- Lighting of the I: 400 people in attendance
- Parade: 40 groups
- Spirit Competition: 15 groups

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.

Student Employees/Student Leaders

- President: Dina Ruiz (Fall 2014)
- VP Membership: Aidreauna Nash
- VP Public Relations: Kathleen Ramirez (Fall 2014) Tia Mullins (Spring 2015)
- VP Community Engagement: Sterlen Kemp
- Active members: 15

Accomplishments:

- Hosted "Latin Talk" at Hispanic Heritage Month Kick-Off
- Partnered with the Counseling Center and Panhellenic Council for the Clothesline Project
- Made changes to Tunnel of Oppression to include more electronic interactions
- Restructured ICA officer positions and membership process
- Increased social media usage
- Increased Orgsync usage
- Sent an officer to Huge Leadership Weekend
- Increased the number of events during African American History Month

Training and Development

- ICA officer retreat, June 2015
- Safe Zone Training, March 2015
- Mini officer trainings during weekly 1:1's
- Mini Training/Discussion Series at each ICA general meeting
- Student Staff Trainings

Service and Outreach

- Service Events:
 - o Islander Lights
 - o SVC's MLK Jr. Day of Service
 - o SVC's The BIG Event
- Outreach Events:
 - o Islander Culture as a part of WOW
 - o Hispanic Heritage Month
 - o Culture Fest
 - o Hunger Awareness
 - o African American History Month
 - o International Women's Day Celebration

- o Denim Day
- o Clothesline Project
- o Tunnel of Oppression

New Initiatives

- *ICA restructure-* in May/June 2015 ICA went through a major restructure. The officer positions were changed to no longer include a president, and provide more defined roles for members. The guidelines for recruitment and membership were also more clearly defined.

Cultural events implemented by ICA:

- Islander Culture – 30+
- Hispanic Heritage Month Kickoff – 200+
- Latin Dance Night– 170+
- Welcome to the Family/LGBT History– 50+
- DiversAbility - 116
- Culture Fest – 200+
- Hunger Awareness Banquet - 55
- MLK Jr. March – 50
- African American History Month Kickoff – 125
- Suzi Q Spoken Word- 55
- Ladies Night – 150+
- Tunnel of Oppression – 200
- Asian Pacific Heritage Month – 200

Cultural Events cosponsored by ICA

- Hispanic Heritage Month several areas on campus
- DiversAbility with Campus Activities Board
- Hunger Awareness Banquet with Student Volunteer Connection
- MLK Jr. Day of Service with Student Volunteer Connection
- African American History Month events – Soar: Voices in African American History; Juke Joint
- Clothesline Project with University Counseling Center
- Tunnel of Oppression with University Counseling Center

Cultural Awareness Days/Months celebrated:

- Hispanic Heritage Month
- Disability Awareness Month
- LGBT History Month
- Dia de los Muertos
- International Student Week
- Dr. Martin Luther King, Jr. Day
- African American Heritage Month
- Women's History Month
- International Women's Day
- Sexual Assault Awareness Month
- Denim Day
- Asian Pacific Heritage Month

Participation:

2051 (approx.) participants at 13 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.

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 2014, the Department of Communication and Media hired a new faculty person, who also served as faculty adviser for the student newspaper. This adviser has a journalism background and will be teaching classes for a new Digital Journalism minor under Communication and Media. This is the last year that the Island Waves Student Newspaper will report directly to UCSA. The College of Liberal Arts will directly advise the student newspaper beginning Fall 2015.

Student Employees/Student Leaders

- Editor-in-Chief: Conner Tichota (Fall and Spring)
- Managing Editor: Amber Quaid (Spring and Summer)
- Ad Manger: Mariam Amaya (Fall) Jesse DeLeon (Spring and Summer)
- Ad Assistant: Justin Nguyen (Fall, Spring, Summer), Luis Gomez (Spring and Summer)
- Layout Editors: Thi Nguyen (Fall, Spring, Summer) Aubrey Dancer (Fall), Kara Herrera (Spring and Summer)
- News Editor: Jamie Fink (Fall)
- Copy Editor: Kelsey Flores (Spring and Summer)
- Reporters: Trey Seal (Fall and Spring), Jeremy Pape (Fall and Spring), Geri Lemmons (Spring), Sterlen Kemp (Spring), Vivien Sanchez (Summer)
- Photographer: Eli Burke (Spring)
- Distribution Manager: Mark Martinez (Fall and Spring)
- Graduate Assistant: Jesse DeLeon (Fall, Spring, Summer)

Accomplishments

- Hosted Constitution Day on September 17th, 2014
- Four students and 1 adviser attended the Texas Intercollegiate Press Association (TIPA) 2015 Conference in San Antonio, TX for formal training
- Received a total of 15 awards from the Texas Intercollegiate Press Association

Training and Development

- Adviser worked one-on-one with reporters to develop journalism writing skills

Service and Outreach

- Island Waves students participated in all Island Days and Passport to the Island events

New Initiatives

- Established IslandWavesNews.com website to accompany the printed paper
- Partnered with Career Services to run bi-weekly column "Career Corner"

Islander Lights

This annual celebration, where buildings throughout campus are illuminated with blue, green and white holiday lights,

was held on November 21, 2014. 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. This year the Fun Run was cancelled due to a conflict with another scheduled run. There were light refreshments provided including tamales, chips and salsa, and beverages. Organizations were also invited to participate and many had booths, which provided activities 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 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 \$498 which was donated to Toys for Tot (increase from previous year)
- Collected 305 toys (increase from previous year)

Service and Outreach

- Toys For Tots

Participation

- Lighting festivities – over 400 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.

Panhellenic Council Fall 2014	Interfraternity Council Fall 2014	MGC Council Fall 2014	Order of Omega Honor Society Fall 2014
Mariam Ghanem- President	Thomas Soloman- President	Clarissa Williams- President	Hannah Peterson, President
Sarah Alexander- VP Recruitment	Gabriel Cisneros- VP Recruitment	Natalee Pequeño- VP Internal Affairs	Sarah Alexander, VP Membership
	Demond King- VP Public Relations	Reagan Elm and Caleb Milteer - VP External Affairs	Jeanety Garcia, VP Programming
Elyse Glass- VP Finance	Josh Moreno - VP of Scholarship/Judicial	N/A- VP Social Media and Marketing	Michael Gandara, VP Communications
Grace Pak- VP Operations		Clarissa Williams- President	Kelsey Hawk, VP Finance
Adriel Bruce- VP Scholarship			Amber Arellano, VP Public Relations
Nicole Stotts- VP Public Relations			
Panhellenic Council Spring 2015	Interfraternity Council Spring 2015	MGC Council Spring 2015	Order of Omega Honor Society Spring 2015
Anna Whisenhunt- President	Karson Baer- President	Clarissa Williams- President	Jezzica Dimalanta, President
Anneliese Allgeyer-VP Recruitment	Reed Horton- VP Recruitment	Natalee Pequeño- VP Internal Affairs	Allison Grozdanich, VP Membership
Allison Grozdanich- VP Judicial	Nolan Stack- VP Judicial	Reagan Elm and Caleb Milteer - VP External Affairs	Ernest Reed Garza, VP Programming
Ashley Kemp- VP Finance	Justin Brown- VP Community Relations	N/A- VP Social Media and Marketing	Cassandra Manzato, VP Communications
Caitlin Morgan-VP Public Relations			Elyse Glass, VP Finance
Courtney Bennett- VP Operations			Nicole Broersma, VP of Public Relations

Accomplishments

Order of Omega

- Initiated 15 new members
- Held Penny Wars to benefit the Greek Scholarship Fund

Multicultural Greek Council

- Spring Showcase
- Divine 9 informational, which featured a panel of members from Divine 9 organizations.
- Juke Joint in collaboration with ICA which featured a Jazz Band, Jazz dance lessons
- Implemented a MGC Awards Night/Formal

IFC

- Held Greek Games Spring 2015
- 4 Officer Positions Updated: President, VP Recruitment, VP Judicial & VP Community Relations
- Updated IFC Constitution/General Body Meeting Policies
- Updated Executive Board Eligibility raised GPA requirement to a 2.7

Panhellenic Council

- Held Distinguished women's reception
- Partnered with Counseling Services to raise awareness on Domestic Violence
- Held a Spring Break Safety Event

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
- Took various officers from each Council to the All Greek Leadership Conference (AGLC): January 2015
- Chapter Advisor(s) Educational Sessions
- New Member Orientation: Fall & Spring
- Chapter President's 1:1 with Greek Advisor

Service and Outreach

- As a part of Greek Week, chapters participating in a campus clean up.

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, Kappa Sigma (Removed from campus), Phi Delta Theta, & Sigma Phi Epsilon
- National Pan-Hellenic Council Organizations: Alpha Kappa Alpha & Alpha Phi Alpha
- National Association of Latino Fraternal Organizations: Lambda Theta Alpha, Omega Delta Phi (Academic

	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	FY 2009	FY 2008	FY 2007	FY 2006
Panhellenic	209	191	224	229	208	219	199	179	177
% change	9.4%	-14.7%	-2.2%	10%	-5%	10%	11%	1.1%	2.8%
NPHC	7	9	5	7	7	10	3	9	10
% change	-22%	80%	-40%	0%	-30%	333%	-67%	-11%	50%
Multicultural	30	24	24	23	24	29	36	26	24
% change	25%	0%	4.16%	-4.1%	-17.2%	-20%	40%	7.7%	33.3%
Interfraternity Council	118	158	213	189	165	140	140	107	117
% change	-25.3%	-26%	11.3%	14.5%	17.8%	0%	31%	-8.5%	3.4%

Standard of Excellence 2014 Award Winners**Academic****Gold Standard**

Alpha Kappa Alpha, Spring 2014

Delta Delta Delta, Spring 2014

Sigma Lambda Gamma, Spring 2014

Sigma Phi Epsilon, Spring 2014

Delta Delta Delta, Fall 2014

Alpha Kappa Alpha, Fall 2014

Lambda Theta Alpha, Fall 2014

Alpha Phi Alpha, Fall 2014

Silver Standard

Zeta Tau Alpha, Fall 2014

Sigma Lambda Gamma, Fall 2014

Sigma Phi Epsilon, Fall 2014

Bronze Standard

Alpha Gamma Delta, Spring 2014

Gamma Phi Beta, Spring 2014
Lambda Theta Alpha, Spring 2014

Zeta Tau Alpha, Spring 2014

Alpha Phi Alpha, Spring 2014

Beta Theta Pi, Spring 2014

Phi Delta Theta, Spring 2014

Alpha Gamma Delta, Fall 2014

Gamma Phi Beta, Fall 2014

Omega Delta Phi, Fall 2014

Leadership

Silver Standard

Sigma Phi Epsilon, Fall 2014-Spring 2015

Lambda Theta Alpha, Fall 2014-Spring 2015

Bronze Standard

Zeta Tau Alpha, Fall 2014-Spring 2015

Philanthropy

Delta Chi Fraternity \$5,500 benefitting The V Foundation for Cancer Research, Fall 2014-Spring 2015

Sigma Lambda Gamma \$253.88 benefitting Breast Cancer Research, Fall 2014-Spring 2015

Delta Delta Delta \$10,829 benefitting St. Jude's Children's Hospital, Fall 2014-Spring 2015

Service

Bronze Standard

Beta Theta Pi, Fall 2014-Spring 2015

Silver Standard

Sigma Phi Epsilon, Fall 2014-Spring 2015

Gold Standard

Omega Delta Phi, Fall 2014-Spring 2015

Engagement

Gold Standard

Zeta Tau Alpha, Fall 2014-Spring 2015

Gamma Phi Beta, Fall 2014-Spring 2015

Delta Delta Delta, Fall 2014-Spring 2015

Beta Theta Pi, Fall 2014-Spring 2015

Most Engaged Chapter, Sigma Phi Epsilon, Fall 2014-Spring 2015

Silver Standard

Omega Delta Phi, Fall 2014-Spring 2015

Alpha Gamma Delta, Fall 2014-Spring 2015

Academic performance

Academic performance is very important to the Greek community. Each semester, members' grades are calculated and overall statistics of each chapter are provided to their headquarters

Texas A&M University-Corpus Christi

Greek Organization GPA Report

Fall 2014

	TERM	CUMULATIVE	# OF STUDENTS			
Undergraduate Womens GPA		2.87	6023			
Undergraduate Men's GPA		2.80	4108			
Overall Undergraduate GPA		2.71	10131			
Active						
	Active	New Member	Chapter	Chapter	Total Chapter Membership	% of Pop
	Semester	Semester	Semester	Cumulative		
Overall Sorority GPA	2.849	2.815	2.889	3.003	0	2.5%
Overall Fraternity GPA	2.630	2.488	2.682	2.775	0	4.5%
TOTAL	2.748	2.652	2.793	2.898	0	4.4%

Spring 2015

TAMUCC Students	TERM	CUMULATIVE	# OF STUDENTS			
Undergraduate Womens GPA	2.75	2.87	6022			
Undergraduate Men's GPA	2.52	2.71	4107			
Overall Undergraduate GPA	2.65	2.80	10129			
Active						
	Active	New Member	Chapter	Chapter	Total Chapter	% of Pop
	Semester	Semester	Semester	Cumulative	Membership	
Overall Sorority GPA	2.897	2.616	2.886	3.025	235	3.9%
Overall Fraternity GPA	2.661	2.572	2.706	2.819	129	3.1%
TOTAL	2.779	2.594	2.796	2.922	364	3.6%

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.

Fall Officers:

President: Cameron Valverde

Vice President: Jeremy Garza

Spring Officers:

President: Jeremy Garza

Accomplishments:

- 10 new student organizations created out of 21 who expressed interest
- Updated the handbook to allow more flexibility in handling violations
- Began process to create a separate Grad Organization UCSO Meeting going into next academic year
- Shifted Special Event Funding to be a running application process
- Shifted to one UCSO meeting per month instead of two

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.

New Initiatives:

- Create new registration retreat process
- Implement committees within UCSO
- Reach 100 student organizations on campus

Participation:

This year 3,963 students participated in at least one student organization and 2,249 students participated in more than one organization.

Student Organizations:

Academic	27
Cultural	9
Faith-Based	11
Honor	10
Professional	10
Service	5
Special Interest	29

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

- Implementation of Leadership Hour
- Featured keynote speaker, Jess Eskrom at the Islander Leadership Conference
- Established Sigma Alpha Pi-National Society of Leadership & Success Partnership in Spring 2015
 - o Received a grant for the first year of implementation of the program

New Initiatives

- Implemented the National Society of Leadership & Success' speaker broadcasts, Leadership training days and induction.

Participation

- Over 400 members joined and upon meeting requirements, 205 members were inducted to the society.

Waves of Welcome

Waves of Welcome (WOW) is designed to help students become familiar with A&M-Corpus Christi and its traditions. WOW provides an opportunity for students to meet their fellow Islanders, network with faculty and staff, and connect with student leaders. Students learn more about the many resources available to help them succeed academically and get the most out of their college experience.

Accomplishments

- Restructured the WOW events calendar to the first two weeks of school.

Participation

- Served over 200 students at President's Picnic held on the East Lawn in September (due to bad weather, the event ended early).
- Approximately 220 students/faculty/staff participated in Community Islander Expo; positive feedback was received. There were 32 total community vendors and university departments. Students/faculty/staff had a chance to win door prizes and connect with community businesses. Light refreshments were provided.
- Over 140 students attended the Senior Breakfast sponsored by WOW.

Breakers Game Room

The Game Room was closed the majority of the year due to the UC construction project. During the time of closure, opportunities for video game play were made available to students through temporary location at the Dugan Wellness Center. Upon the reopening of the UC, the Game Room was relocated to the first floor of the UC with a newly designed space featuring video gaming stations with sound pods, billiard tables, and space to lounge.

University Center Programs

University Center Programs (UCP) is designed to provide lunchtime activities and entertainment to students, faculty/staff, and University guests. Events range from active to passive and provide free activities and entertainment to those who frequent the UC. Two student positions were created to help plan and execute all events. UCP worked to collaborate with other organizations and departments across campus such as Islander Cultural Alliance, Campus Activities Board, Islander Improv and the music department. Due to the closure of the University Center during the fall and spring semester there was a dramatic decrease of events. Events that were offered were held at different locations across campus and included Clean Hands Day, International Coffee Day and Fall Carnival during the fall semester and Karaoke, Puzzle Day and World Health Day during the spring semester.

Study Center

Limited space in the UC was available for Study Center due to the closure of the University Center for construction. Upon the reopening of the University Center in May, students were provided a meeting room and the Involvement Center for studying.

In order to reestablish the presence of Study Center student organizations and departments across campus provided free snacks to the student body for the spring semester. Below is of sponsors and the items provided.

Sponsor	Item(s) Sponsored
Recreational Sports (5/6/15)	5 gallons coffee, fruit salad, vegetable tray
Student Government Association (5/7/15)	20 pizzas, 100 sodas
Islander Cultural Alliance (5/8/15)	5 gallons coffee, 10 dozen assorted pastries
Breakers Game room (5/10/15)	1 box of popcorn, 100 sorted sodas
University Council of Student Organizations (5/11/15)	20 pizzas, 100 assorted sodas

Facilities & Operations

Accomplishments

- The UC Expansion Project was completed in July 2015 in preparation for the 2015-2016 school year.
- Created a Tech Crew position with plans to implement in Fall 2015
- Successfully hired an Operations Coordinator for the vacant position.

Major Projects:

- Completed the Meeting Room A/V Update which included computers/televisions, computers and webcams in meeting rooms. Also had one port in every room activated for a conference phone to ensure conference call requests could be accommodated.
- Lone Star Ballroom received a new air wall system in the Fall 2014.
- The sound system in Lone Star Ballroom was replaced in early Spring 2015.
- Replaced all of the meeting room tables throughout the facility with Mity-Lite classroom tables
- Replaced the chairs in Lone Star Ballroom, Oso Room and Bayview Room

Connected Document

[UCSA Annual Report 14-15](#)

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

Below are contributions made by the UCSA Staff:

Lisa O. Perez:

Service to the University

- Student Engagement & Success Council
- Retention Task Force
- Calendar Committee
- Commencement Ceremony Volunteer

Service to the Profession

- TACUSPA Conference Co-Chair

Service to the Community

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

Lilliana Gonzalez:

Service to the University

- Homecoming Committee, Co-Chair 2015
- Sigma Lambda Gamma Sorority Faculty/Staff Advisor, 2011-2015
- Inclusive Excellence Committee, 2015

Service to the Profession

- NACA Huge Leadership Weekend, Leadership Staff & Facilitator, 2015
- AFA Region 4 Drive-In Conference Planning Committee

Service to the Community

- Corpus Christi Pride Committee, 2015

H. Lincoln Walburn:

Service to the University

- Islander Campus Emergency Response Team (ICERT)
- UCSA Advisory Council
- Campus Union CAS Review Panel
- Student Engagement & Success Strategic Planning and Assessment Committee

Service to the Profession

- ACUI 2015 Annual Conference Planning Team Member

Service to the Community

- 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

Service to the Community

- Toys for Tots Drive
- MLK Day of Service Volunteer

Samantha DeMelim:

Service to the University

- Homecoming Committee, 2015
- Waves of Welcome Committee, 2015
- Search Committee- Student Engagement & Success Coordinator
- Search Committee- Student Activities Coordinator

Service to the Community

- Habitat for Humanity
- Alternative Spring Break: Mission St. Louis & The Bridge

Rick Reyes:

Service to the University

- EHS committee
- Parking and Transportation committee

Service to the Community

- Little League Texas West Committee Member (Vice President)
- Little League Texas District 23 Administrator
- Little League Texas Section 4 Section Leader
- Laguna Little League field volunteer.
- Laguna Little League volunteer; Majors division coach.

Nathaniel Lewis:

Service to the University

- Homecoming Committee 2015

Service to the Community

- The Big Event

Valerie Gibbons:

Service to the University

- Staff Council Representative

Megan Klingler:

Service to the University

- Homecoming Committee Member
- WOW Committee Member

Daniel Springer:

Service to the University

- WOW Committee Member
- Homecoming Committee Member
- Student Hearing & Appellate Board Member
- Staff Development Committee Member
- Who's Who Selection Committee Member
- Student Activities CAS Study Committee Member
- Student Organization Special Event Funding Committee Chair
- Student Organization Catering Incentive Funding Committee Member

- Recreational Sports Coordinator Search Committee Member
- ACUI Region 11 Regional Leadership Team Member
- Campus Wide Authentication for OrgSync

Connected Document

[UCSA Annual Report 14-15](#)

Anticipated Challenges for the Next Cycle

With the addition of the Director of Student Activities position will come some adjustment in reporting lines. The assistant directors, and the UCSA staff as a whole, will have opportunities to adapt to new leadership/management styles. The learning curve for the new person in this position may also present some challenges in creating relationships that have been established and maintained by Sr. Executive Director who has been overseeing the department for over 10 years.

Quality assessment practices are a continued challenge for the department especially with the constant turn over in staff at the entry level coordinator positions. Knowledge and data management is a struggle when items are not documented properly. With the hiring of a new director of student activities, the hope is that consistency will be maintained and more oversight can be provided to ensure data collection is implemented properly.

With the expanded UC, the number of events scheduled in the building is anticipated to increase. The demand on full time and student staff will grow. An evaluation of new positions and restructuring of responsibilities will pose a challenge with limited availability of funds.

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

The following continuous improvement initiatives are planned for the next cycle:

Submit proposal and request funds for another graduate assistant for leadership; hire a director of student activities; continue to provide intentional training for student employees to assist with measuring departmental learning outcomes; implement departmental distance education standard operating procedures; implement the departmental strategic plans; conduct a CAS self study for multicultural programming; reorganize full time positions for the University Center and develop a student exit process.

Detailed Assessment Report

2014-2015 University Counseling and Health Centers

As of: 4/13/2017 07:53 AM EST

(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 => 90% of those who complete survey.
- Number of students able to proficiently describe TWO effective coping strategies to help solve problems or reduce stress => 25% of those who complete survey. (rubric scoring)

Finding (2014-2015) - Target: Partially Met

Number of students who satisfactorily described TWO effective coping strategies = 86 %. Number of students who proficiently described TWO effective coping strategies = 42%. (N=104).

Connected Documents

[FY15 Counseling Center - Survey](#)

[FY15 Counseling Center - Survey Data Question 4](#)

[FY15 Counseling Center - Survey Results](#)

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

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

Revise format of Student Survey Coping Strategies Question

Established in Cycle: 2013-2014

Revise structure of the Coping Strategies question on the Counseling Center survey to a forced choice response format with inc...

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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)

Finding (2014-2015) - Target: Not Reported This Cycle

This assessment is administered every 3 years. Next administration was to be in 2007. For FY16 we are focusing assessment efforts on new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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

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

Revise Format of 'Knowledge of Coping Behaviors' Assessment Instrument: Group Therapy Pre & Post Test

Established in Cycle: 2013-2014

Revise structure of (1) pre- and (1) post-test question on the Group Therapy instrument to a forced choice response format with...

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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 8: 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.

Finding (2014-2015) - Target: Not Reported This Cycle

Assessment administered every 3 years. Next assessment was to be 2017. For FY16 we are focusing assessment efforts on new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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

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

Increase staff in 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. This ac...

M 9: Student Survey - Family Planning question

Health Center student survey question - Please answer if you have had a Family Planning visit at the University Health Center within the last 3 months.

Please 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%.

Finding (2014-2015) - Target: Met

(N=33)

Number of students able to satisfactorily describe (2) side effects of birth control medication that should prompt one to call a health care provider immediately = 73%. Three (3) responses were categorized as proficient and two (2) were satisfactory. Number of students with poor responses = 9 students (28%)

Connected Documents

[FY15 Health Center - Family Planning Question Results Rubric](#)

[FY15 Health Center - Family Planning Question Rubric](#)

[FY15 Health Center - Student Survey Results](#)

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

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

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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 3: 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 => 50%

Finding (2014-2015) - Target: Not Met

Average increase in total preparedness rating =41 %. Increase in preparedness by question: #1 = 39%; #2 =48%; #3 = 33%; #4 =44%. Total number students attempted course = 106; total number students completed course =98; total number that completed pre-survey =102; total number that completed post-survey =91 .

Connected Document

[FY15 Counseling Center - Kognito Data](#)

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.

Revise Data Analysis Procedure: Kognito Pre and Post Surveys

Established in Cycle: 2013-2014

To more accurately assess the impact of Kognito suicide prevention training, Counseling Services will focus analysis on 'impro...

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

M 4: 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 => 95% 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 => 55% of those who complete training.

Finding (2014-2015) - Target: Not Reported This Cycle

This assessment is administered every 3 years. Next administration was to be in 2016. For FY16, we are refocusing assessment efforts on new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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

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

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

M 5: 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 => 95% of participants

Finding (2014-2015) - Target: Not Met

No data is available this year. DORA programs were scheduled but were cancelled by participants.

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

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

Revise Data Analysis Procedure: DORA Pre-Post Surveys

Established in Cycle: 2013-2014

To more accurately assess the impact of DORA suicide prevention training, Counseling Services will focus analysis on 'improvement...

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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 6: 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 => 80%.

Finding (2014-2015) - Target: Not Reported This Cycle

Assessment done every 2 years and, therefore, not done in this cycle. Next assessment was to be in 2016, however, for FY16 we are refocusing assessment efforts on new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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

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

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

M 7: Student Survey - STD question

Health Center student survey question stem - Please answer if you have had a STD visit at the University Health Center within the last 3 months.

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) => 80%.

Finding (2014-2015) - Target: Met

(N=50)

Number of students able (at minimum) to satisfactorily describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) = 96%. Number of students able to proficiently describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) = 12% (6 students). Number of students able to provide satisfactory answers = 84% (42 students). Number of students with poor responses = 4% (2 students).

Connected Documents

[FY15 Health Center - STD Question Results - Rubric](#)

[FY15 Health Center - STD Question Rubric](#)

[FY15 Health Center - Student Survey Results](#)

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

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

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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 10: 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 => 95%.

Finding (2014-2015) - Target: Met

Number of students who agreed or strongly agreed that they were satisfied with services = 98% (85% strongly agreed). Number of students who stated counseling improved -- grades = 59%; academic work = 61%; plans to continue enrollment at TAMUCC = 49% (includes 'improved some' and 'improved a lot' responses). (N=114)

Connected Documents

[FY15 Counseling Center - Survey](#)

[FY15 Counseling Center - Survey Results](#)

[FY15 Counseling Center - Survey Satisfaction with Treatment Received](#)

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

Increase staff in 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. This ac...

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 12: 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 (2014-2015) - Target: Not Reported This Cycle

This data is not available as the university did not conduct the Noel Levitz Satisfaction Survey this cycle. Assessment is done every 2 years. Next administration is FY16.

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...

Increase staff in 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. This ac...

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.

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 14: 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 (2014-2015) - Target: Met

Graduating Student Survey no longer measures 'Quality of Care received by Counseling Center'. The 2015 Undergraduate Student Survey reports on satisfaction and quality of care. 2015 Undergraduate Student Survey: Satisfaction with (Counseling Center) office/services = 91% This is an increase of 1% over score from same question asked on the FY14 Graduating Student Survey. 2015 Undergraduate Student Survey: Satisfaction with the quality of care offered by the Counseling Center = 92%. This is an increase of 3% over score from same question asked on the FY14 Graduating Student Survey.

Connected Document

[FY15 Health and Counseling - Undergraduate Survey](#)

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

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.

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 16: Quality Assurance Review of Counseling Services

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

Source of Evidence: Administrative measure - other

Target:

Compliance >= 90%

Finding (2014-2015) - Target: Not Reported This Cycle

Assessment is done every 2 years. The next administration would have been in 2016. For FY16 we are focusing assessment efforts on new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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).

Develop new strategic plan

Established in Cycle: 2014-2015
Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 18: Provide Suicide Prevention Training to TAMUCC students

Provide Kognito Suicide Prevention Training to various campus students and student groups.

Source of Evidence: Activity volume

Target:

Number of students who completed Kognito program => 150 students

Finding (2014-2015) - Target: Not Met

Total number of students who participated in an orientation to the Kognito program = 149. Total number of students who completed the Kognito training program = 107. Other Suicide Prevention Trainings which were offered to students this fiscal year were DORA and QPR. Total number of students who completed DORA training = 6. Total number of students who completed QPR training = 28. Total number of students reached by all Suicide Prevention Trainings = 141.

Connected Document

[FY15 Counseling Center - Kognito Data](#)

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

Increase marketing and recruitment for participation in Counseling Center's suicide prevention trainings.

Established in Cycle: 2013-2014

Increase marketing and recruitment for participation in Counseling Center's suicide prevention trainings.

Develop new strategic plan

Established in Cycle: 2014-2015
Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

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 11: 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 => 95%

Finding (2014-2015) - Target: Not Met

Number of students who agreed or strongly agreed that they were satisfied with services = 94% (83% strongly agreed). Number of students who stated access to health services had a positive impact on improved -- academic performance = 79%; and plans to continue enrollment at TAMUCC = 85%. (N=52)

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

Increase staff in 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. This ac...

Develop new strategic plan

Established in Cycle: 2014-2015
Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 13: 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 (2014-2015) - Target: Not Reported This Cycle

This data is not available as the university did not conduct the Noel Levitz Satisfaction Survey this cycle. Assessment is done every 2 years. Next administration is FY16.

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...

Increase staff in 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. This ac...

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.

Develop new strategic plan

Established in Cycle: 2014-2015
Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 15: 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 (2014-2015) - Target: Met

Graduating Student Survey no longer measures 'Quality of Care received by Health Center'. The 2015 Undergraduate Student Survey reports on satisfaction and quality of care. 2015 Undergraduate Student Survey: Satisfaction with (Health Center) office/services = 85% This is a decrease of 2% compared to score from same question asked on the FY14 Graduating Student Survey. 2015 Undergraduate Student Survey: Satisfaction with the quality of care offered by the Health Center = 90%. This is a decrease of 2% compared to score from same question asked on the FY14 Graduating Student Survey.

Connected Document

[FY15 Health and Counseling - Undergraduate Survey](#)

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

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.

Develop new strategic plan

Established in Cycle: 2014-2015
Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 17: Quality Assurance Review of Health Services

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

Source of Evidence: Administrative measure - other

Target:

Compliance => 90%

Finding (2014-2015) - Target: Not Reported This Cycle

Assessment is done every 2 years. The next administration would have been in 2016. For FY16 we are focusing assessment efforts on new strategic plan. We will be implementing the new strategic plan based on the Student Engagement and Success 20/20 Momentum Plan.

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).

Develop new strategic plan

Established in Cycle: 2014-2015
Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 19: Provide a preventative health educational program

The Health Center will provide one new preventative health educational program for students.

Source of Evidence: Activity volume

Target:

The Health Center will provide one new preventative health educational program for students.
Target =>50 students participate in program

Finding (2014-2015) - Target: Met

Participation in new preventative health educational program GYT (Get Yourself Tested) = 87 students screened; 300+ students given information and verbal education. The primary focus of the GYT program is to educate students about sexually transmitted diseases (STDs) and to offer free STD screenings. The program was offered the week before Spring Break.

Connected Document

[FY15 Health Center - GYT Program Data](#)

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.

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

O/O 7: Provide quality educational services.

Provide quality educational services with a focus on counseling, health and wellness topics.

Relevant Associations:

CAS – Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

Strategic Plan Associations

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

Related Measures

M 18: Provide Suicide Prevention Training to TAMUCC students

Provide Kognito Suicide Prevention Training to various campus students and student groups.

Source of Evidence: Activity volume

Target:

Number of students who completed Kognito program => 150 students

Finding (2014-2015) - Target: Not Met

Total number of students who completed Kognito program = 107. Total number of students who participated in an orientation to the Kognito program = 149.

Other Suicide Prevention Trainings which were offered to students this fiscal year were DORA and QPR. Total number of students who completed DORA training = 6. Total number of students who completed QPR training = 28. Total number of students reached by all Suicide Prevention Trainings = 141.

Connected Document

[FY15 Counseling Center - Kognito Data](#)

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

Increase marketing and recruitment for participation in Counseling Center's suicide prevention trainings.

Established in Cycle: 2013-2014

Increase marketing and recruitment for participation in Counseling Center's suicide prevention trainings.

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

M 19: Provide a preventative health educational program

The Health Center will provide one new preventative health educational program for students.

Source of Evidence: Activity volume

Target:

The Health Center will provide one new preventative health educational program for students.

Target =>50 students participate in program

Finding (2014-2015) - Target: Met

Participation in new preventative health educational program GYT (Get Yourself Tested) = 87 students screened; 300+ students given information and verbal education.

The primary focus of the GYT program is to educate students about sexually transmitted diseases (STDs) and to offer free STD screenings. The program was offered the week before Spring Break.

Connected Document

[FY15 Health Center - GYT Program Data](#)

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.

Develop new strategic plan

Established in Cycle: 2014-2015

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

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

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

Develop a 5 year strategic plan for the Counseling and Health Centers

Develop a 5 year strategic plan for the Counseling and Health Services.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: Medium

Implementation Description: Develop a 5 year strategic plan for the Counseling and Health Centers

Projected Completion Date: 05/2015

Responsible Person/Group: Executive Director, Counseling and Health Services

Additional Resources: None

Implementation Notes:

9/24/2015 FY15: Completed 5 year CAS Action Plan (strategic plan) for both the Counseling and Health Centers (separate plans). The Counseling Center Action Plan was completed in Summer of 2013; and the Health Center Action Plan was completed in Spring of 2015. The Counseling Center addressed the following CAS Actions Plans: revise mission statements to be compliant with CAS and profession standards, publicize new mission statement, create Strategic Planning committee, created standard operating procedures for distance learners, increase awareness of how distance learners can access UCC, revised position descriptions, inclusive programming, create committee to review assessment results, investigate feasibility of online counseling, and create new Strategic Assessment Plan for learning and administrative outcomes. The Health Center addressed the following CAS Actions Plans: revised mission statement to comply with CAS standards with emphasis on sensitivity to multicultural and social justice concerns, published new mission statement, created 5 year strategic plan, created student learning outcomes within strategic plan focused on diversity, equity, and access initiatives, created standard operating procedures for distance learners, publicized inclusive, no-fee health services and clinics targeting distance learners, created capital improvement line item in the Health Center budget, filled open positions in the clinic, advertised open positions to sites that target under-represented populations, completed competency skills review with staff on Phlebotomy skills, posted 'patient rights and responsibilities' statement in lobby and each exam room, and reviewed website and brochures to ensure information is accurate and up-to-date.

Connected Documents

[2020 UCC Strategic Plan_FINAL VERSION](#)

[2020 UHC Strategic Plan_FINAL VERSION](#)

[FY15 Counseling Center - CAS Action Plan revised 9-25-2015](#)

[FY15 Health Center - CAS Action Plan revised 9-25-15](#)

Develop services for distance learning students

Develop services for distance learning students

Established in Cycle: 2011-2012

Implementation Status: Finished

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 - Concern for Individual | **Outcome/Objective:** Provide quality counseling

services to TAMUCC 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: 12/2015

Responsible Person/Group: Associate Directors, Counseling and Health Centers

Additional Resources: Training for professional staff

Implementation Notes:

9/24/2015 FY15: Standard Operating Policy for Distance Learners was created for both the Counseling and the Health Centers. More educational information for Distance Learners was added to the Centers' departmental websites. The Counseling Center began researching the feasibility of providing online counseling services to students and the legal, ethical, and staff training needs to provide these types of services. Outreach events were more heavily advertised on the University's social media sites.

Connected Documents

[FY15 Counseling Center - Distance Students SOP_APPROVED AND FINAL](#)

[FY15 Health Center - Distance Students SOP_APPROVED AND FINAL](#)

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: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz Survey - Concern for Individual | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

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: 09/2014

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)

Implementation Notes:

9/24/2015 FY15: The Counseling Center hired a half-time Post Doctoral Fellow and the Health Center provided a Preceptorship to a Nurse Practitioner student. This was the first year that the Centers were able to provide these types of training programs.

Increase staff in Health and Counseling Services

Increase staff and provider time in Health and Counseling Services to meet demands of increasing student population. This action plan addresses outcomes on 4 measures: 1) 2012 Noel Levitz Student Satisfaction Inventory 'Service Excellence' scale (did not reach national standard for Health Center), 2) 'Satisfaction with Treatment Received' questions on Counseling Services and Health Services surveys (decrease in level of satisfaction), and 3) being unable to complete a measure requiring a Health Provider interview after visit (side effects of one's birth control method) due to insufficient provider time.

Established in Cycle: 2011-2012

Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Counseling Center Student Survey - Satisfaction with treatment received | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.
Measure: Health Center Student Survey - Satisfaction with treatment received | **Outcome/Objective:** Provide quality health care services to TAMUCC students.
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: Noel Levitz Survey - Concern for Individual | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.
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 - \$80,000 for Nurse Practitioner, \$60,000 for nurse, \$60,000 for a counselor, \$60,000 for psychologist. Money to develop training program in both clinics - \$50,000 (2 positions)

Budget Amount Requested: \$310,000.00 (recurring)

Implementation Notes:

9/24/2015 FY15: The Counseling Center hired a full-time Licensed Professional Counselor (new position for the center) and a half-time Post Doctoral Psychology Fellow (new position). A vacant psychologist position was also filled. The Health Center hired a full-time Nurse Practitioner (new position).

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 - Concern for Individual | **Outcome/Objective:** Provide quality counseling services to TAMUCC 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: 12/2015

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)

Implementation Notes:

9/24/2015 FY15: Outreach events were more heavily advertised on the University's social media sites. More educational information for Distance Learners was added to the Centers' departmental websites. The Counseling Center began researching the feasibility of providing online counseling services to students and the legal, ethical, and staff training needs to provide these types of services. Outreach events were more heavily advertised on the University's social media sites. The Counseling Center investigated the feasibility of creating a departmental social media site - investigating policy as well as legal and ethical ramifications.

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: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Quality Assurance Review of Counseling Services | **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: 11/2015

Responsible Person/Group: Executive Director, Counseling and Health Services

Implementation Notes:

9/24/2015 FY15: Monitored Health Care Reform (Affordable Care Act) through Counseling and Health Services listservs. Staff attended training on mandated insurance and how it affects our students. Health Center website includes a link to information on the Affordable Care Act and how to enroll for insurance. Compliance with mandates for Health Care Reform is an ongoing issue and Health Center will continue to address as part of its standard operating procedures.

Increase marketing and recruitment for participation in Counseling Center's suicide prevention trainings.

Increase marketing and recruitment for participation in Counseling Center's suicide prevention trainings.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Provide Suicide Prevention Training to TAMUCC students | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.
| Provide quality educational services.

Implementation Description: Increase marketing and recruitment for participation in Counseling Center's suicide

prevention trainings.

Projected Completion Date: 08/2015

Responsible Person/Group: Associate Director

Additional Resources: none

Implementation Notes:

9/17/2015 FY15: The Counseling Center did expand marketing and recruitment for participation in suicide prevention trainings. The Counseling Center distributed postcards advertising the availability of the Kognito training to all students with campus mailboxes and also emailed TAMUCC liberal arts professors offering the Kognito, DORA and QPR trainings as a possible extra credit option for students. Emails were also sent to student groups/organizations, ROTC and departments employing student workers with information about available suicide prevention trainings. Two scheduled QPR trainings were held each semester and these were advertised using a variety of methods. The Associate Director also provided orientations to the Kognito Training for several class sections. Despite these efforts, a limited number of students actually completed the trainings.

Revise Data Analysis Procedure: DORA Pre-Post Surveys

To more accurately assess the impact of DORA suicide prevention training, Counseling Services will focus analysis on 'improvement of knowledge' data for students who have had no prior suicide prevention training. All students (especially student workers and student leaders) will continue to be encouraged to pursue suicide prevention training on an annual basis.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: DORA pre/post surveys | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

Implementation Description: The pre-test will be modified to include a question which asks if the participant has had any prior suicide prevention training. The target for the analysis of the effect of training on students who have had no prior suicide prevention training will be modified given expected sample size.

Projected Completion Date: 01/2015

Responsible Person/Group: Associate Director

Implementation Notes:

9/14/2015 FY15: As planned, the DORA pre-test was modified to include a question which asked participants if they had completed any prior suicide prevention training. The plan also specified that separate data analyses would be conducted on pre-tests and post-tests for students who had not completed prior suicide prevention trainings with the intention of better assessing the effect of the DORA program. It was predicted that a higher percentage of students without prior suicide prevention training would demonstrate an increase in knowledge with respect to intervening with a fellow student in psychological distress. (Students with prior suicide prevention training would presumably show minimal improvement in knowledge since many of these students will have already had a high level of knowledge prior to completing the DORA program). No DORA data is available for FY15. DORA programs are scheduled at the request of student groups and classes. During FY15, several instructors requested the DORA program but then cancelled prior to the presentation date. As a result, only eight students participated in the DORA program during FY15 and time constraints, which were beyond the control of the DORA presenter, prevented administration of the DORA post-test.

Revise Data Analysis Procedure: Kognito Pre and Post Surveys

To more accurately assess the impact of Kognito suicide prevention training, Counseling Services will focus analysis on 'improvement of knowledge' data for students who have had no prior suicide prevention training. All students (especially student workers and student leaders) will continue to be encouraged to pursue suicide prevention training on an annual basis.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Kognito program pre and post surveys | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

Implementation Description: Resident assistants will encourage all campus residents to complete the Kognito training between 10/24/14 and 11/24/14. The promotion will include sending emails to residents and advertising the campaign via Twitter and Facebook. Students who complete the training will be entered for door prize drawings.

Projected Completion Date: 01/2015

Responsible Person/Group: Associate Director

Implementation Notes:

9/14/2015 FY15: The original plan specified "to more accurately assess the impact of Kognito suicide prevention training, Counseling Services will focus analysis on 'improvement of knowledge' data for students who have had no prior suicide prevention training." The plan was for the Resident assistants to encourage all campus residents to complete the Kognito training between 10/24/14 and 11/24/14 by sending emails to residents and advertising the campaign via Twitter and Facebook. Since a large percentage of campus residents are first year students who would not have had prior suicide prevention training offered by the Counseling Center, the original plan focused on targeting this population during the fall semester in order to more accurately assess the impact of the Kognito training. The Resident Assistants were not able to assist with recruiting residents to complete the Kognito training as originally planned and therefore the implementation plan had to be revised. The Counseling Center instead distributed postcards advertising the availability of the Kognito training to all students with campus mailboxes and also emailed TAMUCC liberal arts professors offering the Kognito training as a possible extra credit option for students. Although there was an improvement in the level of preparedness demonstrated by students who completed the Kognito training, it did not meet the target. The method used to recruit participants did not allow the Counseling Center to exclude students who had completed prior suicide prevention training. Presumably the target was not met due to the fact that the participant pool included students who had completed prior suicide prevention trainings (and therefore would be expected to show smaller gains in levels of preparedness since this group tends to already possess higher than average levels of knowledge regarding suicide prevention).

Revise Format of 'Knowledge of Coping Behaviors' Assessment Instrument: Group Therapy Pre & Post Test

Revise structure of (1) pre- and (1) post-test question on the Group Therapy instrument to a forced choice response format with (4) text boxes so students must identify separate coping strategies before advancing to the next survey question.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Knowledge of coping behaviors pre/post measures | **Outcome/Objective:** Demonstrate knowledge of effective coping skills.

Implementation Description: To address inconsistent responses on the Group Therapy pre- & post-tests, the format of Question 4 (pre-test) and Question 12 (post-test) will be revised to a forced response format (blank text boxes) requiring participants to list 1 - 4 coping strategies responses for each of these questions. The pre- and post-tests will be administered in an online format which students will complete prior to their first and last group therapy appointment.

Projected Completion Date: 01/2015

Responsible Person/Group: University Counseling Center Associate Director

Additional Resources: none

Implementation Notes:

9/14/2015 FY15: This assessment is administered every 3 years. Next administration was to be in FY17. The format of the "Knowledge of Coping Behaviors Assessment instrument: Group Therapy Pre & Post Test" was not revised since in FY16 we are implementing a new strategic plan based on the SEAS 2020 plan.

Revise format of Student Survey Coping Strategies Question

Revise structure of the Coping Strategies question on the Counseling Center survey to a forced choice response format with includes (2) separate text boxes, requiring students to list two coping strategies before advancing to the next survey question.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Student Survey - Coping Strategies Question | **Outcome/Objective:** Demonstrate knowledge of effective coping skills.

Implementation Description: Format of Coping Strategies question on UCC Student Survey will be revised so that respondent must fill in two separate text boxes prior to advancing to the next survey question. The coping strategies question is currently a forced response with only one text box. With only one text box, respondents are able to advance to the next question by listing only one strategy, rather than providing examples of two coping strategies asked for in the question.

Projected Completion Date: 10/2014

Responsible Person/Group: University Counseling Center Associate Director

Additional Resources: none

Implementation Notes:

9/14/2015 FY15: The Student Survey Coping Strategies Question was revised to include two spaces for students to include two responses, however, circumstances during FY15 necessitated that a paper version of the survey be administered rather than an electronic on-line version. During completion of the paper questionnaire, students could opt to skip this question or include only one response which negatively impacted the quality of the data collection. This factor presumably contributed to the target not being met this year. Next year, the electronic version of the survey will be used which should increase the likelihood of meeting the target.

Develop new strategic plan

Develop a new strategic plan based on the SEAS 20/20 Momentum plan.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Counseling Center Student Survey - Satisfaction with treatment received | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

Measure: DORA pre/post surveys | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

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: Health Center Student Survey - Satisfaction with treatment received | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

Measure: Knowledge of coping behaviors pre/post measures | **Outcome/Objective:** Demonstrate knowledge of effective coping skills.

Measure: Kognito program pre and post surveys | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

Measure: Noel Levitz Survey - Concern for Individual | **Outcome/Objective:** Provide quality counseling services to TAMUCC 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.

Measure: Provide Suicide Prevention Training to TAMUCC students | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

| Provide quality educational services.

Measure: Quality Assurance Review of Counseling Services | **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.

Measure: Question, Persuade and Refer (QPR) Test | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

Measure: STD treatment visit exit interview - Knowledge of ways to protect self from STDs |

Outcome/Objective: Demonstrate knowledge of effective health prevention strategies.

Measure: Student Survey - Coping Strategies Question | **Outcome/Objective:** Demonstrate knowledge of effective coping skills.

Measure: Student Survey - Family Planning question | **Outcome/Objective:** Demonstrate knowledge of responsible health choices.

Measure: Student Survey - STD question | **Outcome/Objective:** Demonstrate knowledge of effective health prevention strategies.

Implementation Description: Implementing a new strategic plan based on the SEAS 20/20 Momentum plan.

Projected Completion Date: 08/2016

Responsible Person/Group: Director

Additional Resources: None

Implementation Notes:

9/9/2015 FY15: A new strategic plan for the Counseling Center was created, and a new strategic plan for the Health Center was created, based on the Student Engagement and Success 20/20 Momentum Plan.

Connected Documents

Analysis Questions and Analysis Answers

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

COUNSELING AND HEALTH CENTERS ARE PROVIDING QUALITY CARE TO STUDENTS – Students report they are satisfied with services and the quality of care provided at the Counseling and Health Centers; with the vast majority of those satisfied being very satisfied. This was measured by departmental surveys and University surveys of students. Departmental Surveys: Counseling Services = 98% (85% strongly agreed) and Health Services = 94% (83% strongly agreed). University Surveys (Undergraduate Student Survey): Counseling services = 91%; Counseling quality of care = 92% and Health services = 85% an Health quality of care = 90%.

HEALTH CENTER STAFF ARE SUCCESSFUL IN TEACHING STUDENTS EFFECTIVE HEALTH PREVENTION STRATEGIES - Students demonstrated, after a healthcare visit, that they were able to identify ways to protect themselves from getting a sexually transmitted disease. Over 12% of students were able to describe these strategies in a detailed and proficient manner.

HEALTH CENTER STAFF ARE SUCCESSFUL IN TEACHING STUDENTS HOW TO MAKE RESPONSIBLE HEALTH CHOICES - Students demonstrated they retained knowledge of responsible health care choices and knowledge of effective health prevention strategies for a substantial period after their health care appointment. Specifically students were able to describe side effects of birth control medication that should prompt one to call a health provider immediately.

COUNSELING AND HEALTH CENTERS HAVE AN IMPACT ON STUDENT RETENTION AND ACADEMIC PERFORMANCE - A large percentage of students reported that utilizing Health Center services had a positive impact on their academic performance (79%) and on their plans to continue enrollment at TAMU-CC (85%). A smaller, but significant percentage of students reported that Counseling Center services improved their grades (59%), their level of academic work (61%) and had a positive impact on their plans to continue enrollment at TAMU-CC (49%).

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

IMPROVEMENTS TO OUTREACH PROGRAM - The Health and Counseling Centers made significant improvements to their outreach programs this year. The Counseling Center increased marketing of events through the use of the University's social media accounts. The logistics and feasibility of the Counseling Center having a social media account was researched. The Health Center expanded programming by offering a new program, Get Yourself Tested. The GYT program provides education to students about sexually transmitted diseases and offers free STD screenings. Of the 80+ students who were screened, 13% were identified as needing a referral to treatment.

DISTANCE LEARNER SERVICES IMPROVED - In collaboration with the Office of Distance Education, the Counseling and Health Centers created Standard Operating Procedures for Distance Learners. These SOPs clarified what Counseling and Health services are available to distance learners; and have been published on the Office of Distance Education website and the Counseling and Health Centers' websites.

IMPROVEMENT TO HEALTH AND COUNSELING CENTER TRAINING PROGRAMS - Over the past few years, the Health and Counseling Centers have focused on developing the staff and structure to be able to offer training opportunities to more advanced students. This year, for the first time, the Counseling Center was able to offer a formal Post Doctoral Psychology Fellowship to a recent graduate; and the Health Center was able to offer a Preceptorship to a Nurse Practitioner graduate student. We plan to continue to offer these opportunities to our more advanced students in the field of nursing and psychology.

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

NEED TO IMPROVE EFFORTS TO RECRUIT PARTICIPANTS IN, AND INCREASE AVAILABILITY OF, OUTREACH TRAININGS - A primary reason for learning outcome measures not reaching target this year was that recruited participants who had committed to the training decided not to participate. It should be expected that not all participants who commit to a training will be able to complete the training. It is important to focus efforts on increasing marketing of our outreach programs, improving methods used to recruit participants, and having more staff available to provide trainings thus increasing the number of opportunities available for students to participate.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

HIGHLIGHTS AND ACCOMPLISHMENTS

Staff

- Professional development of Counseling and Health Center clinical staff included membership in 22 professional organizations and attendance at 31 professional workshops, conferences, trainings, or seminars. One staff member, Dr. Berkich serves on the state board for the Texas University Counseling Center Directors Association as membership chair. Clinical staff also served on 10 university, division or departmental committees and chaired or served on numerous search committees.
- Four positions were filled this year: Registered Nurse, Nurse Practitioner, Licensed Professional Counselor, Psychologist and Licensed Professional Counselor Intern.
- A few staff received special awards or recognition this year: Kristi Callis was awarded a Dorothy Yeater scholarship, Karen Pressley was a nominee for the Employee Excellence Award, and Claudia Ayala was selected as one of the Corpus Christi 40 under 40.

Clinical Services

- The Counseling Center clinic provided 4536 counseling sessions to 823 student clients compared to 4124 sessions to 693 clients the previous year. This is a 10% increase in number of sessions and a 19% increase in the number of students seen. On average, clients were seen for 6 sessions (6 sessions last year). Of the students seen at the Counseling Center, 14% receive psychiatric services (compared to 11% last year). The psychiatrist provided 633 sessions to 175 clients compared to 504 sessions the previous year to 170 clients. This is an increase in the number of students seen by 3% and number of sessions by 26%.

- The Health Center clinic provided 5165 health visits to 2462 student patients compared to 4649 sessions to 2179 patients the previous year. This is an 11% increase in sessions and 13% increase in number of students seen. Of the students seen at the Health Center, 6% were seen by the Physician (0.2 FTE) and 32% were seen by a Nurse Practitioner.

Students and their Satisfaction with Services

- Demographically the majority of Counseling Center clients are female, between the ages of 20 and 24, and in their senior year. Similarly the majority of Health Center patients are female, between the ages of 20 and 24, and in their senior year.
- The most common problems/symptoms presented by Counseling Center clients at intake were *Anxiety, Depression, Adjustment Disorders, and Relationship Issues*, with *Anxiety* being most frequent. The types of visits most frequently provided at the Health Center are the *Health and Wellness Promotion* (e.g., wellness visits, physicals, labs, prescription requests, consults, results and follow-up contacts), *Gynecology visits, Ear, Nose and Throat, and Dermatology* appointments.
- Surveys indicate that the majority students are highly satisfied with Counseling and Health Services.

Counseling Services

- 98% agreed/strongly agreed they were satisfied with services offered at UCC (86% 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 (44% strongly agreed)
- Almost half (49%) reported that counseling contributed to their choice to continue studies at TAMUCC
- Over half reported that counseling improved their grades (59%), academic work (61%), relations with others (70%), and confidence (74%)
- 92% of students were satisfied with 'the quality of care offered by the Counseling Center' (2015 Undergraduate Student Survey)

Health Services

- 95% agreed/strongly agreed they were satisfied with services offered at UHC (80% strongly agreed).
- 96% agreed/strongly agreed they were satisfied with quality of medical care (85% strongly agreed).
- 77% of students who used the Nurse Line agreed/strongly agreed they were satisfied with the service (58% strongly agreed)
- 78% of students who used the Pharmacy agreed/strongly agreed they were satisfied with the service (64% strongly agreed)
- 85% reported access to health services had a positive impact on their choice to continue studies at TAMUCC (54% strongly agreed)
- 88% of students were satisfied with 'the quality of care offered by the Health Center' (2015 Undergraduate Student Survey)

Outreach Highlights

- Counseling Center staff provided, participated, or collaborated on 140 outreach activities reaching over 7867 students (increase of 18% over last year).
- The Health Center staff provided, participated or collaborated on 38 outreach activities reaching 3887 students (increase of 130% over last year).
- Anonymous online mental health screenings were again available via the UCC website through Screenings for Mental Health, Inc. This year 653 screenings were completed. This is an increase of 99%.
- New Counseling Center programs this year included Athletic Liaison events, Paws & Relax, My Dog Ate My Thesis, People Like us, Tunnel of Oppression Question & Answer videos, and Yoga Breathing and Meditation classes.
- New Health Center programs this year included Get Yourself Tested, World Health Day, and a new Wellness, Preventative Care, and Sexual Health presentation for Aloha Days.

Initiatives

- The Health Center contracted with CareNet to provide after-hours and weekend coverage of the Nurse Line extending our services to 24 hour/7 day coverage.
- The Health 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 University Health Center.
- The Health and Counseling Centers each developed a 5 year Strategic Plans based on the Division of Student Engagement and Success (SEAS) Momentum Strategic Plan. These Strategic Plans will be implemented starting FY16.
- The Health and Counseling Centers developed and published policies detailing the types of services that are available to Distance Learners.
- Renovations in the Sandpiper and Driftwood buildings were completed resulting in better use of space, addition of three exam rooms, addition of three counselor offices, increased security in the Pharmacy, increased safety of employees, and increased privacy for students.
- An issue facing Health and Counseling Centers is that patients/clients are presenting with more intense and complex issues. This year, the Health and Counseling Centers developed methods of capturing some of this data for provider sessions.
 - The Health Center expanded their use of Current Procedural Terminology (CPT) codes* this year to more accurately document the complexity of medical issues presented at the clinic and the length of time needed to address these issues. This year, 20% of provider visits addressed moderate to high severity of presenting issues and required a moderate to high complexity of treatment. These visits require 45-60 minute appointments rather than 20 minute appointments of lower severity and complexity. *CPT

codes are billing codes for health care providers. An explanation of the CPT codes used by the Health Center can be found in the Document Management section in a file titled "FY15 Health Center-Office Visits Complexity – Visit Detail Quick Reference".

- The Counseling Center tracked the use of a clinical intervention used with high-risk clients. The Collaborative Assessment and Management of Suicidality (CAMS), developed by Dave Jobes, Ph.D., is an evidence-based clinical intervention for use with suicidal clients. All Counseling Center staff participated in CAMS training and the CAMS model was adopted by the Counseling Center for use with all clients endorsing moderate to severe levels of suicidality. The CAMS and the CCAPS, the symptom questionnaire given at almost all visits, help Counseling Center staff to track, monitor and treat high-risk clients. A student stays with the CAMS model of treatment until suicidal ideation has subsided. This year, the Counseling Center staff followed 43 students using the CAMS model.
- This year 141 students participated in the trainings offered by Counseling Services on how to help a fellow student in distress (a total of 876 trained since 2012). 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.
- The use of the anonymous online mental health screenings by the TAMUCC community more than doubled with 323 screenings last year and 653 screening this year.
- Dr. Sharpe collaborated with Dr. Pamela Greene of the College of Nursing and Health Sciences to write a SAMSHA grant proposal focused on Suicide Prevention. SAMSHA has not yet sent out notifications as to whether proposals have been accepted.
- Clinical training programs at both centers were expanded. The Counseling Center hired its first Post-Doctoral Psychology Fellow and the Health Center sponsored its first Preceptorship in a number of years (Nurse Practitioner graduate student).

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 (COD) system continues to address the need to have a counselor readily available to 1) provide triage and assessment of students requesting services, 2) provide immediate consultation to faculty, staff and parents concerned about a student, 3) provide crisis intervention as necessary, and 4) handle miscellaneous clinical/case management duties such as prescription refill requests for Dr. McClung, records request, clinically related telephone calls and other management duties. 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 the Executive Director) devotes one day of the week to be the COD.

On-Call Counselor System

The University Counseling Center contracts with an agency, ProtoCall, to cover after-hours crisis calls. ProtoCall is an Intake and Assessment, Crisis Response, and Triage Service used by more than 175 Community Behavioral Health Clinics, Employee Assistance Programs, Student Counseling Centers and Managed Behavioral Health Organizations. ProtoCall is staffed 24 hours a day by licensed professional counselors.

Website and On-line Mental Health Screenings

Anonymous on-line mental health screenings are available on the UCC website located at <http://counseling.tamucc.edu>. The website also contains information on how to access UCC counseling and psychiatric services, information on local emergency services and links to websites focused on suicide prevention and other college student mental health issues.

CLINICAL PROGRAMS AND SERVICES

Health Services

The University Health Center's primary emphasis is on the treatment of acute illnesses and minor injuries, preventive health care and health education. Services include:

Acute Care Medical Clinic

Physicians, family nurse practitioners and registered nurses provide care for acute illnesses and minor injuries. Students with specialized or long-term health care needs are referred back to their own primary care provider or to local community providers.

Ask-a-Nurse Line

Students can call (361) 825-5735 for advice on caring for minor ailments and the use of over-the-counter medications. The Ask-a-Nurse Line is staffed by registered nurses during University business hours and by CareNet services after hours and weekends.

Women's Health Clinic

The Women's Clinic offers gynecological services, contraception counseling and prescriptions, and other primary care services related to women's health.

Laboratory Services

Some lab services are provided on-site, but most are sent out to a local laboratory, Quest Services. Lab services are provided at a reduced cost or students may use their insurance 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. This year the Health Center provided 1,575 immunizations to students.

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

Counseling visits	3,903
Psychiatry visits	633
Total visits	4,536

**COUNSELING CENTER
NUMBER OF STUDENTS
SERVED** **823**

Clinical Service Data**Health Services**

Clinic visits	5,165
Pharmacy encounters	1,692
Nurse Line Calls	2,516
CareNet Nurse Line Calls	19
Total visits	9,392

Lab Tests Performed

Clin-Waived Labs	973
In House Labs	193
Quest Labs	1,525
Total labs	2,691

Immunizations 1575

Pharmacy

Pharmacy encounters	1,692
Prescriptions filled	2,172
Students served	780

**HEALTH CENTER
NUMBER OF STUDENTS
SERVED**

Clinic	2,462
Pharmacy	780
Total	3242

Most Common Presenting Concerns**Counseling Services**

The most common symptoms presented by clients at intake were Anxiety, Depression, Adjustment Disorders, and Relationship Issues, with Anxiety being most frequent.

Health Services

The types of visits most frequently provided at the Health Center are Health and Wellness Promotion (e.g., wellness visits, physicals, labs, prescription requests, consults, results, and follow-up contacts), Gynecology visits, Ear, Nose and Throat visits, and Dermatology appointments.

**CLINICAL SERVICES STATISTICS PRESENTED BY CLINIC
COUNSELING SERVICES****Counseling Visits by Year**

	FY12	FY13	FY14*	FY15
# Students Seen in Counseling	734	749	693	823
# Counseling Intakes	335	533		387
# Counseling Appointments	2251	3416		2171
# Consultations	914	1071		1272
# Assessment Sessions	---	113		43
Mean Number of Sessions	5	7	6	6
Total # Counseling Sessions	3500	5133	4142	4536

# Students Seen by Psychiatrist	147	139	170	175
# Psychiatric Intakes	54	113		87
# Psychiatric Follow-up Sessions	410	470		472
# Psychiatric Refill Requests				74
Mean Number of Psychiatric Sessions	3.2	4.2		4.6
Total # Psychiatric Sessions	464	583	504	633
Grand Total of Sessions (Counseling & Psychiatric)	3964	5716	4646	5169

*Data Unavailable

Counseling Visits Breakdown (4536 visits):

	FY12	FY13	FY14	FY15
Individual Counseling	53%	63%		56%
Couples Counseling	0.4%	1%		0.1%
Group Counseling	7.9%	8%		0.04%
Consultation with Students(includes Counselor on Duty consultations)	26%	18%		28%
Psychiatric Appointments	---	10%		14%

*Data Unavailable

On-line Mental Health Screenings

Type of Screening	Total # Screenings
Alcohol	19
Bipolar Disorder	94
Depression	215
Eating Disorder	70
Generalized Anxiety	215
PTSD	40
Total	653

Counseling Client Demographics

Clients by Gender

Description	FY12	FY13	FY14*	FY15
Males	29%	30%		29%
Females	71%	70%		71%

*Data Unavailable

Clients by Age

Description	FY12	FY13	FY14*	FY15
<18	0.03%	0.01%		0%
18-19	11%	14%		16%
20-24	51%	56%		57%
25-29	19%	16%		17%
30-39	12%	10%		8%
40+	7%	5%		2%

*Data Unavailable

Clients by Ethnicity

Description	FY12	FY13	FY14*	FY15
American Indian/Alaskan Native	0.4%	0.6%		0.2%
Asian	6%	6%		7%

African American/Black	4%	1%		1%
Hispanic/Latino	29%	25%		18%
Native Hawaiian and Other Pacific Islander				13%
White	37%	22%		44%
Other	1%	0.4%		1%
Two or more	3%	3%		3%
Unknown	19%	41%		13%

*Data Unavailable

Clients by College

Description	FY12	FY13	FY14*	FY15
Liberal Arts	29%	35%		33%
Business	9%	7%		11%
Education	17%	14%		11%
Nursing & Health Sciences	19%	16%		15%
Science and Engineering	20%	25%		30%
Unknown/Undecided/Unspecified	0.1%	3%		0.6%

ESLI	---	0.9%		0%
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*Data Unavailable

Clients by Classification

Description	FY12	FY13	FY14*	FY15
Freshman	9%	13%		12%
Sophomore	14%	16%		16%
Junior	14%	14%		17%
Senior	39%	35%		41%
Graduate	19%	21%		14%
Other	5%	2%		0%
Unknown	0%	0.7%		0%

*Data Unavailable

CLINICAL SERVICES STATISTICS PRESENTED BY CLINIC HEALTH SERVICES

Health Visits by Year

	FY12	FY13	FY14*	FY15
UHC Encounters	7924	11,004		9392

*Data Unavailable

Provider Contacts Breakdown (9392 visits)

	FY12	FY13	FY14*	FY15
Physician	6%	5%		4%
Family Nurse Practitioners	25%	22%		18%
Registered Nurses	33%	17%		13%
Nurse Line Calls	12%	38%		27%
Pharmacy	24%	16%		18%
Walk ins				19%
Other	0%	2%		1%
Total	7924	11,430		9392

*Data Unavailable

Lab Tests Performed

	FY12	FY13	FY14*	FY15
In House Labs (CLIA-Waived)		648		1166

Contract Labs – Quest		1155		1525
Total		1803		2691

*Data Unavailable

Diagnosis Summary (more than one diagnosis may be given at medical office visits)

Diagnostic Grouping	FY12	FY13	FY14*	FY15
Health & Wellness Promotion	47%	39%		54%
Cardiovascular	0.6%	1%		0.6%
Dermatology	5%	5%		5%
Ear, Nose Throat	6%	6%		7%
Endocrinology	1%	2%		1%
Gastroenterology	1%	1%		2%
Genitourinary	3%	3%		2%
Gynecology	9%	7%		7%
Infectious Disease	1%	13%		2%
Neuromuscular	2%	2%		3%
Ophthalmology	0.5%	0.3%		0.4%
Orthopedic Trauma	1%	1%		1%
Psychiatry	3%	3%		2%
Respiratory	5%	4%		4%
Ungrouped				3%
Other	12%	15%		5%
Total	7711	7262		9136

*Data Unavailable

Health Services Patient Demographics

Clients by Gender (based on medical office visits)

Description	FY12	FY13	FY14*	FY15
Males	30%	28%		27%
Females	70%	72%		73%

*Data Unavailable

Clients by Age (based on medical office visits)

Description	FY12	FY13	FY14*	FY15
<18	0.1%	0.06%		0.2%
18-19	13%	15%		19%
20-24	57%	58%		60%
25-29	18%	16%		12%
30-39	9%	7%		6%
40+	4%	4%		2%

*Data Unavailable

Clients by Ethnicity (based on medical office visits)

Description	FY12	FY13	FY14*	FY15
American Indian/Alaskan Native	0.4%	0.2%		0.3%
Asian	4%	7%		9%
African American/Black	3%	2.6%		0.4%
Hispanic/Latino	28%	23%		17%
Native Hawaiian and Other Pacific Islander				7%
White	29%	20%		41%
Other	0.4%	0.5%		0.5%
Two or more	8%	7%		14%
Did not identify	28%	40%		10%

*Data Unavailable

Clients by College (based on medical office visits)

Description	FY12	FY13	FY14*	FY15
Liberal Arts	17%	19%		19%
Business	13%	11%		11%
Education	19%	17%		13%
Nursing & Health Sciences	26%	29%		27%
Science and Engineering	17%	20%		26%
ESLI	0.3%	0.5%		4%
Unknown/Undecided/Unspecified	8.3%	2.2%		0.6%

*Data Unavailable

Clients by Classification (based on medical office visits)

Description	FY12	FY13	FY14*	FY15
Freshman	12%	12%		17%
Sophomore	12%	14%		14%
Junior	13%	14%		14%
Senior	42%	41%		38%
Graduate	14%	11%		13%
Post-Baccalaureate	5%	6%		3.9%
Unknown	2%	1%		0.1%

*Data Unavailable

REFERRALS FOR MORE EXTENSIVE EVALUATION TREATMENT

Counseling Center - Referrals for more Extensive Evaluation or Treatment

	FY12	FY13	FY14	FY15
Number of times UCC clients recommended to have evaluation for inpatient treatment	6	4	11	7
Number of evaluations known to be completed based on UCC recommendations	2	4	7	3
Number of times UPD/CCPD were called for assistance with this type of situation	0	1	1	0
Number of times UCC clients known to be hospitalized for mental health reasons	4	4	6	2

Health Center - Referrals for more Extensive Evaluation or Treatment

	FY15
Referral to Emergency Department transported via ambulance	28
Referral to Emergency Department transported via car by responsible family member or friend	6
Specialists	208
Total	422

TRAINING PROGRAMS

**Counseling Services
Practicum and Intern Program
Coordinator, Suzanne Bonds**

Trainees primarily provide academic success skills sessions and Relaxation Room orientation training to students. After training and evidence of competency, trainees may administer testing and provide counseling. Due to space restrictions, we had no trainees during fiscal year 2015.

**Health Services
Preceptorship Program**

Coordinator, Zelda Chacon

The Health Center, under the guidance of Zelda Chacon, Associate Director and Nurse Practitioner, offered a preceptorship to a graduate level Nurse Practitioner student. It is expected that Health Center staff will continue to form preceptor relationships with interested nursing students.

WORKSHOPS, SEMINARS, AND OTHER OUTREACH EVENTS

- See WEAVE Document Management section for detailed listing of Counseling and Health Services outreach efforts during FY15.

Counseling Services Outreach Events

- 140 outreach events (e.g., wellness events, presentations, info tables, trainings, campus events) which were either facilitated by UCC staff or which UCC staff assisted with in some capacity.
- Approximately 7997 students were reached by UCC outreach events
- Presentation topics included Suicide Prevention Training, Academic Success Skills, Alcohol and Other Drug Education, Stress Management and Healthy Living.
- Presentations were given to students, staff, and faculty.
- New events this year included Athletic Liaison events, My Dog Ate My Thesis, People like Us, Paws & Relax, Tunnel of Oppression Question & Answer videos, and Yoga Breathing & Meditation classes.
- Counseling Center staff participated in campus events such as Aloha Days, Camden Miramar welcome events, Convocation, ESLI Orientations, Faculty Orientations, Graduate Student Appreciation Week, Homecoming activities, Islander Tribute, New Student Orientations, Paws on the Island, Presidents Picnic, SEAS Student Employee Bash, the Clothesline Project, Tunnel of Oppression, Walk A Mile In Her Shoes, Waves of Welcome activities, Wellness Expo, Wild & Wacky Wednesday, and World Health Day.

Health Services Outreach Events

- 38 outreach clinics, programs, or presentations provided by Health Center staff
- 2,164 students were reached by UHC outreach activities
- Outreach focused on health awareness and prevention issues such as flu clinics, immunizations, STD screenings, HIV screenings, and Healthy Living.
- Health Services staff were involved in campus events such as Navigate the Island, Wellness Expo, World Health Day, New Student Orientations, ESLI Orientation, Student-Athlete Orientation, Nursing Orientations, and Freshmen Convocation
- Sponsored 2 vaccination clinics facilitated by Walgreens. Provided (192) flu, (36) pneumonia, (31) tetanus, (4) Hep A, (6) Hep B, and (2) TDap vaccinations.

EVALUATION AND ASSESSMENT (STUDENT SURVEYS)**Counseling Services Client Survey**

- See WEAVE Document Management section for complete results of the FY15 Counseling Center Survey.

PARTICIPANTS

- A survey was offered during the 2015 Spring semester to all clients, except those with intake and COD appointments, who had scheduled between April 13th and May 1st. Students completed a paper version of the survey in the waiting room.
- Of the 156 people asked to complete the survey, 73% did so (114 surveys completed).

SATISFACTION WITH SERVICES

- 98% of students agreed/strongly agreed they were satisfied with services (86% 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 (44% strongly agreed).

PERCEIVED IMPACT OF COUNSELING SERVICES ON ACADEMICS, RETENTION, AND RELATIONSHIPS

Students stated having access to Counseling Center services improved their:

- grades = 59% (13% improved significantly)
- academic work = 61% (18% improved significantly)
- plans to continue enrollment at TAMUCC = 49% (28% improved significantly)
- relations with others = 70% (31% improved significantly)
- confidence or self-esteem = 74% (31% improved significantly)

LEVEL OF DISTRESS

- Overall level of distress that brought student to counseling = 88% report high (48% very high)
- Current level of distress (74% student had 4+ sessions) = 37% report high (6% very high)

EVALUATION AND ASSESSMENT (STUDENT SURVEYS)**Health Services Patient Survey**

- See WEAVE Document Management section for complete results of the FY15 Health Center Survey.

PARTICIPANTS

- The Health Center survey was offered during 7 weeks of the 2015 Spring semester to students who had scheduled between February 11th and April 2nd and were participating in the Health Center's student

learning outcomes.

- Of the 67 students who were asked to complete the survey, 78% did so (52 surveys completed).

SATISFACTION WITH SERVICES

- 95% of students agreed/strongly agreed they were satisfied with services (80% strongly agreed)
- 96% of students agreed/strongly agreed they were satisfied overall with the quality of medical services received (85% strongly agreed)
- 77% of students who used the Nurse Line agreed/strongly agreed they were satisfied with the service (58% strongly agreed)
- 78% of students who used the Pharmacy agreed/strongly agreed they were satisfied with the service (64% strongly agreed)
- 98% of students strongly agreed that Health Center medical staff seemed competent and well trained to help with their concerns (83% strongly agreed).
- 94% of students stated they would recommend the Health Center to other students (89% 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 = 79% (50% strongly agreed)
- plans to continue enrollment at TAMUCC = 85% (54% strongly agreed).

KNOWLEDGE OF HEALTH CENTER

- 42% of students learned of Health Center from New Student Orientation, followed by 40% from the Health Center website, and then 37% from another student

HEALTH INSURANCE

- 20% of students reported having no health insurance (12% have own policy; 29% have insurance through parents)
- 85% of students consider the Health Center their primary option for health care

FACILITIES

- A major renovation of the 1st floor of Sandpiper was completed in October of 2014 resulting in better use of space and improved services for students. Improvements included the addition of three exam rooms, an expanded waiting room, privacy screens for students at the check-in stations, and improved security in the Pharmacy. Medical equipment was updated.
- A minor renovation of the 1st floor of Driftwood was completed in July of 2015. A doorway was created allowing access to a part of the 1st floor that was only accessible through a separate outside doorway. The renovation addressed safety concerns and also allowed this space to be used clinically resulting in the addition of three counselor offices.
- Plans are being developed to renovate the 2nd floor of Sandpiper so the space can house a Wellness Clinic (four additional exam rooms), health educator office with space to meet with students, conference room, resource library, provider office and lactation room.

Staff Credentials and Professional Activities

Counseling Center staff:

- (4) Psychologists
- (4) Licensed Professional Counselors (one is a new position)
- (1) Licensed Professional Counselor (0.48 FTE)
- Contract Psychiatrist (0.25 FTE)
- One new position: Licensed Professional Counselor
- Temp Licensed Professional Counselor Intern during Fall and Spring semesters to meet client demand
- 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 1:1455.

Health Center staff:

- (1) Nurse Practitioner (new position)
- (2) Nurse Practitioners (0.5 FTE)
- (4) Registered Nurses (one is new position)
- (2) Medical Assistants
- (1) Certified Medical Receptionist
- Contract Physician (0.25 FTE)
- Contract Pharmacist (0.5 FTE)
- Two new positions: (1) Nurse Practitioner and (1) Registered Nurse

**COUNSELING AND HEALTH
CENTERS STAFF**

Counseling Center

Carla Berkich, Ph.D.	Executive Director, Counseling and Health Centers
Amy Perry	Business Support Specialist
Clinical Staff	
Theresa Sharpe, Ph.D,	Associate Director Clinical Manager, Counseling Center
Claudia Ayala, MS, LPC,LPC-S, LCDC	Assistant Director Alcohol and Other Drug Program Coordinator
Suzanne Bonds, M.Ed., LPC	Licensed Professional Counselor
Alyssa Good, LPC	Licensed Professional Counselor (Hire Date 12/8/14)
Debby Hammond, MA, LPC	Licensed Professional Counselor
Alison Marks, Psy.D.	Psychologist
Tammy Robertson, LPC	Licensed Professional Counselor (0.48 FTE)
Sarah Skelton, Psy.D.	Psychologist (Hire Date 8/17/15)
Kristin Wilcox, LPC Intern	Licensed Professional Counselor Intern Temporary Position (Hire Date 9/1/14) (Departure Date 5/31/15)
Front Office Staff	
Karen Pressley	Clinical Services Office Coordinator
Jane Pituch	Administrative Assistant (0.5 FTE)
Norma Jean Morales	Administrative Assistant (0.5 FTE)
Contract Employee	
Robert McClung, M.D., Ph.D.	Contract Psychiatrist (0.2 FTE)

Health Center Staff

Carla Berkich, Ph.D.	Executive Director, Counseling and Health Centers
Amy Perry	Business Support Specialist
Clinical Staff	
Zelda Chacon, NP	Associate Director, Nurse Practitioner Clinic Manager, Health Center
Laura Alexander, NP	Nurse Practitioner (0.5 FTE)
Valerie Serna, NP	Nurse Practitioner (Hire Date 7/21/15)
Amanda Burnett, RN	Registered Nurse
Melinda Martinez, RN	Registered Nurse
Christi Ortiz, RN	Registered Nurse
Nancy Smith, RN	Registered Nurse (Hire Date 9/1/14)
Kristi Callis, CMA	Certified Medical Assistant

Karen Gibson, CMA	Certified Medical Assistant
Front Office Staff	
Debra Busey	Certified Medical Receptionist
Contract Employees	
Jennifer Amaral, MD	Contract Physician (0.2FTE)
Eligio Saenz, R.Ph.	Lead Pharmacist (0.2FTE)

Counseling and Health Centers Staff New Hires, Departures and Promotion

New Hires	
Alyssa Good	Licensed Professional Counselor
Sarah Skelton	Psychologist
Kristin Wilcox	Licensed Professional Counselor Intern
Nancy Smith	Registered Nurse
Valerie Serna	Nurse Practitioner
Departures	
Kristin Wilcox	Licensed Professional Counselor - Intern (Temporary Position)

Connected Documents

- [2020 UCC Strategic Plan_FINAL VERSION](#)
- [2020 UHC Strategic Plan_FINAL VERSION](#)
- [FY15 Counseling Center - Appointment Types](#)
- [FY15 Counseling Center - Appointments - Psychiatrist Distinct Count](#)
- [FY15 Counseling Center - Appointments - UCC Distinct Counts](#)
- [FY15 Counseling Center - CAS Action Plan revised 9-25-2015](#)
- [FY15 Counseling Center - Diagnosis Summary](#)
- [FY15 Counseling Center - Distance Students SOP APPROVED AND FINAL](#)
- [FY15 Counseling Center - Online Mental Health Screening Data](#)
- [FY15 Counseling Center - Outreach Events Summary](#)
- [FY15 Counseling Center - ProtoCall Yearly Report](#)
- [FY15 Counseling Center - Survey](#)
- [FY15 Counseling Center - Survey Results](#)
- [FY15 Health and Counseling - Appointments by Gender](#)
- [FY15 Health and Counseling - Staff Professional Affiliations](#)
- [FY15 Health and Counseling - Appointments by Age](#)
- [FY15 Health and Counseling - Appointments by Class Standing](#)
- [FY15 Health and Counseling - Appointments by Clinics](#)
- [FY15 Health and Counseling - Appointments by College](#)
- [FY15 Health and Counseling - Appointments by Ethnicity](#)
- [FY15 Health and Counseling - Staff Professional Development Activities](#)
- [FY15 Health and Counseling - Staff Special Awards or Recognition](#)
- [FY15 Health Center - Appointments - Provider Summary](#)
- [FY15 Health Center - Appointments - UHC Distinct Counts](#)
- [FY15 Health Center - CareNet Call Volume Annual Report](#)
- [FY15 Health Center - CAS Action Plan revised 9-25-15](#)
- [FY15 Health Center - Contract Lab \(Quest\)](#)
- [FY15 Health Center - Diagnosis Summary](#)
- [FY15 Health Center - Distance Students SOP APPROVED AND FINAL](#)
- [FY15 Health Center - Emergency Department Referrals](#)
- [FY15 Health Center - GYT Program Data](#)
- [FY15 Health Center - Immunization Counts](#)
- [FY15 Health Center - In-House Labs](#)
- [FY15 Health Center - Nurse Line Phone Calls Summary](#)
- [FY15 Health Center - Nurse Visits by Complexity](#)
- [FY15 Health Center - Office Visit Complexity](#)
- [FY15 Health Center - Office Visits - Complexity - Visit Detail Quick Reference](#)
- [FY15 Health Center - Outreach Events](#)
- [FY15 Health Center - Pharmacy Prescription Counts](#)
- [FY15 Health Center - Procedures Count](#)
- [FY15 Health Center - Referrals](#)
- [FY15 Health Center - Student Health 101 Fall Executive Summary](#)
- [FY15 Health Center - Student Health 101 Visit Counts](#)
- [FY15 Health Center - Student Health 101 Wellness Assessment](#)
- [FY15 Health Center - Student Survey Results](#)

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

Carla Berkich, Executive Director of Counseling and Health Centers

Service to the Community

Participated in SEAS Giving Tuesday - Volunteering at Metro Ministries

Service to Profession

Membership Chair - Texas University College Counseling Center Directors Association

Webmaster - Texas University College Counseling Center Directors Association website

Service to University

I-CARE committee
Strategic Planning and Assessment (SPA) Committee
Health Center CAS review and action plan committee, member
Student Unions CAS review process, moderator
TB Policy for International Students Committee
Environmental Health and Safety Committee
Veteran Affairs Committee
Campus Wellness Committee

Theresa Sharpe, Associate Director of Counseling Center

Service to Community

Certified Pet Partners Therapy Animal Handler

Paws Up Volunteer Activities at West Oso Elementary and Homegreen Nursing Facility

Service to the Profession

Assist with education and training of new therapy dog teams

Clinical Supervisor for Alison Marks, Psy.D.

Service to University

I-CARE committee

Campus Wellness committee

Claudia Ayala, Assistant Director of Counseling Center

Service to Community

St. Patrick's School Advisory Council President

Project Hope - Community Coalition

Service to the Profession

Supervised two LPC-Interns

Service to University

Islanders Alcohol & Drug Abuse Prevention Team (I-ADAPT) - chair

Zelda Chacon, Associate Director of Health Center

Service to Community

Participated in SEAS Giving Tuesday - Volunteering at Metro Ministries

Service to the Profession

Preceptor for a TAMUCC Family Nurse Practitioner student

Service to University

Health Center CAS review and action plan committee, member

Amanda Burnett, Assistant Director of Health Center

Service to Community

Volunteer with Youth Group - Yorktown Baptist Church

TAMUCC FCA (Fellowship of Christian Athletes) - food prep

Service to University

Health Center CAS review and action plan committee, member

Laura Alexander, Nurse Practitioner

Service to University

Health Center CAS review and action plan committee, member

Suzanne Bonds, Licensed Professional Counselor

Service to Community

Volunteer work/fundraising for parochial school

Parent Teacher Organization board member for Bishop Garriga Prep Middle School

Service to University

UCSA Community Panel for Panhellenic Position
Staff Council - Employee Excellence Award Committee

Debra Busey, Certified Medical Receptionist

Service to Community

Harte Institute Oyster Restoration
Houston Livestock Show & Rodeo
Nueces County Fair
SEAS Giving Tuesday - Metro Ministries - serving lunches

Kristi Callis, Certified Medical Assistant

Karen Gibson, Certified Medical Assistant

Alyssa Good, Licensed Professional Counselor

Debby Hammond, Licensed Professional Counselor

Service to Community

Church Choir - Episcopal Church of the Good Shepard

Alison Marks, Psychologist

Service to Community

Participated in Communities in Schools "Stuff the Bus" School Supply Drive
"Best Friends Animal Society's Strut your Mut" Charity Dog Walk

Melinda Martinez, Registered Nurse

Norma Jean Morales, Administrative Assistant in Counseling Center (0.5FTE)

Service to Community

Volunteer at Driscoll Children's Hospital

Christi Ortiz, Registered Nurse

Amy Perry, Business Support Specialist - Counseling and Health Centers

Service to University

Health Center CAS review and action plan committee, member

Jane Pituch, Administrative Assistant in Counseling Center (0.5FTE)

Service to Community

Foster parent for dogs through For the Love of Strays organization
Volunteer photographer for - For the Love of Strays organization

Karen Pressley, Clinical Services Office Coordinator in Counseling Center

Service to Community

American Cancer Society - Fundraising Events

Service to University

I-CERT Team

Special Awards or Recognition

Staff Council - Employee Excellence Award Nominee

Tammy Robertson, Licensed Professional Counselor

Lorena Rosenbaum, Post-Doctoral Psychology Fellow

Valerie Serna, Nurse Practitioner

Service to Community

Leukemia and Lymphoma Society Pasta for Pennies Program Coordinator

Sarah Skelton, Psychologist

Nancy Smith, Registered Nurse

Service to University

Health Center CAS review and action plan committee, member

Kristin Wilcox, Licensed Professional Counselor - Intern

Anticipated Challenges for the Next Cycle

HEALTH AND COUNSELING SERVICES ARE EXPERIENCING AN INCREASED DEMAND FOR SERVICES. With the growing student population and success in marketing of services, there is a great demand for services. In the Counseling Center, students are generally seen for brief therapy. With demand for services, students are given appointments every two, and sometimes three, weeks. This past year, the Health Center was unable to fill a provider position until late in the fiscal year. Before hiring a full-time nurse practitioner in the last month of the fiscal year, the Health Center was turning away, on average, 20 – 30 students a week due to lack of provider appointments. Additional staff is needed.

INCREASE IN THE INTENSITY AND COMPLEXITY OF PROBLEMS FOR WHICH STUDENTS ARE SEEKING TREATMENT. Students are seeking treatment at the Health and Counseling Centers for more severe psychological and medical conditions. This requires additional professional staff, staff with the expertise to assess / treat these conditions, and additional relationships with community providers for referrals for treatment of issues outside of the Health and Counseling Centers' scope of practice. Limited resources in the community and lack of insurance for many TAMU-CC students are barriers to referring students to community resources. This demand for more complex and time consuming treatment has decreased the amount of time providers in the Health Center have to focus on preventive care and providers in the Counseling Center have to focus on addressing developmental issues with students.

CREATE PLAN FOR ADDRESSING LEGISLATIVE ISSUES. Legislative issues which will affect care and services offered by the Counseling and Health Center include Campus Concealed Carry law, restriction of nurse practitioners' ability to write prescriptions for Schedule II Controlled Substances, and requirements for Universities to provide incoming students with specific training on suicide awareness and mental health resources.

CHALLENGE OF IDENTIFYING AND IMPLEMENTING THE USE OF TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, AND GENERAL INTERACTIONS WITH DISTANCE LEARNING STUDENTS AND THE GENERAL STUDENT POPULATION.

NEED FOR ADDITIONAL SPACE AND ADA COMPLIANT FACILITIES. The Health and Counseling Centers must increase staff and services to meet the demands of an increasing TAMU-CC student population. With the current Health and Counseling Centers near capacity, it is necessary to renovate current space and to plan for a larger, more modern building that is ADA compliant and can meet student demand for service.

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

IMPLEMENT 5 YEAR STRATEGIC PLANS FOR THE COUNSELING AND HEALTH CENTERS INCLUDING MEASUREMENT OF NEW STUDENT LEARNING OUTCOMES.

CONTINUE FOCUS ON IDENTIFYING AND IMPLEMENTING TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND COMMUNICATION WITH GENERAL STUDENT POPULATION AND DISTANCE LEARNING STUDENTS. Centers will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101 and current online suicide prevention training programs. Will continue to research logistics and feasibility of offering online counseling.

MEET DEMAND FOR SERVICES - Demand for services will be met by 1) continuing to hire additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms, 2) using technology and social media to reach students, and 3) identifying auxiliary services for students.

NEED TO IMPROVE EFFORTS TO RECRUIT PARTICIPANTS IN, AND INCREASE AVAILABILITY OF, OUTREACH TRAININGS – Centers will focus efforts on increasing marketing of our outreach programs, improving methods used to recruit participants, and having more staff available to provide trainings thus increasing the number of opportunities available for students to participate.

SEPARATE UNIVERSITY COUNSELING CENTER AND UNIVERSITY HEALTH CENTER REPORTING INTO TWO SEPARATE UNITS.

Detailed Assessment Report 2014-2015 University Housing

As of: 4/13/2011 07:53 AM EST

(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 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 9: 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 (2014-2015) - Target: Met

In response to the RLS question "In case of a fire alarm, to where do residents in your building evacuate?" the following responses were obtained:

- Anchor: 96% correct, 4% incorrect
- Apartment: 97% correct, 3% incorrect
- Bayside: 89% correct, 11% incorrect
- Compass: 96% correct, 4% incorrect
- Coral: 94% correct, 6% incorrect
- Dolphin: 93% correct, 7% incorrect
- Harbor: 100% correct
- Jetty: 97% correct, 3% incorrect
- Laguna: 96% correct, 4% incorrect
- Marina: 100% correct
- Pelican: 100% correct
- Port: 95% correct, 5% incorrect
- Surf: 100% correct
- Tarpon: 86% correct, 14% incorrect

Connected Document

[2015 Residence Life Survey results](#)

M 12: 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 (2014-2015) - Target: Not Reported This Cycle

Data not available. This assessment is only conducted in even cycles.

SLO 5: 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 6: 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 (2014-2015) - Target: Met

74% of students reported that living on-campus helped them become more aware of people from different cultures/backgrounds.

Connected Document

[2015 Residence Life Survey results](#)

M 7: 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 (2014-2015) - Target: Not Reported This Cycle

This question was removed from the Residence Life Survey in anticipation of the new student learning outcomes.

Connected Document

[2015 Residence Life Survey results](#)

M 10: 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 (2014-2015) - Target: Met

The 2015 NSSE results do show that on-campus residents report they are encouraged to have contact with others of diverse cultures and lifestyles at a higher level than non-residents. Twenty-four percent of residents reported being 'very much' encouraged, which is slightly lower than off-campus residents at 26%. Thirty-six percent of residents reported being 'quite a bit' encouraged, which is 7% higher than off-campus residents. Combined, residents were encouraged at a rate 5% higher than non-residents.

Connected Document

[2015 NSSE Report - Camden Miramar breakout](#)

M 13: 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 (2014-2015) - Target: Not Reported This Cycle

No data available. This assessment is only conducted every two years.

SLO 6: 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 4: 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 (2014-2015) - Target: Met

86% of respondents reported that living on-campus helped them become more independent.

Connected Document

[2015 Residence Life Survey results](#)

M 5: 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 (2014-2015) - Target: Met

79% students reported that living on-campus helped them develop self sufficiency skills.

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 4: 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 (2014-2015) - Target: Met

86% of respondents stated that living on-campus helped them to become more independent.

Connected Document

[2015 Residence Life Survey results](#)

M 5: 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 (2014-2015) - Target: Met

79% of students reported that living on-campus developed their self sufficiency skills.

Connected Document

[2015 Residence Life Survey results](#)

M 8: 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 (2014-2015) - Target: Not Reported This Cycle

This question was removed from the Residence Life Survey to allow for a new question related to the new student learning outcomes that will be reported in 2016.

Connected Document

[2015 Residence Life Survey results](#)

M 11: 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 (2014-2015) - Target: Met

Resident students reported equal or higher levels of engagement on 4 of 4 items. Note: NSSE removed 1 item from the list of events attended, so there are no longer 5 items to report.

Combined "Very Much" or Quite a Bit:"

Attending campus activities: 9% higher compared to off-campus students;
Attending events addressing social, economic, political issues: 4% higher compared to off-campus students;

Participate vs. Not Participate:

Participating in 6 or more hours of Community Service: 31.2% higher compared to off-campus students;
Participating in 6 or more hours of Co-curricular activities: 20.2% higher compared to off-campus students.

Connected Document

[2015 NSSE Report - Camden Miramar breakout](#)

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 (2014-2015) - Target: Not Reported This Cycle

The Noel Levitz was not conducted this cycle. It occurs in even cycles.

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 3: 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 (2014-2015) - Target: Met

According to the 2015 Residence Life Survey, 80% of respondents stated that they were either 'very satisfied' or 'satisfied' with the condition of their room when they moved in. This is a 7% increase from 2013.

Connected Document

[2015 Residence Life Survey results](#)

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 (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 (2014-2015) - Target: Not Reported This Cycle

Overall satisfaction with RTA Momentum Shuttle = 95%. In an effort to get feedback from a wider population, the satisfaction with bus services was moved to the new Undergraduate Student Survey. This year, the survey only asked satisfaction with the Momentum Shuttle and not The WAVE bus route. The survey did, however, ask for feedback on route service times. Of those who use the Momentum and WAVE routes, there was a general consensus that the route service times should be expanded.

Momentum shuttle bus service.

	Responses	Valid Percent	Combined Satisfaction
Very Satisfied	76	42	
Satisfied	96	53	95%
Dissatisfied	7	4	
Very Dissatisfied	1	.005	
Total	180	100.0%	
Not applicable	427		

New question in 2015

If you use the Momentum shuttle bus service from the Dugan Soccer stadium parking lot to campus, please indicate if you would like the routes to start earlier or later.

	Earlier				Later					
	6:30 am	7 am	7:15 am	N/A	6:30 pm (1)	7 pm (2)	8 pm (3)	9 pm (4)	10 pm (5)	N/A (6)
Please indicate the times you would utilize.	28	19	21	392	16	6	8	12	33	436
Valid %	41%	28%	31%		21%	8%	11%	16%	44%	

The Wave

	5AM	6 AM	7AM	Not needed	Don't ride
If you use The Wave route 63 bus service to get to campus and would like the route to start earlier , how much earlier would you use the service?	9	23	24	45	487
Valid Percent	16%	41%	43%		

	10:30 PM	11 PM	Midnight	1 AM	2 AM	Not needed	Don't ride
If you use The Wave route 63 bus service to get to campus and would like the route to run later , how much later would you use the service?	15	17	25	4	10	34	484
Valid Percent	21%	24%	35%	6%	14%		

Connected Documents

- [2015 RTA rider numbers](#)
- [2015 Undergraduate Student Survey results](#)

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

Expand Bus Service Times

Established in Cycle: 2014-2015

Expand bus service times to better serve the students (particularly those located at the Momentum Campus).

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

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

Implement the Housing Strategic Plan 2012-2020

Implement the Housing Strategic Plan 2012-2020

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Noel Levitz Survey Results - Living Condition | Outcome/Objective: Provide quality on-campus housing options.

Projected Completion Date: 08/2020

Responsible Person/Group: Director, Assessment and Housing and Camden Miramar

Implementation Notes:

6/17/2015 Implementation continued. At the same time, a new strategic plan based on the University Momentum 20/20 plan was developed. Appropriate items not yet completed from this plan were carried over to the new plan. Therefore, this action will be set to finish this cycle.

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: Finished

Priority: High

Projected Completion Date: 11/2013

Responsible Person/Group: Camden Miramar Director

Implementation Notes:

9/23/2015 Camden provided additional customer service training to staff during the last year. The Residence Life Survey indicates a slight increase in helpfulness of the staff and a slight decrease in degree of care. The survey was initiated at a time of major internet issues caused by the provider and during a series of electrical issues that affected all of campus, which residents tended to attribute to the action (or inaction) of Camden Miramar staff. The lack of significant increase in ratings is most likely a result of the unfortunate timing of the survey distribution, internet and electrical issues.

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: Finished

Priority: High

Projected Completion Date: 12/2013

Responsible Person/Group: Executive Director of SEI and Assistant Director of Camden

Implementation Notes:

6/17/2015 The Leadership Philosophy rubric and end of course assessment was conducted this year. The rubric will be changed slightly in order to better assess the course and the new student learning outcomes developed to align with the Momentum 20/20 plan.

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: Finished

Priority: High

Projected Completion Date: 10/2013

Responsible Person/Group: Camden Miramar Director

Implementation Notes:

9/23/2015 Camden updated pest control contract and altered treatment schedule; hired a company to manage their supplies (which ensured all regular supplies were always available, leading to faster completion of work orders); and changed internet service providers, resulting in higher speed and more reliable access.

Create a new strategic plan to align with Momentum 2020.

Create a new strategic plan to align with Momentum 2020.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Projected Completion Date: 04/2015

Responsible Person/Group: Executive Director

Implementation Notes:

7/23/2015 A new strategic plan was created this year and is attached in documents.

Connected Document

[Housing Strategic Plan Momentum 20/20](#)

Hire a University Housing Officer

Hire a University Housing Officer to work with the new dual housing system on campus.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Implementation Description: Position is approved and budgetted and scheduled to post in September.

Projected Completion Date: 12/2014

Responsible Person/Group: Executive Director

Implementation Notes:

6/17/2015 A search was conducted in fall 2014 and Stephanie Box was hired. She started January 2015.

Implement the CAS Action Plan for Camden Miramar

Implement the action plan that resulted from the CAS Self-Study of Camden Miramar. The full details of the action plan are attached in the documents section.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 08/2016

Responsible Person/Group: Director of Camden Miramar

Implementation Notes:

9/23/2015 Ten out of 14 action items have been completed. Camden will continue to work on the incomplete action items.

Connected Document

[Camden CAS action plan update](#)

Islander Leadership Seminar student learning outcome assessment.

Islander Leadership Seminar student learning outcome assessment.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Projected Completion Date: 12/2014

Responsible Person/Group: Assistant Director of Camden Miramar

Implementation Notes:

6/17/2015 This action overlaps with another action and is therefore terminated.

Redesign student learning outcomes to align with TAMUS outcomes.

Redesign student learning outcomes to align with TAMUS outcomes.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Projected Completion Date: 05/2015

Responsible Person/Group: Executive Director

Implementation Notes:

7/23/2015 New SLOs were created and are reflected in the strategic plan.

Connected Document

[Housing Strategic Plan Momentum 20/20](#)

Reroute the #63 Wave Shuttle and assess effectiveness.

Reroute the #63 Wave Shuttle and assess effectiveness.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Projected Completion Date: 08/2015

Responsible Person/Group: Executive Director

Implementation Notes:

9/23/2015 The contract with the Corpus Christi Regional Transportation Authority was renewed in August 2015 and included expanded hours for route 63 on weekdays, plus additional Saturday hours and new Sunday and summer hours.

Connected Documents

[Route 63 schedule](#)

[Sunday route schedules for 63s & 66s](#)

Coordinate programming between properties

Coordinate with the residence life staff at both properties on joint programming and large events.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 05/2016

Responsible Person/Group: Housing Officer, Camden Assistant Director of Residence Life, Momentum Assistant General Manager.

Expand Bus Service Times

Expand bus service times to better serve the students (particularly those located at the Momentum Campus).

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: RTA Ridership (WAVE shuttle) Satisfaction | **Outcome/Objective:** Assist with the needs of off-campus students.

Projected Completion Date: 08/2015

Responsible Person/Group: Executive Director

Additional Resources: Funding = \$120,000.00

Budget Amount Requested: \$120,000.00 (recurring)

Connected Documents

[Route 63 schedule](#)

[Sunday route schedules for 63s & 66s](#)

Implement 20/20 strategic plan

Implement appropriate portions of the housing 20/20 strategic plan over the next 5 years.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 09/2020

Connected Document

[Housing Strategic Plan Momentum 20/20](#)

Phase 2 of Momentum Village

Initiate the process to build Phase 2 at Momentum Village with a target open date of August 2017.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 08/2017

Responsible Person/Group: Housing Officer. Contracts Office

Connected Document

[Housing Strategic Plan Momentum 20/20](#)

Redesign Islander Leadership Seminar

Redesign the Islander Leadership Seminar in the following ways: coordination led by Housing Officer; curriculum designed to meet the student learning outcome goals; inclusion of both Camden Miramar and Momentum Village staff in teaching component areas; spring seminar schedule designed around RA selection process for both properties.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: Medium

Projected Completion Date: 05/2016

Responsible Person/Group: Housing Officer

Unify marketing efforts

Collaborate with Camden Miramar and Momentum Village in general housing marketing efforts; present as a united front through Islander Housing.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Projected Completion Date: 08/2016

Responsible Person/Group: Housing Officer

Analysis Questions and Analysis Answers**Based on the analysis of findings, what are the strengths of the program?**

The findings for University Housing Programs indicate that the program has strong student learning outcome results. The events and activities hosted/collaborated through University Housing Programs are well executed and have well established learning outcomes. The University Housing Program positively contributes to a student's university experience by teaching and/or reinforcing safe behaviors, communication skills, and exposure to diverse communities

According to the NSSE results, it is also evident that resident students are more engaged at the university than non-residents. Residents are 20.2% more likely to participate in at least 6 hours of co-curricular activities per week than non-residents. They are also 31.2% more likely to participate in at least 6 hours of community service per week than non-residents. This engagement leads to overall increased retention rates for the university.

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

The 2013 administration of the Residence Life Survey indicated great dissatisfaction with cleanliness, pest control and the laundry rooms. The continued implementation of contracted cleaning services and closer monitoring of existing outsourced services (pest control and laundry equipment) at Camden Miramar has increased student satisfaction

regarding room condition (7% increase), pest control services (5.5% increase), and cleanliness of laundry room (5% increase) on the 2015 Residence Life Survey. These contract services will be monitored closely to ensure continued improvement. Camden Miramar is implementing a new "Maintenance Request Survey" in FY 2016 to ensure that resident satisfaction with maintenance and contracted services is given top priority.

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

Based on the findings, there are several specific areas where Housing Programs can improve. According to the Residence Life Survey, satisfaction with room condition at move-in is currently at 80% and the ideal score would be 90%. It is evident that more attention needs to be given to diversity and inclusion as this goal was barely met this year. Camden Miramar's customer service and maintenance scores did not show an increase this year. This indicates that efforts to improve these scores need to carry forward.

The Residence Life Survey scores and comment sections indicated vast dissatisfaction with internet service. These issues were resolved in mid-Spring semester. Camden Miramar also spent a considerable amount of time and money on capital improvements during summer 2015 and the results of those improvements should be seen with the next administration of the survey.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Highlights

- Hired a new University Housing Officer, to focus full time on university housing programs.
- American Campus Communities completed construction at Momentum Village, adding 482 beds on the Momentum Campus and welcomed students on August 21, 2015.
- Collaborated with Momentum Village to promote the community to students and integrate them into annual university programs and necessary committees.
- Camden Miramar opened with 99.5% occupancy in Fall 2014.
- Created a new strategic plan based on Momentum 20/20, including the creation of new housing-related student learning outcomes that are based on the Texas A&M University System student learning outcomes.
- Created social media accounts on Facebook and Twitter under Islander Housing to better define Islander Housing as a department and support our housing communities.
- Created a university housing email address and redesigned the university housing webpage to contain links to both housing communities.
- Ridership on The Wave Route #63 increased 75% from FY 2014.
- Islanders Ride Free participation has increased nearly 30% from FY 2013.

Program Participation

On-campus housing program – University housing offers on-campus housing through Camden Miramar.

	FY 2013	FY 2014	FY 2015
Opening Occupancy	104%	99.5%	99.5%
Average total occupancy	1498	1597	1703
Average occupancy percent	99.0%	97.4%	95.13%
Male	39.0%	38.5%	40.1%
Female	61.0%	61.5%	59.9%
Freshmen	68.0%	68.4%	74.8%
Sophomore	14.4%	14.8%	12.6%
Junior	8.5%	8.6%	7.4%
Senior	6.7%	6.2%	4.2%
Graduate	2.4%	2.0%	1.0%
Asian/Pacific Islander	2.3%	2.2%	2.4%
African-American	8.5%	8.7%	10.5%
Hispanic	38.1%	38.3%	41.6%
International	5.4%	5.1%	2.4%
Native American	0.3%	0.4%	0.3%
White	41.0%	40.7%	38.8%
Multi-racial	1.5%	2.0%	2.0%
Not classified	2.9%	2.6%	1.8%
ESLI	2.0%	1.9%	.002%
Student Athlete	5.2%	5.1%	.06%

RTA Shuttle and Transportation Programs – TAMU-CC and the Regional Transportation Authority (RTA) offered three programs for students seeking transportation services.

- The Wave (#63) has a condensed 45 minute loop which now serves several local student apartment complexes, major shopping areas (La Palmera Mall and Moore Plaza), and both the Island and Momentum campuses.
- The Momentum Shuttle (#60) serves as a park and ride between the Momentum Campus and the Island

Campus.

The Islanders Ride Free Program allows all students, faculty, staff, and contractors to ride any bus in the city free of charge. Data for the Islanders Ride Free programs include riders on all bus routes and services.

Average Riders per Day	FY 2013	FY 2014	FY 2015
The Wave #63	252	223	391
The Momentum Shuttle #60	NA	70	64
Total Islanders Ride Free*	568	710	736

Note: The 2013 numbers only represent AY riders. Future years reflect riders for the entire year.

Student Learning and Wellness Programming – Camden Miramar resident advisors hosted 66 programs covering all categories of the Wellness Wheel and the identified Student Learning Outcomes. The programs served 3,083 attendees. A summary breakdown of programs by category may be seen below:

SLO Theme	FY 2013	FY 2014	FY 2015
Identify Safe Behaviors		25	28
Awareness of Diverse Cultures		21	19
Self Reliance/Life Skills		20	22
Wellness Wheel Component			
Social Wellness	66	55	42
Emotional Wellness	24	22	16
Physical Wellness	28	23	10
Intellectual Wellness	41	32	26
Spiritual Wellness	0	9	7
Financial Wellness	3	4	7
Environmental Wellness	5	3	8
Occupational Wellness	15	4	6
Total Programs	77	70	66

Community Service Programming – Camden Miramar staff and residents participated in the Relay for Life event at Whataburger Field, conducted a food drive for the Food Bank, and hosted the annual Safe Treat event (trick or treating for local kids).

Islander Leadership Seminar – The program has conducted a class for students interested in applying to be a Resident Advisor for many years. The seminar was held over a 10 week period in the fall and spring semesters. The content was based on *Exploring Leadership* by Komives, Lucas, and McMahon. To supplement the text and help students identify their own personal leadership traits, classes were also conducted on the Myers-Brigg Type Indicator and StrengthsQuest. Approximately 24 students completed the seminar Spring 2015. Fall completion numbers are not available. Complete information about the results of the seminar is unavailable due to many staffing changes and loss of information.

Program Review – The department conducted an internal review of the program at Camden Miramar using the Council for Advancement of Standards in Higher Education (CAS) Standards in FY 2014. Action plans were developed for all standards receiving a rating of “2 – Partially Met” or below. The Action Plan with progress indicators is available in the attached documents.

Professional Development of Staff – in addition to on-campus trainings and Camden or American Campus Communities sponsored training, the professional staff participated in the following professional development activities.

Amanda Drum, Executive Director

TACUSPA Fall Conference

SACS-COC Annual Conference

SACS-COC Summer Institute

Texas A&M University Assessment Conference

SWACUHO CHO Workshop

Stephanie Box, Housing Officer

TACUSPA Fall Conference

ACUHO-I Annual Conference

Texas A&M System Symposium

National Incident Management System - Incident Command System certified

Texas Women in Leadership Symposium

Richard Whatcott

NAA Student Housing Conference

StarRez User Conference

Kristy Stone

NAA Student Housing Conference

StarRez User Conference

Kerry Day (left October 2014)

NASPA Conference

Sarah Judy (started March 2015)

None

Joshua Bonnell

SWACUHO Conference

Manuel Vela

None

Alexis Ruiz (started July 2015)

None

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

The University Housing staff is composed of one university staff person (University Housing Officer and formerly by the Executive Director, Strategic Engagement Initiatives), 43 employees of Camden Miramar, and 5 staff members of Momentum Village, the university's privatized housing providers.

The Camden Miramar staff is composed of a Director, two Community Managers, one Assistant Director for Residence Life, one Coordinator for Residence Life, 26 Resident Advisors and numerous office, maintenance and housekeeping personnel.

This year, the Momentum Village staff is composed of one General Manager (director) and four student leasing consultants. During summer 2015, they hired an Assistant General Manager (arrived in July), as well as a Business Manager, Maintenance Supervisor, maintenance staff, and 6 Resident Advisors, who started work in August.

Amanda Chesser Drum, Ph.D. (served as housing officer through January 2015) Executive Director, Strategic Engagement Initiatives, Texas A&M-Corpus Christi

The Community:

- City of Corpus Christi Bicycle and Pedestrian Sub-Committee
- City of Corpus Christi Traffic Advisory Commission, ex-officio
- Corpus Christi MPO Active Mobility Committee
- Safe Communities Coalition Member
- Texans Standing Tall Coalition Member
- Youth Continuum of Care Coalition Member
- Texas Transportation Institute U in the Driver's Seat Coalition Member
- #Giving Tuesday SEaS Participant – Metro Ministries
- Big Event – Padre Soccer
- Bible Class Teacher

The Profession:

- TACUSPA Foundation Committee
- TACUSPA Finance Advisory Board
- TACUSPA Historian
- TACUSPA 90th Anniversary Chair
- TACUSPA Fall Conference – Presenter
- TACUSPA Mentor
- SACS-COC Program Presenter
- NASPA Annual Conference Program Reviewer
- NASPA Alcohol and Mental Health Conference Program Reviewer
- U in the Driver's Seat Peer Educator Symposium Planning Team

The University:

- SEAS Strategic Planning and Assessment Committee, Chair
- Camden Housing Management Committee, Chair
- Momentum Village Housing Development Team
- I-ADAPT
- Incident Command Team, Unit Leader
- Student Engagement and Success Council
- Strategic Planning and Continuous Improvement Council
- University Assessment Council
- Committee on Committees
- Orientation Advisory Committee
- Parking and Transportation Committee
- Employee Development Day, Presenter

Stephanie Box (started in January 2015) University Housing Officer, Texas A&M-Corpus Christi

The Community:

- Advisory Board, Texas International Fishing Tournament

The Profession:

- Vice President of Marketing & Membership, TACUSPA
- Graduate student mentor, TACUSPA
- Presenter, American Campus Communities regional leadership retreat

The University:

- Student Conduct Appellate Board
- Honors Council, ex-officio member (prior to January 2015)
- Student Engagement and Success Council
- IADAPT committee
- Waves of Welcome committee
- Provost's Leadership Council (prior to January 2015)
- First Year Islanders Convocation committee
- Golden Key International Honour Society Advisor
- 1994 Freshmen Class Reunion Committee
- Anchor Alumni Club President
- TAMU-CC Alumni Association, Board of Directors
- Ethical Decision Making presenter for resident assistants, Islander Leadership Seminar, Rec Sports & UCSA student employees

Richard Whatcott**Director of Housing & Residence Life, Camden Miramar****The University:**

- Student Engagement and Success Council
- Housing Management Committee
- I-CARE

Kristy Stone**Community Manager, Camden Miramar****The Community:**

- Relay for Life

Kerry Day (thru October 2014)**Assistant Director of Residence Life, Camden Miramar****The Community:**

- Women's Bible Discussion Leader

The University:

- I-ADAPT Committee
- WOW Committee
- Homecoming Committee
- I-CARE Member

Sarah Judy (started in March 2015)**Assistant Director of Residence Life, Camden Miramar****The University:**

- I-ADAPT Committee
- Waves of Welcome Committee
- I-CARE committee
- Residence Life Coordinator Search Chair

Josh Bonnell (thru July 2015)**Residence Life Coordinator, Camden Miramar****The University:**

- Homecoming Committee

Resident Advisors**Camden Miramar****Awards/Presentations/Special Items**

- RA of the Year – Alexandra Sherwood
- Attended SWACUHO RA Conference

Manuel Vela (started in December 2014)**General Manager, Momentum Village****The University:**

- Waves of Welcome Committee
- IADAPT Committee
- Homecoming Committee
- SEAS Council

Anticipated Challenges for the Next Cycle

- Continued integration of marketing Islander Housing as a single entity, with Camden Miramar and Momentum Village as providers.
- Coordination of several operations between Camden Miramar and Momentum Village, such as RA selection and lease renewals, so that it is seen as 'housing is doing renewals right now' and not one is doing renewals but the other is not.
- Competition from off-campus communities that heavily advertise to our students.
- Connecting the Momentum Campus to the Island.
- Need for additional professional staff at Camden to accommodate increase in residents and student staff.
- Planning Momentum Village Phase II.

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

- Implement the Housing 20/20 Strategic Plan.
- Redesign Islander Leadership Seminar.
- Coordinate and collaborate between properties on programming.
- Improve joint marketing and social media efforts.

- Extend The Wave (#63) shuttle to weekends and summers.
- Plan Phase II of Momentum Village

Detailed Assessment Report 2014-2015 VP Student Engagement and Success Annual Report

As of: 4/13/2017 07:53 AM EST

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

Mission / Purpose

The Division of Student Engagement and Success at Texas A&M University – Corpus Christi assists students in attaining their educational goals. Our services create a supportive learning environment for personal and professional development to prepare students for responsible citizenship and lifelong learning. We strive for excellence in serving our students, campus and community engagement, leadership development and inclusion.

This mission was developed as part of the SEAS 20/20 Strategic Plan.

Goals

- G 1: Provide a challenging, learning-centered environment that promotes student success.**
Provide a challenging, learning-centered environment that promotes student success.
- G 2: Enhance a supportive campus that celebrates engaged learning in an inclusive environment.**
Enhance a supportive campus that celebrates engaged learning in an inclusive environment.
- G 3: Build and sustain mutually beneficial relationships with stakeholders through community engagement.**
Build and sustain mutually beneficial relationships with stakeholders through community engagement.
- G 4: Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success.**
Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success.

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

O/O 1: Facilitate learning-centered, co-curricular initiatives based on student learning outcomes.

Facilitate learning-centered, co-curricular initiatives based on student learning outcomes to develop leadership, career and life skills.

Relevant Associations:

Standard Associations

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
- 2.5 humanitarianism and civic engagement
- 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.
- 1.6 Commitment to student diversity and quality.

O/O 2: Create a challenging and supportive educational environment to prepare students for success in the global community.

Create a challenging and supportive educational environment to prepare students for success in the global community.

Relevant Associations:

Standard Associations

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
- 2.5 humanitarianism and civic engagement
- 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.
- 1.6 Commitment to student diversity and quality.
- 1.8 Build & sustain mutually supportive relationships.

O/O 3: Develop an environment of inclusiveness and mutual respect.

Develop an environment of inclusiveness and mutual respect.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.5 humanitarianism and civic engagement
- 2.6 practical competence
- 7 Equity and Access
- 8 Diversity

Southern Association of Colleges and Schools

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

Strategic Plan Associations

Texas A&M-Corpus Christi

- 1.3 Promote lifelong learning and global citizenship.
- 1.4 Provide a supportive and safe campus environment
- 1.6 Commitment to student diversity and quality.
- 1.7 Commitment to faculty & staff diversity & quality.

O/O 4: Provide a supportive campus environment for learning and development.

Provide a supportive campus environment for learning and development.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

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

O/O 5: Encourage a culture of excellence and service.

Encourage a culture of excellence and service.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

3 Leadership

4 Human Resources

9 Organization and Management

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

- 1.10 Manage resources efficiently and effectively.

O/O 6: Celebrate university traditions and achievements.

Celebrate university traditions and achievements.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

9 Organization and Management

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

- 1.10 Manage resources efficiently and effectively.

O/O 7: Increase intentional and visible engagement in our community.

Increase intentional and visible engagement in our community.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

10 Campus and External Relations

Strategic Plan Associations

Texas A&M-Corpus Christi

- 1.8 Build & sustain mutually supportive relationships.

O/O 8: Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.

Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

1 Mission

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.

Strategic Plan Associations

Texas A&M-Corpus Christi

- 1.3 Promote lifelong learning and global citizenship.

O/O 9: Encourage community members to identify with the University as an integral part of the Coastal Bend.

Encourage community members to identify with the University as an integral part of the Coastal Bend.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

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.

O/O 10: Manage human resources to provide optimal staffing.

Manage human resources to provide optimal staffing.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

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

1.7 Commitment to faculty & staff diversity & quality.

O/O 11: Maintain a safe, functional and aesthetically pleasing campus environment that supports a growing student population.

Maintain a safe, functional and aesthetically pleasing campus environment that supports a growing student population.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

11 Financial Resources

12 Technology

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

1.10 Manage resources efficiently and effectively.

O/O 12: Manage financial, physical and technological resources efficiently, effectively and responsibly.

Manage financial, physical and technological resources efficiently, effectively and responsibly.

Relevant Associations:

Standard Associations

CAS- Council for the Advancement of Standards in Higher Education

11 Financial Resources

12 Technology

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.

Strategic Plan Associations

Texas A&M-Corpus Christi

1.10 Manage resources efficiently and effectively.

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

Expand the University Center

Work with architectural firm and then the construction contractor to expand the University Center as approved by a student referendum in Spring 2012.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Projected Completion Date: 09/2015

Responsible Person/Group: VPSES

Implementation Notes:

9/8/2015 The University Center Grand Opening event was held May 1. Some areas continued to be under construction throughout the summer but the building was fully operational with the start of the Fall 2015 semester.

Create and Implement a Division Strategic Plan to Align with Momentum 20/20

Create and Implement a Division Strategic Plan to Align with Momentum 20/20

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Projected Completion Date: 08/2020

Responsible Person/Group: Executive Director of Strategic Engagement Initiatives and Vice President for Student Engagement and Success

Implementation Notes:

9/8/2015 The SEaS 20/20 Strategic Plan was finalized in November 2014. Departments then began planning and each department within the division created a plan to align with it. Official implementation began September 1, 2015.

Expand Housing to the Momentum Campus

Expand Housing to the Momentum Campus. Through American Campus Communities, build and open 482 beds on the Momentum Campus.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Projected Completion Date: 08/2015

Responsible Person/Group: Executive Director of Strategic Engagement Initiatives and Vice President for Student Engagement and Success

Implementation Notes:

9/8/2015 Momentum Village opened with 482 beds August 21, 2015.

Analysis Questions and Analysis Answers

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

The Division of Student Engagement and Success has drafted and adopted a new strategic plan to align with the University Momentum 20/20 plan. This plan includes the six Empower U student learning domains required of the Texas A&M System as well as guidelines for measuring attainment. Each department in the division has also created and adopted plans for implementation fall 2015.

Empower U SLO Assessment: This year, the division assessed Globalization and Cultural Diversity. Various student groups were trained in Safe Zone. Each student was given a Pre/Post assessment of vocabulary, perceived knowledge and readiness. Of the 79 students trained and tested, 41% increased in their knowledge of LGBTQ vocabulary, 97% indicated that they are knowledgeable about LGBTQ issues and 76% indicated that they are prepared to serve as a Safe Zone Ally as a result of training.

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

Division programs and services continue to increase in an effort to meet the demands of a growing student population. Each area of the division is guided by a new strategic plan created to align with the university's Momentum 20/20 plan. These plans encompass student learning outcomes as well as administrative goals and objectives through the year 2020.

To meet student population growth, additional professional positions were created throughout the division, new housing was developed on the Momentum Campus (for fall 2015) and the University Center expansion project was completed.

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

Additional financial, physical (space) and human resources are needed to meet the needs of a growing student population. As the student body grows, more staff is needed to meet student and program needs but there are limited resources to hire them and finding office space, once hired, creates additional concerns.

Empower U SLO Assessment: This year, the division assessed Ethical Decision Making and Social Responsibility. Various student staff groups, and one prospective staff group, were trained in Ethical Decision Making. These presentations were followed by an assessment of case study resolutions measured utilizing an Ethical Decision Making rubric. The target achievement level was that, on average, students would rate at the "Advanced" level on the rubric. The average score was at the Intermediate level (9.9). A score of 11 out of 15 was needed to rate as Advanced. One staff group achieved this level but the remaining groups scored below the threshold. One staff group scored significantly below the threshold. This year established baseline data. The expected targets will be altered to better fit the potential of the different staff groups. Also, the Ethical Decision Making training workshops will be altered to better focus on the application of ethical criteria to alternatives. This was the lowest rated portion of the rubric.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Vice President for Student Engagement and Success (VPSEAS) oversees and provides leadership and direction for programming and services that support the University's mission. The division has created a new strategic plan to align with the University Momentum 20/20 plan. The plan consists of twelve objectives that align with the mission and division goals to:

- **Learning: Provide a challenging, learning-centered environment that promotes student success.**
- **Campus Climate: Enhance a supportive campus that celebrates engaged learning in an inclusive environment.**
- **Community Engagement: Build and sustain mutually beneficial relationships with stakeholders through community engagement.**
- **Resources and Accountability: Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success.**

The division is committed to working collaboratively across the institution. Staff members often take leadership roles on various committees and working groups. The division continued to collaborate with Academic Affairs on the First Year Islander program. Several staff members from the division served on the Convocation committee including: Ann DeGaish, Sharon Herrera, Amy Kotulski, Stephanie Box and Dennis Coplen. Dennis Coplen served as the onsite event coordinator on the day of Convocation.

The division reinstated the annual Leadership and Service Awards program in 2014 and continued the program in 2015. The awards recognize Islanders who have had a positive impact on campus through leadership, involvement and service. The division awarded ten \$1000 Leadership Scholarships. The division also awarded an additional 23 \$1000 scholarships with funding made available from the Student Scholarship Endowment. Scholarship recipients were selected from Who's Who Among Students in American Universities and Colleges award recipients. Leadership award winners, scholarship recipients, and 57 recipients of Who's Who Among Students in American Universities and Colleges were recognized at the event. Thirteen awards were presented to students, student organizations, faculty and staff.

Division staff members continue to be active in the community and in professional associations. The division participated in #GivingTuesday in November. More than 75% of division staff participated in volunteering 107 hours at Metro Ministries, the Food Bank, Late Night Breakfast, Paws on the Island and the Blood Bank of the Coastal Bend.

In an effort to improve communication and marketing efforts, the division added a Communication Specialist position. Julie Shuttlesworth was hired mid-year and is responsible for overseeing division-wide marketing including the weekly iNews student email, social media efforts, marketing of large events and a new monthly parent's newsletter that will begin fall 2015.

The division is separated in three units that report to the Vice President. These units are Student Services, Student Life and Strategic Engagement Initiatives. Highlights from each of these areas follow.

Strategic Engagement Initiatives

Dr. Amanda Drum, Executive Director, leads Strategic Engagement Initiatives. This unit includes Strategic Planning and Assessment, Engagement Initiatives and University Housing.

Strategic Planning and Assessment

Strategic Planning and Assessment led the division in the development of the new SEAS 20/20 Strategic Plan. As part of that effort, the office conducted a needs assessment of students to determine what services most interested students, created a new division tag line and worked with staff to create department level plans. As part of this plan, the division also created and adopted new student learning outcome themes to align with the Texas A&M University System Empower U Student Learning Outcomes. The division reported findings for two of the six Empower U outcome domains (Specific Knowledge and Integration of Broad Knowledge) to the Board of Regents through the university report and measured the outcome domains of Ethical Decision Making and Social Responsibility and Communication for inclusion on the 2015 report in December.

The Council for Advancement of Standards in Higher Education (CAS) provides a framework for self-assessment and program review within student service functional areas. CAS program reviews were conducted for Recreational Sports, University Center, Health Center and Judicial Affairs. The office conducted, or assisted in the implementation of, several divisional and departmental surveys.

Engagement Initiatives (Prevention and Inclusion)

The Office of Engagement Initiatives oversees Prevention Programming, Inclusion and the I-TEAM Peer Educators. Prevention Programming focuses on teaching and modeling healthy and safe behaviors that lead to overall wellness and student success. This includes education and programming on Alcohol and Other Drugs, Stress Management, Sexual Health, Academic Skills and Safety. Programming focuses on evidence-based approaches to education and prevention.

The I-TEAM (Islanders Teaching, Engaging and Motivating) peer education program began late in the 2014 cycle. The newly formed departmental student organization recruited 11 members over the course of the year and retained 8 members for the upcoming 2015-2016 academic year. I-TEAM planned and/or volunteered for 21 programs in collaboration with I-ADAPT and the Inclusive Islander Network. Each member was trained as a BACCHUS Certified Peer Educator.

Alcohol and Other Drug Prevention is coordinated in conjunction with the Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT). The program once again partnered with the statewide coalition Texans Standing Tall to conduct Screening and Brief Interventions as a prevention strategy on campus. This partnership provided \$7,000 in direct funding plus training for faculty and staff and enabled screening and interventions with 308 students.

The Islander Alcohol Education Program is a mandatory online alcohol education course for all incoming students under the age of 21. On average, students scored 28% higher on the course post-test indicating effectiveness in teaching alcohol and other drug subject matter and in correcting misconceptions regarding campus norms. *The Consent and Respect Module* is paid for by the Office of the Associate Dean of Students but the course is administered by Prevention Programs. The module focuses on Title IX compliance issues related to Sexual Misconduct.

The *Islanders Think, Choose and Graduate* social norms marketing campaign is a key component of campus prevention initiatives. The goal is to re-direct student behavior by increasing accuracy of perceptions and expectations. This campaign initially focused solely on AOD prevention but the scope was broadened to encompass a wider range of prevention topics. The messages are communicated using posters, banners, t-shirts, and other giveaways. Also, birthday cards are emailed to each student during the month of their 21st birthday. The card contains helpful facts and encourages them to celebrate responsibly.

The Biennial Review, as required by the Drug-Free Schools and Campuses Regulations (EDGAR Part 86), is completed in September of even numbered years. The Biennial Review for 2012-14 was completed this cycle. The full report is available in the documents section.

The Inclusive Islander Network is a network of students, staff and faculty who pledge to create a welcoming environment for

all members of the Texas A&M University-Corpus Christi community through their different involvements on campus. The program strives to “Cast a Net of Compassion” on TAMU-CC by training faculty, staff and students in a variety of topics including diversity, multi-cultural competence, privilege and inclusion. Inclusive Islanders exemplify compassion, respect and equality toward others regardless of how they identify and the ways in which those identities intersect. Inclusive Islander training workshops included “*Inclusion: Exploring Identity and Intersectionality*” and “*Safe Zone.*”

In fall 2014, the office conducted a survey of individuals who identified themselves as either a member or ally of the LGBTQ community on campus. In the context of feeling physically and emotionally safe on campus (due to the sexual orientation), 63% of survey respondents feel safe on campus, 18% recall feeling unsafe up to two times, 10% recall feeling unsafe 3-4 times, and 10% recall it more than 5 times. Survey respondents overwhelmingly agreed that more programs and services are needed to create a more inclusive environment with all respondents indicating at least one program/training they would like to see on campus to support this population.

While much progress has been made since the coordinator position was added, it has become clear that one staff position cannot adequately meet the needs of all three programs. A second staff position is greatly needed to divide the workload, create a “back-up” and to ensure that these programs are successful.

University Housing

University Housing is working to adjust to a dual provider housing operation. Changes were made to marketing and communications, staff training and oversight of the Islander Leadership Seminar. These efforts are being coordinated by a new University Housing Officer who was hired to meet the increased demands of a growing resident student population.

Camden Miramar opened fall 2014 at 99.5% occupancy with some students on a wait list to acquire overflow housing accommodations. Camden opened two new buildings with 150 beds in August 2014. The university profit shared with Camden and received a check of \$348,240 as well as \$54,300 for the ground lease. Resident Advisors hosted programs covering all areas of the Wellness Wheel and targeted student learning outcomes. The Islander Leadership Seminar continues to develop future leaders to serve as Resident Advisors and in other roles across campus.

The new dining plan requirement was implemented fall 2014. This requirement has caused a great deal of concern on the part of some students and parents leading to greatly reduced renewals for fall 2014. The renewals rate for fall 2015 rebounded but not completely. Camden Miramar opened fall 2015 at 98.5% occupancy. The property had a waitlist throughout August. Lowered occupancy was a result of offering fewer overflow spaces to backfill late cancellations. The number of available overflow spaces will be increased for fall 2016.

The university worked with American Campus Communities to build a 482 bed facility on the Momentum Campus for fall 2015. Momentum Village features two and four bedroom apartments as well as four bedroom townhomes. The community also boasts a recreation room with workout equipment and an outdoor swimming pool. Momentum opened fall 2015 at 99% occupancy.

The university partnership with the Regional Transportation Authority continues to flourish with the addition of park and ride services from the Momentum Campus. The long-running #63 Wave Shuttle service was rerouted in fall 2014 to better serve apartment complexes near the campus and to maximize efficiency in preparation for the opening of housing on the Momentum Campus. The service will be expanded to summer and weekends fall 2015 to serve Momentum Village residents.

Student Life

Ms. Lisa Perez leads the Student Life unit. This unit is composed of the University Center and Student Activities (UCSA), Recreational Sports and the Sr. Executive Director advises the Student Government Association.

University Center and Student Activities (UCSA)

The University Center (UC) expansion project was a primary focus this year. Because of the construction project, all offices and services moved from the building to temporary accommodations in August and the building was shut down September 4, 2014 until May 1, 2015. This closure made programming a challenge for all campus offices.

The Aloha Days freshman camp schedule was revised to include Play Fair. The program trained 46 volunteer upper division students to facilitate the camp. The Waves of Welcome (WOW) calendar included over 30 events for fall 2014.

Homecoming 2015 faced many challenges with weather, but still experienced great participation with 27 students in the Homecoming Court. There were also a record number of groups signed up to participate in the parade with 45 groups signed up. The Lighting of the “T” event was modified this year and over 300 students attended. The new Anchor was revealed during the festivities.

The Island Waves student newspaper will completely transition to the College of Liberal Arts by fall 2015. UCSA worked with the College of Liberal Arts faculty to ensure a smooth transition. The paper received 15 awards from the Texas Intercollegiate Press Association.

Campus Activities Board (CAB) increased programming and also increased membership participation. They expanded their social media presence through Snap Chat and Vine accounts. Islander Cultural Alliance (ICA) increased African American History Month programming and co-sponsored the Clothesline Project with the University Counseling Center.

The service module in OrgSync has provided a way for UCSA to publicize and get students involved with service projects in the local community. A new Alternative Winter Break program was implemented in addition to Alternative Spring Break. Over 400 Islanders signed up to participate in the Big Event community service day in March. The Islander Lights program collected \$398 and 305 toys for the US Marine Corps Toys for Tots program.

Greek Life involved 378 members in 14 chapters. Three Greek chapters raised over \$16,000 for their philanthropies this year. The University Council of Student Organizations (UCSO) recorded over 3900 student participants in at least one student organization.

The UCSA Leads program established a chapter of the National Society for Leadership and Success (Sigma Alpha Pi) which quickly grew to 560 members and over 190 inductees for the year. This is now the largest student organization on campus.

The University Center construction project was completed July 2015 but a grand re-opening celebration was held May 1 so the students could experience the building before leaving for the summer. While closed, UC Programming engaged a diverse group of students in programs across campus. The Study Center was modified due to limited space but in spring students enjoyed a new study venue in the Student Involvement Center.

Recreational Sports

Recreational Sports programming continues to expand to meet university growth. The first out-of-state Outdoor Program trip occurred over spring break to the Grand Canyon. Participation was high for fitness and wellness, aquatics, intramurals, sport clubs, and open recreation. Despite closure of the multi-purpose fields, the number of active Sport Clubs remained steady and intramural participation increased by approximately 400 participants. This is due, in part, to the introduction of alternative sports including KamJam, Spikeball and sand volleyball.

The number of memberships sold increased in all categories compared with the previous year. This created more traffic. Also, with the closure of the University Center, numerous campus events were held in the Dugan Wellness Center and Island Hall gyms.

In February, students overwhelmingly voted in favor to increase the Recreational Sports fee to the legislative cap of \$175 per semester. This positions the department to address additional programming, personnel and facility needs. Specific areas marketed in the referendum were adding a dietitian, turfing and lighting the multipurpose fields and the development of a new aquatics facility.

Faculty and staff continue to be served through the Employee Wellness Program and the Chancellor's Wellness Initiative Grant. The Chancellor's Wellness Initiative provided an additional \$13,500 for campus wellness programs. A new component was added called Islander Rewards where employees completing 45 work-outs during the semester received a \$45 refund for their membership. The university entered in to the Partnership for a Healthier American higher education initiative which will promote wellness programming in activities and nutrition over the next three years.

The Islander Recreation Camp continues to expand. The camp offered nine weeks of sessions and received highly positive feedback. The Paws for a Cause program collected \$200 for First Friday to provide free mammograms. Over 300 pounds of non-perishable food was collected for the Corpus Christi Food Bank at the Turkey Trot fun run, and 769.5 community service hours were completed by Sport Club participants.

Recreational Sports continues to be one of the largest student employers on campus. Student employees are developed through training and in-service programming. This year, additional training opportunities included outdoor trip-leader training, TexFit, NIRSA annual conference, and yoga certification.

Student Government Association (SGA)

SGA's focus this year was in becoming a more credible organization on campus and working on public relations efforts. The organization partnered with several groups, including Camden Miramar to host a T-shirt Swap; the Expressive Activities Committee to host Constitution Day; the Cross Country and Track Team to host a 5K run; and the President's Office to host

Capitol Day. SGA was instrumental in publicizing Capital Day and getting students to participate. Over 50 students registered and 32 participated. SGA also partnered with the Division of Student Engagement & Success to host Islander Tribute.

For the first time in several years, three students submitted applications for the Student Regent position. During Homecoming Week, SGA hosted Friday Fiesta and had a Penny Wars competition between organizations. Over \$800 was raised for the Hector P. Garcia Book Scholarship.

Much time was spent in recruiting students to serve on university committees and many of the positions were filled. SGA also hosted "What's the Frustration" tables throughout the year to get feedback from the student body to pass to the administration. In addition, SGA successfully drafted and approved a bill to support the Recreational Sports Fee increase.

Four students attended the COSGA conference in College Station and three students attended the Huge Leadership Weekend in New Braunfels. For the first time, SGA held senate meetings during the summer to plan the upcoming year. New senators and members were active and established goals for the year.

Student Services

Dean Ann DeGaish, Associate Vice President and Dean of Students (AVP/DOS), leads the Student Services unit. This unit is composed of the Dean of Students, Associate Dean of Students, University Counseling and Health Services, Career Services and Disability Services.

Dean of Students Office

The Associate Vice President and Dean of Students (AVP/DOS) assists students as they progress toward a future career and a lifetime of learning. This office is dedicated to supporting students who may need assistance in resolving complex personal and academic matters. In AY 14-15, the office assisted 78 students by sending professor notifications letters on their behalf. The AVP/DOS also facilitates several division initiatives.

Each year, the division hosts monthly staff development meetings for all full time staff and Graduate Assistants. The goals of staff development are to increase awareness and understanding of relevant topics by division staff; foster a spirit of cooperation, interaction and integration amongst departments; and create a sense of community within the division. This effort is led by the AVP/DOS. This cycle, the overall participation rate was 98%. Topics included: a State of the Division address by Dr. Albrecht; Understanding Students on the Autism Spectrum; Dating Violence; the Use of Social Media; Human Trafficking; and the Inclusive Islander Program. In addition to these formal programs, the staff gathered informally in August, December and May to enjoy each other's company and take a moment to reflect on our work and accomplishments over the course of the year.

The Division also participated in #Giving Tuesday, an international day of service with the goal of giving back to the local community. The division staff had the opportunity to volunteer at two locations off campus (Metro Ministries and the CC Food Bank) as well as some events on campus (Late Night Breakfast, Paws on the Island and the Blood Bank). Participation in the event exceeded expectations, with 75% of division staff participating in at least one event and accumulating 107 hours of service.

The Student Fee Advisory Committee is charged with reviewing the budgets associated with the Student Service Fee, the Recreational Sports fee, the University Health Center fee and the Student Center Complex fee. Student Government Association appoints five students with staggered terms and the University President appoints four representatives of the campus community. In AY 14-15, the committee included six students, two faculty members and the AVP who served as chair. The committee made recommendations on \$11.3 million dollars for FY 16.

The division honored three students who passed away during the year at the annual Islander Tribute ceremony in April 2015. Two students were from the College of Liberal Arts and one from the College of Education. Of the three deaths, two deaths were the result of car accidents and one was a confirmed suicide. One of the students' families attended the ceremony.

Associate Dean of Students

The Associate Dean of Students oversees the university's Behavioral Intervention Team (ICARE) as well as Judicial Affairs. There was a decrease in the number of judicial cases during the year; however the number of violations assessed from those cases increased. There was a 57% increase in the number of drug cases this past year. The second highest number of violations was for alcohol. There were 80 violations in AY14 -15, down from 145 charges the year before. Academic misconduct reports decreased from 91 to 73.

Referrals made to ICARE increased in both the spring and summer last year, 18% and 21% respectively. The most common issue for a referral is mental health. The ICARE case manager has worked diligently to make connections in the local community. This has been critical in getting students the assistance they need, especially when financial resources are an issue.

A number of educational programs were offered through Judicial Affairs related to: Title IX, domestic violence, STEP-UP - Bystander Intervention program, safety, ICARE and disruptive students. This is very important in addressing issues on our campus in a pro-active way.

University Counseling and Health Services Centers

There was a 10% increase in the number of individual client counseling sessions, a 19% increase in the number of individual students seen and a 3% increase in the number of sessions in which students met with the psychiatrist. Calls to the after-hours hot line continue to increase as well as the number of students seeking immediate assistance through the "Counselor on Duty" program. There were multiple days in the course of a week, that more than one counselor needed to serve as "Counselor on Duty", based on the number of students seeking assistance. The three most common symptoms were Anxiety, Depression and Adjustment Disorders, with Anxiety being the most frequent.

There was an 11% increase in appointments and a 13% increase in the number of students seen in the Health Center. In an effort to assist students in managing their health related issues, the University Health Center contracted with Care-Net, a company available to answer calls in the evenings and on weekends. This service provides information directly to students on how to manage their immediate health care issues. This has been well received by students.

In an effort to be proactive, the University Counseling and Health Centers provided a number of educational programs throughout the year. The University Counseling Center participated or collaborated on 140 different programs last year. The University Health Center was able to offer 38 programs to the campus community.

Career Services

The number of employers recruiting on campus continues to increase. There was 21.5% increase in attendance at Career Fairs by recruiters and a 34% increase in student participation.

The Assistant Director for Employer Relations joined the staff in July 2014. This position is charged with recruiting new businesses and employers to campus. The Assistant Director visited companies in San Antonio, Houston and Austin as a means to develop relationships. There was minimal success with this effort. A more intentional plan is in place for AY 15-16.

Disability Services

Disability Services served 301 students in AY 14-15. Due to enrollment patterns, accommodations were provided for 502 students throughout the year (across Fall, Spring each summer session). This is a 7% increase in services from AY 2012-13. The number of exams administered by the department rose by 3.2% from AY 13-14. This reflects a 15.8% increase from AY12-13.

Since AY12-13, there has been a 51.8% increase in the number of hours for interpreter services. As a result, the budget expenditure for interpreter services has increased by 71.7% since AY12-13. It was challenging to find interpreters for all students at the skill level that was needed. In one case, an independent contractor was hired when the Corpus Christi Council for the Deaf and Hard of Hearing was not able to provide one.

The department worked with IT to launch the Accessible Information Management (AIM) System

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

Dr. Don Albrecht, Vice President for Student Engagement and Success contributed to the community, the profession and the university as follows:

Service to the Community:

American Heart Association- Corpus Christi Heart Walk Executive Leadership Team

Parkway Presbyterian Church – Endowment Committee

#Giving Tuesday SEAS Participant

Service to the Profession:

COSSVP, Historian

Service to the University:

Inclusive Excellence Committee, Chair

Student Engagement and Success Council, Chair

Expressive Activity Committee, Chair

Who's Who Among Students Selection Committee, Chair

Student Endowment Scholarship Committee, Chair

Incident Command Team, Section Chief

Chancellor's Student Advisory Council, TAMU-CC Representatives, Advisor

President's Ambassadors, Advisor

Student Government Association, Advisor

University Center Expansion Project, User Coordinator

President's Cabinet

Institutional Effectiveness Council

Space Management Committee

Intercollegiate Athletics Council

Honors Council

Housing Management Committee

Strategic Planning Council

Student Publications Committee

Momentum Village Housing Development Team

Ms. Ann DeGaish, Associate Vice President and Dean of Students contributed to the community and the university as follows:

Service to the Community:

Special Olympics Volunteer

Incarnate Word Academy

#Giving Tuesday SEAS Participant

Service to the University:

SEAS Staff Development Committee, Chair

Student Engagement and Success Council

Provost Leadership Team

FYI Advisory Committee

FYI Convocation Planning Committee

University Center Expansion Project

Incident Command Team

Faculty On-Boarding Planning Team

Employee Recognition Program Implementation Team

Ms. Lisa Perez, Senior Executive Director of Student Life contributed to the community, the profession and the university as follows:

Service to the Community:

Most Precious Blood Catholic Church Lector

Islander Lights Toy Drive

#Giving Tuesday SEAS Participant

Service to the Profession:

TACUSPA Conference Planning Team 2015 Co-Chair

Service to the University:

Student Engagement and Success Council

Retention Task Force

Calendar Committee

Commencement Ceremony Volunteer

Dr. Amanda Drum, Executive Director of Strategic Engagement Initiatives contributed to the community, the profession and the university as follows:

Service to the Community:

City of Corpus Christi Bicycle and Pedestrian Sub-Committee

City of Corpus Christi Traffic Advisory Commission, ex-officio

Corpus Christi MPO Active Mobility Committee

Safe Communities Coalition Member

Texans Standing Tall Coalition Member

Youth Continuum of Care Coalition Member

Texas Transportation Institute U in the Driver's Seat Coalition Member

#Giving Tuesday SEAS Participant

Big Event – Padre Soccer

Bible Class Teacher

Service to the Profession:

TACUSPA Foundation Committee

TACUSPA Finance Advisory Board

TACUSPA Historian

TACUSPA 90th Anniversary Chair

TACUSPA Fall Conference – Presenter

TACUSPA Mentor

SACS-COC Program Presenter

NASPA Annual Conference Program Reviewer

NASPA Alcohol and Mental Health Conference Program Reviewer

U in the Driver's Seat Peer Educator Symposium Planning Team

Service to the University:

SEAS Strategic Planning and Assessment Committee, Chair

Camden Housing Management Committee, Chair

Momentum Village Housing Development Team

I-ADAPT

Incident Command Team, Unit Leader

Student Engagement and Success Council

Strategic Planning and Continuous Improvement Council

University Assessment Council

Committee on Committees

Orientation Advisory Committee

Parking and Transportation Committee

Employee Development Day, Presenter

Ms. Julie Shuttlesworth, Communications Specialist contributed to the community, the profession and the university as follows:

Service to the Community

Tigerette Parents Club Vice President

Service to the Profession

TACUSPA 90th Celebration Timeline Committee

Service to the University:

Waves of Welcome

SEAS Staff Development

Ms. Johanna Bratton, Business Manager contributed to the community and the university as follows:

Service to the Community:

St. Philips Catholic Church – active parishioner

Service to the University:

SEAS Council

Financial Users Network Group

Ms. Meredith Coplen, Senior Executive Assistant contributed to the community and the university as follows:

Service to the Community:

#Giving Tuesday SEAS Participant

Service to the University:

Staff Council-Vice President

Staff Council Executive Committee

Employee Excellence Committee, Chair

SECC Texas Coordinator for Texas A&M University-Corpus Christi

Faculty Senate, Ex-Officio

Student Engagement and Success Council

SEAS Staff Development Committee

Waves of Welcome Committee

Anticipated Challenges for the Next Cycle

The division is preparing to face a number of challenges. These include:

- Limited financial, physical (space) and human resources to meet the needs of a growing student population [need for additional staff; funding concerns due to increased fee exemptions/waivers].
- Meeting the needs of an increasing distance learning student population.
- Increased demand for accommodation services to meet the needs of students with disabilities.
- Increased acceptance of marijuana use amongst college students – particularly as various states legalize use.
- Completion/maintenance of the Momentum Multipurpose Fields and associated support building.
- Condition of the pool is not sufficient for longevity.
- Maintaining compliance with changing Title IX federal mandates.
- Demand for on-campus housing fall 2016. No additional space will be available.
- Changes in roles and reporting lines as the University Center and Student Activities split into two departments.
- Need for additional space for University Health Center, University Counseling Center, Disability Services, Career Services and the Associate Dean of Student Office.
- The recruitment of qualified staff willing to work for the salary budgeted for positions.
- Preparing the campus for implementation of SB11 allowing concealed carry of handguns by licensed persons.
- Securing reliable and affordable interpreter services.

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

The Division of Student Engagement and Success plans the following actions:

- Implement and measure the new division strategic plan.
- Identify employment skills taught by division activities/experiences and a method to assist students in communicating their achievement to potential employers.
- Continue to carefully plan and evaluate all programs and areas of large expenditure for efficiency and effectiveness.
- Identify new methods to serve distance learning students.
- Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.
- Hire staff to fill new and vacant positions.
- Develop a five year plan for staffing to achieve the objectives of the 20/20 Strategic Plan.
- Develop plans for long-term facility needs including student housing, recreational facilities (aquatics), offices and program/service space.